



# Family Listening Sessions

## Greeley-Evans School District 6

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Family Listening Sessions in Greeley-Evans School District 6 aim to build trusting relationships between families, educators, and the superintendent. These sessions provide a space for families to share experiences and perspectives to help shape district decisions. They also fostered strong networks among families, strengthened community connections, and supported families in developing their roles as leaders and agents of change within the school community.

Administrators, parent and family advocates, Family Center staff, and the Superintendent planned and implemented the Family Listening sessions. Together, they organized three sessions throughout the school year. The sessions were intentionally designed to elevate family voice, build trust, and strengthen relationships across the school community. Families were invited through personal phone calls made by parent advocates, administrators, and teachers. Each session started off with an activity called Conocimiento, which allows families to talk about themselves and begin to make social connections with other families. Then, families were asked to give feedback on three questions during the first listening session: What are your hopes and dreams for your student(s)? What does a welcoming school look like to you? What could schools do to better meet your and your students' needs? By listening to family perspectives, school leaders gained valuable insight into student needs, classroom experiences, and cultural dynamics that may not surface through traditional feedback channels. This practice has contributed to overall school improvement by identifying barriers to learning, informing culturally responsive practices, and encouraging families to take on leadership roles. Listening sessions build upon each other through gathering responses, and looking for common themes to guide the topic for the next listening session. This ensured the practice remained relevant and culturally responsive.



Listening sessions were evaluated through a combination of family and staff feedback, attendance data, and the insights shared by families. A key indicator of success was families' willingness to return and engage in the following listening sessions. The district sees these sessions as opportunities for capacity-building to empower families to co-produce solutions alongside school leaders. One challenge during implementation was having the right interpreter services available. Families were asked to RSVP via a google form, which allowed them to identify the number of adults that were going to attend, number of children, and their preferred language. If families didn't complete the RSVP form, they may not have their preferred language available for interpretation.

Any district wanting to replicate the practice of Family Listening Sessions should start by building a strong planning team that includes administrators, family advocates, and community engagement staff. Ground the sessions in trust, respect and authentic listening. Use consistent models to establish a welcoming structure. Most importantly, follow through, use family input gathered to shape decisions, and communicate back to families how their feedback influenced change. One team member shared, "What made this work was not just listening, it was families seeing that what they said actually led to change."