

YDEKC BLOCK C OFFERING: CULTIVATING OUR SCHOLARS...

COMMUNITY CAFÉ ILLUSTRATION INQUIRY RESPONSES

QUESTION 1: How can a school enhance its environment to become welcoming and inclusive?

- School staff represent the community
- Create visible community space e.g. Family Resource Room
- Train office staff on cultural competency customer service skills
- Name it/make it intentional goal to be welcoming and inclusive
- Find out the needs so that you can be inclusive
- Building should represent community e.g. images on walls
- Language and culture access e.g. signs in top 3 languages of the school population
- Recurring culture nights/events with food
- Learning lab for parents (Parent advocacy, system, assisting groups)
- Train white family to navigate other cultures e.g. be comfortable being uncomfortable
- Acknowledge cultural holidays or special times beyond current holidays
- Create space to celebrate differences
- Allow students time to share about their culture regularly-awareness engagement
- Culture integrated into curriculum
- Recognition for students-not just academics
- Warm welcome to each individual student
- Prayer space
- Common school culture
- Muscle to be worked...consistent reflection on inclusivity
- Ethnic Studies curriculum
- Welcome (Warm) in different languages posted in the school upon a student/families arrival
- True accounts of history
- Helping students navigate their own identity

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QUESTION 2: How can a school enhance its communication to families to be inclusive?

- Be comfortable with discomfort
- Tap into family wisdom
- Open to emotions with interactions with families
- Letters in different languages
- Other ways of communications e.g. email, phone and face-to-face
- Home visits
- Interpreters always available with outreach
- Contact through phone tree
- Be transparent
- Full disclosure
- Have empathy
- Community champions or point persons in the community to get the word out and support family engagement efforts
- Discussion boards in many languages
- Healing circles...opportunities for connection
- Include extended family
- Recognize different family structures
- Multiple contacts
- Acknowledge language barriers and ask to learn words/phrases in other languages
- Ongoing designated school point of contact
- Have platform for families to share/ask questions
- Open ended questions
- Family input on what is communicated
- Yes, and everything written on question 3
- Structure-evening office hours
- Open doors to families/holding office at community locations that are outside of the school
- Culturally appropriate sensitivity training for teachers and staff

- Thoroughly train regarding the impact of Bias/White Privilege/Microaggressions
- Respectful time for families to access school
- Authentically listening to families
- Train families on cultural competency
- Schools solicit feedback from families
- Interpretation at school events
- In person interpretation at IEP Meetings
- Train school staff on how to use the phone with interpretation
- Schools need to be consistent in best practices with family communications throughout the school year and summer
- Talk to families, not at families

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QUESTION 3: How can kinship networks or community members be empowered or leveraged to support Question 2?

- Parent School community newsletter
- Linguistic representation
- Religious holidays represented
- Keeping SES in time
- Accessing and utilizing community resources
- Parent community representation
- Seeking feedback from community
- Supporting community school communication
- Setting up the room to represent community
- Community sensitive schedules
- Gender neutral language
- Families vs. parents
- Recognizing affinity groups at the school
- Assuming trust and positive intentions with the school
- Strong connection/communication by the community organizations families and schools
- Diverse ways to communicate in home language: Email, call, paper, text, verbal
- Parent cultural language representative
- Communication sender (teacher, admin, etc.) should do home visits with community-based organizations
- Diversity represented in family networks accessed by schools (culture, gender, ethnic, ability, identity) policy tagline on letters and communication
- Have affinity groups identity leadership to represent
- Transparency induces the trust necessary for communication guidelines
- Gathers accurate demographic information

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QUESTION 4: What can a school do to help an individual feel confident to share concerns/observations with someone at school? e.g. teacher, principal, counselor, administrator, etc.

- Safe space/opportunity to share concerns e.g. Community Cafe
- Variety of people receiving message
- Principal office hours
- Cultural nights
- Action after concerns are raised/recognizing root issues
- Principal "Office Hours"
- Communicating positives
- Confidence in administration's ability to make a change
- Specific point of contact
- Layout of office space/welcoming space
- Proper signage in varieties of languages
- Intentional selection of trusted adults
- Clear and consistent action plans
- Follow up and consistency
- Relationship building
- Acknowledging cultural differences
- Equitable partnerships leadership with meaningful roles that empower individuals to know their voice is respected and invited
- Champions
- Café Model/Open Forum
- Feedback night
- Empathy
- Climate adjustments
- Severity of needs vs welcoming space
- Building accessibility
- Cultivating representative art
- TRUST/RELATIONSHIP

- Accountability/feedback training
- Empowering families to represent themselves and culture
- Recognizing when people are expected to “code switch”
- Cultural representations of stories and integrating multiple lenses in observing a situation
- Age appropriate/developmentally appropriate reaffirming communication