

**Monitoring Report  
June 3, 2026**

Policy: **2.2 and 2.6**  
Policy Category: **Ends**  
Period Monitored:  
**2025-2026 School Year**

*This is the monitoring report on the Board of Education's Ends Policies 2.2 and 2.6. This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.*

*Tracy Dorland, Superintendent*

*Presented by: Tara Peña*

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**Board End Policies and Interpretation**

Family engagement and community partnerships are foundational to student success. Strong schools are not built in isolation—they are built through meaningful relationships with families, students, and the broader community. Board Ends 2.2 and 2.6 reflect the district's deep commitment to both leveraging community resources in service of students and fostering authentic, respectful partnerships with those we serve. Together, these Ends affirm a core belief: that trust, collaboration, and shared responsibility are essential to ensuring every student has access to the support, opportunities, and relationships they need to thrive.

This report intentionally combines Board Ends 2.2 and 2.6 to reflect the natural alignment and interdependence between family engagement and community partnerships. These efforts are not separate; they are mutually reinforcing. When

schools, families, and community partners work in coordinated and intentional ways, they create stronger, more responsive systems of support for students. By presenting these Ends together, we aim to highlight how this collective approach strengthens outcomes, deepens trust, and advances our commitment to equitable access and success for all students.

We interpret the following language:

*2.2: District employees will actively engage community resources for the benefit of students.*

*2.6: The district will partner with students, parents, guardians, and the community in a mutually responsive, honest, straightforward, and considerate manner.*

To mean:

The district is responsible for intentionally building, strengthening, and sustaining collaborative relationships with students, families, and community partners to advance student success. This includes actively leveraging community resources and expertise to expand opportunities and remove barriers for students, while recognizing families as essential partners in student success and active contributors to their child's educational experience.

This work requires consistent, transparent communication and authentic engagement that is mutually responsive and grounded in trust, respect, and consideration of diverse perspectives and lived experiences. Through these efforts, the district fosters shared responsibility, increases access to critical supports, and creates the conditions for all students to thrive.

**These intentional efforts are measured by:**

### **Family and Community Partnership Measures Aligned to Board Ends 2.6**

- Jeffco Listens: Jeffco Family-School Relationships Survey results
- District Accountability Committee (DAC) annual SAC survey results
- Family and community engagement event summary and impact
- Responsive engagement in service of the Jeffco community
- Family Engagement Liaisons: From Engagement to Academic Partnership
- Student voice and leadership engagement through the Jeffco Student Leadership Board (JSLB)

## Community Partnerships Measures Aligned to Board Ends 2.2

- Community partnerships and volunteer engagement tracking, including Jeffco Partners in Education (PIE)
- Family Response Service Team (FRST) service utilization, coordination of school- and community-based supports, and impact
- Mobile Welcome Center outreach and impact
- Jeffco Cares: Expanding access to wraparound supports and resources

### Context

When families and schools work together, students are more successful, and the impact extends beyond individual achievement to strengthen entire communities. Research consistently shows that meaningful family-school partnerships lead to improved academic performance, increased attendance, stronger social-emotional development, and higher levels of student engagement. In Jeffco, we view family engagement and community partnerships not as supplemental supports, but as essential strategies for student success and system-wide improvement.

As our work has evolved, so has our approach. Jeffco is intentionally shifting from traditional models of family engagement toward authentic partnership—where families are not simply recipients of information, but active contributors to their child’s educational experience and valued partners in decision-making. This shift recognizes that the strongest outcomes occur when schools, families, students, and communities share responsibility for student success.

The district is making a deliberate and strategic effort to position families as true partners in education. This includes creating opportunities for families to build knowledge, strengthen connections, support learning at home, advocate for their children, and help inform school and district improvement efforts. Through accessible communication, culturally responsive practices, intentional outreach, leadership opportunities, and academic partnerships, Jeffco is working to ensure all families—regardless of background—feel welcomed, respected, heard, and empowered.

We recognize that strong family-school and community partnerships are critical drivers of educational equity. When schools build trust with families, actively listen to and elevate diverse perspectives, and align supports—particularly for those whose voices have historically been underrepresented—we strengthen our system’s ability to meet the needs of every student. This work is essential to creating inclusive

environments where all students have access to the opportunities, relationships, and supports they need to thrive.

Community partnerships are a key component of this approach. In Jeffco, we collaborate with local organizations, nonprofits, businesses, faith-based groups, and civic institutions to expand opportunities, connect families to resources, and strengthen systems of support. These partnerships enhance learning experiences, increase access to critical services, and help address the diverse needs of students and families. By aligning our efforts with trusted community partners, we create a more coordinated, responsive, and relationship-centered system that supports student success and family well-being.

This report outlines the district's progress in strengthening family-school partnerships, elevating student and family voice, expanding community partnerships, increasing access to critical supports, and creating the conditions for every student and family to thrive.

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## **Executive Summary & Data Reported**

### **Family and Community Engagement Measures Aligned to Board Ends 2.6**

The measures aligned to Board End 2.6 reflect Jeffco Public Schools' commitment to building authentic partnerships with students, families, and the community. These indicators highlight the district's efforts to strengthen trust, elevate voice, increase belonging, and create meaningful opportunities for shared responsibility in support of student success.

The following measures provide evidence of progress related to family-school relationships, family and student voice, school accountability engagement, community responsiveness, culturally responsive practices, and the development of partnerships that ensure students, families, and community members are valued contributors to the educational experience.

#### ***Jeffco Listens: Family-School Relationships Survey***

Jeffco Public Schools administers an annual districtwide family perception survey to gather actionable feedback that strengthens family-school relationships and informs continuous improvement efforts across schools and the district. For more than 25 years, Jeffco has used family survey data to better understand families' experiences and perceptions of their child's school experience. In 2023, the district transitioned to

the Panorama Education platform, allowing for greater longitudinal consistency and future comparison to national benchmarks.

In total, **10,368 family members** participated in the 2026 Jeffco Listens Family-School Relationships Survey administered between January 21 and February 20, 2026. Overall participation was 19%, slightly below the district's historical average of approximately 20%. According to Panorama Education, national survey participation rates for large districts and state systems average approximately 25%, indicating continued opportunity to strengthen family participation and representation in district feedback systems.

The 2026 survey results demonstrate encouraging and meaningful positive movement across all previously measured categories, reflecting continued progress in strengthening family trust, communication, belonging, and overall school experience across Jeffco schools. Favorability ratings increased in every previously measured topic area, including School Safety, School Climate, School Fit, and Jeffco Strategic Plan indicators. Several individual survey items also experienced some of the largest year-over-year gains observed in recent years, signaling positive momentum in how families perceive school culture, responsiveness, inclusion, and student support.

Additionally, two new survey topics introduced during the 2026 administration—School-Family Communication and Staff-Family Relationships—emerged as the highest-performing categories districtwide, with favorability ratings of 84% and 83%, respectively. These results suggest that families increasingly perceive schools as welcoming, responsive, respectful, and relationship-centered environments.

Valuing diverse perspectives continues to be a district priority. To increase accessibility and representation, the survey was promoted through multiple communication channels, distributed in multiple languages, and made available both online and in paper format. While overall participation decreased slightly compared to the prior year, representation among several priority populations remained stable, including families of color and families of students receiving Individualized Education Program (IEP), Multilingual Learner (ML), or Free/Reduced Lunch (FRL) supports (see Table 1).

**Table 1: Survey Participation of Families of Color and/or Eligible for Specialized Services**

	Winter 2023	Winter 2024	Winter 2025	Winter 2026
<b>Families* of Color</b>	24% (2,461)	26% (2,991)	32% (3,699)	32% (3,304)
<b>Families* of Children with IEP, ML, or FRL services (contains duplicate counts)</b>	31% (3,585)	34% (4,181)	38% (4,425)	39% (4,011)

\*The denominator of the percentages includes only the families who answered these background questions on the survey (self report); IEP = Individualized Education Program, ML = Multilingual Learner, FRL = Free/Reduced Lunch eligible

Self-reported demographic data demonstrated continued representation among families of color for respondents who completed demographic questions, with families of color representing 32% of respondents, consistent with the previous year. Similarly, participation among families reporting students receiving IEP, ML, or FRL services remained stable over time. The percentage of respondents reporting students receiving IEP services (14%) and ML services (6%) closely aligned with district enrollment patterns for those student groups.

While participation data reflects a committed group of families who consistently share their perspectives, response patterns suggest we are not yet hearing from the full diversity of the Jeffco community. White families represented 68% of survey respondents compared to 64% of the student population, while Hispanic families—who comprise 26% of Jeffco’s student population—represented 13% of survey respondents. Survey participation also skewed heavily toward female heads of household, with mothers accounting for 77% of all responses.

While these voices are critically important, the participation patterns highlight opportunities to more intentionally engage fathers, male guardians, Hispanic families, and other underrepresented groups. Broadening participation will help ensure district and school decisions are informed by the experiences and perspectives of the full Jeffco community.

Families were invited to complete one survey for each school their child(ren) attend and were encouraged to respond with their oldest child in mind when multiple children attended the same school. It is important to note that determining over- or underrepresentation within family survey data presents limitations, as student enrollment demographics are used as a proxy for family demographics. This approach may not fully reflect family identity, as student race and ethnicity do not

always align with family demographics, and many families have multiple children enrolled across the district.

The survey measured family perceptions across six topics: **School Safety, School Climate, School Fit, School-Family Communication, Staff-Family Relationships, and Jeffco's Strategic Plan**. Table 2 outlines overall district and Title I results across these areas.

Overall survey findings reflected several notable year-over-year improvements across both districtwide and Title I responses, including:

- School Climate increasing 5 percentage points districtwide
- School Fit increasing 4 percentage points districtwide and 5 percentage points in Title I schools
- Families reporting that their child's individual differences are viewed as assets increasing 6 percentage points
- Motivating classroom lessons increasing 7 percentage points
- Families reporting their child is prepared for the next academic year increasing 6 percentage points
- Increased perceptions that schools value diverse backgrounds, create supportive learning environments, and foster stronger relationships between families and staff

Title I schools demonstrated slightly higher response rates overall and performed similarly or more favorably than district averages across nearly all categories, ranging from 1 to 4 percentage points higher, with the exception of School Safety, which was 2 percentage points lower than the district average. The two newly added topics were also the highest-performing categories among Title I schools, with School-Family Communication reaching 85% favorability and Staff-Family Relationships reaching 86% favorability, both exceeding overall district results.

**Table 2: Family School Relationships Survey Results by Topic**

Topic	% Favorable	Since Winter 2025
<i>District Family Survey (10,368 responses - 19% response rate)</i>		
School-Family Communication	84%	New this year
Staff-Family Relationships	83%	New this year
School Safety	76%	↑2
School Climate	76%	↑5
School Fit	72%	↑4
Jeffco Strategic Plan	64%	↑2

<i>Title I Family Survey (2,307 responses - 24% response rate)</i>		
School-Family Communication	85%	New this year
Staff-Family Relationships	86%	New this year
School Safety	74%	↑1
School Climate	80%	↑3
School Fit	75%	↑5
Jeffco Strategic Plan	68%	↑2

A detailed view of how family members responded to the questions within each topic is available in the [Appendix](#). The survey responses are helpful in identifying

areas where we may need to prioritize and actively engage community resources for the benefit of students.

### ***School Safety***

A majority of the family members who responded reported that their child feels safe at school (87%, 3-percentage point increase) and that drugs are not a problem at the school (87%, 4-percentage point increase from last year). Most families say their child can get help from an adult at school if bullied (77%, 2-percentage point increase from last year) and they don't believe their child will be bullied online (76%, 4-percentage point increase from last year). A potential opportunity to engage more community resources is evident in responses related to school violence which was the lowest scoring topic overall (53%, 3-percentage decrease from last year). This decrease from last year may have reflected the violent and tragic events that continue to impact schools locally and across the globe.

### ***School Climate***

Family members generally agree that teachers show respect for the children they teach (83%, 4-percentage point increase from last year) and students show respect for school staff (82%, 3-percentage point increase from last year). Favorability in the area of administrators creating environments that help children learn is at 78% (4-percentage point increase). Perceptions of the fairness of student evaluation systems saw an increase from the prior year (77%, 4-percentage point increase from last year) and in response to whether their children enjoy going to school, favorability increased 4-percentage points to 75%. Valuing the diversity of children's backgrounds (72%, 6-percentage point increase from last year), and motivating classroom lessons (63%, 7-percentage point increase from last year) both saw increases from last year but was still the lowest performing item in this topic. Overall this topic performed well, with all items seeing gains of several percentage points when compared to last year.

### ***School Fit***

In the previous paragraph, 72% of responses reported that the school values the diversity of children's backgrounds. Within the *School Fit* topic, a majority of family members additionally reported that their child's school is a good fit given their child's cultural background (84%, 3-percentage point increase). For the school's approach to discipline, 73% of family members responded positively (4-percentage point increase from last year but had been trending downward until last year).

How well teaching styles matched student learning styles (71% favorable, 4-percentage point increase from last year) and how well the school is preparing their students for the next academic year (76% favorable, 6-percentage point increase from last year) increased in favorability compared to last year. Responses regarding how well the activities offered at their child's school match their child's interest (65%, 6-percentage point increase) and how comfortable their child is in asking for help from school adults (62%, 3-percentage point increase) continue an upward trajectory from prior years for these items. Overall this topic performed fairly well with increases across all items when compared to last year. School fit and its alignment to student outcomes continue to make improvements in this area of priority.

