



## Special Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
May 4, 2026  
6:30 PM

### Strategic Directions:

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it

#### I. Welcome

**Speaker(s):** Abigail Alt, Chair

#### II. Item for Discussion

##### A. Culturally Proficient School Systems Training

**Speaker(s):** Isis Buchanan, Director of Educational Equity

# Board Retreat: Culturally Proficient Schools Systems: Supporting Our Multilingual Learners

May 4, 2026

## THE TOOLS OF CULTURAL PROFICIENCY

THE ESSENTIAL ELEMENTS -- <i>Standards for Planning and Evaluating</i>					
<ul style="list-style-type: none"> <li>• <b>Assess Culture:</b> Identify the cultural groups present in the system</li> <li>• <b>Value Diversity:</b> Develop an appreciation for the differences among and between groups</li> <li>• <b>Manage the Dynamics of Difference:</b> Learn to respond appropriately and effectively to the issues that arise in a diverse environment</li> <li>• <b>Adapt to Diversity:</b> Change and adopt new policies and practices that support diversity and inclusion</li> <li>• <b>Institutionalize Cultural Knowledge:</b> Drive the changes into the systems of the organization</li> </ul>					
CULTURAL PROFICIENCY CONTINUUM					
<i>Change Mandated for Tolerance</i>			<i>Change Chosen for Transformation</i>		
DESTRUCTION	INCAPACITY	BLINDNESS	PRECOMPETENCE	COMPETENCE	PROFICIENCY
<i>Eliminate differences</i> The elimination of other people's cultures	<i>Demean differences</i> Belief in the superiority of one's culture and behavior that disempowers another's culture	<i>Dismiss differences</i> Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures	<i>Respond inadequately to the dynamics of difference</i> Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	<i>Engage with differences using the essential elements as standards</i> Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices	<i>Esteem and learn from differences as a lifelong practice</i> Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.
<i>Reactive Behaviors, Shaped by the BARRIERS</i>			<i>Proactive Behaviors, Shaped by the PRINCIPLES</i>		
<ul style="list-style-type: none"> <li>• Unawareness of the need to adapt</li> <li>• Resistance to change</li> <li>• Systems of oppression and privilege</li> <li>• A sense of entitlement</li> </ul>			<ul style="list-style-type: none"> <li>• Culture is a predominant force</li> <li>• People are served in varying degrees by the dominant culture</li> <li>• There is diversity within and between cultures</li> <li>• Every group has unique culturally-defined needs</li> <li>• People have personal identities and group identities.</li> <li>• Marginalized populations have to be at least bicultural</li> <li>• Families, as defined by culture, are the primary systems of support</li> <li>• The diverse thought patterns of cultural groups influence how problems are defined and solved.</li> <li>• The absence of cultural competence anywhere is a threat to competent services everywhere</li> </ul>		



## Session Outcomes:

- Build our sense our collective efficacy by learning more about District One91 multilingual learners
- Review the CPSS 4 Tools (Barriers, Guiding Principles, Continuum, and Essential Elements (How we Act)
- Make connections between CPSS framework and strategies to support multilingual learners

# District One91 Core Values

ISD 191 Core Values that align with our session today:

**Caring Community** — *Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.*

**Cultural Proficiency** — *Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.*

## » CORE VALUES

Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.

In District 191, we believe in (stand for) ...

