



Future Ready. Community Strong.

Special Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
September 30, 2024
5:00 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

5:45 PM Listening Session with _____

- I. Welcome
- II. Item for Discussion
 - A. Culturally Proficient Schools that Work for All
- III. Adjourn

Culturally Proficient Schools that Work for All

Board Retreat
Monday, September 30, 2024



Land Acknowledgement

We are gathered here on the unceded land of the Dakota and Ojibwe peoples. This institution, School District 191, acknowledges those Indigenous communities, their elders both past and present, and future generations. This institution also acknowledges that it was founded upon exclusions and erasures of many Indigenous peoples including those on whose land this institution is located. This active acknowledgement demonstrates a commitment to working to dismantle the ongoing legacies of settler colonialism.

Welcome & Inclusion



District 191 Strategic Roadmap

Each Student. Future Ready. Community Strong.

» VISION STATEMENT

Our vision statement uses aspirational language to communicate our purpose – it's the change we intend to make in the world.

We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,
- Embrace the humanity of all people and welcome diverse perspectives and voices, and
- Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.

» 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 new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

» 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.

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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: Caring Community

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.



- Take 3 minutes of protected writing time to answer the questions
- Find a partner and spend 10 minutes walking and talking. Each person will have 5 minutes to share their responses to the questions.
- Return to the room in 10 minutes

What unique strengths and contributions do you bring to the District 191 team?

What passions drive you in your role, and how do they influence your approach and contributions to the team?

In what ways might others misunderstand your actions or intentions?

What specific needs must be met for you to feel a sense of belonging in a caring community?

Agenda

- Overview of CPSS
- Centering our Indigenous Learners
- CPSS Resources to Support Building Awareness

7 Norms of Collaboration



- Set your intention for the day
- Which norm is going to help you engage in work today?
- Write it on a Post-It

Click this [link](#) to brief overview of norms.

Learning Targets



- I will reflect, listen, encourage and make space for another staff member.
- I will learn about the four tools of cultural proficiency.
- I will center the experience of Indigenous learners by learning about ⁸ American Indian history, culture, and language.
- I will review resources that help build awareness, support capacity building, and the action steps that are needed to create inclusive and welcoming environments.

Four Tools of Cultural Proficiency

THE TOOLS OF CULTURAL PROFICIENCY

THE ESSENTIAL ELEMENTS -- <i>Standards for Planning and Evaluating</i>					
<ul style="list-style-type: none"> • Assess Culture: Identify the cultural groups present in the system • Value Diversity: Develop an appreciation for the differences among and between groups • Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment • Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion • Institutionalize Cultural Knowledge: Drive the changes into the systems of the organization 					
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"> • Unawareness of the need to adapt • Resistance to change • Systems of oppression and privilege • A sense of entitlement 			<ul style="list-style-type: none"> • Culture is a predominant force • People are served in varying degrees by the dominant culture • There is diversity within and between cultures • Every group has unique culturally-defined needs • People have personal identities and group identities. • Marginalized populations have to be at least bicultural • Families, as defined by culture, are the primary systems of support • The diverse thought patterns of cultural groups influence how problems are defined and solved. • The absence of cultural competence anywhere is a threat to competent services everywhere 		

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012

Table 2.2 Behaviors of a Culturally Proficient Member of an Inclusive Learning Community by Essential Element

5 Essential Elements of Cultural Proficiency	As a culturally proficient member of an inclusive learning community, I will . . .
Assessing Cultural Knowledge Identifying the cultural groups present in the school and system	<ul style="list-style-type: none"> • Become and be self-aware of my own culture and the effect it may have on the students, families, and others in the school with whom I work • Become and be aware of what I know about others' cultures and about how I react to others' cultures and the diverse communities within my school • Become and be aware of how educators in the school as a whole react to diversity • Extend our knowledge of what constitutes diversity • Become and be aware of what I need to learn, know, and do to be effective in a multicultural classroom and school that includes individuals with perceived disabilities and other learning, behavior, or communication differences
Valuing Diversity Developing an appreciation for the differences among and within groups	<ul style="list-style-type: none"> • Welcome, value, empower, and support the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for the purpose of attaining the desired goals of education • Appreciate the challenges and gifts that diversity brings and share this appreciation with students in order to develop a collaborative and naturally supportive learning community • Initiate and support formal and informal decision-making groups inclusive of parents/guardians, community members, people whose viewpoints and experiences that are different from mine, and students themselves in order to enrich conversations, decision making, and problem solving
Managing the Dynamics of Change Learning to respond appropriately and effectively to the issues that arise in a diverse environment	<ul style="list-style-type: none"> • Appreciate conflict as a natural and normal process with cultural contexts that need to and can be understood and that contribute to creative problem solving • Help students understand that what appear to be conflicts may be cultural clashes and teach them how to mediate their own conflicts • Teach students to detect and manage the feelings associated with conflict and develop self-management and conflict resolution strategies to manage unresolved conflict • Learn and use creative problem solving, conflict resolution, and instructional differentiation approaches as natural and routine processes to manage conflict and accommodate differences in student learning, behavior, and interpersonal relations