### ***Jeffco's Strategic Plan***

This survey topic delved into the student experiences that the district aspires to impact with Jeffco Thrives. The data are critically important to assess the action steps in place to drive improvements aligned with this topic area. Currently, 72% say their child has the support they need to succeed (3-percentage point increase from last year) and 71% of family members perceive their child is challenged to improve (4-percentage point increase from last year). Additionally, families believe their child's strengths are recognized (66% favorable, 4-percentage point increase from last year). With a 53% favorable response (6-percentage point increase compared to last year), the question of whether their child's individual differences are viewed as assets had the greatest increase in favorability from last year. Lastly, 58% of respondents agreed that communication they receive from the school and district is applicable to their family (8-percentage point decrease from last year). This decline will be an area of continued focus to seek improvements.

### ***School-Family Communication***

The School-Family Communication topic is new to the survey this year and was the highest performing topic overall. About 9 in 10 (91%) respondents indicated that they received information "Frequently" or "Almost all the time." When asked how easy it is to understand the information received for their child's school, 86% responded favorably. An additional 84% of respondents found that their child's school was welcoming when they reached out to them. The majority (84%) of respondents indicated that their child's school was responsive when they communicated with them. Regarding the usefulness of the information received, 75% responded favorably.

One area that warrants additional attention is the relevance of communication families receive from their school and the district. While families continue to report high levels of communication overall—with 91% indicating they receive

information frequently or almost all the time—only 58% reported that the communication they receive is applicable to their family.

This finding suggests that while Jeffco is successfully reaching families, we have an opportunity to strengthen the relevance and usefulness of the information we share. Families are telling us that communication matters, but they also want communication that is timely, meaningful, and connected to their child's experience and needs.

As the district continues to strengthen family-school partnerships, this feedback reinforces the importance of moving beyond broad communication strategies toward more targeted, relationship-centered approaches. By improving the relevance of communication and creating more opportunities for two-way engagement, Jeffco can strengthen trust, increase family participation, and ensure families feel informed, valued, and connected as partners in their child's education.

### ***Staff-Family Relationships***

The Staff-Family Relationships topic is also new to the survey this year and was the second most favorable topic. About 9 in 10 (91%) families felt that school staff were respectful toward them. Many respondents felt that, overall, the staff at their child's school were welcoming (87% favorable). With an 85% favorable response, many families felt comfortable reaching out to staff at their child's school. When responding about how much they trusted that staff would treat them fairly, 85% of families gave favorable responses. Respondents indicated that 79% felt that staff were supportive when families face challenges, and 72% of families felt that staff valued their input.

## **Building on Progress: Closing the Representation Gap**

The 2026 Jeffco Listens survey results reflect meaningful progress in strengthening trust, communication, and relationships between schools and families. Favorability increased across every previously measured survey topic, and the newly introduced School-Family Communication and Staff-Family Relationships categories emerged as the highest-performing areas districtwide.

This continued progress in overall favorability and diverse family survey participation indicates sustained improvement, building on prior year gains—one of the monitoring report challenges identified last year to close the engagement gap and building belonging through family voice.

At the same time, the survey data highlights opportunities to continue strengthening authentic partnership with all families across Jeffco. While

representation among families of color and families receiving specialized supports remained stable, overall participation remained below national Panorama benchmarks, and some family groups continue to be underrepresented in survey participation relative to district demographics.

Differences in perception data also remain across student and family groups. Families of students with disabilities, families experiencing poverty, and some racial and ethnic groups reported less favorable experiences in several survey categories than district averages. These findings reinforce the importance of continuing to invest in culturally responsive practices, relationship-centered engagement, and inclusive school environments where every family feels welcomed, valued, and connected.

One encouraging indicator is the six-percentage-point increase in families reporting that their child's individual differences are viewed as assets. While this represents meaningful progress, it also highlights an ongoing opportunity to ensure students and families experience a strong sense of belonging and affirmation across all Jeffco schools.

These findings will continue to inform district and school improvement efforts, including family academic partnership initiatives, empathy interviews, listening sessions, and targeted outreach strategies designed to strengthen belonging, communication, and family voice throughout the district.

### ***District Accountability Committee Annual SAC Survey***

For the fourth consecutive year, the District Accountability Committee (DAC) administered a survey to School Accountability Committees (SACs) across Jeffco to gather feedback that informs its advisory role to the Board of Education and strengthens family and community engagement at the school level. As required by Colorado state statute, every public school maintains a SAC, serving as a key structure for engaging families, educators, and community members in school improvement efforts.

This year, the SAC survey was streamlined to focus specifically on family engagement and school Unified Improvement Plan (UIP) priorities, enabling DAC to gather more targeted and actionable feedback. During the Winter 2025 survey window, 103 schools—including both district-run and charter schools—participated, representing a slight increase of three schools from the previous year. While SACs were not asked to submit formal budget recommendations due to the district's broader budget reduction process, the survey provided valuable insight into engagement practices, school priorities, and opportunities for growth.

Survey results indicate that SACs are actively contributing to a strong foundation of family engagement and collaboration across Jeffco schools. Key findings include:

- **87.4%** reported contributing to building a culture of belonging
- **82.5%** reported gathering feedback from families about their experiences
- **65%** reported using family feedback to inform decision-making and improve engagement
- **54.4%** reported engaging in collaborative decision-making with families
- **50.5%** reported ensuring accessible, two-way communication with families

At the same time, the data highlights opportunities to further strengthen engagement. SACs identified a need to increase consistent family participation, particularly through improved meeting attendance and accessibility. Strategies such as expanding virtual participation options, providing childcare, and ensuring language access through interpretation and translated communication were identified as critical to increasing equitable engagement. Respondents also emphasized the importance of continued support from school and district leadership, including stronger communication, shared strategies, and alignment to enhance outreach efforts.

SACs also play a critical role in advancing school improvement efforts. The most commonly identified priorities within Unified Improvement Plans (UIPs) included increasing student achievement in reading and math, fostering a culture of safety and belonging, and using student data to inform instruction and monitor progress. Feedback further highlighted strong collaboration between schools and SACs, increased involvement in UIP development, and a culture of transparency, shared responsibility, and ongoing communication around progress and goals.

Overall, the SAC survey demonstrates that School Accountability Committees continue to serve as a critical structure for elevating family voice, strengthening partnerships, and supporting continuous improvement across Jeffco schools.

### ***Family And Community Engagement Event Summary***

Throughout the 2025–2026 school year, Jeffco Public Schools hosted a series of high-impact events designed to actively engage families and the broader community. These opportunities helped strengthen relationships, deepen trust, increase communication and connection with families, and build greater awareness of district resources and support — all key components of *Our Communities, Our Legacy* within the Jeffco Thrives framework.

This year's engagement efforts included signature events such as the Back to School Bash, Board of Education Town Halls, and the Jeffco Parents Encouraging Parents

(JPEP) Conference as well as newer initiatives such as the Destination Graduation family learning series and the Arvada Police Department Parent Safety Nights. Together, these events created meaningful opportunities for collaboration, learning, dialogue, and connection among families, students, staff, and community partners.

Across all events, Jeffco continued prioritizing accessibility and inclusion through interpretation services, community partnerships, hands-on learning opportunities, and localized outreach efforts designed to reduce barriers to participation and ensure families had the knowledge, tools, and confidence to advocate for their children and actively engage in their educational journey. .

While many impactful engagement opportunities occur across the district throughout the year, the events highlighted below represent some of Jeffco Public Schools' most visible and high-impact family and community engagement efforts during the 2025–2026 school year.

### ***Back to School Bash***

Jeffco Public Schools hosted the 2nd annual Back to School Bash on August 9, 2025, at Jeffco Stadium, creating a vibrant and welcoming kickoff to the new school year. Designed for the entire Jeffco community, the event brought together families, students, staff, and community partners for a day centered on connection, celebration, and access to resources.

The Bash featured activities and entertainment for all ages including yard games, face painting, craft stations, free hot dogs, and live music while also providing meaningful opportunities for families to engage with district staff and more than 75 community and district partners. More than 1,850 community members attended the event, making it another highly successful and well-attended community gathering. A notable highlight from the day included nearly 300 new library cards registered by Jefferson County Public Library staff during the event.

New this year was a partnership with the Jeffco EdTech Team, which offered interactive technology learning opportunities for families inside the district's Mobile Welcome Center. Student leadership was also a major component of the event's success, with student volunteers from across the district helping create a welcoming environment while supporting event logistics and community partners throughout the day.

The event also featured performances from student groups across Jeffco including the Standley Lake High School POMS and Cheer Team and Arvada West High School Dance, Cheer, and Band students. Jeffco also partnered

with the Denver DJ School to feature student DJs throughout the day further showcasing student talent and creativity.

To support accessibility and reduce barriers to participation, onsite interpreters were available throughout the event to assist families in connecting with vendors, resources, and district staff. Pocketalk translation devices were also available across the event to help ensure language was not a barrier for participants engaging in activities and conversations.

Additionally, Jeffco Public Schools partnered with the Jeffco Schools Foundation to secure sponsorships that helped offset event costs and expand opportunities for families and attendees.

Overall, the Back to School Bash provided a welcoming space for families to celebrate the start of the school year, access valuable community resources, and strengthen connections with Jeffco schools and staff. Planning is already underway for the 3rd Annual Back to School Bash to be held on Saturday, August 8, 2026.

### ***Arvada Police Department Parent Safety Academy***

This fall, we partnered with the Arvada Police Department and the School Resource Officer (SRO) at Arvada West High School to host two interactive Parent Safety Night events focused on student wellbeing, prevention, and family education. Originally planned for September 2025, the events were rescheduled and successfully held on Tuesday, November 11 and Wednesday, November 12, 2025 with approximately 100 attendees participating each night.

The two-night series provided families with opportunities to learn about current youth safety concerns and engage directly with community experts. Night one focused on substance abuse prevention with an emphasis on THC and vaping trends among youth as well as dating and sexual violence prevention. Night two centered on social media and online safety, mental health awareness, self-harm prevention, and suicide prevention.

Each evening included a resource fair featuring community organizations such as Safe2Tell, Jefferson Center for Mental Health, and The Blue Bench along with additional local partners who provided resources, tools, and information to support families and students. Families also participated in presentations led by representatives from the Arvada Police Department and Jeffco staff with expertise in student mental health and safety.

A highlight of the event series was the interactive safety trailer provided by the Arvada Police Department. The trailer replicated a teenager's bedroom and

allowed families to apply what they learned by identifying potential warning signs and hidden indicators related to vaping and THC use during night one. During night two, the activity focused on identifying signs connected to self-harm, mental health concerns, and student wellbeing. This hands-on experience created meaningful opportunities for family discussion and learning.

Feedback from the event series was overwhelmingly positive. One parent shared that after attending both nights, “I learned things about TikTok, Discord, etc. that I never even thought of. It changed the way I am parenting.” Families also expressed strong interest in future safety nights and additional learning opportunities focused on supporting younger students as they begin engaging with technology and social media at earlier ages, particularly during upper elementary school when Chromebook and online platform usage becomes more common.

To reduce barriers to participation and support accessibility, the event offered free childcare, snacks, and interpretation services for attending families. Overall, the Parent Safety Night series reflected strong community interest in continued learning opportunities focused on student safety, mental health, and prevention education.

### ***Mobile Enrollment Events***

Each summer, families across Jeffco register their children for the upcoming school year. Year over year, Title I schools and families consistently report that the enrollment process can feel cumbersome, particularly when navigating EnrollJeffco, completing Student Benefit Applications (SBAs), recovering passwords, accessing digital platforms on mobile devices, and troubleshooting technical issues during one of the busiest times of the year.

In response to this feedback, the Family and Community Partnerships (FCP) Division launched three Mobile Enrollment Events in August 2025 to provide localized, hands-on support to schools and families. Hosted at Creighton Middle School, Everitt Middle School, and Arvada High School, these events brought district services directly into highly impacted communities where additional support was needed most.

To reduce barriers and increase accessibility, FCP collaborated with multiple central departments to create a true one-stop enrollment experience for families. The Department of Federal Programs coordinated the overall design and alignment of district and school-based supports. The Family Response Service Team assisted families with broader questions and needs, while

Enrollment & Data Services provided expertise on registration systems and processes. Family Ambassadors and Student Engagement teams offered specialized support for newcomer families and connected students to wraparound services. Food & Nutrition Services and Instructional Technology teams supported families with SBAs and technical troubleshooting, and Communications ensured clear, culturally responsive outreach and materials. The cross-collaboration contributed to a very helpful and impactful experience for families.

Through these coordinated efforts, Jeffco served more than 550 families and supported approximately 2,200 students during the enrollment season. Building on the strong success of the initiative and positive feedback from families and school communities, the Family and Community Partnerships Division plans to host three additional Mobile Enrollment Events in August 2026 in the Arvada, Alameda, and Wheat Ridge articulation areas.

### ***Destination Graduation***

The Destination Graduation Family Learning Series launched during the Spring of 2026 as a proactive family engagement and academic partnership initiative designed to support families during three critical transition points in a student's educational journey: kindergarten, middle school, and high school. Grounded in the belief that strong family-school partnerships are essential to student success, the series was intentionally designed to create welcoming, accessible, and relationship-centered learning experiences that help families feel informed, connected, and confident as their child transitions into a new stage of learning.

The series focused on helping families better understand academic expectations, developmental transitions, graduation pathways, district systems, and how to support student success both in and beyond the classroom. Through interactive learning opportunities, families received practical tools, resources, and guidance designed to strengthen their capacity to support learning at home while also building stronger connections to schools and district staff.

Families participating in the series experienced:

- warm and welcoming learning environments designed to foster belonging and trust

- clear, practical guidance related to academic expectations, transition timelines, and student supports
- opportunities to ask questions and connect directly with district and school staff
- practical strategies and resources to support learning and student success at home
- stronger connection to the broader Jeffco community and available district supports

The inaugural year of programming demonstrated strong participation and engagement across all three learning experiences:

- Launching the Learning Journey (Kindergarten) welcomed more than 150 participants and provided families with curated Jeffco resources and home-learning materials focused on early learning and school readiness
- Partnering for the Road Ahead (Middle School) engaged more than 125 participants focused on navigating the transition into secondary education while supporting student independence and academic growth
- The Road to Graduation and Beyond (High School) welcomed more than 90 participants and focused on graduation requirements, postsecondary planning, and college and career pathways

Across all sessions, participants rated the overall series 4.4 out of 5 and consistently identified academic transparency, family empowerment, strategic planning, and opportunities for community connection as key strengths of the experience. Families consistently shared appreciation for gaining a clearer understanding of graduation requirements, transition expectations, available resources, and the important role they play in supporting their child's educational journey.

