

Cuba Independent School District Language & Culture Resource Book

*A collaborative project by Cuba Independent School District and the University
of Colorado Boulder School of Education*



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INTRODUCTION

Yá'at'ééh, Hola, Namaskaram, Kumusta, Hi/Hello!

This resource book builds from student recommendations from the Cuba Independent School District and CU Boulder Summer Research Institute of 2023. The recommendations focus on developing students' ideas for integrating culture and language into learning. The Cuba Independent School District and University of Colorado School of Education co-designed and co-facilitated Summer Research Institutes in 2021, 2022, and 2023. Each year, a group of students and teachers engaged in a participatory research project to investigate a specific policy issue and develop creative school, district, and community solutions. Throughout each year of the partnership, activities included guest speakers from the community, meaningful field trips, and college visits. The annual themes, informed by student and teacher recommendations, aligned with the district's broader equity agenda, influencing policy changes and underscoring the importance of student voice, co-collaboration, and valuing community partnership.

In the summer of 2023, participating teachers were offered professional development on translanguaging practices. Translanguaging is the practice of communication that describes the ways in which bilinguals and multilinguals engage with and make sense of the world. Garcia (2009) defines it as a way of languaging that is "multiple and ever adjusting to the multilingual multimodal terrain of the communicative act" (p. 53). The table on the following page summarizes the ten recommendations. For each recommendation we outlined suggestions for resources. This resource book lists some of the current initiatives happening, outlines suggestions for improvement, and provides resources based on feedback from the spring 2024 CISD resource book development committee. Please note that this resource book is not exhaustive of all possible activities and resources that can be implemented within the school. Rather it serves as an initial step toward integrating language and culture into CISD.



2023 CISD SUMMER RESEARCH INSTITUTE STUDENT RECOMMENDATIONS

#	Student Recommendation	Explanation
1	Expand opportunities for teachers and students to use multiple languages	Create opportunities for students and teachers to speak multiple languages and have safe spaces to translanguage.
2	Expand the number and kinds of language classes	Expand from offering Navajo and Spanish language classes to additional languages. Allow students to select language classes rather than being assigned based on home language. Offer books in multiple languages in the library and post multilingual word walls in the hallways.
3	Expand culturally sustaining pedagogy and multicultural education the classroom	Offer more classes based on teachers' different cultures. These classes will reinforce the importance of students' culture and language and create spaces to have meaningful conversations about culture. Expand creative opportunities to celebrate students' cultures like making and weaving. Creative spaces allow students to share their stories with teachers. These spaces also acknowledge the importance of student culture and language alongside academic performance.
4	Increase opportunities to study equity and diversity	Representing all cultures that exist in CISD and the community in learning activities. This means expanding from bi-lingual Dine/English or Spanish/English spaces to multi-lingual and multi-cultural spaces. Students want the opportunity to learn more about peers and teachers from less represented backgrounds.
5	Celebrate culinary cultures in class and cafeteria	Sharing practices around ancestral foods by cooking more traditional foods in existing culinary classes, and serving traditional food in the cafeteria.
6	Increase the number of cultural and linguistic activities at district events including cultural attire	Finding opportunities to celebrate language and culture at more district-wide cultural celebrations, including sporting events, half-time shows, assemblies, culture months, dances, and feasts. This also includes opportunities to share art and jewelry. Providing more opportunities to dress in traditional clothing through the year.
7	Offer more culturally and linguistically diverse field trips and guest speakers	Inviting more guest speakers from diverse linguistic and cultural backgrounds to support learning across language and culture. Offering more field trips to sites with community and cultural importance near CISD. This includes learning from elders.

Recommendation One

EXPAND OPPORTUNITIES FOR TEACHERS AND STUDENTS TO USE MULTIPLE LANGUAGES

Create opportunities for students and teachers to speak multiple languages and have safe spaces to translanguaje.

Current Initiatives

Across the district, there has been a strong emphasis on promoting language diversity and cultural inclusivity. Some activities being implemented include: translating the Pledge of Allegiance into Navajo, Spanish, and English, and a daily practice of translating a new word into various languages. Classrooms have embraced cultural sharing through storytelling sessions where students recount traditional oral knowledge and stories from their elders. Additionally, the integration of Diné and Spanish language classes in the high school allows instruction in both students' native languages and

English, fostering an inclusive educational space. Food demonstrations and multilingual greetings during hallway transitions further cultivate a welcoming and diverse school community.