**Caring Community** — Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.

**Cultural Proficiency** — Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

**Future Readiness** — Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.

**Inclusive Partnership** — Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.

**Student Agency** — Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

# Grounding



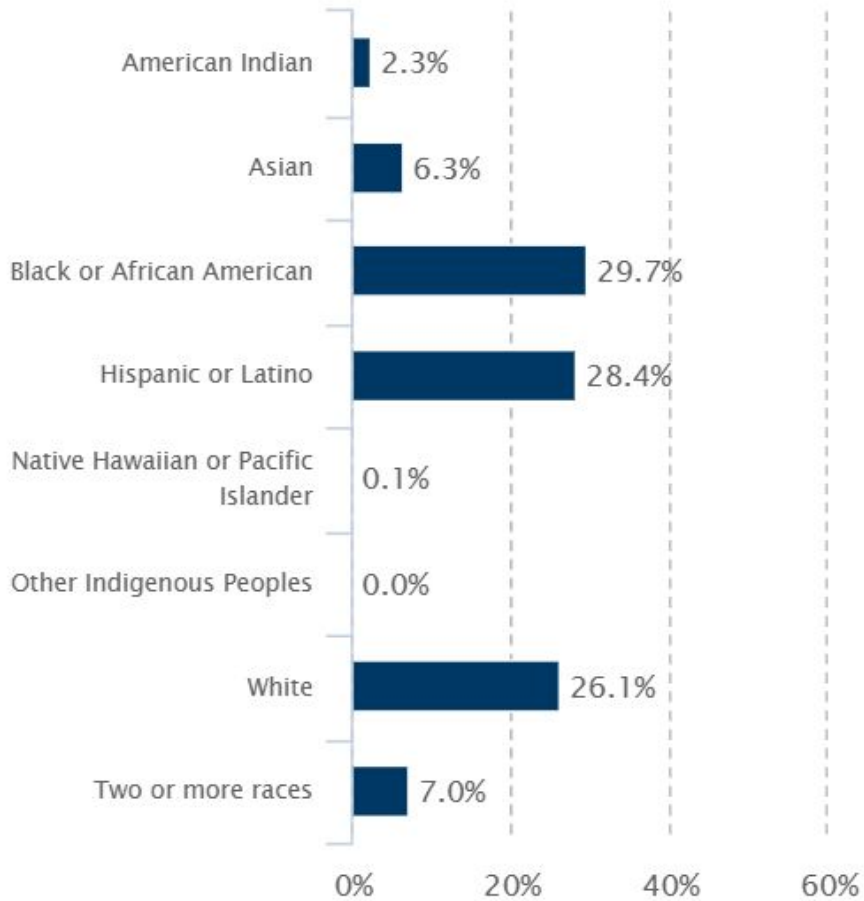
**CPSS Guiding Principle:**  
*School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.*

After viewing the video reflect on the following question:

- **What assets might this student bring to the classroom?**

# District One91 Demographics

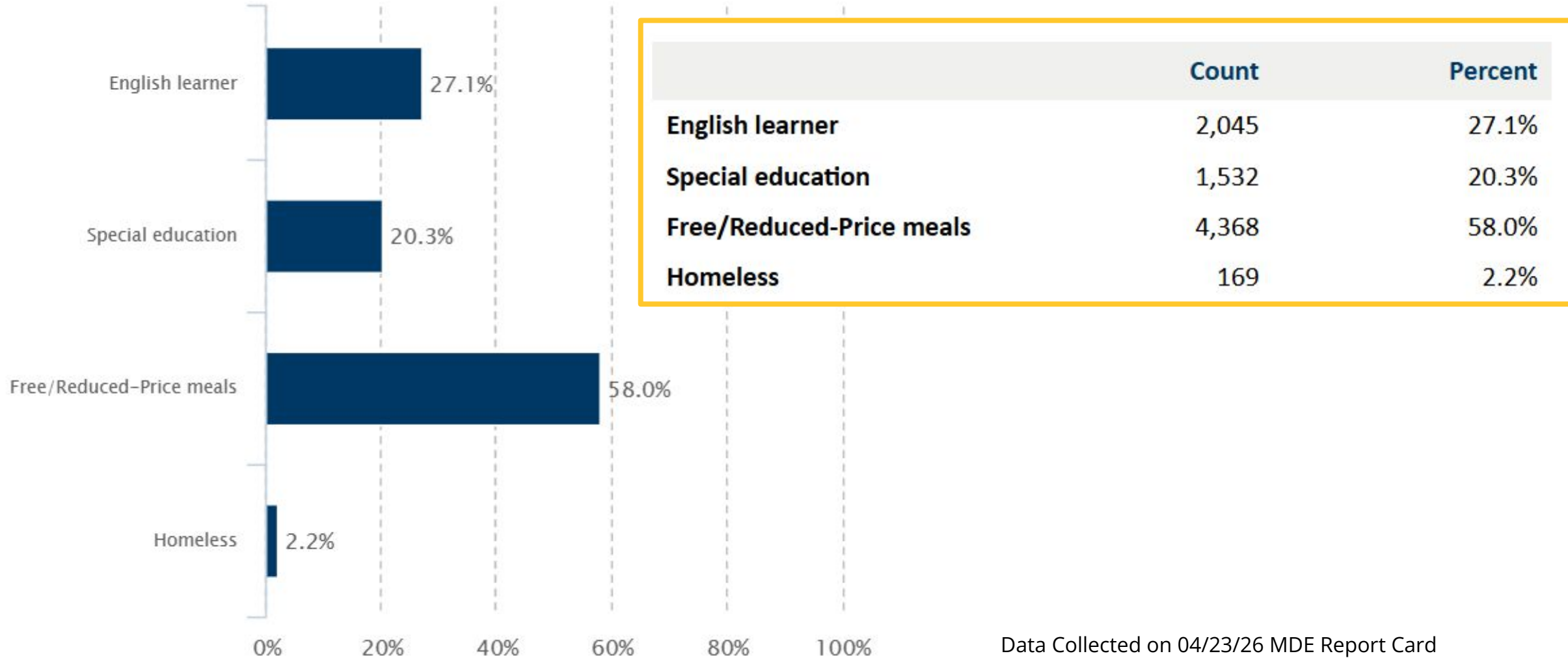
## Student Enrollment



Race/Ethnicity	Count	Percent
American Indian	171	2.3%
Asian	474	6.3%
Black or African American	2,241	29.7%
Hispanic or Latino	2,142	28.4%
Native Hawaiian or Pacific Islander	10	0.1%
Other Indigenous Peoples	3	0.0%
White	1,970	26.1%
Two or more races	525	7.0%
<b>All students</b>	<b>7,536</b>	<b>100.0%</b>