To create a seamless and welcoming experience for families, the Federal Programs team served as the lead coordinator and primary architect of the series, strategically aligning district departments and expertise to support implementation. Cross-departmental collaboration included partnership from Teaching & Learning, Early Learning, Postsecondary & Workforce Readiness, Assessment & Research, Student Services, Student Engagement, and

Communications to ensure families received comprehensive, accessible, and aligned support throughout the series.

### ***Board of Education Town Halls***

This spring, community members had the opportunity to connect directly with their elected Board of Education representatives through a series of Town Hall events. With support from staff, all five Board Directors hosted gatherings that encouraged open conversation and meaningful engagement. Board President Michelle Applegate held her Town Hall at Wheat Ridge High School on March 10, 2026, followed by Director Peter Gibson at Jefferson Jr./Sr. High School on March 17, 2026, Dr. Denine Echevarria at Standley Lake High School on March 31, 2026, Director Erin Kenworthy at Bear Creek High School on April 13, 2026, and Director Tina Moeininan at Chatfield Senior High School on April 22, 2026.

Each event created an intimate space for dialogue and connection. Board members shared updates on the Board's work, highlighted key initiatives, and listened to community input. Questions, feedback, and conversations from attendees provided valuable insight into local priorities, concerns, and aspirations across Jeffco's communities.

### ***Jeffco Parents Encouraging Parents (JPEP) Conference***

Jeffco Public Schools hosted the Jeffco Parents Encouraging Parents (JPEP) Conference on April 24, 2026 at Bear Creek High School. Designed by parents for parents, guardians, and caregivers, the full-day conference focused on supporting families of students receiving Special Education (IEP), Section 504, Gifted & Talented (ALP), and Twice-Exceptional (2e) services. Jeffco educators were also invited to participate in the learning experience.

The conference provided families with opportunities to learn, connect, and engage through keynote presentations, workshops, small group discussions, a student panel, and a community resource fair featuring organizations and services that support students and families across a variety of needs and learning differences. Topics throughout the day focused on advocacy, executive functioning, gifted education, dyslexia, transitions, mental health, behavior support, college readiness, and navigating student support systems.

The event keynote featured Brandon Slade, founder of [Untapped Learning](#), who shared insights related to executive functioning challenges, ADHD, dyslexia, and strategies to support student success. Families also had opportunities to connect directly with district staff, community organizations,

and other caregivers through facilitated small group discussions and interactive learning sessions.

The JPEP Conference reflected Jeffco's ongoing commitment to strengthening partnerships with families and creating welcoming spaces where caregivers feel informed, supported, and empowered to advocate for their students.

### ***Superintendent Engagement***

Building on the success of the 2024–25 shift away from formal Superintendent Community Conversations, Jeffco continued a similar engagement model during the 2025–26 school year—prioritizing opportunities for the Superintendent to engage directly with schools, staff, families and community members in more meaningful and authentic ways.

This continued approach was intentionally designed to deepen relationships across the district by embedding the Superintendent more organically into the daily life of schools and the broader Jeffco community. While maintaining strong visibility at signature district events, this year's engagement strategy also intentionally prioritized schools, communities and programs that had not been visited during the previous school year to ensure broader representation and continue building relationships across all areas of the district.

This model reflects Jeffco's ongoing commitment to authentic engagement, inclusivity and celebrating excellence by meeting families, students and staff where they are while highlighting the extraordinary work taking place across our schools.

As a result, this new model has led to more meaningful, timely, and relevant engagement—and it has been well received by our Jeffco community.

To support this effort, district staff worked closely with school leaders and community members to identify opportunities for Superintendent Dorland to engage throughout the school year. During the 2025–26 school year, the superintendent's participation included:

- 38 school and instructional visits
- 15 family and community events
- 11 staff engagements
- 15 leadership, board, and government events
- 20 internal organizational events

In addition to school-based engagement, the Superintendent's calendar was intentionally designed to balance internal school connection with external community outreach. Outside of attending schools and school events, the superintendent prioritized meetings with city councils, civic organizations, higher education partners, business leaders and county officials to strengthen partnerships and increase awareness of Jeffco's funding realities. Many school visits were also intentionally selected to elevate student stories, including classroom spotlights, milestone celebrations and district storytelling campaigns that extended engagement beyond in-person events.

See [Appendix B](#) for more details.

### ***Responsive Engagement in Service Of The Jeffco Community***

The 2025–2026 school year required Jeffco Public Schools to engage our community with intentionality, compassion, and responsiveness during a time of both challenge and change. Throughout the year, the district responded to emerging community concerns, priorities, and crises as they arose, often requiring teams to meet students, families, staff, and community members in the moment and build engagement efforts grounded in the immediate needs of our community. With that came both a significant responsibility and meaningful opportunity to be present with our community, strengthen connections, and support students, families, and staff through moments of urgency, uncertainty, and transition.

Responsive engagement; therefore, became a guiding strategy for addressing the full spectrum of community needs and reinforcing trust when it mattered most. The following highlights demonstrate key examples of how Jeffco Public Schools engaged the community throughout the year through trauma-centered support, partnership, and outreach efforts aimed at strengthening relationships and reinforcing the district's commitment to responsive and community-centered engagement.

### ***Supporting the Evergreen High School Community***

Following the tragedy at Evergreen High School on September 10, 2025, Jeffco Public Schools mobilized immediate response and recovery efforts centered on compassion, trauma-informed care, and support for students, families, staff, and the broader Evergreen community. In the days and months that followed, district leaders worked alongside school leadership, mental health professionals, community partners, and families to ensure recovery efforts remained responsive, trauma-centered, and grounded in the evolving needs of the Evergreen community.

To support immediate recovery efforts and ensure return-to-learning planning was grounded in the lived experiences of those most directly impacted, the district surveyed every Evergreen student, staff member, and family to better understand the needs, hopes, fears, and concerns shaping the community's recovery. The district also brought together a small and engaged group of families and community leaders to help guide planning and support efforts. Feedback gathered through these efforts informed communication, support and safety systems, planning, and ongoing recovery work throughout the school year.

In partnership with the [National Mass Violence Center](#), Jeffco Public Schools hosted a community gathering for families focused on psychological first aid and strategies to support their children through grief, trauma, and uncertainty in the weeks and months ahead. The National Mass Violence Center became a trusted and invaluable partner in supporting both the immediate response efforts and the long-term healing and recovery of the school and broader Evergreen community.

To ensure students, families, and staff had access to timely information and ongoing supports, the district launched a Return-to-Learning website that provided real-time updates and resources, while the National Mass Violence Center launched a Virtual Resiliency Center that included mental health resources, recovery information, community supports, and guidance for families navigating the healing process. Together, these resources served as important tools for communication, transparency, and connection during a time of significant uncertainty and transition.

Recognizing that recovery looked different for each individual and family, the district created opportunities for every Evergreen family to meet directly with school administrators and staff to discuss the unique academic, emotional, and psychological needs of students as they navigated the recovery process. Jeffco also engaged faith-based and community leaders to strengthen networks of care and support available to students, staff, and families across the Evergreen community.

In partnership with The Rebel Project, Jeffco Public Schools also hosted an evening of connection and support that brought together survivors and families impacted by other school shooting tragedies. Survivors and parents connected to the Columbine High School and STEM School shootings served on a panel to share meaningful and relevant experiences that could support the healing and recovery of the Evergreen community. Hearing directly from individuals who deeply understood the long-term impacts of this type of tragedy provided comfort, connection, and hope for many of the students and

families in attendance and reinforced the importance of empathy, community, and shared healing throughout the recovery process.

Additional opportunities for engagement and dialogue were created through partnerships with organizations such as the Jeffco PTA, which hosted a community town hall focused on elevating community questions, concerns, and perspectives. District leadership also worked alongside Evergreen school leadership through ongoing weekly stabilization meetings to align resources, supports, communication, and recovery efforts in response to evolving student, staff, and family needs.

In partnership with the National Mass Violence Center, the district also supported engagement with Evergreen staff and the School Accountability Committee to help inform decision-making regarding additional layers of physical safety and support needed to restore both physical and psychological safety at Evergreen High School. This important work was grounded in the school's culture of belonging, calm, and trust, and was informed by community feedback, collaboration with the National Mass Violence Center, and the SAC's advisory role.

Collectively, these efforts reflected Jeffco's commitment to responsive, trauma-centered engagement practices rooted in listening, partnership, transparency, and care during one of the most difficult moments in the community's history.

While the Evergreen community will be forever changed by this tragedy, the response and recovery efforts demonstrated the resilience, compassion, and strength that emerge when a community comes together in care and support of one another.

### ***Partnership for Fiscal Sustainability***

This spring, Jeffco Public Schools strengthened its commitment to listening and partnering with our community through the [Partnership for Fiscal Sustainability](#) (Partnership)—a collaborative effort focused on addressing real-time challenges and planning for the future.

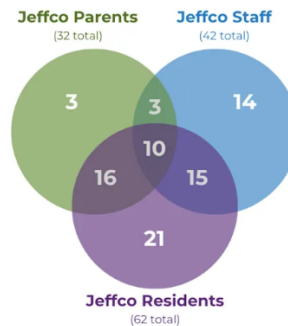
#### ***Why the Partnership was formed***

Originally formed in 2022 under the name The Alliance, we brought this group together to engage members of the Jefferson County community—parents, staff, business leaders, and residents—in a shared process to explore options and develop a recommendation to the Board of Education regarding potential ballot measure(s) for revenue generation in November 2026.

### ***Participation and representation***

Approximately 130 community members have participated so far. The group reflects a broad cross-section of Jeffco and has created space for thoughtful dialogue grounded in a range of perspectives and experiences.

**Figure 1: Partnership for Fiscal Responsibility Participation**



### ***Process and contributions***

Since January, the full Partnership has met monthly to learn together, ask questions, and work through key decisions. A smaller Executive Planning Team of about 10 members has met roughly nine additional times to help shape agendas, prepare materials, and keep the work moving between sessions.

Throughout the process, participants have engaged with a wide range of information and expertise, including:

- Presentations from bond counsel, municipal advisors, and political advisors
- Results from a community-wide poll exploring funding levels and investment priorities
- Updates and insights from Jeffco’s Chief Financial Officer, Chief Operations Officer, and Superintendent

This approach has helped build a shared understanding of both the opportunities and the trade-offs involved.

### ***Impact and next steps***

On May 11, the Partnership will present its recommendation to the Board of Education. This recommendation reflects several months of steady work, learning, and collaboration.

### **How the work is informing direction**

The Partnership has helped:

- Bring forward clear community perspectives on priorities and needs
- Provide insight into support for different funding approaches
- Surface important questions early, allowing time to work through them together
- Build a stronger sense of shared understanding and collective responsibility

This work reflects Jeffco's commitment to engaging our community in meaningful ways—especially when decisions are complex. By creating space for people to learn, contribute, and shape the conversation, we are building a stronger foundation for the decisions ahead.

### ***Budget Labs***

As part of Jeffco's [Budget Reduction Blueprint](#), the district launched both in-person and virtual Budget Labs to help staff, families and community members better understand the district's financial realities and provide input on future decisions.

These interactive experiences allowed participants to explore district budget challenges through educational materials, hands-on budget simulations and opportunities to share feedback on priorities for future investments. These efforts helped make complex financial decisions more transparent, accessible and understandable for the broader Jeffco community while reinforcing the district's commitment to engaging stakeholders throughout major decisions.

### ***Jeffco Feeds Jeffco***

Due to a federal pause and delays in SNAP benefit disbursements that impacted more than 22,000 families across the district, Jeffco Public Schools launched Jeffco Feeds Jeffco to address immediate food insecurity needs within the community. The initiative was designed as a rapid-response effort to ensure families had timely access to food and essential resources while awaiting federal food assistance.

Phase one of Jeffco Feeds Jeffco centered around a large-scale districtwide food drive held on Saturday, November 8, 2025. The effort generated significant community support and media attention with families, staff, students, community partners, and local non-profit organizations quickly mobilizing to support Jeffco families experiencing food insecurity. Through this collective effort, the district received more than 50 pallets of donated

goods and raised more than \$41,000 to support ongoing food pantry operations and community needs.

The initiative was led by the Family & Community Partnerships Division with essential collaboration and coordination from Food & Nutrition Services, Jeffco Stadium staff, the Jeffco Schools Foundation, school-based teams, and community partners across the district. More than 150 volunteers contributed their time and energy to collect, sort, transport, and distribute donations. Volunteers included Jeffco staff, community organizations such as Jefferson Center for Mental Health and the Lakewood Police Department as well as parents, students, and community members.

Phase two of the initiative focused on opening temporary food pantries and community support hubs across the district beginning November 11, 2025. Nine schools opened their doors to support families and ensure resources were accessible within communities across Jeffco through December 19, 2025. These schools included Arvada High School, Creighton Middle School, Dakota Ridge High School, Green Mountain High School, Hutchinson Elementary School, Jefferson Jr./Sr. High School, Rose Stein International Elementary School, Stevens Elementary School, and Westgate Elementary School. Additional support efforts also extended to Campbell Elementary School, Mandalay Middle School, and West Jefferson Middle School to help expand access and reach additional families beyond the primary pantry locations.

As community needs began to diminish following winter break, several temporary pantry sites closed, while others remained open through the end of the school year based on ongoing family and community needs. From November 11, 2025, through May 8, 2026, Jeffco Feeds Jeffco served more than 800 families and supported over 2,300 children across the community.