Suggestions for Improvements

While many initiatives are already in place, there is a desire to expand and deepen the integration of cultural and linguistic diversity in the school community. This includes enhancing language diversity programs to encompass more languages and possibly integrating these elements more extensively across different subjects.

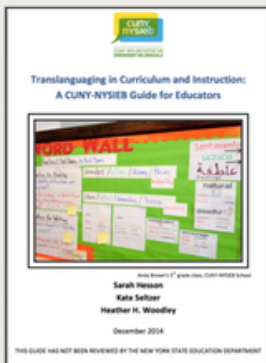
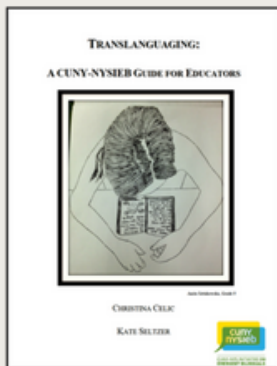
The concept of using bulletin boards for projects in various languages indicates an interest in providing students with more opportunities to express their cultural and linguistic identities. Planning teams should try to identify opportunities to build connections with community members in order to create a richer and more collaborative educational spaces.



RECOMMENDATION ONE RESOURCES

Translanguaging Guides

- [Translanguaging: A CUNY-NYSIEB Guide for Educators](#)
- [Translanguaging and Dual Language Bilingual Education Classrooms](#)
- [Translanguaging in Curriculum and Instruction Guide](#)
- [A Translanguaging Pedagogy For Writing: A CUNY-NYSIEB Guide for Educators](#)
- [Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study:](#)
- [Session 1: Introduction to the Online Presentations – by Ofelia García](#)
- www.cuny-nysieb.org



Recommendation Two

EXPAND THE NUMBER AND KINDS OF LANGUAGE CLASSES

Expand from offering Navajo and Spanish language classes to additional languages. Allow students to select language classes rather than being assigned based on home language. Offer books in multiple languages in the library and post multilingual word walls in the hallways.

Current Initiatives

Educators are incorporating multilingual elements into the classroom and school environments to enhance linguistic visibility and inclusivity. Projects displayed on classroom walls are presented in multiple languages, making them more accessible and engaging for all students. Furthermore, greetings and expressions of kindness are posted in various languages at all of their schools, including hallways and common areas, fostering a welcoming atmosphere. The middle school specifically use key vocabulary words translated into different languages and prominently displayed. Across the high school, there are few bilingual signs in spaces like bathrooms and offices.

Suggestions for Improvements

Integrate multilingual elements into the school environment, focusing on increasing language visibility and usage. Starting with the 9th grade, establish word walls in different languages, which could be expanded to common areas like the cafeteria. Update daily announcements to include multiple languages.

- Focus on increasing language visibility and usage by integrating multilingual elements into the entire school environment.
- Create a student advisory council across schools.
- Create an online shared space for CISD educators to share resources. This should include- a description of the different staff and programs that already work on language and cultural activities; a list of which staff are fluent and able to support translation in different activities; this resource book; other resources that staff and teachers want to share.

EXPANDING LANGUAGES

Elementary School

Curriculum Ideas

- [Student Council Ideas for Elementary Schools](#)

Scholarly Articles

- Finneran, R., Mayes, E., & Black, R. (2023). Pride and Privilege: The Affective Dissonance of Student Voice. *Pedagogy, Culture and Society*, 31(1), 1–16.

Middle School

Curriculum Ideas

- [Toolkit for School Council Coordinators](#)

Scholarly Articles

- Halfon, E. (2023). Socially active volunteering students: The case of student councils. *Children & Society* 37, 890–905. <https://doi-org.colorado.idm.oclc.org/10.1111/chso.12636>

High School

Curriculum Ideas

- [High School Advisory Models](#)

Scholarly Articles

- McFarland, D., & Starmanns, C. E. (2009). Inside Student Government: The Variable Quality of High School Student Councils. *Teachers College Record*, 111(1), 27–54.
- Talbert, R. (2023). Civic Sovereignty: Indigenous Civic Constructs in Public School Spaces. *Teachers College Record*, 125(9), 166–197.