# District One91 Demographics

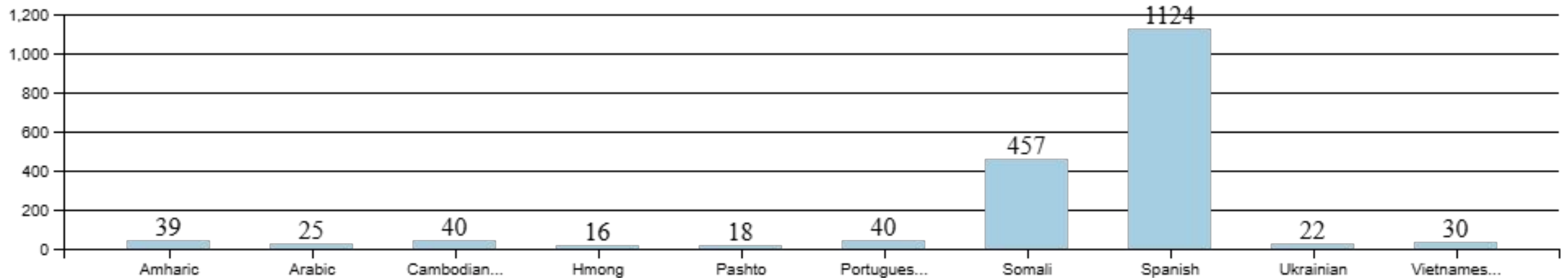
## Student Enrollment by other Criteria



# District Wide-Data

## Top 10 Home Languages of our District One91 Multilingual Learners

Home Language

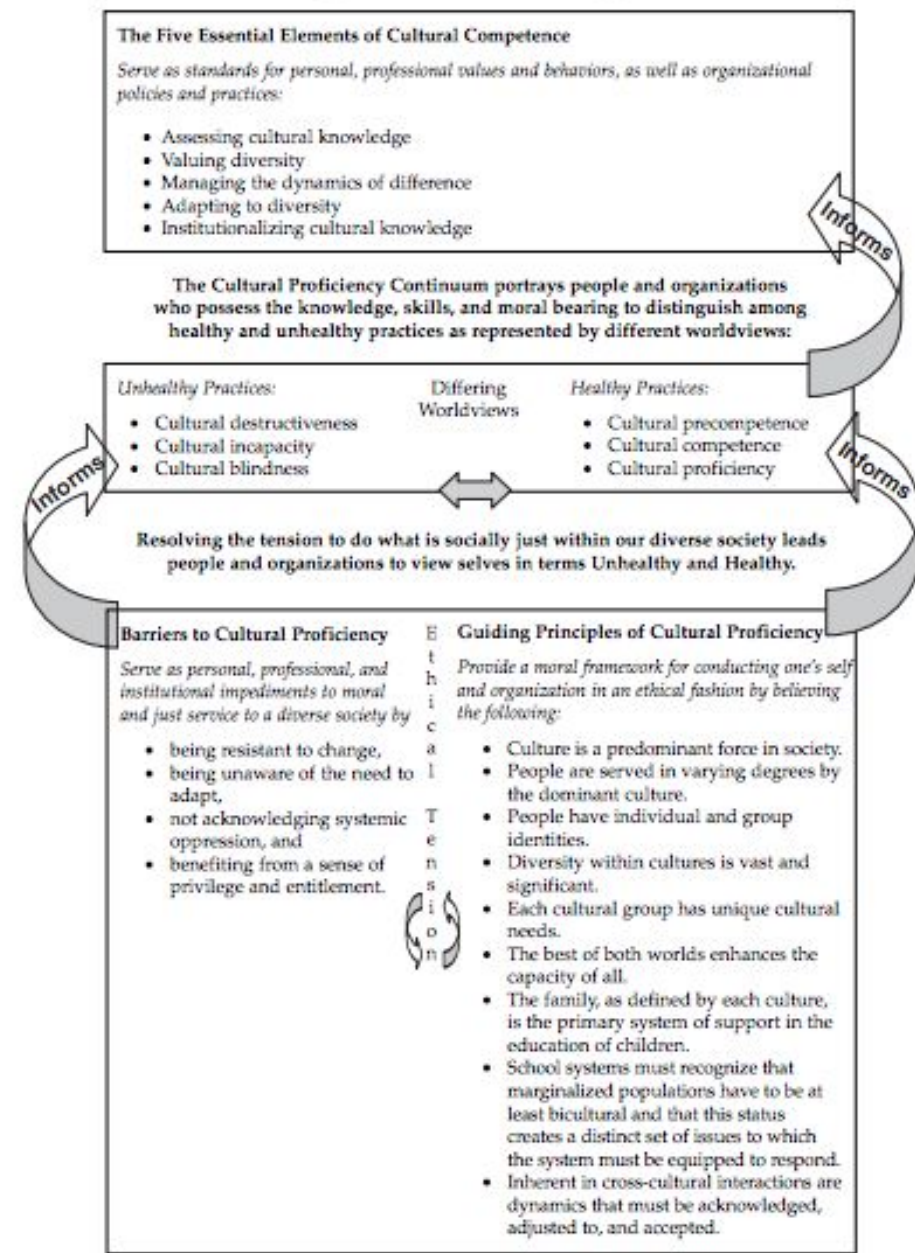


Amharic	Arabic	Khmer	Hmong	Pashto	Portuguese	Somali	Spanish	Ukranian	Vietnamese
39	25	40	16	18	40	457	1,124	22	30

# The interaction among the four tools



Table 4.2 The Conceptual Framework for Culturally Proficient Practices



# ESSENTIAL ELEMENTS: HOW WE ACT

Assess cultural knowledge  
Value diversity

Institutionalize cultural knowledge

Manage dynamics of difference  
Adapt to diversity

10

## CONTINUUM: SCALE FOR DETERMINING LEVEL OF CULTURAL COMPETENCE

*Destructive*

*Incapacity*

*Blindness*

*Precompetence*

*Competence*

*Proficiency*

### BARRIERS

- Leads to unhealthy practices, beliefs and activities on the Continuum
- Creates obstacles to cultural competence
- Represents imbalances of power and influence
- Some imbalances and disparities are embedded in practices and policies
- Blindness to the impact of current practices
- Desire to stay with what is known

### GUIDING PRINCIPLES

- Culture is a predominant force in peoples' 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 group has unique cultural needs
- The best of both worlds enhances the capacity of all
- The family, as defined by each culture, is the primary system of support in the education of children
- People who are not part of the dominant culture have to be at least bicultural
- Inherent in cross-cultural interactions a dynamics that must be acknowledged, adjusted to, and accepted.

**CPSS Framework – four tools working together**

## Essential Elements:

**Assessing cultural knowledge** - Being aware of what you know about your own and others' cultures, about how you react to others' culture, and what you need to do to be effective in cross-cultural situations.

**Valuing diversity** - Making the effort to be inclusive of people whose viewpoints and experiences are different from yours and will enrich conversations, decision making, and problem solving.

**Managing the dynamics of difference** - Viewing conflict is a natural and normal process, which has cultural contexts that can be understood and can be supportive in creative problem solving.

