



**FEAC Meeting**  
Thursday April 15, 2025, 5:00  
Community Resource Center

**Purpose statement:** For the 2024-2025 school years, the council is charged with advising, fostering, and promoting a culture of family engagement across the district and in the schools.

## AGENDA

4:30-5:00	<b>Dinner</b>	
5:00-5:10	<b>Welcome and Opening Comments</b> <ul style="list-style-type: none"><li>• <b>Norms</b></li><li>• <b>Purpose of the FEAC</b></li></ul> <p><b>Value of Family and Community Input:</b> Your insights as school representatives are invaluable. You connect directly with families and provide key perspectives on how our customer service is experienced.</p> <p><b>Encourage Honest Feedback:</b> This is a collaborative process, so please share your honest experiences and suggestions. Even small changes can have a big impact on our families and community.</p>	<b>Chris Fulford</b> , Director of Categorical Programs
5:30 – 5:40	<b>Reflecting:</b> <ul style="list-style-type: none"><li>• <b>What did EPS learn from the FEAC regarding communication and Website?</b></li></ul>	Chris Fulford/Harmony Weinberg
5:40 – 6:40	<b>Communicating about Student Progress Essential Questions:</b> <ul style="list-style-type: none"><li>• How do you access information regarding how your student is progressing in school?</li><li>• What information do grades communicate?</li><li>• What would be most helpful to you in communicating student progress?</li></ul>	<b>Cathy Woods</b> , Regional Superintendent, and <b>Michele Waddel</b> , Director of Assessment and Research
6:40 – 6:55	<b>Discussion and Feedback</b>	<b>Cathy Woods and Michele Waddel</b>
6:55-7:00	<b>Next Steps &amp; Closing</b>	<b>Chris Fulford</b>
7:00	<b>Adjourn</b>	<b>Chris Fulford</b>

**Next Meeting:**

**Norms:** Stay engaged - Expect to experience discomfort at some level - Paying attention to self and others - Be aware of intent: Own your impact - Keep focused on our collective goal - Speak your truth - Maintain a learner stance and remain open to new thinking - Pursuing a balance between advocacy and inquiry