Funds raised through the initiative have continued to support the restocking and sustainability of remaining food pantries and community hubs, particularly at Stevens Elementary School and Westgate Elementary School. Remaining funds will also be used to support the launch of future school-based food pantries and resource hubs during the 2026–2027 school year.

Collectively, these efforts demonstrated Jeffco Public Schools' commitment to meeting our community with responsiveness, compassion, and partnership during times of both crisis and complexity. Through listening, collaboration, and community-centered action, the district continued working to strengthen relationships and ensure students, families, staff, and community members remained connected, supported, and engaged throughout the year.

## ***Family Engagement Liaisons: From Engagement to Academic Partnership***

During the 2025–2026 school year, Jeffco Public Schools’ Family Engagement Liaisons (FELs) continued to serve as a critical bridge between schools, families, and communities across 29 Title I schools serving high concentrations of students and families experiencing poverty and other historical inequities. Through relationship-centered and culturally responsive practices, FELs played a vital role in strengthening family stability, increasing access to resources and supports, creating welcoming and inclusive school communities, and building families’ confidence and capacity as advocates in their child’s education.

Family Engagement Liaisons partner closely with families to help navigate barriers that may impact student success, including access to school systems, communication, community resources, and academic supports. Their work moves beyond traditional family involvement models toward authentic family engagement by building trust, fostering belonging, and empowering families as active partners in student learning and school success.

### **Title I Family Perception Data Shows Positive Growth**

The impact of this localized and relational work is reflected in the 2026 Jeffco Listens Family Perception Survey data, which demonstrated notable increases in positive family perceptions across Title I school communities:

- **Welcoming Environments:** 88% of Title I families (+4 percentage points) reported feeling valued, respected, and welcomed at their child’s school.
- **Cultural Asset Alignment:** 84% of Title I families reported their child’s school is a good fit for their cultural background.
- **Capacity for Advocacy:** 79% of Title I families (+5 percentage points) reported feeling confident in their ability to navigate district systems and advocate for their child’s education.

These positive trends reflect the long-term impact of Jeffco’s decade-long investment in Family Engagement Liaisons as trusted relational anchors within Title I school communities. This year’s growth also reflects a strategic shift toward strengthening academically focused family engagement. Through intentional investments in professional learning and capacity building, FELs are increasingly positioned to move beyond traditional event-based engagement and toward authentic academic partnerships that equip families to support learning at home and to advocate more effectively for their child’s educational success.

### **The FEL-PLC: Building an Academic Partnership Model**

Now in its second year, the Family Engagement Liaison Professional Learning Community (FEL-PLC) provides a centralized structure for collaboration, shared learning, and resource development across schools. Through the FEL-PLC, liaisons work together to design targeted programming and family learning resources aligned to district instructional priorities and focused on strengthening family capacity to support student outcomes.

In partnership with leaders and content experts from the Teaching and Learning Division, FELs developed and expanded several key resources during the 2025–2026 school year, including:

- **Curriculum-Aligned “Learning Snapshots”**  
K–6 family resources connected to Illustrative Math designed to help families better understand grade-level math concepts and reinforce classroom learning at home.
- **Interactive Literacy Activities**  
Family learning experiences connected to the Colorado Department of Education’s *Read.Learn.Lead.* resources designed to strengthen foundational literacy skills and support families of students on READ plans.
- **Campus Parent Portal Guides**  
Click-through tools and family supports designed to help families navigate district systems, monitor academic progress, and utilize real-time student data to support their child’s success.

Collectively, the work of Family Engagement Liaisons continues to strengthen trust between families and schools, reduce barriers to student success, and increase family advocacy, engagement, and partnership in learning. Through this work, Jeffco continues building more inclusive, responsive, and academically aligned school communities across Title I campuses while establishing a strong foundation for expanding academically focused family partnerships districtwide.

### ***Student Voice and Leadership Engagement through Jeffco Student Leadership Board***

The Jeffco Student Leadership Board (JSLB) exists to elevate authentic student voice and ensure students have meaningful opportunities to help shape the future of education in Jeffco Public Schools. Through JSLB, students serve as key partners in providing feedback, informing district initiatives, and contributing to conversations that impact student experience, engagement, and success across the district.

JSLB operates as a leadership internship experience where students strengthen communication, leadership, collaboration, networking, and public speaking skills while working alongside district leaders, staff, community partners, and fellow students. Students are selected through an application and interview process led by both staff and current student leaders. Representatives from each comprehensive Jeffco high school, along with charter, alternative, and choice schools, participate on the board.

The board is grounded in three primary objectives:

- Amplifying student voice
- Promoting collaborative communication between students, schools, and district leadership
- Fostering student engagement and leadership development

Throughout the 2025–26 school year, JSLB members participated in biweekly meetings while also supporting district initiatives, events, and strategic planning efforts across Jeffco Public Schools. At least once each semester, JSLB students formally present to the Board of Education during Board meetings to share updates on their work, highlight student perspectives, and report on current and future priorities. This year, students also had opportunities to engage more directly with Board of Education members through additional conversations and collaboration opportunities.

In October 2025, students hosted a student-led Board of Education candidate forum where all seven board candidates participated in a moderated question-and-answer session focused on topics and concerns identified directly by students. This event represented one of the board's first major student-led events of the year and was consistently identified by students as one of their favorite experiences.

JSLB also hosted its 3rd Annual Student Leadership Conference on April 24, 2026, at Jefferson Jr./Sr. High School. More than 170 students from across the district attended the conference centered around the theme From Voice to Impact. Student leaders helped shape and facilitate the event, prioritizing interactive breakout sessions focused on college and career pathways, sustainability, mental health and wellbeing, and student advocacy. Students partnered with Jeffco Students and Parents for Climate Action to offer sustainability-focused sessions and welcomed keynote speaker Michelle Culver from The Rithm Project, who spoke about artificial intelligence, technology, and the importance of maintaining human connection. The conference also featured more than 30 community and postsecondary resource partners.

In addition to conferences and leadership events, JSLB members contributed directly to district initiatives and strategic work throughout the year. Students partnered closely with the High School Reimagined initiative to provide ongoing feedback and insight into how proposed changes would impact students and school communities. JSLB students also helped name the culminating senior project experience “Senior Sign Off,” ensuring student voice remained embedded throughout the development process. Students additionally participated in the district’s Cell Phone Policy Committee, supported Student Links implementation feedback with Student Services, and contributed student perspectives to additional district departments and initiatives.

JSLB students supported a variety of district and community events throughout the year, including the State of the District, Budget Labs, Leadership Launch, Back to School Bash, and the Good News Breakfast. Additionally, students organized a districtwide winter clothing drive benefiting Jeffco Action Center and Jeffco Serving Kids, collecting donations from schools across the district and volunteering directly alongside community partners to support local families.

Beyond individual leadership development, JSLB continues to strengthen Jeffco’s commitment to student partnership. Student leaders are increasingly serving as thought partners, advisors, and co-creators alongside district leadership, ensuring that student perspectives help inform decisions, policies, programs, and initiatives that directly impact the student experience. This shift reflects a broader commitment to moving beyond seeking student input toward intentionally partnering with students in shaping the future of Jeffco Public Schools.

Through these experiences, JSLB students continued developing leadership, advocacy, and civic engagement skills while serving as authentic partners in district decision-making and community engagement efforts. Their contributions help ensure that district initiatives are informed by the voices, experiences, and aspirations of the students they are intended to serve.

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### **Community Partnerships Measures Aligned to Board Ends 2.2**

The measures aligned to Board End 2.2 reflect Jeffco Public Schools' commitment to leveraging community resources, expertise, and partnerships to support student success and family well-being. These indicators highlight the district's efforts to strengthen community connections, expand access to opportunities and supports, and build coordinated systems that respond to the evolving needs of students and families.

The following measures provide evidence of progress related to community partnerships, volunteer engagement, work-based learning opportunities, systems of care, family support services, and collaborative efforts that connect students and families to the resources, relationships, and opportunities needed to thrive.

### ***Community Partnerships and Volunteer Tracking***

Through a partnership with [Relatrix](#), Jeffco entered year two of the Jeffco Partners in Education (PIE) initiative, a districtwide partner and volunteer management system designed to strengthen how schools engage with community and industry partners. Developed collaboratively by the Division of Family and Community Partnerships, the IT Department, and the Postsecondary Workforce Readiness team, PIE provides a centralized platform for partnership coordination, volunteer engagement, work-based learning opportunities, and visitor management.

At the start of the 2025–2026 school year, the PIE platform expanded districtwide, advancing work identified in the previous monitoring report to strengthen and align volunteer and visitor management systems. While visitor management remains part of broader district safety efforts, the expansion of volunteer management created a more coordinated and accessible pathway for community members to engage with schools and support students. This investment has strengthened the district's ability to connect community resources to school needs while improving coordination, accountability, and visibility across schools and departments.

The impact of this work was evident throughout the year. A total of 874 community partners engaged with schools and district programs across 21 areas of interest, while 730 volunteers registered through the platform—an increase from 193 volunteers the previous year—and participated in 354 volunteer opportunities. These opportunities ranged from classroom support and field trips to internships, job-shadowing experiences, family engagement activities, and school events.

The Postsecondary Workforce Readiness Department also leveraged the platform to expand career-connected learning opportunities. PIE supported the coordination of 99 Career Expo exhibitors, 35 internship pathways, and a significant job-shadowing partnership with Intermountain Health Lutheran Hospital. Additionally, 12 Career Hub Coordinators received training to strengthen implementation and expand work-based learning partnerships across Jeffco schools.

Together, these efforts demonstrate continued progress toward building a coordinated system of community partnership that expands opportunities for students, strengthens school-community connections, and increases access to the resources, experiences, and relationships that support student success, belonging, and future readiness.

### ***Family Response Service Team (FRST) Year 3 Impact***

Launched in August 2023, the Family Response Service Team (FRST) serves as Jeffco's centralized support and response team, helping families navigate district and school resources while strengthening partnerships between families, schools, and the district. FRST is designed to address concerns at the level closest to the issue whenever possible, in collaboration with both school and district staff.

The team is committed to listening with empathy, clarifying district processes and procedures, supporting problem-solving, and empowering families to become informed partners in their child's educational journey.

FRST operates with a lean but highly effective staffing model that includes one Director and three Family Case Managers. Team members bring a range of personal and professional experiences that support culturally responsive and relationship-centered engagement with Jeffco families. Bilingual team members provide direct support to Spanish-speaking families, while Language Line services ensure accessibility for families who speak additional languages.

To effectively respond to the diverse and often complex needs of families, FRST staff participate in ongoing professional learning in areas such as psychological first aid, restorative practices, motivational interviewing, enrollment and registration procedures, transportation, academic supports, and district operations. This continued learning allows the team to provide timely, accurate, and compassionate support across a wide variety of concerns.

### ***FRST Year 3 Focus and Priorities***

Now in its third year, FRST continues to evolve as a key strategy for strengthening trust, communication, and collaboration across Jeffco Public Schools. Using the JeffcoHelp ticketing system, the team tracks and manages calls, emails, and family interactions to ensure consistent communication, documentation, and follow-through.

During the 2025–2026 school year, FRST focused on the following priorities:

- Providing timely responses to all open cases
- Maintaining respectful, clear, and collaborative communication with families and school staff
- Strengthening relationships between families, schools, and the district
- Aligning district resources and personnel to support efficient problem-solving and resolution
- Maintaining a consistent intake and follow-up process through the JeffcoHelp system

- Increasing visibility and engagement through school, district, and community events

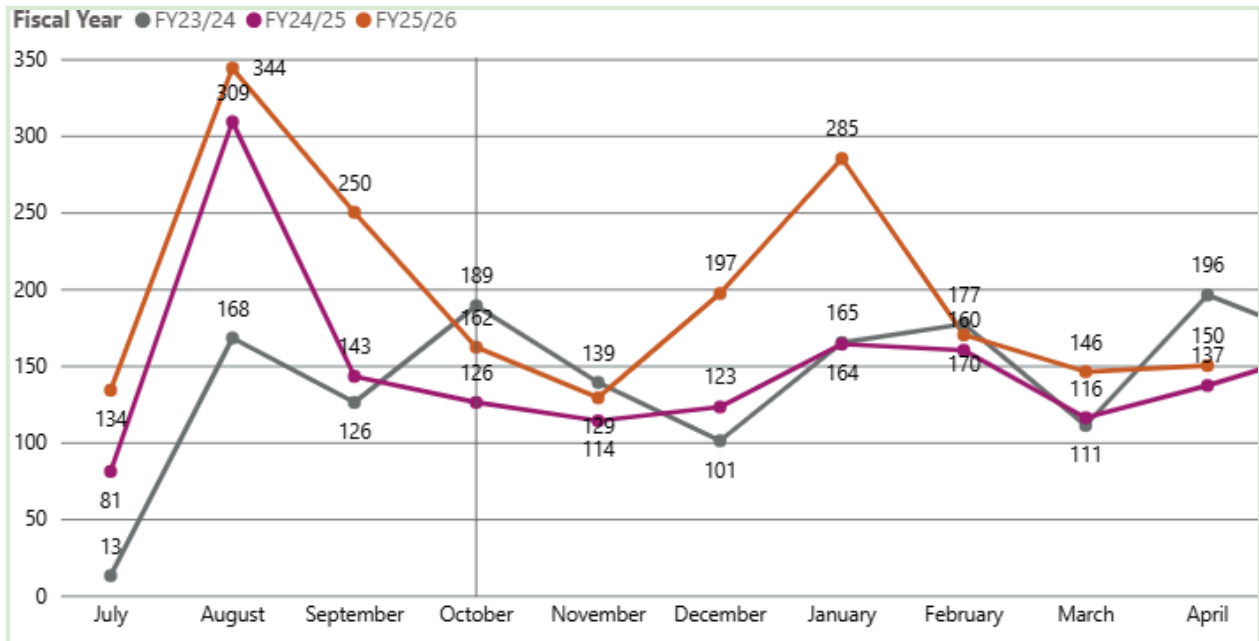
### FRST Year 3 Data Insights

In addition to direct family support, FRST collects valuable data that helps identify trends, improve services, and inform district decision-making. As of April 28, 2026, FRST has received a total of 1,954 tickets through the JeffcoHelp system, averaging approximately 195 tickets per month between July and April.