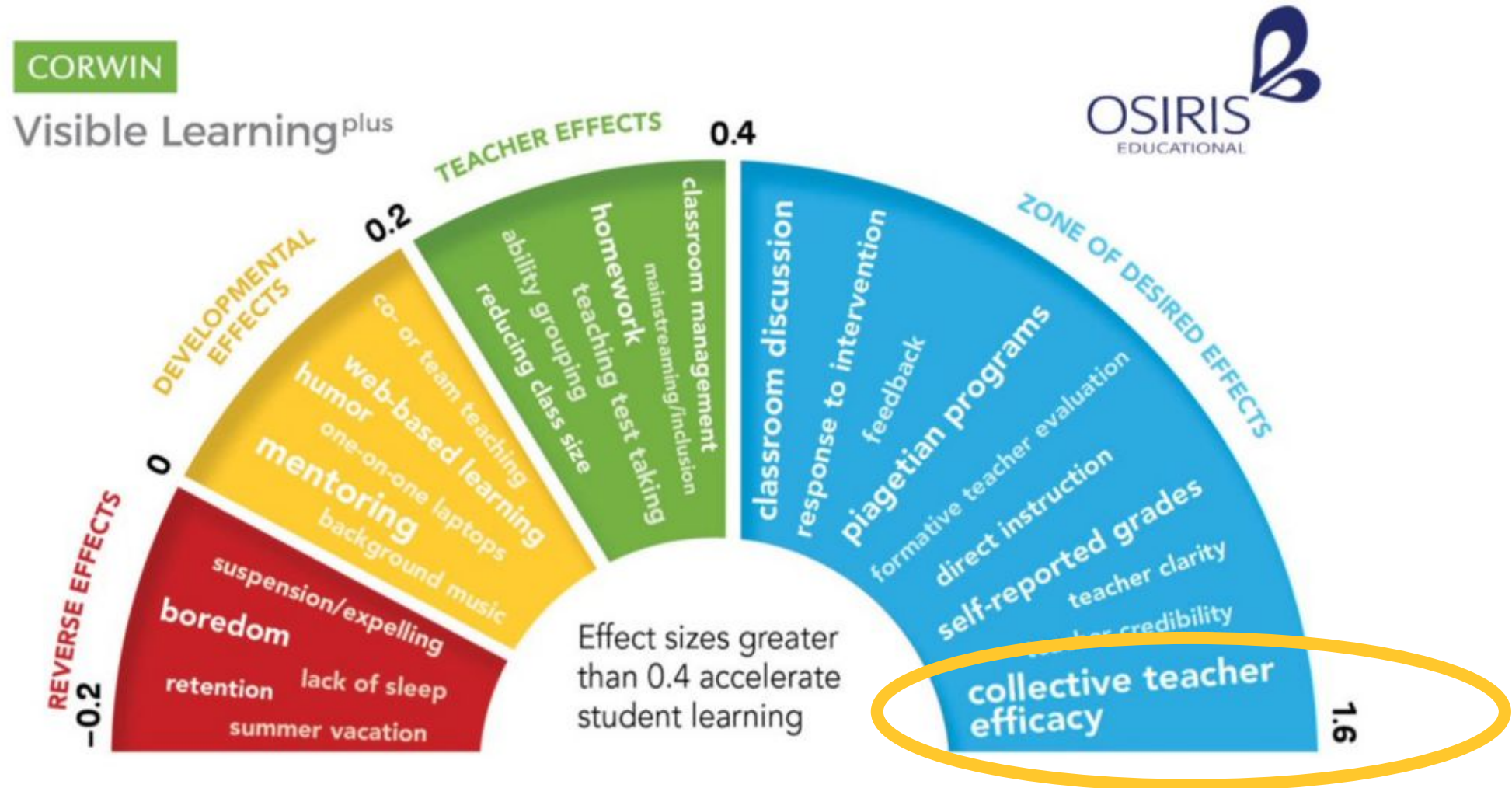
**Adapting to diversity** - Having the will to learn about others and having the ability to use others' cultural experiences and backgrounds in educational settings.

**Institutionalizing cultural knowledge** - Making learning about cultural groups and their experiences and perspectives an integral part of your ongoing learning.

# CPSS Lesson Study Look Fors

Essential Element	Instructional Look Fors
<b>Assessing Cultural Knowledge</b>	Lesson includes 4 or more opportunities for students to dialogue with classmates
<b>Valuing Diversity</b>	Lesson includes materials that represent the students. Create a learning environment that welcomes and values all students
<b>Managing Dynamics of Differences</b>	Lesson includes adaptations to ensure English Learners and students served by Individual Education Plans are successful (visual cues, sentence frames, graphic organizers)
<b>Adapting to Diversity</b>	Student opportunity for choice and personal voice is included in the lesson.
<b>Institutionalizing Cultural Knowledge</b>	On-going timely & personalized support is provided to students who have not met mastery

# Outcome: To build collective efficacy in the area of supporting Multilingual Learners 13



# Overview of the WIDA Framework



## Welcome to the WIDA English Language Development Standards Framework, 2020 Edition

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Starting in 2004, all editions of the WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways. The 2020 Edition recommit to this belief by maintaining the five original WIDA ELD Standards Statements while adding new and expanded resources to address updates in policy, theory, and practice.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
<b>English Language Development Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting
<b>English Language Development Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>
<b>English Language Development Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>
<b>English Language Development Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>
<b>English Language Development Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>