Across Grade Levels

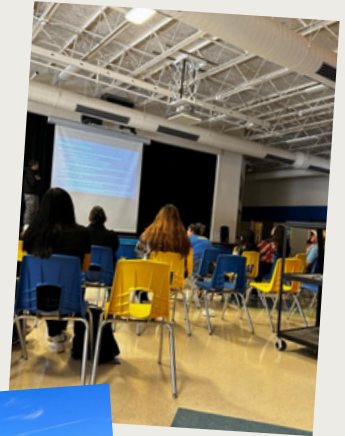
Curriculum Ideas

- [Multicultural Service-Learning Planning Sheet](#)
- [A How To Guide for Student Councils](#)
- [Guide to Running a Successful Student Council Meeting](#)

NOTE: All lessons can be modified and adapted to each grade level.

Language Chart Ideas

- [The Languages in my life](#)
- [One School, Many Languages Toolkit](#)



Recommendation Three

EXPAND CULTURALLY SUSTAINING PEDAGOGY AND MULTICULTURAL EDUCATION THE CLASSROOM

Offer more classes based on teachers' different cultures. These classes will reinforce the importance of students' culture and language and create spaces to have meaningful conversations about culture.

Expand creative opportunities to celebrate students' cultures like making and weaving. Creative spaces allow students to share their stories with teachers. These spaces also acknowledge the importance of student culture and language alongside academic performance.

Current Initiatives

Elementary Diné teachers create interactive activities like playing store, including activities like counting money in Dine or reading Dine newspaper ads. In this way financial literacy, cultural education and math are all integrated into one lesson. In 9–12 grades, Diné teachers incorporate traditional Diné games into the curriculum during winter such as, Diné String Games, Diné Shoe Game, and Diné Stick Game.

To highlight diverse cultural viewpoints in the framework of biological principles, the biology teacher, incorporate case studies, examples, and discussions into their lessons to promote cultural diversity. For example, when teaching about ecosystems, they use examples from various cultural practices to demonstrate sustainable engagement with the environment. Additionally, to promote inclusion and understanding among peers, they encourage students to discuss issues like biodiversity and conservation from their own cultural perspectives.

Suggestions for Improvements

Teachers recommend incorporating history and government activities in Diné classes to provide students with a comprehensive understanding of their cultural governance and historical contexts. Another suggestion is for students to engage in creating their own unique Native American bowls using paper plates, paint, and yarn. Analyzing patterns in Diné loom weaving could be integrated into art and history lessons, enriching students' appreciation for this significant cultural practice. Teachers suggest integrating mathematical concepts with the study of traditional Diné textiles, demonstrating how mathematical principles are applied to textile design. Using Diné rug patterns to explore symmetry and combining shapes merge lessons in geometry and art.

To make cultural heritage events more engaging and relevant, they could be incorporated across various classes, such as cultural geography in social studies, traditional dances in physical education, and cultural crafts in art class. These initiatives aim to foster a richer educational environment that promotes a deeper understanding and appreciation of Native American heritage and practices.

RECOMMENDATION THREE RESOURCES

Culturally Sustaining Pedagogies

Indigenous Math Resources

- [Navajo Math Circles](#)
- [Indigenous Mathematicians](#)
- [Native American-based Mathematics Materials](#)
- [Math Enrichment Resources](#)
- [Navajo Nation Math Circles videos](#)



Latiné/Hispanic Math Resources

- [Latinx/Hispanic Heritage Math Resources](#)
- [Meaning-making systems: A multimodal analysis of a Latinx student's mathematical learning \(Scholarly Article\)](#)
- [A Pathway to Equitable Math Instruction](#)



5 Strides on the Path to Math Equity.

Additional Math Resource

- [Exploring Filipino Children's Literature in Teaching Mathematics for Primary Grades](#)
- [New Mexico Common Core Math Resources](#)
- [The Roots of Learning](#)
- [STEM Lessons](#)
- ["We Made Math!": Black Parents as a Guide for Supporting Black Children's Mathematical Identities](#)
- [Social Justice Mathematics and Science Curricular Resources for K-12 Teachers](#)

Indigenous Reading Resources

- [Indigenous Reads Rising](#)
- [Indigenous Reading Circle](#)
- [NDN Girls Book Club](#)
- [Native American Youth Literature List](#)
- [Books by Indigenous Authors to Celebrate Native American Heritage Month](#)