The team tracks the following data points:

- Number of tickets submitted
- Type of concern
- Location of concern
- Response time
- Resolution time
- Satisfaction survey results

**Figure 2: FRST Tickets by Month**



As shown in Figure 2, this year’s data reflects an overall increase in ticket volume during the 2025–2026 school year compared to the previous two school years, with the exception of October and November, when ticket volume slightly decreased. The increase in tickets may reflect growing awareness of FRST services, increased family engagement, and stronger

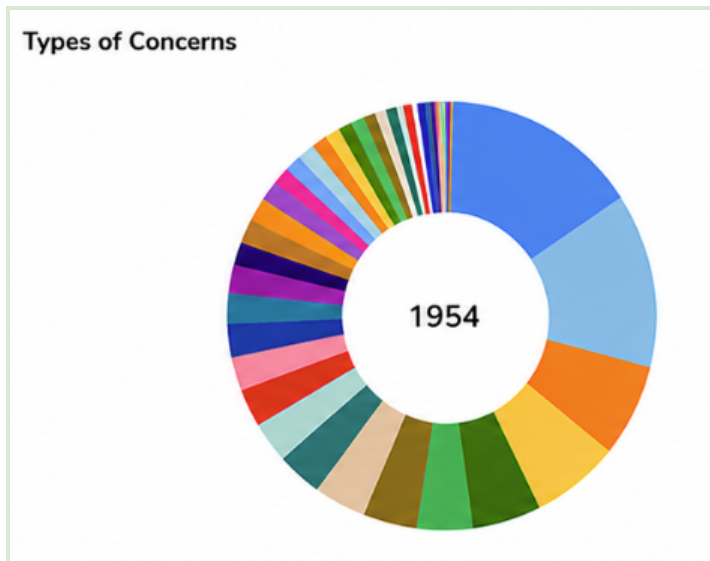
understanding of how to access support through the department. It also provides evidence of progress on one of the challenges from last year’s monitoring report: Increase awareness of FRST support with families.

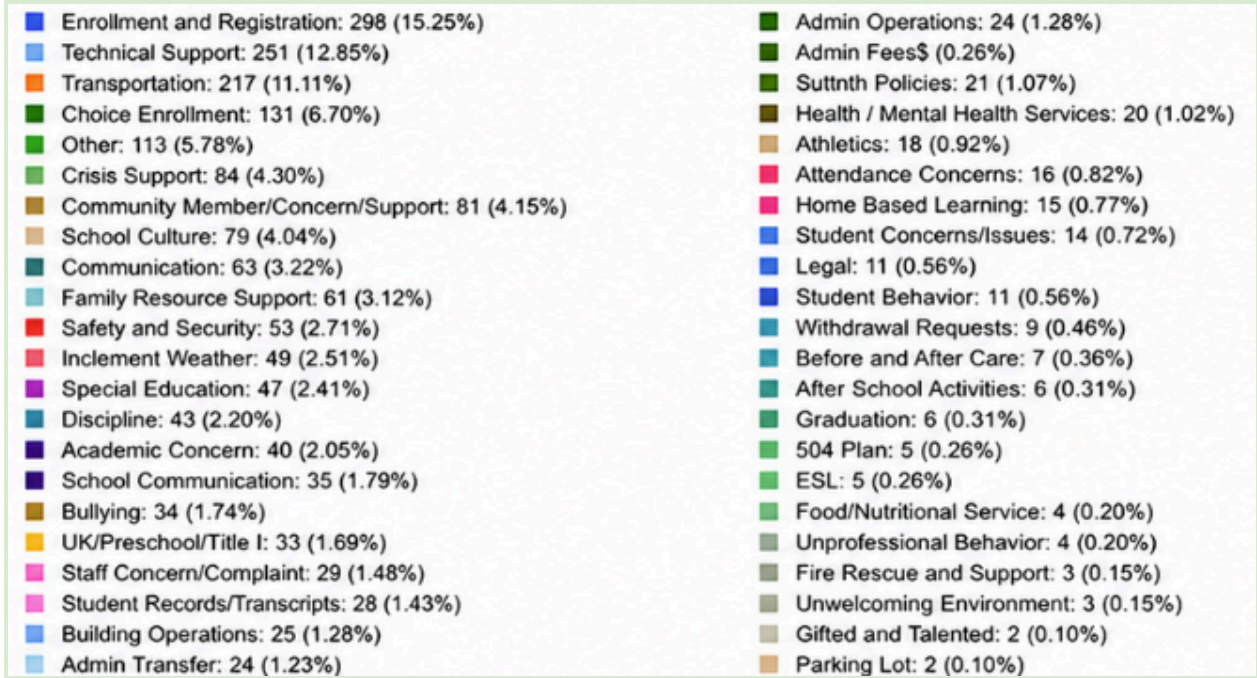
**Table 3: Distribution of FRST Tickets by School Level**

School Year	Elementary	K-8	Middle	Jr/Sr	High
23/24	29.3%	7.0%	27.6%	8.0%	28.2%
24/25	37.1%	2.9%	22.1%	5.0%	32.7%
25/26	26.2%	2.8%	25.4%	5.0%	41.0%

Table 3 shows high schools generated the highest volume of FRST support requests during the 2025–2026 school year, accounting for 41.% of all tickets submitted.

**Figure 3: FRST Tickets by Concern Type**





As of April 28, 2026, FRST received 1,954 tickets across a variety of concern types. Enrollment and registration concerns represented the largest category, accounting for 15.25% of all tickets submitted. Refer to Figure 3 for detailed information.

**Figure 4: FRST Tickets by Articulation Area**

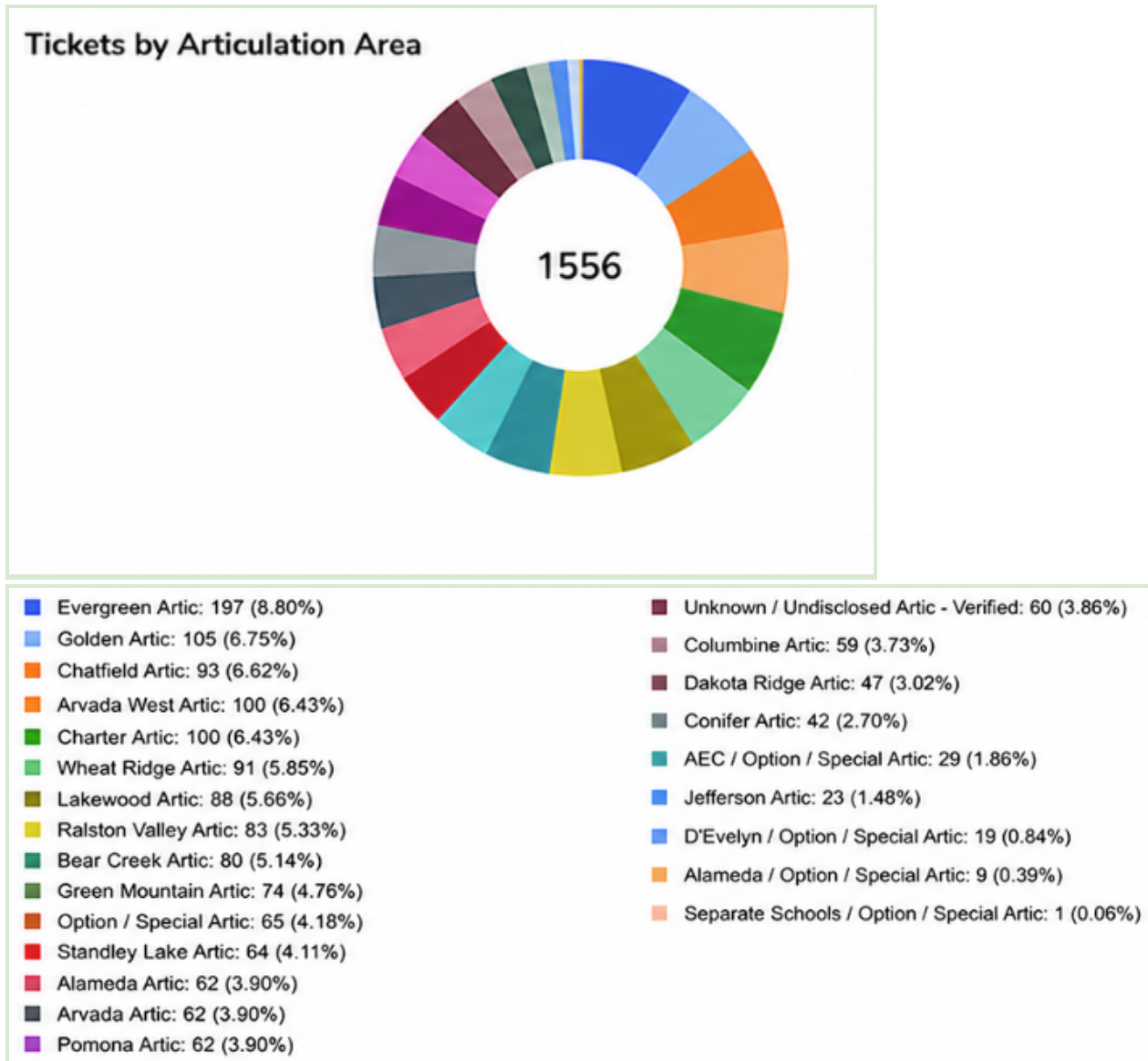


Figure 4 shows FRST ticket distribution across articulation areas remained relatively balanced throughout the district. The largest concentration of tickets came from the Evergreen articulation area (8.8%), followed by the Golden articulation area (6.7%).

Please note that ticket type data and articulation area data may not fully align. Some tickets cannot be assigned to a specific articulation area when requests are submitted anonymously, come from community members without a school affiliation, or involve multiple schools without a primary location identified.

### ***Response and Resolution Time***

FRST remained committed to timely and responsive service throughout the 2025–2026 school year.

- All FRST JeffcoHelp tickets received an initial response within 24 business hours, meeting the team’s established response goal.
- The average resolution time for tickets was approximately two to three business days.

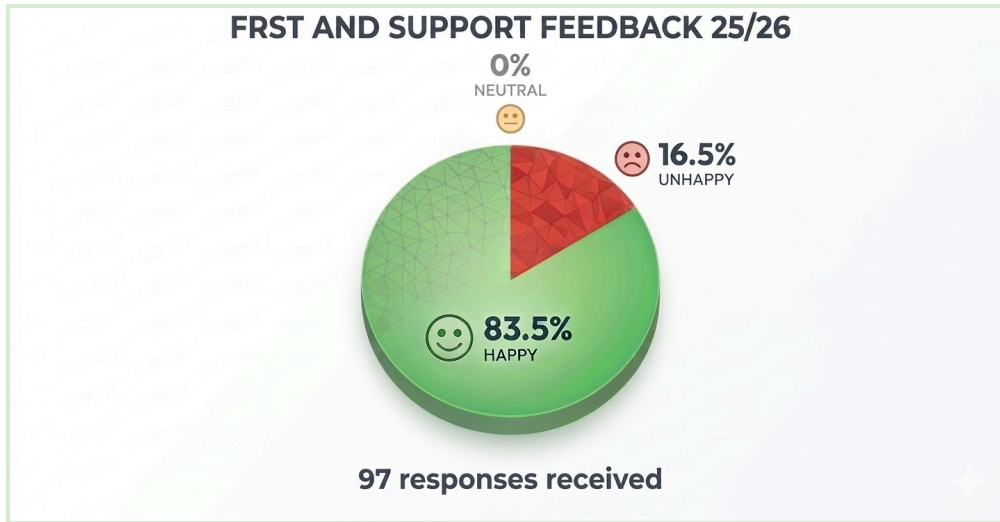
### ***FRST Satisfaction and Feedback***

When a FRST ticket is resolved and closed, families automatically receive a satisfaction survey to provide feedback on their experience. As of April 28, 2026, 97 families completed the survey, representing approximately 21% of all FRST tickets submitted to date.

Overall survey feedback reflects positive experiences with the support provided by FRST. Follow-up outreach was conducted with families who selected “Bad” or “Very Bad” ratings to better understand concerns and identify opportunities for improvement. Feedback from these responses indicated that dissatisfaction was most often connected to the outcome or resolution of the concern rather than communication or responsiveness from the FRST team.

Additional feedback was also collected from school leaders who partnered with FRST during facilitated family meetings. Across all 12 responses received, school leaders indicated that they felt supported throughout the process and noted that the FRST team maintained an impartial, collaborative, and solution-oriented approach.