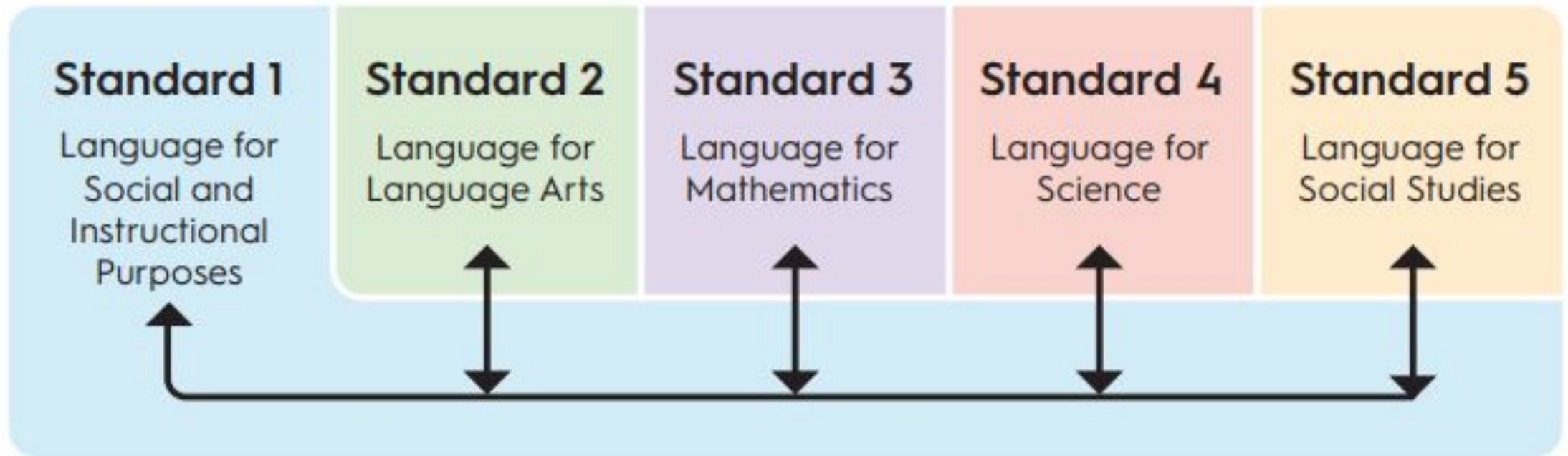
**EQUITY**  
of Opportunity  
and Access

**INTEGRATION**  
of Content and  
Language

**COLLABORATION**  
among Stakeholders

**FUNCTIONAL  
APPROACH**  
to Language Development

# WIDA Standards



# JIGSAW READING

## Collaborative Learning Strategy

### What is Jigsaw Reading?

A cooperative learning technique where students become "experts" on different sections of a text and then share knowledge with their group.



### Steps to Implement

1. Divide the class into "home groups" of 4-6 students



2. Assign each student a section of the text



3. Students meet in "expert groups" to discuss and understand their section