CPSS: Behaviors of Inclusive Learning Communities

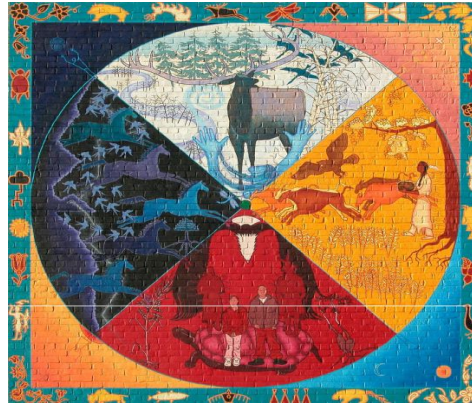
CHAPTER 2: Using the Tools of Cultural Proficiency

5 Essential Elements of Cultural Proficiency	As a culturally proficient member of an inclusive learning community, I will . . .
Adapting to Diversity Changing and adopting new policies and practices that support diversity and inclusion	<ul style="list-style-type: none"> • Actively and continuously learn about marginalized and/or underserved cultural groups different from my own and use their experiences and backgrounds to enhance teaching and learning, student empowerment and self-advocacy, and home-school-community relations • Actively and continuously learn about and implement what is necessary to (a) enhance the relevance of my instruction, (b) differentiate instruction for any student, and (c) deal with issues caused by differences • Actively tap the leadership potential of members of cultural groups (i.e., students with disabilities) • Advocate for changes in school and district policies and practices so that they reflect the guiding principles of Cultural Proficiency and challenge negative stereotypical assumptions and perceptions regarding disability
Institutionalizing Cultural Knowledge Drive the changes into the systems of the organization	<ul style="list-style-type: none"> • Work to influence the vision, mission, policies, and practices of the school and district to be aligned with the guiding principles of Cultural Proficiency • Make learning about underserved and marginalized cultural groups within the school and community an integral part of my ongoing learning • Advocate for learning about underserved and marginalized cultural groups as a major focus of the school's and district's professional learning • Create opportunities and take advantage of teachable moments for diverse groups to learn about each other and engage in ways that both honor who they are and challenge them to be even better • Be the change that I want to see!

Mni Sota Mokace (Minnesota) Tribal Nations

Number of Tribal Nations:

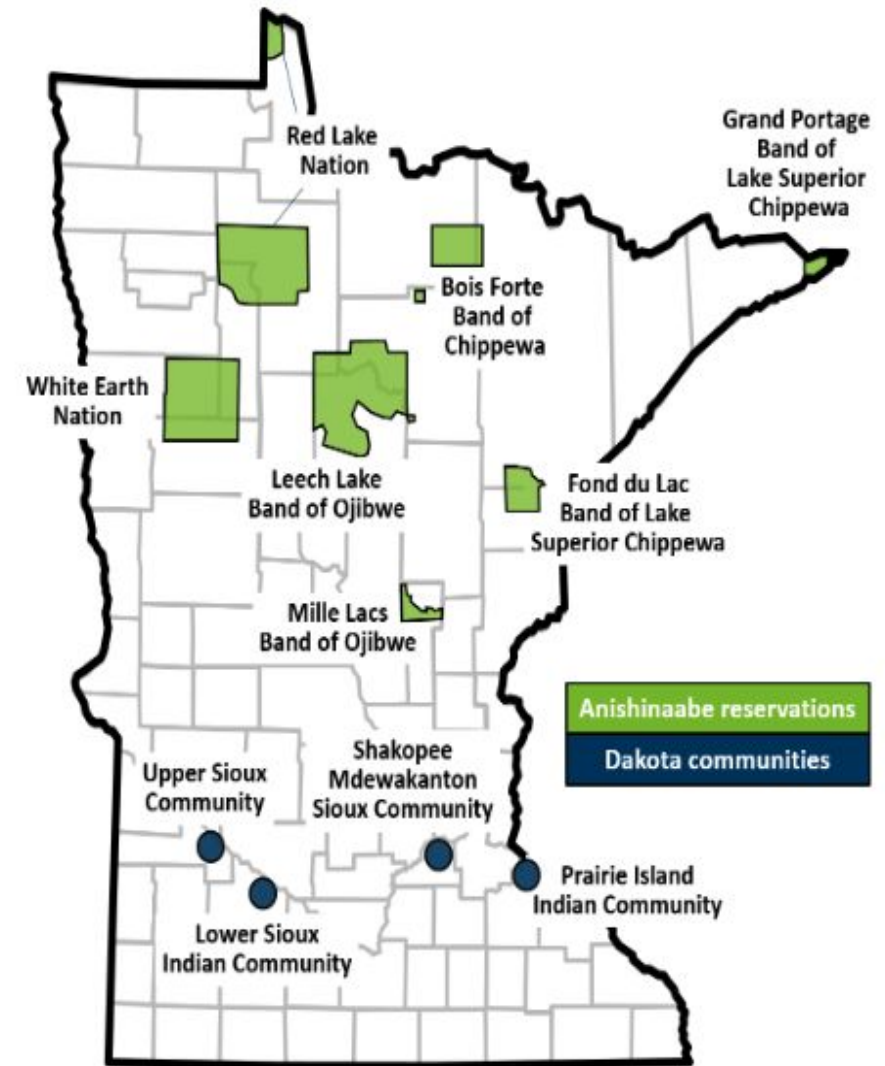
- 11
 - 7 Anishanabe Reservations
 - 4 Dakota Communities



Relationships between tribal nations and US federal, state, and local governments are based on three fundamental principles:

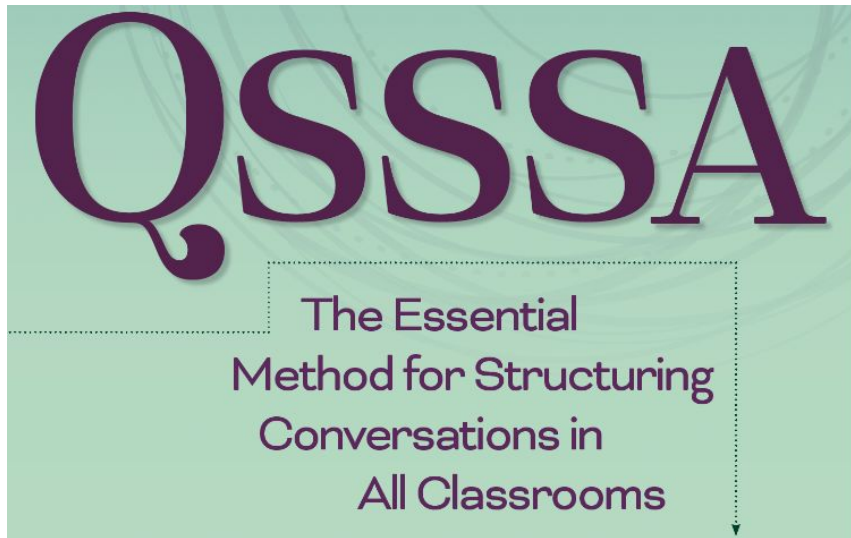
1. Sovereignty
2. Treaty Rights
3. Trust Responsibility