**Figure 5: FRST Satisfaction Survey Results**

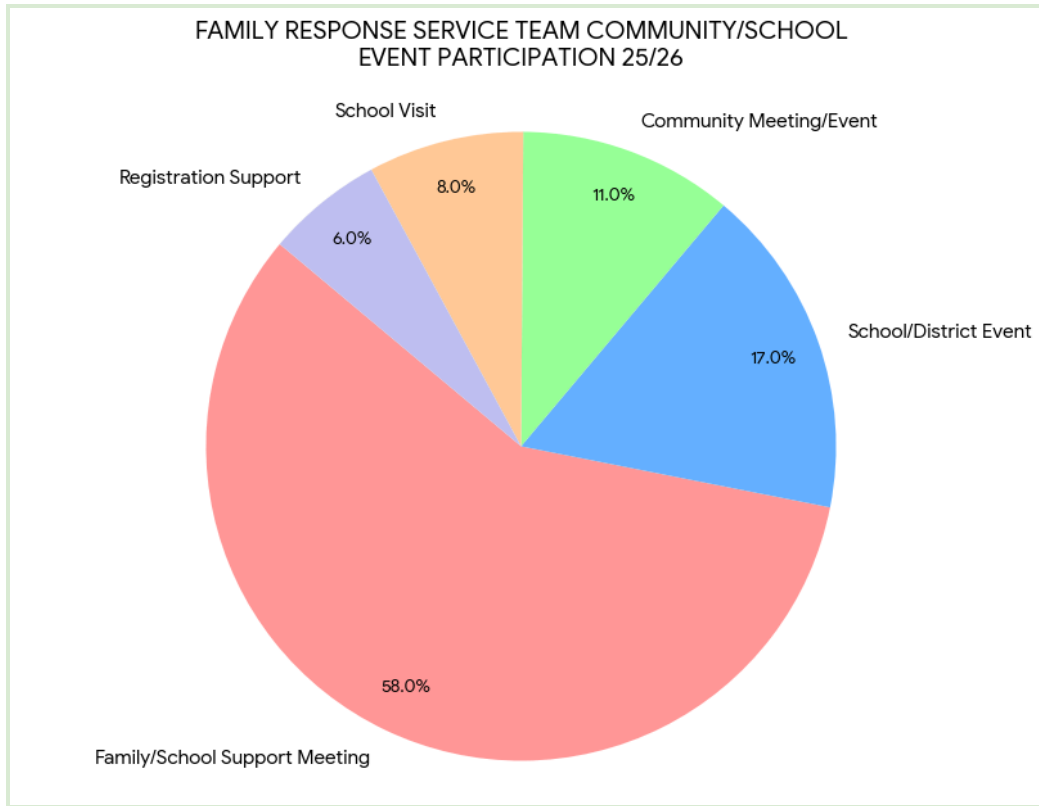


***FRST Community Engagement and Outreach***

Relationship-building continues to be a cornerstone of FRST’s work and overall success. Beyond direct call center support, the team has expanded its presence across the district through parent workshops, information sessions, focus groups, and community events designed to gather feedback and strengthen partnerships with families.

During the 2025–2026 school year, FRST participated in, led, or supported 102 outreach events across Jeffco. These opportunities helped strengthen trust, improve communication, and reinforce a shared commitment to student success between families, schools, and the district. Figure 6 below provides more information on FRST outreach events.

**Figure 6: FRST Community Outreach Events by Type**



FRST continues to play a critical role in ensuring Jeffco families feel seen, supported, informed, and connected to their schools and district resources. As the team builds on the momentum of its first three years, it remains focused on accessibility, responsiveness, relationship-building, and continuous improvement in service to Jeffco students, families, and school communities.

***Jeffco Mobile Welcome Center***

In a district as large and diverse as Jeffco, transportation and access to services can be major barriers for many families. To meet families where they are, Jeffco launched the Mobile Welcome Center (MWC)—a 17-passenger bus converted in the summer of 2024 into a fully equipped family resource center on wheels.

The MWC reimagines family engagement by bringing direct support to neighborhoods across the district. Equipped with WiFi, laptops, books, hygiene products, clothing, and more, the bus is designed to serve as a one-stop hub for families in need. It offers both material resources and access to critical services—including help with school registration, community referrals, and real-time

interpretation—ensuring families receive the support they need to navigate Jeffco Schools with confidence.

This innovative initiative, launched in partnership with the Colorado Department of Education (CDE), is rooted in equity and cultural responsiveness. The Mobile Welcome Center, in combination with the Family Ambassador Team, strengthens Jeffco's commitment to meeting the needs of our most vulnerable families—wherever they are.

### ***Mobile Welcome Center Events for 2025-2026***

In its second year, the Mobile Welcome Center (MWC) hit the road to support families across Jeffco, prioritizing schools and neighborhoods with high concentrations of newcomer and underserved students. The MWC was present at a variety of school and community events, helping families access resources and build connections:

- **Back-to-School Resource Fairs:** Provided school supplies, clothing referrals, and hygiene kits to families preparing for the school year.
- **Mobile Enrollment Events:** Supported families with on-the-spot enrollment assistance, including language support, document review, and Infinite Campus access.
- **Newcomer Family Events (in partnership with Family Ambassadors):** Offered real-time interpretation, WiFi access for enrollment support, and family workshops on navigating the U.S. school system.
- **Parent-Teacher Conference Nights:** Stationed outside schools to offer snacks, child-friendly activities, and information on school and district supports.
- **Fall and Spring Community Nights:** Visibility at a variety of school and community events that connected families with important school and community resources.
- **Belonging Events:** Hosted informal before and after school gatherings where families received books, hats, gloves, and hot cocoa—creating warm, welcoming experiences that fostered connection and belonging.
- **District Equity and Family Engagement Events:** Served as a visible and accessible hub during district events, offering a welcoming space for families.

In total, the Mobile Welcome Center participated in over 31 events across the district, reaching hundreds of families who may not have otherwise had access to support. Its presence helped remove barriers, build community, and reinforce Jeffco's commitment to meeting families where they are.

### ***Jeffco Cares: Expanding Access to Wraparound Supports and Resources***

This spring, Jeffco Public Schools launched two new resources designed to increase family access to wraparound supports, systems of care, and essential community resources. Together, these efforts reflected the district's continued commitment to reducing barriers for families and ensuring students and caregivers could more easily access the supports needed to promote wellbeing, stability, and student success.

The district launched **Jeffco Cares: Family & Student Resources**, a family-facing webpage created to serve as a centralized hub for support and resources available both within Jeffco Public Schools and across Jefferson County. The platform helps students, families, and caregivers more easily navigate available services related to mental health, food assistance, housing, healthcare, family support services, crisis response, and other community-based resources.

To strengthen accessibility and ensure families could be connected to resources in real time, school secretaries and front office staff began to receive training this spring on the Jeffco Cares platform and available community support. These efforts helped equip school-based staff with tools and knowledge to more effectively respond to family concerns, connect families to appropriate services, and serve as trusted access points for support within school communities.

Jeffco also partnered with **MyFriendBen** to help families identify and apply for important public benefits and financial assistance programs. Through this partnership, families gained access to a free benefits screening tool designed to connect individuals and families with resources such as food assistance, healthcare support, tax credits, childcare assistance, utility support, and other critical services.

Together, these efforts reinforced Jeffco's commitment to increasing access, strengthening family stability, and supporting the overall wellbeing of students and families across the district.

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## **COMPLIANCE STATEMENT**

This combined Monitoring Report for Ends 2.2 and 2.6 reflects Jeffco's ongoing commitment to strengthening relationships, expanding partnerships, and removing barriers that impact student success. The work highlighted throughout this report represents a collaborative effort across district departments, schools, families, students, community organizations, and business partners to create meaningful opportunities for engagement, support, and shared responsibility.

### **ON TRACK: Improved Family Perception Trends**

Jeffco Public Schools remains on track in strengthening family-school relationships, as evidenced by positive movement across all previously measured topics in the 2026 Jeffco Listens Family-School Relationships Survey. Improvements were observed in School Safety (+2), School Climate (+5), School Fit (+4), and Strategic Plan (+2) measures.

Additionally, the newly introduced School-Family Communication (84%) and Staff-Family Relationships (83%) categories emerged as the district's highest-performing areas, suggesting families increasingly experience Jeffco schools as welcoming, responsive, and relationship-centered environments.

Collectively, these results indicate growing family trust, stronger communication, and continued progress toward authentic family-school partnership across Jeffco schools.

### **ON TRACK: Responsive and Community-Centered Engagement**

Jeffco Public Schools remained responsive to the evolving needs of students, families, staff, and the broader community throughout the 2025–2026 school year. Through community listening, transparent communication, crisis response efforts, and targeted outreach initiatives, the district continued to strengthen trust and partnership during times of uncertainty, transition, and need.

This commitment was demonstrated through trauma-informed supports following the Evergreen High School tragedy, districtwide budget engagement opportunities, Board town halls, rapid-response initiatives such as Jeffco Feeds Jeffco, and ongoing efforts to ensure families had access to timely information, resources, and support. Collectively, these efforts reflect Jeffco's continued commitment to meeting the community with compassion, responsiveness, transparency, and care.

### **ON TRACK: Strengthening Academic Partnerships with Families**

Jeffco Public Schools continued to strengthen academic partnerships with families by expanding opportunities for families to engage in and support their child's learning. Through initiatives such as Destination Graduation, Learning Literacy Together, Family Engagement Liaison supports, and curriculum-aligned family learning resources, families gained greater access to information, tools, and strategies that support student success both in and outside of the classroom.

These efforts increased family understanding of academic expectations, strengthened school-family collaboration, and created more meaningful opportunities for families to participate as partners in their child's educational journey. Collectively, this work established a strong foundation for the district's Academic Partnerships Framework and reflects continued progress toward building authentic family-school partnerships grounded in equity, access, belonging, and student achievement.

### **ON TRACK: Expansion of Wraparound Supports and Systems of Care**

Jeffco Public Schools continued expanding systems of care and wraparound support structures for students and families through coordinated district and community partnerships. Resources such as the Family Response Service Team (FRST), Mobile Welcome Center, Jeffco Cares, Family Engagement Liaisons, and partnerships with organizations such as MyFriendBen strengthened access to resources related to food security, enrollment support, public benefits, housing, and family stabilization. As family needs continued to grow in both volume and complexity, these integrated support systems helped reduce barriers, improve access to services, and provide timely, responsive, and culturally responsive support for students and families across the district.

The continued growth in utilization of these services demonstrates both the increasing needs within our community and the district's ability to connect families with meaningful resources, support, and pathways to success.

### **ON TRACK: Growth in Community Partnerships and Volunteer Engagement**

Jeffco Public Schools remained on track in leveraging community resources for the benefit of students through the continued growth of community partnerships, volunteer engagement, and career-connected learning opportunities. The districtwide expansion of Jeffco Partners in Education (PIE) strengthened coordination across schools and departments, making it easier to connect students, families, schools, businesses, nonprofits, and community organizations.

As a result, Jeffco experienced significant growth in active community partners, registered volunteers, internship opportunities, work-based learning experiences, and other partnership opportunities that expand access to real-world learning and student support. These efforts reflect continued progress toward building a coordinated network of community resources that enhances student success, future readiness, and equitable access to opportunity.

### **ON TRACK: Elevating Student Voice and Partnership**

Jeffco continued to prioritize authentic student voice and leadership through the ongoing work of the Jeffco Student Leadership Board (JSLB). Students played an active role in district initiatives, leadership events, policy discussions, strategic planning efforts, and community engagement opportunities throughout the year. Through student-led conferences, advisory participation, district committees, service initiatives, and direct engagement with district leadership and the Board of Education, JSLB strengthened opportunities for students to contribute meaningfully to district decision-making while developing leadership, advocacy, collaboration, and civic engagement skills.

The continued growth of JSLB reflects Jeffco's commitment to partnering with students as active contributors to the educational experience, ensuring student perspectives help inform decisions that impact schools, learning environments, and the future direction of the district.

## **Challenges**

### **Jeffco Listens: Closing Participation and Representation Gaps**

Jeffco Listens survey results demonstrate meaningful progress in strengthening family-school relationships, communication, and trust across the district. At the same time, survey findings highlight opportunities to increase participation among underrepresented family groups, strengthen belonging, and address differences in how some families experience Jeffco schools.

While representation among several groups remained stable, overall participation continues to fall below national Panorama benchmarks, and some family groups remain underrepresented in district feedback systems. Survey data also revealed differences in how families experience Jeffco schools. Families identifying as African American/Black, Native American and Indigenous, and Two or More Races, as well as families experiencing poverty and families of students with disabilities, reported lower favorability across multiple survey categories than district averages. These findings reinforce the importance of continuing to strengthen belonging, culturally

responsive engagement practices, and opportunities for authentic partnership with families whose experiences and perspectives are not yet fully reflected in districtwide results.

In response, Jeffco will continue expanding empathy interviews, listening sessions, culturally responsive engagement practices, and intentional outreach efforts designed to ensure family voice informs school and district improvement efforts. Particular focus will be placed on engaging families whose perspectives have historically been underrepresented in district feedback systems, including Hispanic families, families experiencing poverty, families of students with disabilities, and male caregivers.

To expand participation beyond traditional survey methods, Jeffco will leverage the Mobile Welcome Center as a community-based engagement strategy, bringing listening and feedback opportunities directly to families in trusted community spaces, including neighborhood events, faith-based organizations, and other community hubs. This approach is intended to reduce barriers to participation, strengthen representation, and ensure district decision-making reflects a broader cross-section of family perspectives.

Additionally, Jeffco is launching a districtwide Academic Partnerships framework next year. Through strengths-based communication, proactive outreach, and expanded access to tools and resources that support learning at home, families will have greater clarity about what their child is learning, how they are progressing, and how they can support their educational journey. This work is intended to strengthen trust, increase belonging, improve the relevance of communication, and ensure families feel valued as essential partners in student success.

Through these efforts, Jeffco will continue its shift from transactional engagement toward transformative partnership—where every family feels seen, heard, valued, and empowered to contribute to the success of their child, school, and community.

### **Strengthening Relevance and Coherence of Communication**

A notable area of opportunity emerged within the Jeffco Thrives indicators in Jeffco Listens related to communication relevance. While 91% of families reported receiving information from their school frequently or almost all the time, only 58% indicated that the communication they receive is applicable to their family—an eight-percentage-point decrease from the previous year.

These findings suggest that the challenge is not access to communication, but relevance and coherence. Families are receiving information, yet many do not see a clear connection between the communication and their family's needs, interests, or

circumstances. This feedback highlights the importance of ensuring communication reflects families' unique experiences, needs, and stages of their child's educational journey while creating greater alignment between the information families receive and the support they need to help their child succeed.