4. Return to home groups and take turns teaching their section to group members





Whole class follow-up  
(discussion, quiz, reflection)

### Why Use Jigsaw Reading in ESL?

 Builds communication skills

 Encourages peer teaching

 Supports active reading

 Boosts confidence through manageable text portions



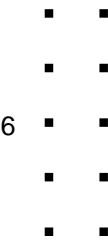
# WHAT DOES IT

# MEAN TO BE

# MULTILINGUAL?

- Read the article at your table.
- Briefly summarize it.
- Meet in "expert groups"
- Each group will share a summary of the article they read

[Folder of all articles](#)



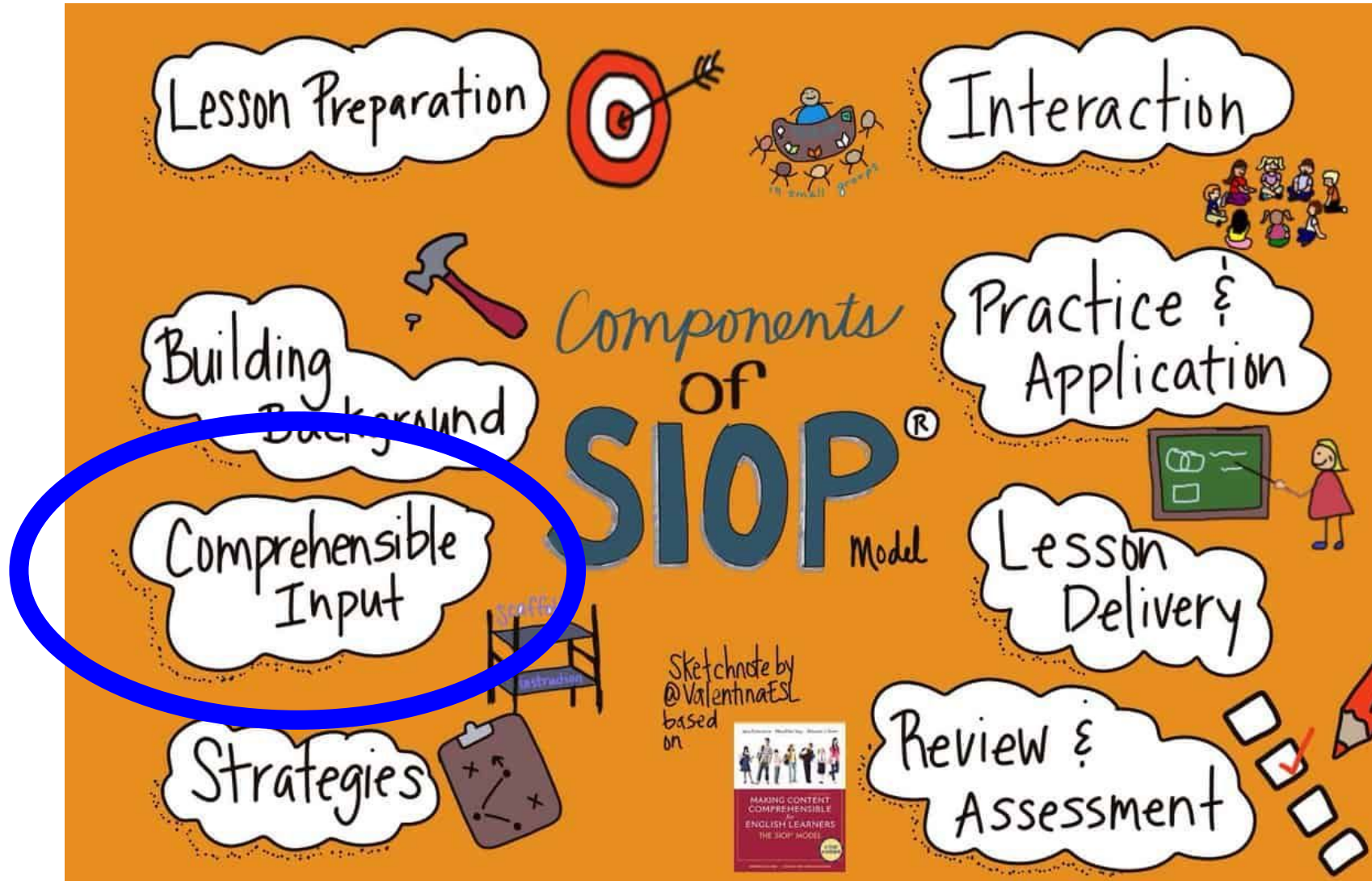
Adding intentional scaffolding is a **Tier 1 best practice**.