Minnesota's tribal reservations and communities



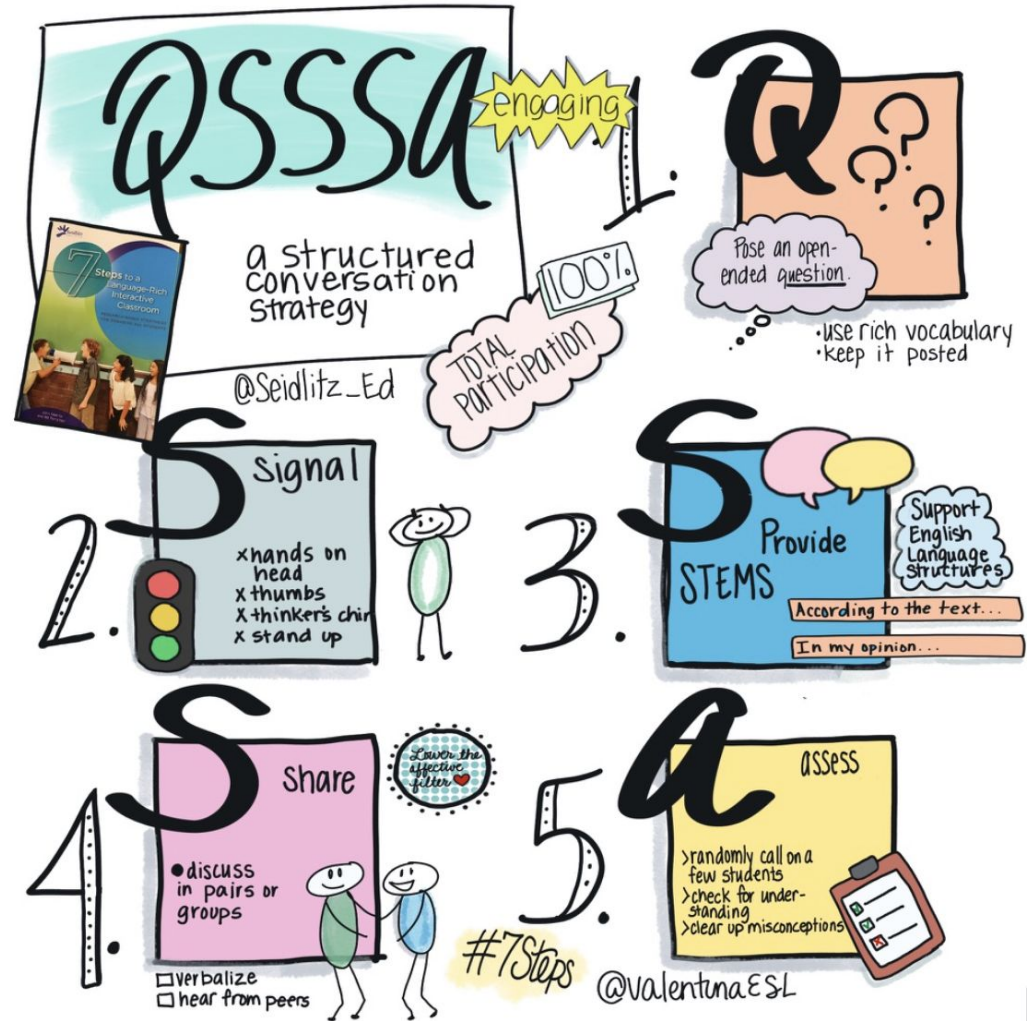
Q.S.S.S.A. (pronounced Q Triple S A)

The **QSSSA** structured conversation strategy



QSSSA

The Essential Method for Structuring Conversations in All Classrooms





QUESTION

SIGNAL

STEM

SHARE

ASSESS

What is one thing you learned about sovereignty?

Why is sovereignty important for tribal nations?



QUESTION

SIGNAL

STEM

SHARE

ASSESS

What is one thing you learned about sovereignty?

Why is sovereignty important for tribal nations?

When you've got an idea, or know how you could answer the question,



Show me by standing up.



QUESTION

SIGNAL

STEM

SHARE

ASSESS

What is one thing you learned about sovereignty?

Why is sovereignty important for tribal nations?

When you've got an idea, or know how you could answer the question,



Show me by standing up.

One thing I learned about sovereignty is

Sovereignty is important for tribal nations because

-----.



QUESTION

SIGNAL

STEM

SHARE

ASSESS

What is one thing you learned about sovereignty?

Why is sovereignty important for tribal nations?

When you've got an idea, or know how you could answer the question,



Show me by standing up.

One thing I learned about sovereignty is _____.

