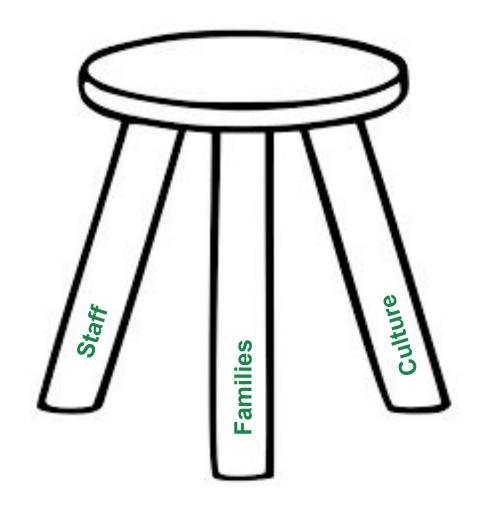


CPSS

Culturally Proficient School Systems



E

Families

Parent Meetings

- Somali Monthly
- Spanish Quarterly
- Edina Asian American Alliance Quarterly
- American Indian Monthly
- Currently assessing the needs of Ukrainian/Russian families

Interpretation

- Simultaneous interpretation
 - Spanish & Somali

Translation

Key district messages in partnership with





Tools:

- > Guiding Principles
- > Overcoming the Barriers
 - > Continuum
 - > Essential Elements

Guiding Principles

- Culture is a predominant force in people's and schools' lives.
- People are served in varying degrees by the dominant culture.
- People have personal identities and group identities.
- Diversity within cultures is vast and significant
- Each culture group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by culture, is the primary systems of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a unique set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

Unhealthy Practices

Cultural Proficiency Continuum

Healthy Practices



Seeking to eliminate vestiges of others' cultures.

Cultural Blindness/Ignorance

Refusing or unable to acknowledge the culture of others.

Cultural Incapacity

Seeking to make the culture of others appear to be wrong.

Cultural Pre Competence

Being aware of what one doesn't know about working in diverse settings.

Cultural Competence

Viewing one's personal and organizational work as an interactive arrangement that is inclusive of all cultures.

Cultural Proficiency

Commitment to lifelong learning in serving the needs of cultural groups

Barriers

Sense of entitlement and privilege
Systemic Oppression
Unawareness of need to adapt
Resistance to change

Essential Elements

Assessing cultural knowledge
Adapting to diversity
Managing the dynamics of difference
Institutionalizing cultural knowledge





Staff

Awareness Capacity Embodiment



Awareness

Adjustments to building initial staff awareness was needed in the 23-24 SY





Shifting How Awareness is Developed

Four day introductory seminar to the four components of cultural proficient shifted to a one day seminar

10% of staff have gone through the 4 day seminar

In the 24-25 SY

- 1 day seminar for all teaching staff
- Work with department leads to develop training specific to each department
- Elements of CPSS embedded in all district facilitated training
- Principal Coaching on CPSS specific to building





Culture

Culture is the values, beliefs, behaviors and material objects that together form a people's way of life.

Some of the ways we are forming the Edina way of being

School Board: How the board reviews policies and asks questions grounded in the tools of CPSS.

Curriculum Review: Teams using the tools to review resources and choose new resources.

CPSS Teacher Toolkit: Coming for the 24:25 SY.

