

# CRESEL Community Dialogues Themes



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

*First Alaskans Institute, the Association of Alaska School Board, school districts hosted conversations in partnership with community members, families, and tribal organization. The conversation is designed to explore how schools and community can co-create a socially and culturally supportive learning environment that will help students to thrive. This document includes a summary and key themes that emerged from the questions and prompts. While concepts and ideas varied across communities themes did emerge. These themes have been clustered by the Association of Alaska School Boards and provided here to provide an overview of these conversations.*



# Community Values

- Take care of one another– **St. Michael**
- Sharing – **St. Michael**
- Respecting our elders -**St. Michael**
- Responsibility – **St. Michael**
- Kids are learning well – **Main ( Kodiak)**
- Respect for eachother – **Main (Kodiak)**
- Everyone gets involved– **Akhiok**
- Incorporate values – **Shishmaref**
- Creativity – **Shishmaref**
- Inupiaq values – **Shishmaref**
- Respect for other’s perspective – **Shishmaref**
- Elder storytelling – **Shishmaref**
- Humor – **Brevig Mission**
- Inupiaq values hanging in schools – **Nome**
- Care for each other – **Russian Mission**
- Elders – **Russian Mission**
- Love– **Hydaburg**
- Ability to unite/celebrate– **Hydaburg**
- to learn from others–**Kodiak**
- Humor- **Hydaburg**
- Respectful children– **Akhiok (Kodiak)**
- Everybody knows eachother – **Shishmaref**
- Peer support – **Shishmaref**
- Community pride – **Shishmaref**
- Fun – **Shishmaref**
- Take care of our kids. Looking out for their well being. Kids look out for each other– **Hydaburg**
- School based values shared daily (Community?) - **Nome**
- Community that comes together – **Hydaburg**
- Each other– **Hydaburg**
- Values of culture– **Hydaburg**
- Passion – fishing, language, carving– **Hydaburg**
- Passing on knowledge of religious beliefs and history – **Kotlik**
- Family support, caring for each other– **Hydaburg**
- Discipline – do’s and don’ts from cultures – elders – **Mountain Village**
- Strong desire for culture and tradition– **Hydaburg**
- Sports success – **Shishmaref**
- Encouragement - **Shishmaref**
- Children are welcoming – **Shishmaref**
- Sense of community & family – **Russian Mission**
- Desire to contribute– **Hydaburg**
- Working together – **Mountain Village**
- Sense of humor – **Shishmaref**
- Care for one another – **Shishmaref**



# Student Skills and Outcomes

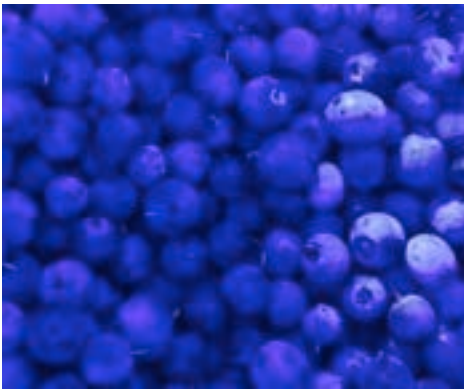
## Student Skills

- Diverse skill sets – **Brevig Mission**
- Greater opportunity for life skills – **Brevig**
- Focus is on positive attributes of culture – not negative, social skills–
- **Kodiak** Turning around conflict– **St. Michael**
- Building relationships– **Savoonga**
- Listening skills– **Savoonga**
- Resiliency through struggles **Savoonga**
- Problem solving – **Main ( Kodiak)**
- Youth leaders/student mentors – **Shishmaref**
- Alutiiq language– **Akhiok (Kodiak)**
- Storytelling– **Akhiok (Kodiak)**
- Subsistence life skills– **Akhiok (Kodiak)**
- Self-advocacy – **Main ( Kodiak)**
- Identifying parent’s skills– **(Kodiak)**
- Responsibility as a social skill– **(Kodiak)**
- Be still and quiet, listening – **Savoonga**
- Watch first, then do – **Savoonga**
- Learning to help one another – **Russian Mission**
- Life skills for business– **Akhiok**
- Apply our traditional beliefs in discipline– Talk, listen, no yelling, anger, etc.– **Savoonga**
- Cross-cultural communication–**Kodiak**
- The kids in this community are amazing & good people.– **Akhiok**
- Know who you are and where you come from– **Savoonga**
- Teach coping skills in both triumphs and trials – **Russian Mission**
- Develop life skills and self-esteem – **Russian Mission**