Sovereignty is important for tribal nations because _____.

_____.

The shortest person

shares FIRST using the stem.

Then go around the group clockwise.





QUESTION

SIGNAL

STEM

SHARE

ASSESS

What is one thing you learned about sovereignty?

Why is sovereignty important for tribal nations?

When you've got an idea, or know how you could answer the question,

Show me by standing up.



One thing I learned about sovereignty is

_____.
Sovereignty is important for tribal nations because

_____.

The shortest person

shares FIRST using the stem.






Then go around the group clockwise.

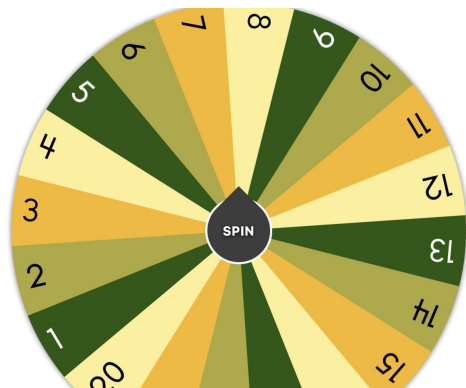


I will call a number and ¹⁷ match it to the names on the sign in sheet to identify people to share.



Video: Tribal Sovereignty

QUESTION	SIGNAL	STEM	SHARE	ASSESS
 What is one thing you learned about sovereignty? Why is sovereignty important for tribal nations?	 When you've got an idea, or know how you could answer the question, Show me by standing up.	 One thing I learned about sovereignty is _____ Sovereignty is important for tribal nations because _____	 The shortest person shares FIRST using the stem. Then go around the group clockwise.	 I will call a number and match it to the names on the sign in sheet to identify people to share.

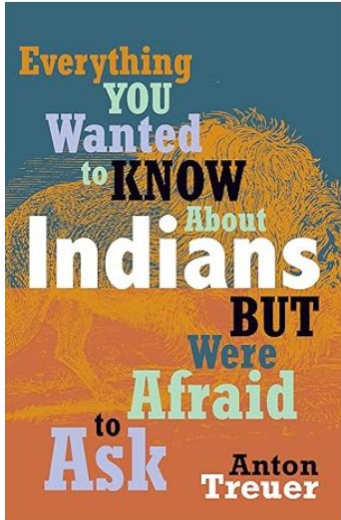




Please return in 10 minutes.



Independent Work: Sentence-Phrase-Word



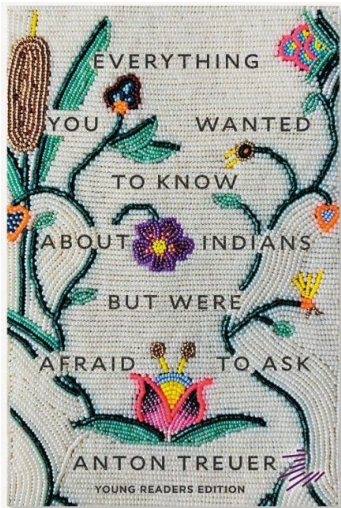
Resource: *Everything You Wanted to Know about Indians but Were Afraid to Ask* by Anton Treuer

- Read pgs. 48-49-Why do some people use the word genocide in discussing the treatment of Indians?
- Read pgs.190-194-What were federal residential boarding schools?

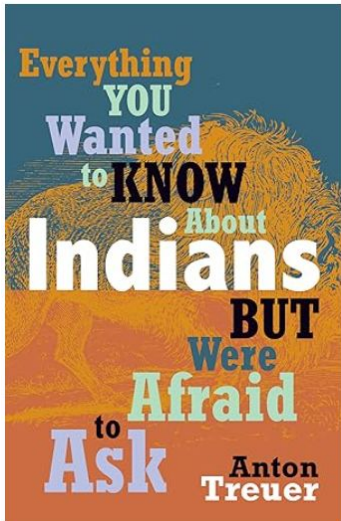
20

Read each section of text select the following:

- A sentence that was meaningful to you, that you felt captures a core idea of the text
- Phrase that moved, engaged, or provoked you
- Word that captured your attention or struck you as powerful



