1. **What have you learned through this?**

   This situation has been incredibly humbling as our intent was good, but the impact was harmful. Also, it has shed light upon the continued need to support our marginalized communities within our education system. It has opened a space for larger, pertinent conversations to be had about how best to support multilingual families and the partnerships we make together. The support we provided this family, and many families throughout COVID has been student centered and student focused. Navigating education during this time has been difficult for all. But we recognize that culturally and linguistically diverse communities have been hardest hit. As we engage our students in learning throughout the pandemic, we've learned how important it is to be aware of each family's experience and challenges. We strive to provide clear, consistent, and digestible information for our multilingual families and understand that establishing strong relationships is crucial. Through the pandemic, we have further solidified our commitment to building relationships and clearly communicating with our families - work that is ongoing and critical.

2. **What actions is the district and Park Elementary taking to assure the Latinx community feels more at home moving forward?**

   All schools in our country, including Park Elementary, have work to do around supporting marginalized and multicultural communities. This is why our primary goal is to work with families and students to ensure students are supported and developing as scholars. We also want to strengthen our partnerships with local organizations as well as our partnership with EL Education. We understand that in order to do this we must have transparent and clear communication, especially with multilingual families. One way in which we will do this is by hiring a bilingual and bicultural parent liaison this spring. This liaison will provide outreach, guidance and assistance in building stronger partnerships between the school and home.

   In addition, Laurel and I want to continue to build partnerships with our Latinx community. We will be going out into the community on April 12th to host a Latinx parent night, in conjunction with Compañeros, to receive feedback on how Park can ensure that the Latinx community feels more at home at Park. We want to ensure that all Park families feel valued. This will ensure we continue to add to our school vision and mission of having a school where equity, inclusion, and diversity is the throughline that holds our work plan together.

   Park Elementary is a diverse school. Prior to my tenure at Park, the school focused heavily on social-emotional education and learning through inquiry. During my leadership, I have continued the focus on social-emotional education and also added a partnership with EL Education. Our partnership with EL has brought about the necessary and worthwhile work in three very specific areas: mastery of knowledge and skills; high quality work; and school culture. As a leader, it is vital to establish, create, and leverage partnerships with organizations and individuals who are committed to academic excellence and racial justice. These partnerships can guide our work to
transform shortcomings into assets, misinformation into improved practice, and miscommunication into strong relationships.

Park Elementary has spent the past 4 years working to improve our school culture through shared leadership. Shared leadership ensures the voices of all our staff members and advocacy of their students is heard. We started our journey with culture by co-writing a school wide mission, establishing daily crews, creating Habits of a Scholar, and engaging in restorative practices. Staff professional development has been focused on restorative/transformative practice, trauma informed practice, and culturally responsive classrooms. In addition, we use a rigorous curriculum designed to build on students’ existing assets, lift their voices, and nurture a sense of belonging. The curriculum supports all students in multiple ways, such as inviting students of all groups to analyze systems of oppression and to be the voice for change.