**Tier 1** is the **core**, the instruction, supports, procedures, etc. that all students in the school experience. Tier 1 is the foundation of any additional support that a student might receive. In order for the rest of the system to function effectively, it's vital that Tier 1 is designed to meet the comprehensive needs of the vast majority of students.

It's not something you wait to do until a student is **struggling** and needs **tier 3** support.

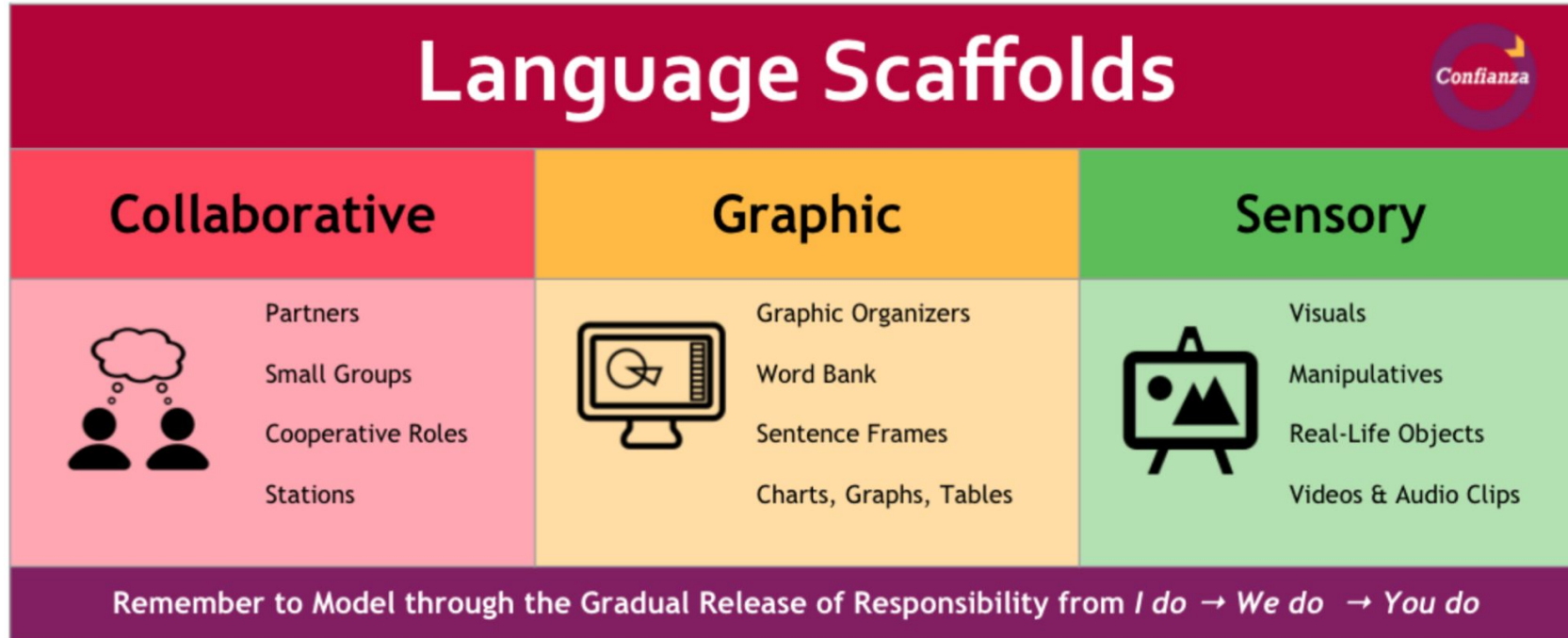
# SIOP Strategies



# Comprehensible Input



**Comprehensible Input** is any written, spoken, or non-verbal message that students can **understand** in a different language because of the **context** that it's presented in to them.



**Input can be in the form of things such as:**  
directions, visuals, gestures, videos, written text, oral speech (lectures), materials & manipulatives



# Making Lesson Content Comprehensible

# Identify Key Vocabulary

What **vocabulary words** would the student absolutely need to walk out of your classroom knowing?



Try to limit these to **3-5 words**.

**Not every vocab word** is absolutely essential.

# Add Visuals

Use visuals **often** and **effectively** since visuals are a **common language**.

multiple  
meaning  
words



A real image  
and realia are  
ideal.



iHeartCraftyThings.com

Good



Ideal