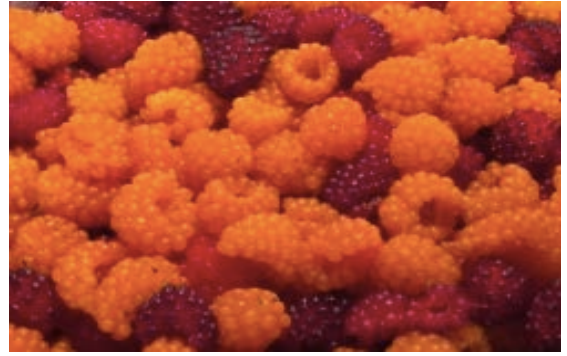
## Outcomes (success)

- Be leaders in schools– **Sitka**
- Strengthening Yupik Identity – **Kotlik**
- Raise cultural awareness– **Sitka**
- Include more student input– **Sitka**
- Safety– **Sitka**
- Commitment – **St. Michael**
- Increase involvement– **St. Michael**
- Meaningful education – **St. Michael**
- Participation – **St. Michael**
- Graduation – **St. Michael**
- Alutiiq teachers– **Akhiok (Kodiak)**
- More teachers with cultural background– **Akhiok (Kodiak)**
- More parent involvement in cultural
- More cultural knowledgeable teachers (parent involvement) – **Akhiok (Kodiak)**
- Regular scheduled cultural activities in the school day – **Brevig Mission**
- Improved sportsmanship – **Brevig Mission**
- Better staff training – **Brevig Mission**
- Kids are learning well – **Main ( Kodiak)**
- Students eager to learn – **Shishmaref**
- Ak native knowledge – **Nome**
- Balance resources between cultures – **Brevig**
- High level of learning and understanding – **Brevig Mission**
- Involvement – **Shishmaref**
- Participation – **Shishmaref**
- Improved culturally relevant environment/classrooms – **Nome**
- Positive increased attitudes - **Shishmaref**
- Motivation – **Mountain Village**
- Students prepared for academics – **Nome**

# Ways of Teaching and Learning



- Seasonal-**Sitka**
- Subsistence-**Sitka**
- Cultural integration with technology- **Sitka**
- With Elders - **Sitka**
- Discuss equity- **Sitka**
- Bridging generations - **Sitka**
- Incorporate grieving & healing practices- **Sitka**
- Mentorship- **Sitka**
- Project-based activities- **Sitka**
- With cultural awareness- **St. Michael**
- Reflection time, not rapid answers- **St. Michael**
- Collective emphasized, not individual- **St. Michael**
- Native dancing- **St. Michael**
- Story telling - **St. Michael**
- Cross-cultural sharing on subsistence-**Kodiak**
- Alutiiq dancing- **Akhiok**
- Cross-cultural exchange
- Beginning class with Yup'ik values- **Kotlik**
- Alutiiq way of life- **Kodiak**
- Integrate learning projects & group work- **Kodiak**
- Clear plan to meaningful embedded work for teachers-**Kodiak**
- Holistic - **Mtn Village**
- Setting expectations - **Kotlik**
- Student involvement - **Mtn Village**
- Bilingual - **Shishmaref**
- Cultural - **Shishmaref**
- Cultural & traditional awareness - **Shishmaref**
- Local culture camp year round. Subsistence and gathering in each season - **Shishmaref**
- Social after school activities - **Shishmaref**
- Cultural contract to help with lessons - **Nome**
- Cultural camp - **Nome**
- Rich cultural legacy (stories, history) - **Hydaburg**
- Song and dance- **Hydaburg**
- Learning from Elders - **Mountain Village**
- Elders teaching youth about peer support. Gives students opportunities to learn their own way - **Russian Mission**
- Community and Elders teaching our students - **Mtn Village**
- Making most of Elders - **Mtn Village**
- Through rich cultural legacy (stories, history) - **Hydaburg**
- Teach native values-**St. Michael**
- Use storytelling to teach values and lessons - **Kotlik**
- Broaden education concept-**Kodiak**
- Elders - **Mtn Village**
- Social skills in after school activities - **Shishmaref**
- Community and Elders teaching our students -