Group Work: Sentence-Phrase-Word

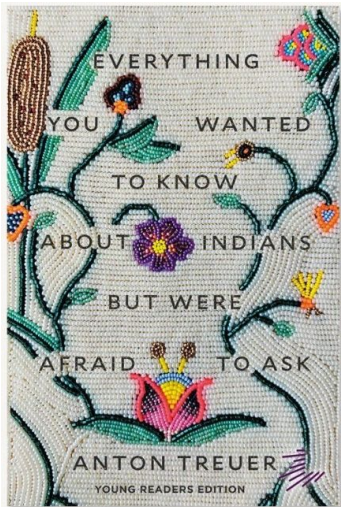


Resource: *Everything You Wanted to Know about Indians but Were Afraid to Ask* by Anton Treuer

- Read pgs. 48-49-Why do some people use the word genocide in discussing the treatment of Indians?
- Read pgs.190-194-What were federal residential boarding schools?

21

Have a group discussion and share the sentence, phrase, or word you selected. Explain why you made the selections.



The Three K-12 Ethnic Studies Anchor Standards

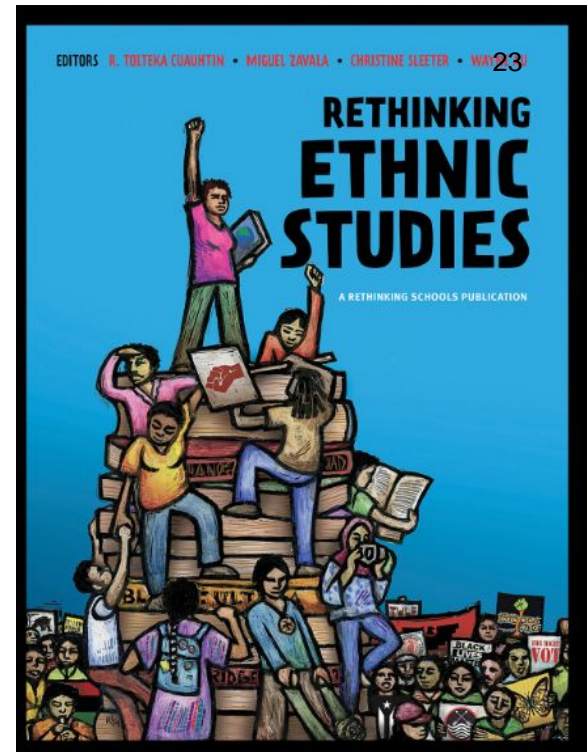
1. **Identity:** Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.
2. **Resistance:** Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.
3. **Ways of Knowing and Methodologies:** Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

Why Ethnic Studies?

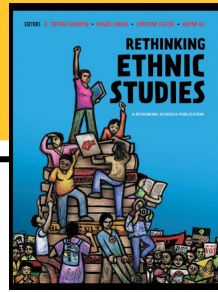
Definition: the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on the protected classes under [Minnesota Statutes 2022, section 363A.13](#). (MDE)

Positive Outcomes:

- Positive academic identities
- Positive social identities
- Respectful engagement with diverse people
- Social justice consciousness
- Social justice action



Multiculturalism vs Ethnic Studies



Multiculturalism

- Multicultural Education - more surface/encompassing all/holistic and infuses ethnic studies
- Five dimensions
 - ◆ Issues and Perspectives - the infusions of ethnic and cultural content into a subject area
 - ◆ Knowledge Construction - which teachers bring to the classroom, 'implicit cultural perspectives and influences the way they teach
 - ◆ Equity and Pedagogy - teaching in ways that recognize the achievements of students from different cultural, genders, and languages
 - ◆ Prejudice Reduction - strategies teachers use to change attitudes toward different groups
 - ◆ Empowering School Culture and Social Structure - fair and equitable practices of grouping students, as well as climate that impacts student learning

Ethnic Studies

- Ethnic Studies - deeper, group focused
- Ethnic studies movements began at the university level (California)

- **Significant overlap between the two**
- **Both have historical background & definitions from African American scholars**

- 2010 really sparked many other districts and states to examine the need for these courses and programs

...-centered schools
...periences, 24
...s of African

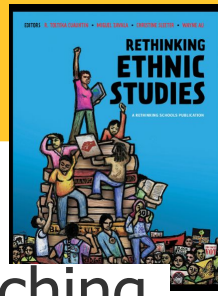
...vel program is
...t's Mexican
...ed in 1998,
...ck down in 2017

Why Ethnic Studies?

