## Culturally Responsive Embedded Social & Emotional Learning (CRESEL)

### What does the approach look like across Alaska?

<table>
<thead>
<tr>
<th>Aligning and integrating culturally responsive SEL into district and school infrastructure and systems</th>
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<tr>
<td><strong>SUPPORT</strong></td>
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- Shared vision, goals, action plan  
- Policies and practices (e.g. RTI/ MTSS, teaching framework)  
- Ongoing job embedded professional learning  
- Regular examination of data and progress towards goals |
|  
- District and school planning teams, vision, action plan (*CRESEL partners*)  
- Inventory of district and school strengths, resources, and priorities (*CRESEL partners*)  
- State-wide SEL Champion professional learning community (*CRESEL partners*)  
- Positive behavior supports and CRESEL integration (*Hydaburg, Bering Strait, Lower Yukon*)  
- CRESEL aligned with district priorities and initiatives (*Sitka, Yukon Koyukuk, Lower Yukon, Kodiak, Nome*)  
- Strategic plan revisions focus on building relationships, partnership, community conversation (*Lower Yukon*)  
- Principals co-create the district SEL vision (*Sitka, Lower Yukon*)  
- Regular reports to regional and area school boards about the work (*Lower Yukon*)  
- SEL integrated into school board policy (*Sitka*)  
- Site-based SEL specialists (*Kodiak, Nome*)  
- SEL/Trauma Engaged is part of district-wide professional learning (*Kodiak*)  
- Elementary, secondary and community-based SEL Champion team (*Nome*)  
- Advisory school board members are part of district and school SEL planning teams (*Lower Yukon*)  
- Year end cross district reflection meeting on CRESEL to develop action plan for the next year (*Bering Strait*) |

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<th>Building shared understanding of how trauma impacts learning</th>
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<td><strong>BUILD UNDERSTANDING</strong></td>
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- Shared understanding of trauma and the biology of toxic stress  
- Adult co-regulation skills  
- Strategies for building learning brains  
- School-wide resilience centered practices |
|  
- Community in-service on SEL/Trauma Engaged (*Sitka*)  
- Community and school showings of Paper Tigers and Resilience (*Sitka and Kodiak*)  
- CLEAR coaching model (*Juneau*)  
- Team planning and domains model (*Mat-Su*)  
- School and community joint in-service (*Anchorage*)  
- State experts (Linda Chamberlain, Pat Sidmore, Josh Arvidson) – brain biology of trauma and brain-body techniques, Adverse Childhood Experiences (ACEs) in Alaska  
- Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska (state-wide work group)  
- Alaska Resilience Initiative  
- Mind Up curriculum |

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<th>Supporting adults in developing and using their own SEL skills to foster relationships</th>
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<td><strong>MODEL</strong></td>
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- Adult SEL skills and self-regulation  
- Supportive relationships with students  
- Strong family-school partnerships  
- Collegial and supportive staff relationships |
|  
- School staff and community co-create working agreements (*Hydaburg*)  
- Instructional coach focused on culturally responsive SEL (*Sitka, Yukon Koyukuk*)  
- Cooperative learning practices used to deliver content during professional learning so adults practice their own SEL skills (*Nome*)  
- Principal professional learning community focused on culturally responsive SEL (*Lower Yukon*) |
### Creating a Supportive School Climate and Environment

| RESPECT | • Physical, emotional, cultural, and academic safety  
|         | • Culturally responsive teaching and learning environment  
|         | • School-wide positive behavior supports (e.g. restorative practices, PBIS)  
|         | • Youth voice and leadership  |

- School-wide weekly SEL theme (*Kodiak*)
- Principals as instructional leaders in School Climate & Connectedness Survey (SCCS) workshops (*Lower Yukon, Kodiak*)
- Youth as leaders in CRESEL - Natural Helpers (*Lower Yukon*)
- Youth leadership retreat includes SCCS workshop (*Bering Strait*)
- Restorative practices (*Sitka*)
- School environment walk through inventory (*Nome*)
- Common school phrases translated into community language and used school-wide (*Lower Yukon, Bering Strait*)

### Directly Teaching Culturally Responsive SEL Skills with Opportunities to Practice These Skills Throughout the School Day and After School

| TEACH/PRACTICE | • Common language to identify and discuss SEL skills  
|                | • Direct SEL skill instruction  
|                | • Teaching strategies and routines that reinforce SEL skill practice in academics  
|                | • School day SEL reinforced during afterschool time (in sports, activities, at home)  |

- SEL direct instruction: Second Step (*Sitka, Hydaburg, Yukon Koyukuk*); Project Based Learning (*Yukon Koyukuk*); Caring School Community (*Kodiak*); Connected and Respected (*Nome, Bering Strait, Lower Yukon*); Fourth R (*Nome, Yukon Koyukuk*)
- SEL learning standards (*Sitka, Hydaburg, Yukon Koyukuk, Nome, Lower Yukon*)
- K-12 district-wide Kagan Cooperative Learning (*Nome*)
- Activators cooperative learning in secondary classrooms (*Lower Yukon, Nome, Bering Strait*)
- Weekly advisory period in secondary schools (*Sitka, Kodiak*)
- Restorative practices emphasized in SEL learning standards (*Sitka*)
- Community partner delivers Second Step parenting (*Hydaburg*)
- Open gym uses Second Step and SEL standards (*Hydaburg*)
- SEL training and coordination for afterschool providers (*Sitka, Nome*)
- SEL principles integrated into back to school and family fun nights (*Nome*)

### Collaborating Through Authentic Partnerships to Integrate Culture and Transform Education Systems

| CO-CREATE | • Community dialogue and conversation  
|           | • Partnership for cultural integration in teaching and learning  
|           | • Strength-based community healing  
|           | • Regular and ongoing communication loop  |

- Community conversation model and partnerships (*CRESEL partners*)
- School planning teams use the harvest (notes) from the community conversation to shape school action plan (*Bering Strait, lower Yukon*)
- Cultural/community values infused in SEL learning standards (*Hydaburg, Yukon Koyukuk, Nome, Lower Yukon*)
- Cultural modifications to SEL direct instruction curriculum (*Sitka, Nome, Lower Yukon, Bering Strait*)
- Elders healing circle and Elders Council (*Hydaburg*)
- Paraprofessionals and classified staff are leaders in indigenizing education (*Lower Yukon*)
- Cultural activities resourced by district (*Bering Strait, Lower Yukon*)
- Building community capacity for partnership (*Yukon Koyukuk*)
- “Profile of a KIBSD Learner” developed with community input (*Kodiak*)