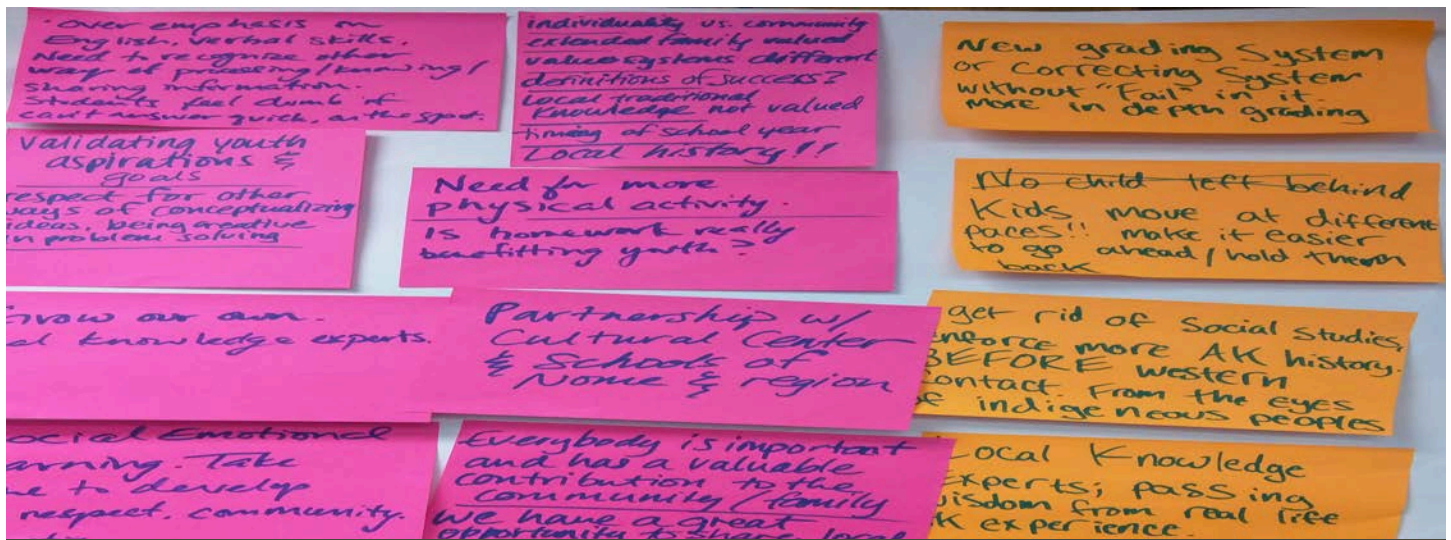
# Place-based / Culture-based Education

- Art/Native art – **Shishmaref**
- Language – **Mountain Village**
- Using salmon life cycle to integrate science and math lessons–**Kodiak**
- Math and science/problem solving through subsistence- **Kotlik**
- Teach kids native crafts and tools – **Mtn Village**
- How to monitor weather/nature – **Mtn Village**
- 3<sup>rd</sup> grade potlatch w/ parents
- Home economics – teaching kuspuk making – **Kotlik**
- Bilingual – **Shishmaref**
- Cultural programs- **Shishmaref**
- Cultural & traditional awareness – **Shishmaref**
- Inupiaq labels in classrooms – **Shishmaref**
- Local culture camp year round. Subsistence and gathering in each season –
- Bring in Fiddling and Fiddling history – **Kotlik**
- Teaching boys how to make sleds – **Kotlik**
- Cultural camp program/cultural activities – **Russian Mission**
- Yupik culture – **Russian Mission**
- NYO – **Russian Mission**
- Have culturally relevant curriculum – **Russian Mission**
- Home ec. Classes – cooking native foods – **Mountain Village**
- Online learning – **Russian Mission**
- Arts & crafts – **Russian Mission**
- Seasonal camping w/ survival skills – **Russian Mission**
- Using old stories to teach lessons – **Russian Mission**
- Teach traditional art and survival (subsistence) classes – **Russian Mission**
- Have dance class – **Russian Mission**
- Early head start and head start with culture – **Brevig Mission**
- Alutiiq language – **Akhiok**
- Use of traditional clothing – **Shishmaref**
- Jr./Sr. High art & culture class- **Nome**
- High school dancing & drumming class- **Nome**
- Learning from Elders – **Mountain Village**
- Language – **Mountain Village**
- Community & Elders teach– **Mtn Village**
- Utilizing Elders – **Mountain Village**
- Native language opportunities– **Sitka, St. Michael**
- Subsistence – **Sitka, St. Michael**
- Eskimo dance groups in school – **Shishmaref**
- Use geological location – **Russian Mission**
- Fall subsistence camps and harvesting – **Russian Mission**
- Bilingual daily – **Shishmaref**