Read independently

Stop & jot your thoughts/reactions

Discuss with a neighbor



Common Misconceptions

- We already do Ethnic Studies; because we practice culturally responsive teaching.
- Ethnic Studies is simply a version of social studies/history.
- Ethnic Studies is focused only on race.
- Ethnic Studies teaches students to hate whites. Worse, it teaches them to hate other groups of people.
- Ethnic Studies is a remediation program for at-risk youth.
- If adopted as a graduation requirement, students might not want Ethnic Studies.
- Ethnic Studies courses are successful because of teacher efficacy rather than the curriculum.
- Ethnic Studies is most effective at the high school and college level.
- College professors of Ethnic Studies are most qualified to teach Ethnic Studies courses.
- Ethnic Studies classes might engage students, but I don't see how they address real learning.

Closing: First Principles of Learning

Share one thing you're grateful for from today's session or one thing you appreciate about someone in this group.



CPSS Resources

Gender Inclusion

Click images to view resource

English Learner CPSS Rubric

Table 3.1

PreK-12 Educators' Rubric for Inclusion and Support of English Learning Students and Their Communities

Essential Elements for Including and Supporting English Learning Students	Informed by Barriers to Cultural Proficiency			Informed by Guiding Principles of Cultural Proficiency		
	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence <i>At Standard</i>	Cultural Proficiency
Assessing Cultural Knowledge – extent to which educators initiate learning about their own and others' culture(s) as assets for making changes that benefit underserved students in schools and in communities.	Degrade linguistically and culturally diverse communities and uses a narrow definition of Canadian and U.S. cultures that render other cultures as unworthy. Repress any references to students' home culture and language by implementing English only policies and practices that devalue their languages and cultures.	Disavow any positive influence of students' home language and culture on student success and uses remedial programs to promote language and cultural assimilation. Treat students' home and linguistically and culturally	Deny or are incapable of viewing the school's culturally and language diverse community as assets to student success. Participate in or promote a compliant, standardized culture of continuous improvement for all students; however, use	Acknowledge disparities in one's and colleagues' information about students and community cultures as assets; and, commit to your and your school's learning as a result of this analysis. Commit to you and your school's on-going learning about culturally and language diverse	Learn about and demonstrate knowledge about the culturally and language diverse community you serve in authentic ways. Utilizes the full complement of school and community resources to access opportunities for success. View the linguistically and culturally diverse community as an asset. Know how other	Educate about and address socioeconomic inequalities in the achievement of your linguistically and culturally diverse students. Advocate for linguistically and culturally diverse students' academic and social success. Interact with families and community members and other

A culturally proficient response to
LGBT
communities

Our students take cues from school leaders in observing how to respond to LGBT students, staff and others. It's time to break the silence

What are we waiting for? How many more LGBT students will leave school because they are tired of being harassed on campus and in cyberspace? How many more suicides will it take? As responsible educators and citizens, we must address the educational needs of les-

openly addressed. Viewing sexual orientation and gender identity as in the context of culture is about all of us, including our students, our fellow employees, and the diverse communities we serve. Since 1964, schools in the United States have struggled to embrace students' race, national origin, gender, exceptionalities

Best Practice for English Learners



Additional Resources

1. [Culturally Responsive Teaching & The Brain](#)
 2. [Minnesota Council of Social Studies](#)
 3. [Minnesota Department of Education](#)
 4. [Minnesota Humanities Center](#)
 5. [Rethinking Ethnic Studies](#)
 6. [St. Paul Public Schools](#)
 7. [Tribal State Relations Training](#)
 8. [CPSS English Learner Rubric](#)
 9. [Guidebook: Exploring ACCESS for ELLs Data](#)
- [Toward an Ethnic Studies Pedagogy](#)
 - [Toward a Critical Pedagogy of Race](#)
 - [CH2: Still Fighting for Ethnic Studies](#)

Legislation Information

1. [2023 Legislative Impacts on Minnesota Social Studies Education \[Updated April 11, 2024\]](#)
2. [American Indian Legislation Passed in 2023](#)
3. [Legislative Recap 2024](#)

Thank you