Latiné/Hispanic Reading Resources

- [Literature Circles in Spanish](#)
- [Teaching and Learning Resources](#)
- [Latinxs in Kid Lit](#)
- [Latino & Multicultural Resources](#)
- [Curriculum by UNM](#)
 - [Literature Guides](#)
- [New Mexico/ Southwestern Reading Resources](#)

New Mexico / Southwestern Reading Resources		
A limited selection of suggestions and personal favorites from New Mexico educators and librarians.		
Grade	Elementary	
New Mexico History	<p>Reading Moon Editor: Tom Mertz & Julie <i>The Day After Tomorrow</i> <i>Countdown to the 100th Anniversary of the 19th Amendment</i> <i>Countdown to the 100th Anniversary of the 19th Amendment</i></p>	<p>The Elementary and Middle School History and Geography of New Mexico resource aligns with the National Curriculum Standards for Social Studies and the New Mexico State History Standards. It includes a variety of activities and resources to support learning about the state's history and geography.</p>
Southwestern Storytelling	<p>Elaine Benavente <i>Elaine Benavente</i></p>	<p>High quality story collection appropriate for young children. It is a story about the author's family and the importance of storytelling.</p>
Native American	<p>Alma <i>Alma</i> <i>Alma</i></p>	<p>Alma is a young girl who is learning to read. She is learning to read by reading to her mother. The book is a beautiful story about the power of reading.</p>
Native American	<p>Alma <i>Alma</i></p>	<p>Alma is a young girl who is learning to read. She is learning to read by reading to her mother. The book is a beautiful story about the power of reading.</p>
Spanish Cultural	<p>Alma <i>Alma</i></p>	<p>Alma is a young girl who is learning to read. She is learning to read by reading to her mother. The book is a beautiful story about the power of reading.</p>
Southwestern Storytelling	<p>Elaine Benavente <i>Elaine Benavente</i></p>	<p>High quality story collection appropriate for young children. It is a story about the author's family and the importance of storytelling.</p>

Additional Reading Resources

- [Filipino American Authors Reading List](#)
- [Filipino American Education Resource List](#)
- [Filipino American History Month: Books for Kids](#)
- [Southeast Asian Children's Books](#)
- [Social Justice Books](#)



Recommendation Four

INCREASE OPPORTUNITIES TO STUDY EQUITY AND DIVERSITY

Representing all cultures that exist in CISD and the community in learning activities. This means expanding from bi-lingual Dine/English or Spanish/English spaces to multi-lingual and multi-cultural spaces. Students want the opportunity to learn more about peers and teachers from less represented backgrounds.

Current Initiatives

At the elementary level, there is a strong emphasis on Diné culture and language education. Each student receives five hours of Diné culture class per week. Diné language and culture are taught together for one hour each day because over 85% of the students are Diné. This approach ensures that students from kindergarten through fifth grade have a substantial exposure to their heritage and language early on.

The middle school has one Diné and one Spanish teacher and is set up similarly as the elementary school. At the High School Spanish and Diné language are also offered. These classes integrate cultural teachings.

Suggestions for Improvements

At the middle school level, where activities already integrate culture and language, there is a push for making the program sustainable. For Cuba High School, the suggestion to invite guest chefs and speakers from diverse cultural backgrounds aims to broaden students' perspectives and culinary experiences, making learning more interactive and inclusive.

Additionally, organizing field trips to ethnic markets, restaurants, and cultural festivals could provide students with hands-on experiences of different cultures, enhancing their learning beyond the classroom. At the elementary level, where the ratio of students to Diné/culture teachers is quite high, there is a crucial need for additional support to effectively manage and deliver educational content to such a large group. The introduction of more staff or volunteer helpers could alleviate the current strain on resources.

Tailoring workshops, guest speaker sessions, and cultural activities to specific grade levels could optimize learning outcomes. For instance, engaging younger students in interactive storytelling and cultural crafts, while directing older students towards more discussion-based activities and complex cultural explorations, could cater effectively to the developmental needs and interests of each age group. Younger students, focus on basic concepts of diversity, identity, and acceptance, while older students engage with more complex topics such as social justice.