## Place-based / Culture-based Education

- PE alternatives – subsistence, dance– **Sitka**
- Elders as teachers – **Sitka, St. Michael**
- Co-teaching math and science from a cultural context– **Sitka**
- Incorporate cultural resources within an existing curriculum– **Sitka**
- Curriculum development–tie traditional ecological knowledge to science, sacred sites–ancestors and names– **Sitka**
- Incorporate native traditions into art, music
- Recognizing and using local artists – **Savoonga**
- Accredited Alaska native history – **Sitka**
- Incorporate more culture into events–**Kodiak**
- Alutiiq language being taught @ schools- 3<sup>rd</sup> - – **Kodiak**
- Traditional foods in after-school – **Nome**
- Using landmarks to navigate– **St. Michael**
- Integrate song and dance– **Hydaburg**
- Teach kids land resources – **Mtn Village**
- Yupik class/Elders program/Dance group – **Russian Mission**
- Cultural dances–**Kodiak**
- Elementary & HS teach Inupiaq – **Nome**
- More Yupik instruction – **Russian Mission**
- Using fish traps to teach math – **Kotlik**
- Subjects in way of life– **Hydaburg**
- Alutiiq museum & culture camps–**Kodiak**
- Infusion of cultures – pockets of opportunities, more intentional about infusion–**Kodiak**
- 3<sup>rd</sup> grade focus on island history & culture and place–**Kodiak & Akhiok**
- Curriculum (social studies) coordinator work w/ Alutiiq museum – use books– **Kodiak**
- Cultural groups represented in school– **Kodiak**
- School garden –**Kodiak**
- Incorporate culturally-relevant foods– **Kodiak**
- Translators for language learners –**Kodiak**
- Grow culture day– year round -**Kodiak**
- Cultural projects – **Akhiok**
- Field trips for subsistence foods– **Akhiok**
- Community harvesting of foods–**Kodiak**
- Culturally relevant curriculum – **Shishmaref**
- Inupiaq language class – **Nome**
- AK native history – **Nome**
- Inupiaq k-12– **Nome**
- Learn from and about environment- **Hydaburg**



# School/Community Partnership

- Invite guest speakers from community into classes– **Sitka**
- Mentorship– especially around the customary and traditional activities and teaching proper role modeling– **Sitka**
- The school should put in curriculum for each quarter for the school and community come together to pick berries, hunt, fish, trap and how to put catch away – **St. Michael**
- Adopt a teacher– Families adopt and share a culture – **St. Michael**
- School could use web conferencing to associate with community– **St. Michael**
- When school starts, spend time with teachers camping on the land, bring animals in for butchering– **St. Michael**
- Have private employers team up with school to provide training in jobs– **Savoonga**
- Extra curricular activities– beating, sewing, carving–**Savoonga**
- Tribal healers– **Savoonga**
- Elders in school– **Savoonga**
- Home visits – **Savoonga**
- Youth leaders attend community meetings– **Savoonga**
- Develop new books with input from community– **Savoonga**
- Use TV to announce activities– **Savoonga**
- Language speakers – **Shishmaref**
- Partnership w/ Kawerwak – **Nome**
- Sign-up sheets to get involved – **Shishmaref**
- Connection to FAI - **Nome**
- Local traditional experts - **Nome**
- ECE family cultural connection – **Nome**
- Informal communication (texts) – **Nome**
- Kawerak Eskimo Program – **Nome**
- Parents involvement – **Mountain Village**
- Community sponsored school activities – **Mtn Village**
- Collaboration with all teachers – **RM**
- Support from local organizations – **RM**
- Natural helpers (students) – **Russian Mission**
- Youth & Elders work together – **RM**
- School Counselor – **Brevig Mission**
- Teacher/student/community relationship – Para & staff – **Brevig Mission**
- School listens to traditional council – **Brevig**
- Close-knit community – **Brevig Mission**
- Open communication between teacher & parents – **Brevig Mission**
- Strong connection between paraprofessionals & teachers – **Brevig Mission**
- More meetings between school & community – **Shishmaref**
- Two elementary cultural teachers – **Nome**
- Link to Industry– **Akhiok**
- Invite student council to tribal Council Participation – **Shishmaref**
- Elder committee – **Shishmaref**
- More meetings between school and community – **Shishmaref**