As Jeffco advances its Academic Partnerships framework, a key focus will be ensuring communication is not only frequent, but **relevant, relational, and responsive**. This includes providing more meaningful and actionable information, strengthening two-way communication that invites family voice and feedback, and ensuring families receive timely information that helps them support their child's success. By moving beyond information sharing and toward authentic partnership, Jeffco can strengthen trust, increase belonging, and create more meaningful connections between families and schools.

### **Responding to Increasing Family and Community Needs**

The 2025–2026 school year highlighted the growing role schools play as a connection point for students, families, and community resources. Data from the Family Response Service Team (FRST), Mobile Welcome Center, Family Engagement Liaisons, Jeffco Feeds Jeffco, and other family support initiatives indicate that families increasingly rely on schools not only for educational support, but also for assistance navigating basic needs and community resources. As of April 28, 2026, FRST received 1,954 requests for support—an increase of 452 requests over the previous year—reflecting both growing awareness of available services and increasing family needs.

Requests for assistance extended beyond traditional school-related concerns and included enrollment and registration support, food insecurity, housing instability, mental health services, workforce access, public benefits, transportation, and systems navigation. These trends reinforce the connection between student success and family well-being and underscore the importance of coordinated, relationship-centered systems of support.

In response, Jeffco will continue strengthening integrated systems of care that connect schools, families, community organizations, local agencies, and service providers. Through the Family Response Service Team, Mobile Welcome Center, Family Engagement Liaisons, community partnerships, and targeted outreach efforts, the district will continue reducing barriers to access, improving navigation of services, and ensuring students and families receive timely, responsive, and coordinated support.

By leveraging community resources and strengthening partnerships across sectors, Jeffco will continue building a more connected system of support that addresses

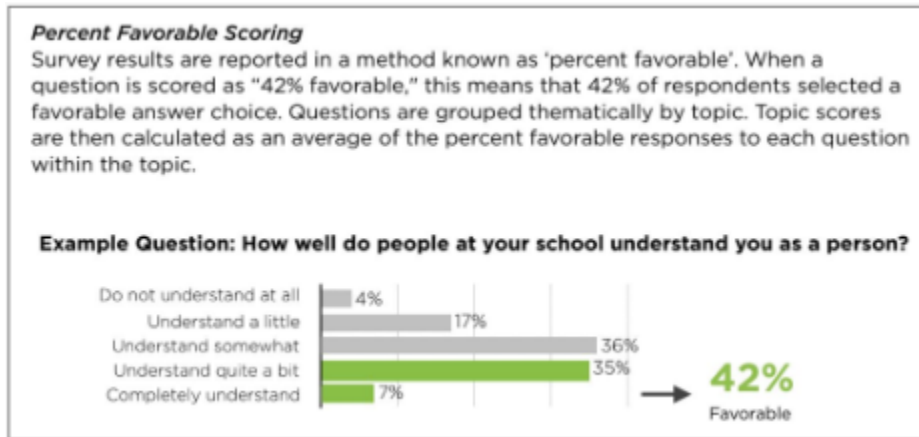
immediate needs while creating the conditions for students and families to thrive.

**APPENDIX A**

**Jeffco Listens Family-School Relationships Survey Interpretation and Resources:**

**Favorability** - Results show the percentage of respondents who answered favorably to the questions and topics. Panorama family survey questions use mostly 5-point response scales, with two options considered favorable and three considered not favorable . For example, one calculation for favorable may include the “sometimes” response while other calculations may identify “sometimes” as not favorable. In Figure A-1 below, the example of scoring shows how two of the five responses are coded favorably in green and summed for the total percentage favorable.

**Figure A-1: Percent Favorable Scoring Example**



The complete report for the Jeffco Family-School Relationships Survey is provided on the following pages. Additional information is available at the following link: [Information on Panorama Education and the Family-School Relationships Survey](#)

## Summary

Topic Description	Results
<b>Jeffco Strategic Plan</b>	<b>64%</b> ▲ 2 since last survey
<b>School Climate</b> Perceptions of the overall social and learning climate of the school.	<b>76%</b> ▲ 5 since last survey
<b>School Fit</b> Families' perceptions of how well a school matches their child's developmental needs.	<b>72%</b> ▲ 4 since last survey
<b>School Safety</b> Perceptions of student physical and psychological safety at school.	<b>76%</b> ▲ 2 since last survey
<b>School-Family Communication</b> How well schools are communicating with families.	<b>84%</b>
<b>Staff-Family Relationships</b> Perceptions of the relationships between families and school staff.	<b>83%</b>

10,368 responses

## Jeffco Strategic Plan

Your average

**64%**

10,368 responses

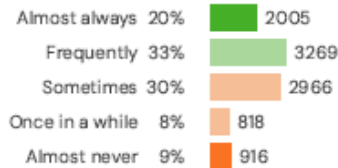
Change

**▲ 2**

since last survey

How did people respond?

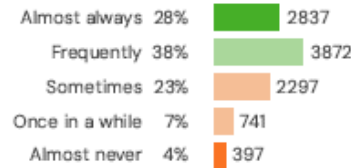
**Q.1: Are your child's individual differences viewed as assets?**



▲ 6 from last survey

Favorable: **53%**

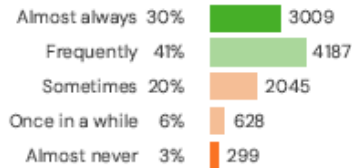
**Q.2: Are your child's strengths recognized?**



▲ 4 from last survey

Favorable: **66%**

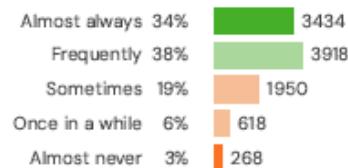
**Q.3: Is your child challenged to improve?**



▲ 4 from last survey

Favorable: **71%**

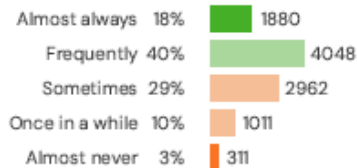
**Q.4: Does your child have the supports needed to succeed?**



▲ 3 from last survey

Favorable: **72%**

**Q.5: How often is the communication you receive from the school/district applicable to you and your family?**



▼ 8 from last survey

Favorable: **58%**

## School Climate

Your average

**76%**

10,368 responses

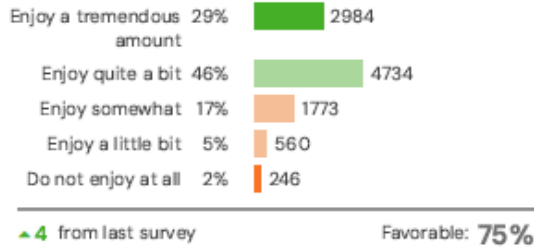
Change

**▲ 5**

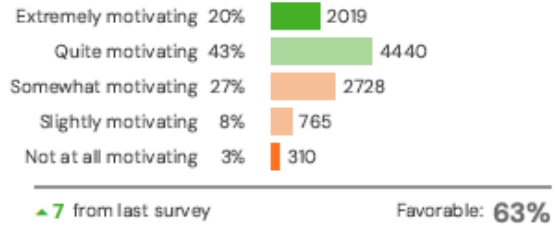
since last survey

How did people respond?

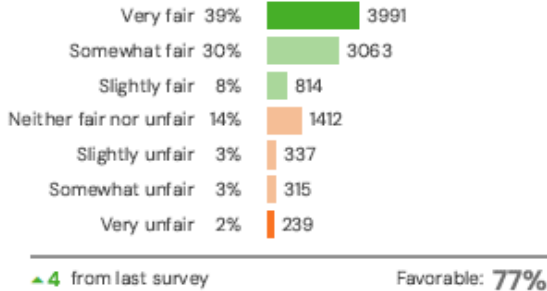
**Q.1: To what extent do you think that children enjoy going to your child's school?**



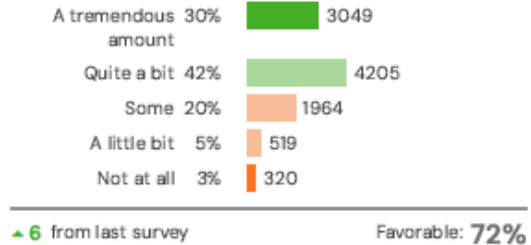
**Q.2: How motivating are the classroom lessons at your child's school?**



**Q.3: How fair or unfair is the school's system of evaluating children?**



**Q.4: How much does the school value the diversity of children's backgrounds?**



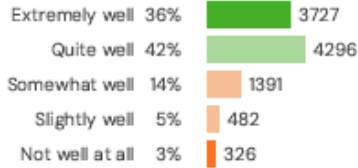


**Jefferson County**

"Winter 2026 Jeffco Listens 25-26 Family-School Relationships Survey, Family Survey"

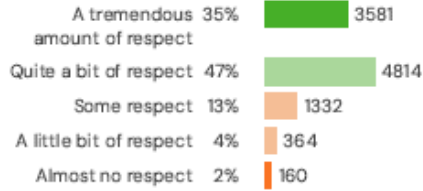


**Q.5: How well do administrators at your child's school create a school environment that helps children learn?**



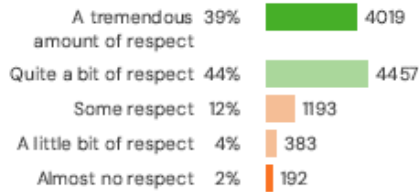
▲4 from last survey Favorable: **78%**

**Q.6: Overall, how much respect do you think the children at your child's school have for the staff?**



▲3 from last survey Favorable: **82%**

**Q.7: Overall, how much respect do you think the teachers at your child's school have for the children?**



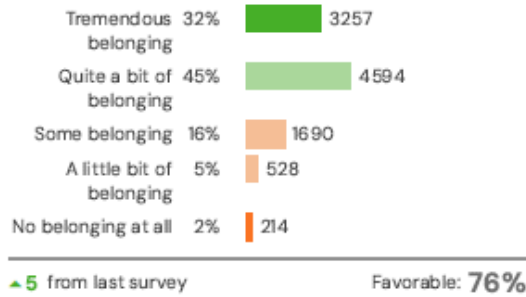
▲4 from last survey Favorable: **83%**

## School Fit

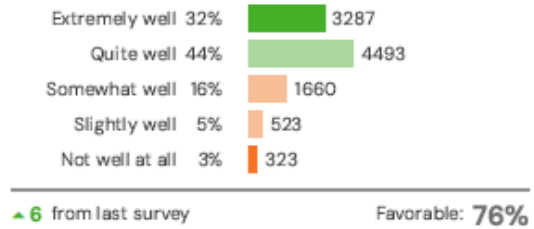


How did people respond?

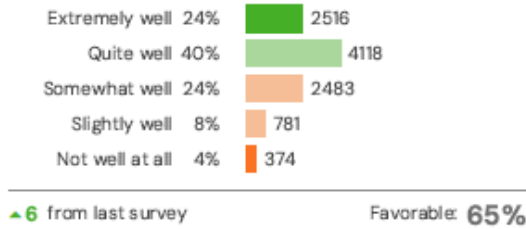
**Q.1: How much of a sense of belonging does your child feel at his/her school?**



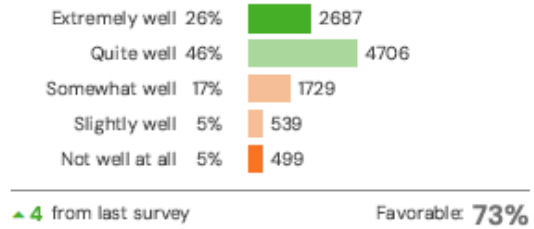
**Q.2: How well do you feel your child's school is preparing him/her for his/her next academic year?**



**Q.3: How well do the activities offered at your child's school match his/her interests?**



**Q.4: At your child's school, how well does the overall approach to discipline work for your child?**



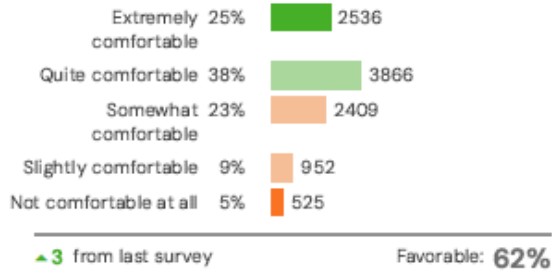


**Jefferson County**

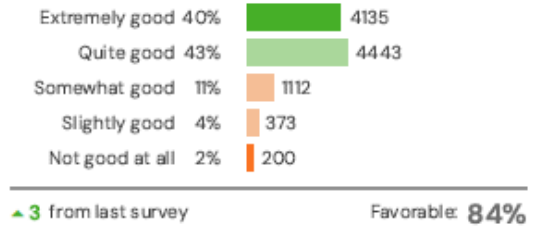
"Winter 2026 Jeffco Listens 25-26 Family-School Relationships Survey, Family Survey"



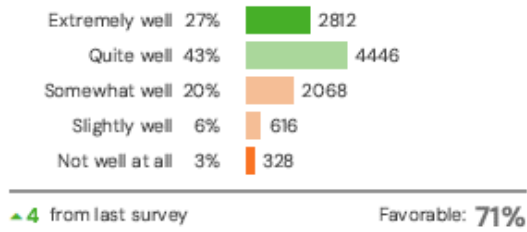
**Q.5: How comfortable is your child in asking for help from school adults?**



**Q.6: Given your child's cultural background, how good a fit is his/her school?**



**Q.7: How well do the teaching styles of your child's teachers match your child's learning style?**



## School Safety

Your average

**76%**

10,368 responses

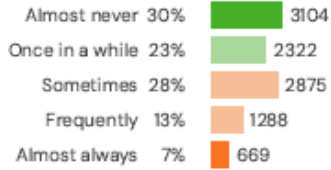
Change

**▲ 2**

since last survey

How did people respond?