RECOMMENDATION FOUR

Links to Resources

Social Justice & Equity

- [Civil Rights & Social Justice Resources for Classrooms](#)
- [Teaching for Change](#)
- [Learning for Justice](#)
- [Social Justice Teaching Resources](#)
- [Diverse Educational Films to integrate into your lessons](#)

FOOD IS A PART OF OUR CULTURE AND WHO WE ARE



OUR LANGUAGE AND CULTRE



Cultural Professional Development Ideas

- Local cultural knowledge “experts”
 - Ask local community members to search for local knowledge keepers
- [New Mexico Public Education: Indian Education](#)
 - [NM Native American & Culture](#)
- [New Mexico Public Education: Hispanic Education](#)
- [NAFSA: Association of International Educators for New Mexico](#)
- [New Mexico Public Education Language and Culture Division](#)

Recommendation Five

CELEBRATE CULINARY CULTURES IN CLASS AND CAFETERIA

Sharing practices around ancestral foods by cooking more traditional foods in existing culinary classes, and serving traditional food in the cafeteria.

Current Initiatives

Teachers continue to find ways to incorporate heritage food into their classrooms. One high school science teacher stated that although she hasn't incorporated traditional food directly into her classes, she observed students bringing traditional dishes from their culinary classes. This inspired her to consider incorporating elements of traditional cuisines and ancestral traditions into her biology curriculum through cross-curricular projects coordinated with culinary teachers and community members.

For instance, she plans to explore the molecular mechanisms underlying fermentation, highlighting its cultural relevance in traditional food preparation techniques. This way students will learn about the scientific foundations of traditional cooking methods and the role of biodiversity in food systems.

Another teacher is proposing sharing a culinary demonstration on cooking pancit bihon (Filipino noodles) across all schools, which will provide valuable cooking skills and cultural knowledge. By using clear and concise instructions, students can be guided through each step of the cooking process, including boiling noodles, preparing a broth, and garnishing the dish. This approach will help students gain a deeper appreciation for both the scientific and cultural aspects of food.

Suggestions for Improvements

Teachers suggested promoting the inclusion of traditional foods across the district to ensure that younger students engage with cultural practices by incorporating traditional foods. Elementary students can participate in basic cooking activities in the classroom, focusing on simple dishes that represent a variety of ethnic backgrounds,

such as making tortillas or preparing a basic vegetable stir-fry. Middle school students can take on more complex cooking tasks as part of their home economics or cultural studies curricula, learning about traditional recipes and cooking techniques from different cultures, including Indigenous foods. High school students can delve deeper into the study of traditional meals through elective classes like culinary arts, exploring the historical and cultural significance of traditional dishes and mastering advanced cooking techniques. Serving traditional Indigenous foods in the cafeteria, can promote cultural diversity in everyday school life. Additionally, creating and sharing resources and information about traditional foods, including recipes, cooking techniques, and cultural backgrounds, can enhance students' understanding and appreciation of these foods.

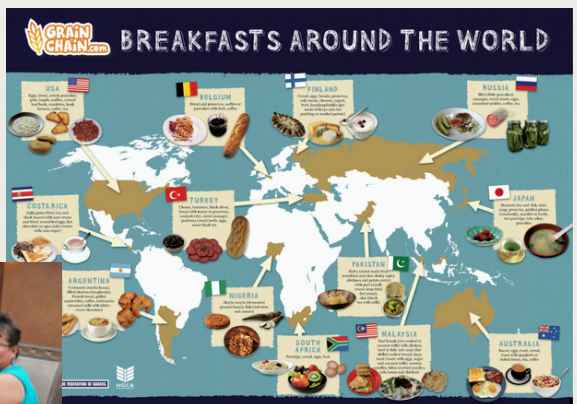
Incorporating Heritage Food into the Classrooms

Links

- [How To Use Food To Teach About Culture in a Meaningful Way](#)
- [The Culture Tree](#)
- [Moving Beyond Visible Culture: Diving Beneath the Surface in Global Learning](#)
- [Food and Multiculturalism: Exploring Cultural Differences Through the Lens of Food: K-12 Curriculum Guide](#)
- [Sharing Culture through Food](#)
- [Diverse Children's Books About Food Food and Multiculturalism How To Use Food To Teach About Culture in a Meaningful Way](#)

Ideas for teaching food & culture:

- Read books that use food to spark cultural insight.
- Create cultural food maps.
- Share family food stories.
- Organize taste tests and sensory exploration.
- Make food and identity collages.
- Host recipe exchanges and cooking demonstrations.
- Engage in food and social justice discussions.
- Take food field trips and virtual culture tours.
- Integrate multidisciplinary perspectives about food and culture (e.g. history of the food and its origin.)