### Partnership Continued

- Build trust & relationship between students and teachers – **Russian Mission**
- Community gatherings – **Shishmaref**
- Regular scheduled cultural activities in the school day – **Brevig Mission**
- Sunaq tribe bring curriculum to Alutiiq week, as well as ins-service– **Kodiak**
- Guest speakers on early release day- **Kodiak**
- Community gatherings (potluck) – **Akhiok**
- Community gatherings – **Shishmaref**
- Big building – **Shishmaref**
- Classes – **Shishmaref**
- Elders/ community involvement – **Brevig**
- Extended family involvement – **Brevig**
- School district support – **Brevig Mission**
- Subsistence leave from school – **St. Michael**
- Being positively receptive to learn about the culture & change – **Nome**
- Programs provide/prompts parents for engagement and learning opportunities – **Nome**
- Parents set framework for how students view the school and staff – **Kotlik**
- Support cultural pride – **Russian Mission**
- Communication more open – **Brevig Mission**
- Community gathering place (school) – **Akhiok**
- Parent’s mindset – How do students behave in modern school? – **Kotlik**
- More Opportunity- **Hydaburg**
- Programs provide/prompts parents for engagement and learning– **Nome**
- Parents set framework for how students view the school and staff – **Kotlik**
- Support cultural pride – **Russian Mission**
- Communication more open – **Brevig Mission**
- Connection w/ each other – **Brevig Mission**
- Friendliness – **Brevig Mission**
- Para support – **Brevig Mission**
- School treats student fairly – **Brevig Mission**
- Second chances – **Brevig Mission**
- Community support in challenging times – **Brevig Mission**
- Caring teachers – **Brevig Mission**
- Support for student attendance – **Brevig**
- Community concern for students well being – **Brevig Mission**
- Students involved in decision making – **Brevig**
- Youth court helps student behavior – **Brevig**
- Staff involved w/ community activities – **Brevig Mission**
- Community driven – **Brevig Mission**
- Student support in all situations – **Brevig**
- Adaptability – **Shishmaref**
- Communication – **Shishmaref**
- Creating space for all communities to be celebrated – engaging all parents–**Kodiak**
- More parent involvement in classroom -





# Incorporating Local Ways of Life & Activities

- Teach sewing (mukluks, parkas, kuspuks) – **Shishmaref**
- Students cooking class – **Shishmaref**
- Church– **Akhiok**
- Our way of life is how we live. It’s difficult to put words around– **Akhiok**
- Students – **Shishmaref**
- Sewing– **Akhiok**
- Tanning hides– **Akhiok**
- Teach how to craft Eskimo toys, arts & crafts, and string stories – **Kotlik, Shishmaref**
- Culture camp – **Nome**
- Preschool graduates receive Kuspuks for ceremony (**Nome**)
- Funding for school trips– **Akhiok**
- Native foods on the menu–**St. Michael**
- Introduce your self with native name– **St. Michael**
- Morning announcements in language– **St. Michael**
- Swimming pool– **Akhiok**
- Alutiiq lending library– **Akhiok**
- High school dancing & drumming class- **Nome**
- Diesel tech– **Akhiok**
- Song and dance– **Hydaburg**
- Students cooking class – **Shishmaref, Hydaburg**
- Teach kids how to fillet fish–**Kodiak**
- Language– **Hydaburg**
- Strong leadership– **Hydaburg**
- Leadership – **Mountain Village**
- Teach how to craft Eskimo toys, arts & crafts, and string stories – **Kotlik**
- Extracurricular activities – **Russian Mission**
- Eager to learn – **Mountain Village**
- Kids want to go to school – **Mountain Village**
- Alutiiq dancing - - **Akhiok**
- After school dance group for JH & HS – **Nome**
- NBHS art & culture - **Nome**
- Jr./Sr. High have art & culture class
- High school dancing & drumming class
- Make Kuspuks – **Nome**
- Culture camp – **Nome**
- Cultural camps for educators – **Nome**
- Home economics – teaching kuspuk making – **Kotlik**
- Extra curricular activities – **Shishmaref**