# Highlight the Essentials

If you **DO** hand out lesson notes to students, before you pass out the newcomer's copy to them, **highlight the essential vocab and the essential concepts from the lesson.**

Tip: Use Google Translate if necessary to communicate with them that you have highlighted what you really want them to focus on.



# Model Expectations

Have directions available in **both** written and spoken form.



When possible, provide models of ideal student work.



Physically demonstrate the steps you want the students to take.



# Use Word Banks & Sentence Frames

Help multilingual learners maximize their use of **academic language**, and have the inertia to get their thoughts flowing.

## Sentence Frame

\_\_\_ have \_\_\_\_,  
however, \_\_\_  
have \_\_\_\_.

## Sentence Stem

Based on the  
pattern, the  
numbers will...

## Word Bank

Word Bank

Big

Small

Mountains are  .

Mice are  .

The sky is  .

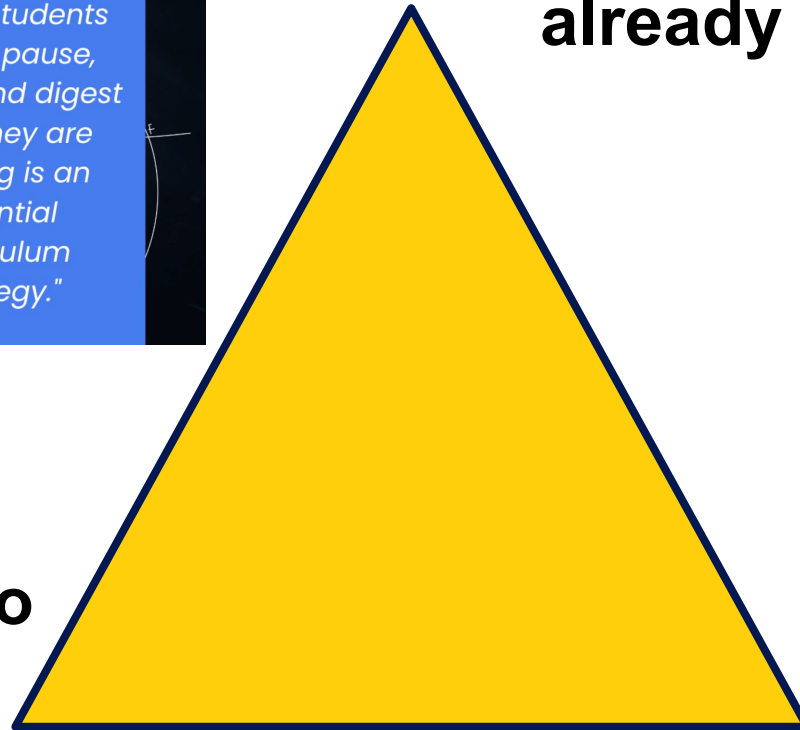
Ants are  .

# Reflection



"Giving students time to pause, reflect, and digest what they are learning is an essential curriculum strategy."

**1. What affirmed what you already know and do?**



**3. What do you want to remember?**

**2. What inspired you and has you thinking of an action step?**

### III. Adjourn

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District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team.