Recommendation Six

INCREASE THE NUMBER OF CULTURAL AND LINGUISTIC ACTIVITIES AT DISTRICT EVENTS INCLUDING CULTURAL ATTIRE

Finding opportunities to celebrate language and culture at more district-wide cultural celebrations, including sporting events, half-time shows, assemblies, culture months, dances, and feasts. This also includes opportunities to share art and jewelry. Providing more opportunities to dress in traditional clothing through the year.

Current Initiatives

Across the district there have been traditional clothing presentations like a Diné pageant and a Latiné/Hispanic dance. Students dress in traditional clothing for special occasions, adding to the cultural richness of the activities.

The school hosts various activities during cultural heritage months highlighting various cultures.



Suggestions for Improvements

To extend the inclusion of traditional clothing across grade levels teachers suggested that ensuring appropriateness, coordination and cooperation are essential. For elementary students, the focus could be on storytelling or arts and crafts related to traditional attire. Middle and high school students might engage in more in-depth discussions, research projects, or fashion design challenges inspired by traditional clothing.

Create a committee to organize cross-curricular cultural events or days. This could be implemented across various schools and grade levels, ensuring a district-wide, cohesive approach to cultural education.

Implementing culture days in school districts can lead to a more inclusive, respectful, and well-rounded educational environment that prepares students for the diverse world they will encounter beyond school.



RECOMMENDATION SIX RESOURCES

Cultural Activities & Attire

Links

- [What can the study of textiles, dress, or fashion tell us about history and current events? \(Film\)](#)
- [We Are Not A Costume Lesson](#)
- [Culture-Based Apparel](#)
- [Significance Behind Navajo Traditional Clothing \(Film\)](#)
- [Lesson Plans for LATIN AMERICAN TRADITIONAL ATTIRE](#)
- [Students' Awareness of Filipino Culture: Basis for Designing a Contextualized Module in Teaching](#)
- [Understanding Culture among SHS Students \(Scholarly Article\)](#)

Links

- [Social Identity Wheel Understanding Others Power & Oppression](#)
- [WHAT CULTURE DAY GETS WRONG](#)
- ["How to..." guide Language and Culture Days](#)
- [New Mexico Department of Cultural Affairs](#)
- [Youth Celebrate Diversity Resources](#)
- [Indigenous New Mexico —Sharing the Wonders of Our World! \(WOW\); Curriculum Packet](#)



Recommendation Seven

OFFER MORE CULTURALLY AND LINGUISTICALLY DIVERSE FIELD TRIPS AND GUEST SPEAKERS

Inviting more guest speakers from diverse linguistic and cultural backgrounds to support learning across languages and cultures.
Offering more field trips to sites with community and cultural importance near CISD. This includes learning from elders.

Current Initiatives

The high school hosts guest speakers, including professionals from various fields, community leaders, cultural experts, introducing students to different linguistic and cultural identities. These speaker sessions are organized during designated class times or as part of special events, ensuring they align with the academic goals and interests of CISD students. These sessions encourage students to pursue college and provides motivations for students' to achieve their dream careers.

Students have attended field trips that include entertainment, historical sites, and hands-on activities. The summer school program also plans weekly field trips. In a biology class, they have incorporated community-based learning experiences to enhance students' understanding of the subject.