# Climate and School Environment



- School is open & flexible to culture– **Akhiok**
- Respectful children– **Akhiok**
- Document and provide examples of the core values of community to offer to the children.  
Document our values– **Akhiok**
- Supportive teachers/staff – **Shishmaref (Shish)**
- Welcomes school community – **Shishmaref**
- Supports traditional culture – **Shishmaref**
- Big building – **Shish**
- Improved sportsmanship – **Brevig**
- Knowing eachother – **Shish**
- Sense of humor – **Shish**
- Care for one another – **Shish**
- Peer support – **Shish**
- Encouragement - **Shishmaref**
- Positive attitudes – **Shishmaref**
- Honoring religion (holidays etc)-. **Akhiok**
- Children are welcoming – **Shish**
- Sign-up sheets – **Shishmaref**
- Kuspuk Day – **Nome**
- School fundraisers– **Akhiok**
- Support diverse community – **Nome**
- Change to meet student needs, desire in community -**Nome**
- Hosting community & school activities– **Nome**
- Indigenous People’s Day– **Nome**
- Small school fosters close relationships– **Nome**
- Sense of community– **Hydaburg**
- Support for student attendance – **Brevig Mission**
- Community concern for students well being – **Brevig**
- Students involved in decision making – **Brevig Mission**
- Staff involved w/ community activities – **Brevig Mission**
- Helping Elders & other students – **Russian Mission (Russian)**
- Community involvement and participation – **Russian**
- Build trust & relationship between students and teachers – **Russian**
- Sense of community & family – **Russian**
- Elders/community involvement – **Brevig**
- Families involved – **Russian**
- Sense of community – **Brevig**
- Family/children oriented – **Brevig**
- Extended family involvement – **Brevig**
- School district support – **Brevig**
- Healthy environment– **Brevig**
- Subsistence leave– **St. Michael**
- Bilingual teachers– **St. Michael**
- Learn how to speak need a language– **St. Michael**
- Allow students to speak native language as well as English – **Savoonga**
- Being receptive to learn about the culture & change – **Nome**
- Preschool graduates receive Kuspuks for ceremony- **Nome**
- Kuspuk Wednesdays– **Nome**
- Size creates community– **Nome**
- Programs provide/prompts parents for engagement and learning opportunities – **Nome**
- Teachers and aides are positive role models – **Mountain Village**
- Being role models of cultural values – **Kotlik**
- Communication more open – **Brevig Mission**
- School treats student fairly with second chances- **Brevig**
- Community support in challenging times – **Brevig**
- Youth court helps student behavior – **Brevig**



# Quality Staff, Support, and Retention

- Local staff – **Shishmaref**
- In-service time for teachers to visit community organizations– **Sitka**
- Teacher culture camp – **Sitka**
- Teachers know cultural standards – **Nome**
- The cook– **Akhiok**
- Cultural camps for educators – **Nome**
- Cultural contract to help with lessons - **Nome**
- Teacher’s aides– **Akhiok**
- The teachers– **Akhiok**
- Teachers know cultural standards – **Nome**
- Good teachers – **Shishmaref**
- Field trips – **Shishmaref**
- Teacher retention – **Shishmaref**
- Bilingual daily – **Shishmaref**
- Incorporate language mentors – **Shishmaref**
- Teaching kids cultural protocols daily – **Shishmaref**
- Low teacher turnover – **Nome**
- Teachers – dedicated, long term, live in **Nome**
- District has prepared best students for academics – **Nome**
- Local home grown teachers – **Nome**
- Native teachers – **Mountain Village**
- More native role models – **Kotlik**
- With new staff, students become teachers – **Russian Mission**
- Local home grown teachers – **Nome**
- Native teachers – **Mountain Village**
- Teacher volunteers – **Brevig Mission**
- Better staff training – **Brevig Mission**
- Staff training on cultural awareness– **Sitka**
- Staff diversity– **Sitka**
- Opportunity for teachers to learn from others–**Kodiak**
- Train and hire more Alaska native educators– **Sitka**
- More bilingual teachers– **St. Michael**
- Strong educators who believe in keeping the culture- **Savoonga**
- Teacher turnover is high – if teachers invest and understand
- Teachers and aides are positive role models – **Mountain Village**
- Being role models of cultural values – **Kotlik**
- Teach the school staff the power of extended family (community) – **Russian Mission**
- Principal longevity – **Brevig Mission**
- Teacher longevity – **Brevig Mission**
- Mutual respect between teachers and students – **Brevig Mission**
- Teachers enjoy community – **Brevig Mission**
- Low teacher turnover – **Nome**
- Supportive teachers/staff – **Shishmaref**
- Staff in school – long term, local, supportive – **Nome**
- Support for newcomers – welcome wagon– **Savoonga**
- Strong educators who believe in keeping the culture- **St. Michael**
- Staff diversity– **Sitka**
- Training on cultural awareness and generational trauma (board, admin, staff)– **Sitka**
- More opportunities for Alutiiq community to be a part of teacher training/in-service–**Kodiak**
- Community expectations of teachers, staff, and administrators – **Brevig Mission**