



# Spanish Conversations with the Principal

## Meadow Point Elementary School, Cherry Creek School District

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At Meadow Point Elementary School in Cherry Creek School District, staff observed that Spanish-speaking families were underrepresented at family group meetings such as Parent-Teacher-Community Organization (PTCO), Voices of Color, and School Accountability Committee (SAC) meetings. To

address this, the school hosted an event where Spanish was the primary language spoken, with English translation available. Attendees provided feedback about how to adapt existing meetings to increase their participation. The goal of this practice was to increase engagement with Spanish-speaking families and ensure their voices are recognized as a significant part of the school community.

The school's Community Liaison and Principal planned the event, with an emphasis on cultural responsiveness in the invitation wording, food selection, and outreach approach. Word-of-mouth invitations were prioritized as the most effective method for engaging families and a small group of parents were asked to help promote the event within their networks, supplemented by a printed [flyer](#) sent home with all students that included specific event details and targeted electronic communications to Spanish-speaking families. Additionally, staff included an electronic invitation in the school's e-newsletter and families received a Talking Points the day prior to the event.

The school hosted a one-hour casual conversation with the Principal, centered on family introductions, shared experiences from the school year, and hopes or needs moving forward. The event, titled Spanish Conversations with the Principal, featured a traditional Spanish hot chocolate beverage appropriate for the season, called "Chocolate Abuelita Y Pan Dulce" or "Hot Chocolate and Sweet Bread". The school staff provided childcare, which contributed to increased participation.

Although attendance expectations were uncertain, attendance exceeded that of other parent group meetings. Families expressed appreciation for the effort made to create a welcoming environment and reiterated their dedication to supporting their children's education. They also suggested incorporating more culturally relevant elements into school events and celebrations.

For schools seeking to replicate this practice, staff recommend collaborating with individuals who share a cultural background with the community. This approach greatly enhances the cultural relevance and effectiveness of the event. Establishing safety, trust, and genuine relationships with historically marginalized families requires time and consistent effort. As one staff member reflected, "This group of parents will contribute amazing ideas to our community, and it is essential to keep creating safe spaces for these conversations to demonstrate genuine interest and commitment."