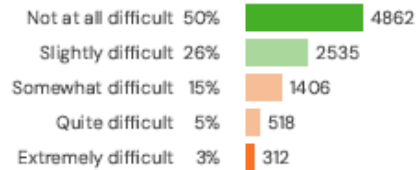
**Q.1: How often do you worry about violence at your child's school?**



▼ 3 from last survey

Favorable: **53%**

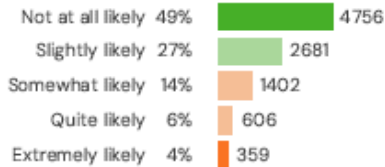
**Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?**



▲ 2 from last survey

Favorable: **77%**

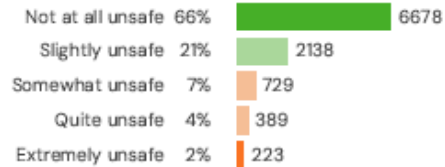
**Q.3: How likely is it that someone from your child's school will bully him/her online?**



▲ 4 from last survey

Favorable: **76%**

**Q.4: Overall, how unsafe does your child feel at school?**



▲ 3 from last survey

Favorable: **87%**

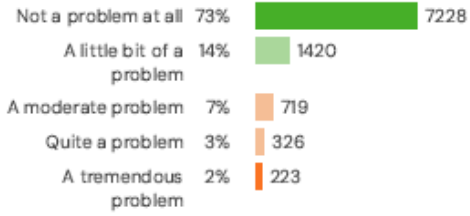


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**Q.5: To what extent are drugs a problem at your child's school?**



▲ 4 from last survey

Favorable: **87%**

## School-Family Communication

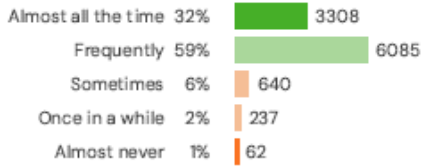
Your average

**84%**

10,368 responses

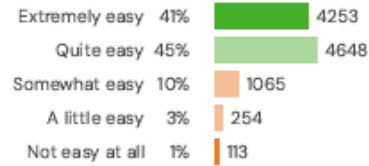
How did people respond?

**Q.1: How often do you receive information from your child's school?**



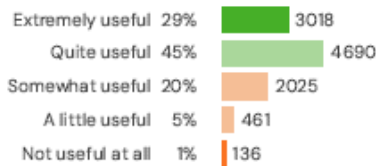
Favorable: **91%**

**Q.2: How easy is it to understand the information you receive from your child's school?**



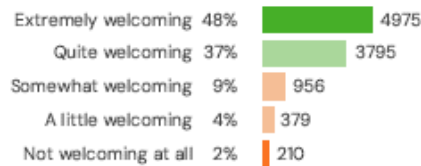
Favorable: **86%**

**Q.3: Overall, how useful is the information you receive from your child's school?**



Favorable: **75%**

**Q.4: How welcoming is your child's school when you reach out to them?**



Favorable: **85%**

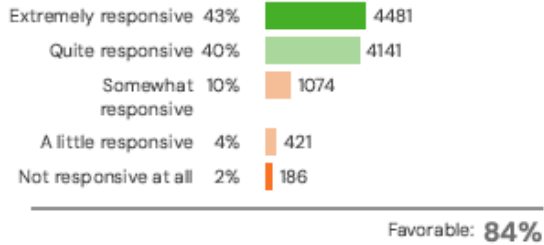


**Jefferson County**

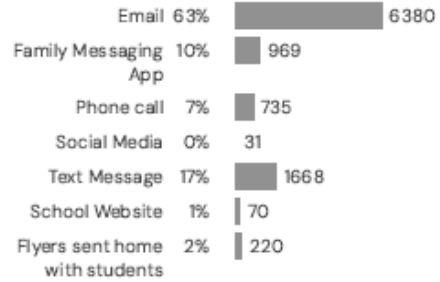
"Winter 2026 Jeffco Listens 25-26 Family-School Relationships Survey, Family Survey"



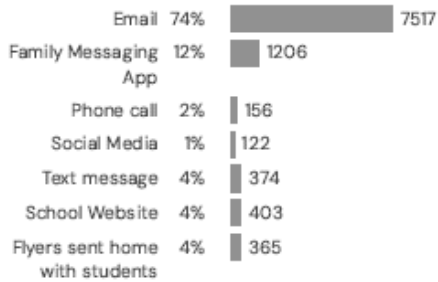
**Q.5: How responsive is your child's school when you communicate with them?**



**Q.6: What is the best way for the school to communicate with you?**



**Q.7: Where do you get most of your information about your child's school?**



## Staff-Family Relationships

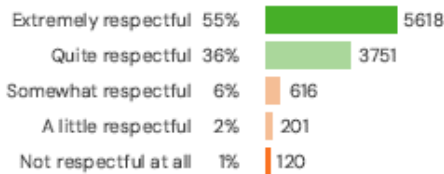
Your average

**83%**

10,368 responses

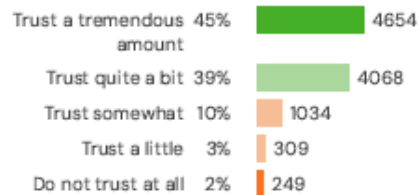
How did people respond?

**Q.1: At your child's school, how respectful are the staff towards you?**



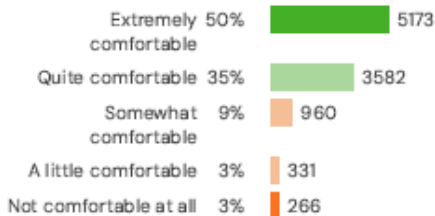
Favorable: **91%**

**Q.2: How much do you trust that staff at your child's school will treat you fairly?**



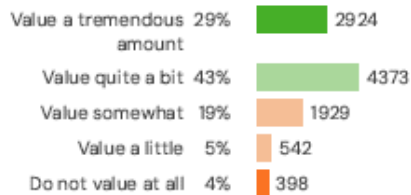
Favorable: **85%**

**Q.3: How comfortable do you feel reaching out to staff at your child's school?**



Favorable: **85%**

**Q.4: At your child's school, how much do staff value your input?**



Favorable: **72%**

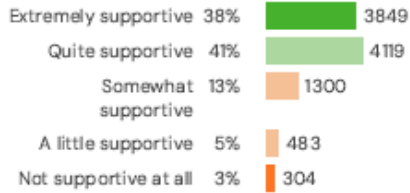


**Jefferson County**

"Winter 2026 Jeffco Listens 25-26 Family-School Relationships Survey, Family Survey"

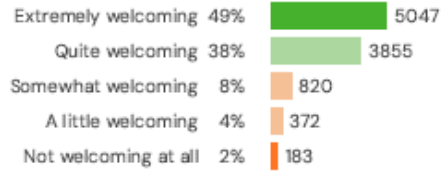


**Q.5: How supportive are staff at your child's school when families face challenges?**



Favorable: **79%**

**Q.6: Overall, how welcoming are the staff at your child's school?**

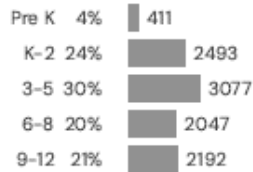


Favorable: **87%**

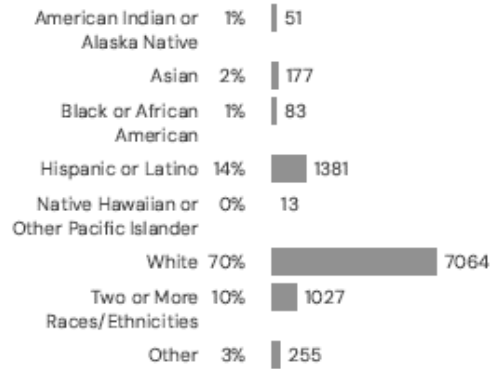
## Background Questions

How did people respond? \_\_\_\_\_

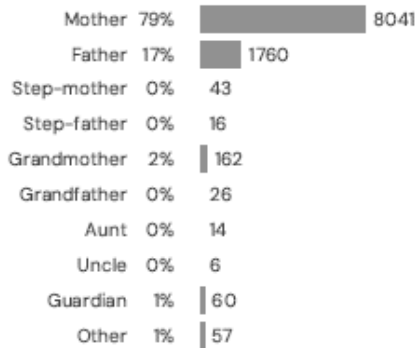
**Q.1: What grade range is your eldest child in at this school?**



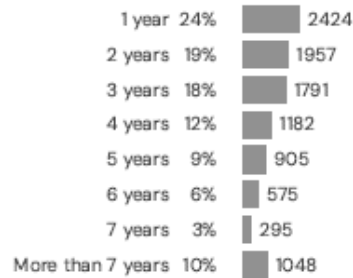
**Q.2: What is your race or ethnicity?**



**Q.3: What is your relationship to your child?**



**Q.4: How long have you been a parent/guardian at this school?**



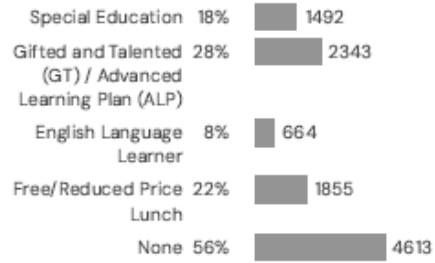


**Jefferson County**

"Winter 2026 Jeffco Listens 25-26 Family-School Relationships Survey, Family Survey"



**Q.5: Program (Select all that apply)**



**APPENDIX B**

**Superintendent Engagements for 2025/26**

**75+ Opportunities to lean in and listen to learn with our schools and community**

- 
- 8/7/25- New educator welcome
  - 8/7/25- Transportation Services Launch
  - 8/7/25- Food & Nutrition Services Launch
  - 8/8/25- Community Impact Forum
  - 8/9/25- Jeffco Back to School Bash
  - 8/11/25-School Safety Kick Off
  - 8/12/25- Green Mountain Articulation Kick Off
  - 8/15/25- Bus Driver Orientation
  - 8/19/25-School Visit Ryan ES
  - 8/19/25- School Visit Lukas ES
  - 8/19/25- School Visit Wayne Caryle MS
  - 8/19/25- School Visit Standley Lake HS
  - 8/26/25- Meeting with Mamas Del Piloto
  - 8/26/25- School Visit Van Arsdale ES
  - 8/27/25- Arvada HS 125th Celebration
  - 8/27/25- D'Evelyn #1 HS Celebration
  - 9/2/25- School Visit Kendallvue
  - 9/2/25- School Visit Carmody MS
  - 9/4/25- Follow up teacher visit
  - 9/8/25- School Visit Little ES
  - 9/10/25- Arvada PD parent academy/safety summit
  - 9/12/25- Meeting with EHS Staff
  - 9/18/25-EHS Family Community Circle
  - 9/24/25- EHS Open House
  - 9/25/25- EHS Student Return
  - 9/25/25- Partnership for Fiscal Sustainability
  - 9/30/25- School Visit Manning MS
  - 9/30/25- School Visit Maple Grove ES
  - 10/1/25- School Viisit Teacher Follow up
  - 10/13/25- Rotary Club of Golden Community Conversation
  - 10/14/25 Golden Rotary Breakfast
  - 10/14/25- School Visit: Creighton MS
  - 10/15/25- Jeffco 10th grade Career Expo
  - 10/16/25- Teacher Follow up
  - 10/17/25- Teacher Follow up
  - 10/22/25- School Visit Peak Exp. School
  - 10/22/25- School Visit Warder ES
  - 10/23/25- Teacher Follow up
  - 10/23/25- Evergreen PTS Community Forum
  - 10/24/25- School Visit Peak Exp School
  - 10/27/25- Teacher follow-up
  - 10/27/25- Jeffco Budget Labs
  - 10/28/25- School Visit Blue Heron
  - 10/28/25- School Visit Columbine Hills
  - 10/29/25- Teacher Follow Up
  - 10/30/25- Arvada Wheat Ridge Service Ambassadors Youth Breakfast
  - 10/30/25- Jefferson Academy ES
  - 1031/25- School Viisit Stony Creek ES
  - 11/5/25- CU Denver Partnership Signing
  - 11/8/25- Jeffco Feeds Jeffco
  - 11/11/25- Veteran's Day Luncheon at Columbine HS
  - 11/11/25- School Visit Parmalee
  - 11/11/25- School Visit Mount Carbon
  - 11/12/25- Teacher Follow Up
  - 11/12/25- EAC Meeting
  - 11/18/25- School Visit Fletcher Miller
  - 11/24/25- Educator Celebration Luncheon
  - 11/25/25- Dakota Ridge Pep Rally
  - 12/16/25- JCAA Holiday Celebration-GMHS Choir
  - 1/13/26- JSLB High School reimagined
  - 1/15/26- State of the District
  - 1/28/26 Jeffco Art Show Walk Through
  - 1/29/26- Staff Happiness Workshop
  - 2/9/26- EHS visit and Press Event
  - 2/20/26- Wish for Wheels at Slater ES
  - 3/5/26-WRHS Career Day
  - 3/6/26- Read Across America Week
  - 3/13/2- Jeffco Schools Foundation Gala
  - 3/19/26- Fletcher Miller Ribbon Cutting
  - 4/1/26- Jefferson County Board of County Commissioners
  - 4/9/26- Warren Tech Never Summer Event
  - 4/24/26 JSLB Conference
  - 4/24/26-JPEP Conference
  - 4/27-26- Lakewood City Council Meeting
  - 5/5/26- Teacher Appreciation Week: Powderhorn ES
  - 5/14/26- EHS Graduation
  - 5/15/26- Jeffco Parents Encouraging Parents
  - 5/19/26- Edgewater City Council Meeting