Suggestions for Improvements

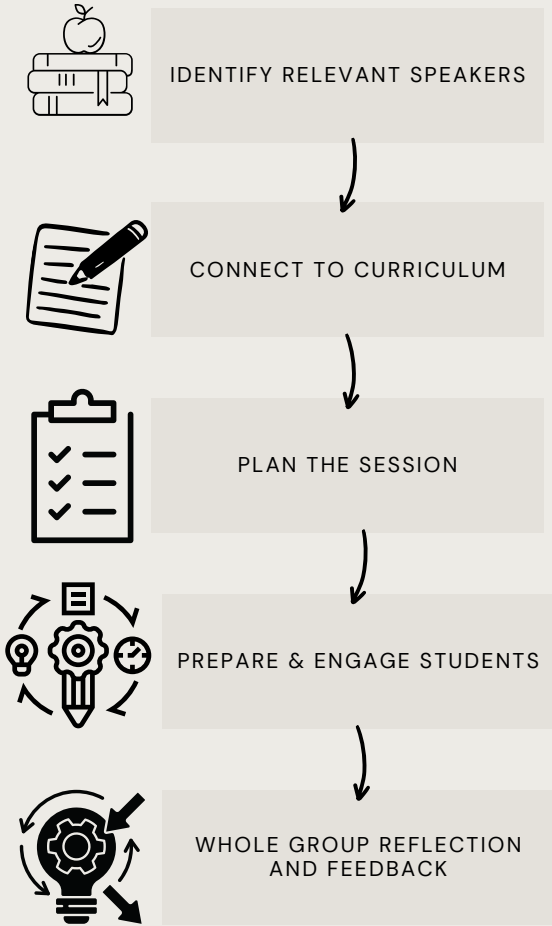
Inviting other classes in the school to attend events and guest speaker sessions. Collecting feedback from students after each session to assess engagement and learning outcomes. Encourage students to reflect on what they learned, how it relates to their interests and aspirations, and any questions or topics they would like to explore further. Increasing the number of guest speaker opportunities across grade levels and customizing them to fit the developmental needs of students, allows for a more inclusive and exciting learning environment that celebrates diversity and fosters cross-cultural understanding.

Fostering more connections with elders in the community to enrich student learning experiences by taking local field trips.

Collaborating with community partners or experts to enrich field trip experiences to provide authentic learning opportunities. Taking students on field trips that supports college and career planning. Visiting and collaborating with local community resources such as senior centers and chapter houses on the reservations, or other local programs in Cuba, NM.

RECOMMENDATION SEVEN RESOURCES – GUEST SPEAKERS

Bringing in Guest Speakers



Links

- [The Power of Guest Speakers in the Classroom](#)
- [Leveraging Guest Speakers to Increase Student Learning](#)
- [How and When to Invite Indigenous Speakers to the Classroom](#)
- [Indigenous Cinema](#)
- [Guidelines for Working with First Nation, Metis and Inuit Elders and Knowledge Keepers](#)



RECOMMENDATION SEVEN RESOURCES – FIELD TRIPS

New Mexico State Specific

- [New Mexico Field Trip Idea List](#)
- [New Mexico History Museum](#)
- [NM Farm & Ranch Heritage Museum](#)
- [NM Historic Sites](#)
- [Indian Pueblo Cultural Center](#)

Suggestions for Planning Field Trips

- Look around your region
- Plan ahead, and research the destination
- Follow their protocols and your schools protocols for field trips
- Involve your students and prepare them
- Create and implement lessons that will prepare students and support them in bridging the field trip to classroom instruction
- Incorporate technology
- Choose a field trip that engages the senses
- Have a plan if more funding is needed
- Follow up and reflect on lessons learned and get feedback from students

Brainstorm Local Partnerships

- [Navajo Nation Chapter House Contact List \(See Eastern Navajo List\)](#)
- [Continental Divide Trail Coalition](#)
- [Jemez Springs Public Library](#)
- [A Comprehensive Guide To Community Mapping For Planning Professionals](#)
- [Introduction to Community Asset Mapping](#)
- [Community Educator Asset Map](#)



CONCLUSION

Embracing CISD Students & Teacher's Languages and Cultural Identities

The Cuba Independent School District (CISD) Language & Culture Resource Book represents a collaborative effort to enrich the CISD educational environment by embracing and celebrating students' and teachers' diverse languages and cultural identities. This resource book was developed from the recommendations of the 2023 Summer Research Institute (SRI) in collaboration with CU Boulder.

CISD has begun creating a more inclusive and culturally rich educational experience through various initiatives and activities. Significant strides have been made, from incorporating traditional ecological knowledge in biology classes to organizing district-wide cultural celebrations and enhancing the visibility of multiple languages in the schools. This resource book provides a starting point for further improvement, emphasizing the importance of collaboration among educators, students, and community members.

Looking ahead, our goal is to expand and deepen these efforts, ensuring that all students have the opportunity to learn about and engage with diverse cultures in meaningful ways. By implementing the recommendations and suggestions outlined in this resource book, we can foster a more inclusive, respectful, and well-rounded educational environment. This commitment to cultural and linguistic diversity will enrich our student's learning experiences and prepare them to thrive in an increasingly globalized world.

Ahéhee', Salamat, Gracias,
Dhanyavaadalu, Thank you!



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