

Arkansas Indistar  
District Engagement Plan

Page 1 of 1

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2022-23.

### **1: Jointly Developed Expectations and Objectives**

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

#### ***Guiding Questions***

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*  
[ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*  
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*  
[ESSA § 1116(a)(2)]

1. Scranton Public Schools will conduct an annual meeting following Open House on August 9th, 2022 at 7 pm in the Scranton Elementary Library.
2. Establish a parent and family engagement contact person at each of the Title I, Part A schools. The building facilitators in coordination with building administrators will establish expectations and objectives for meaningful involvement specific to the needs of families in our district. Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132; Mario Beshears, SES Administration-----479-438-4507; Doyle Watkins, SHS Administration-----479-774-0416
3. SSD will develop and disseminate the District Parent and Family Engagement Policy on the school's website.
4. SSD will meaningfully involve parents and families in an annual review of the effectiveness of the parent and family engagement plan. District and School Parent and Family Engagement Facilitators and Principals.
5. SSD will make the district parent and family engagement plan available to the families and the local community. We will file the plan with the AR Department of Education by August 1, 2021, in Indistar, place a parent-friendly copy summary/explanation of the parent and family engagement plan online, and as a supplement to the student handbook. We will obtain signatures from each parent acknowledging receipt of the district's parent and family engagement plan via paper or electronically.
6. Yearly, by August 1, SSD in collaboration with parents and families will develop/review/update the district parent and family engagement plan and contribute to the decisions regarding the use of funds reserved for parent and family engagement through meetings with the district.
7. Maintain district Parent Involvement Committee to create/review a parent and family engagement policy and implement parent and family engagement activities as well as disseminate information to the community to promote parent and family engagement in the Title I-Part A schools. Mario Beshears 479-438-4507
8. Ensure that parents of children with disabilities or limited language English proficiency have the same access as other parents including information in a language and form they can understand. Submit to the State any comments from parents who deem the school-wide LEA plan unsatisfactory. Mario Beshears 479-438-4507

## **2: Building Staff Capacity**

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

### ***Guiding Questions***

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
  - *jointly-developing school engagement plans*
  - *implementing effective parent and family involvement activities*
  - *jointly-developing school-parent compacts*

*[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL school staff are aware of:*
  - *the value and utility of contributions of parents*
  - *how to reach out to, communicate with, and work with parents as equal partners*
  - *how to implement and coordinate parent programs*
  - *how to build ties between parents and the school*

*[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
  - *How are you ensuring that relevant information is provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.)*

*[ESSA § 1116(e)(5)]*

1. Conduct ongoing site visits to observe parent and family engagement practices. Greta Strobel 479-774-3201; Laura Simpson 479-209-1132
2. Enhance awareness and skills of teachers, student service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. SSD will utilize training opportunities from the Guy Fenter Education Service Coop and Arkansas IDEAS for staff development. Ensure all professional development requirements are met for teachers and administrators. Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416
3. Ensure to all extent possible, that information is sent home in a language that parents can understand. Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416, and All school personnel
4. Provide information on adult literacy training available in the community. Mario Beshears 479-438-4507
5. Provide information to parents that our policies are on our school website and a hardcopy is available upon request in each building. Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416
6. Through close communication with students' families and staff, the following will be monitored:
  - Jointly develop parent and family engagement plans.
  - Offer flexible meeting times for parents and community members.
  - Provide information to parents about the school's functions, including a parent information guide.
  - Implementing effective parent and family activities.
  - Building ties between parents and the school.
  - Develop and use the School-Parent Compact.
  - Inform parents on accessing their child's grades, homework assignments, and important school events through our district website.
  - Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.

Principals: Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416

7. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage parents to volunteer. Visitors and Volunteers will be COVID-19 screened. Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416
8. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of different times in order to increase parent participation. Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416
9. Conduct annual school meetings to inform parents of their school participation in the development of the parent and family engagement plans and their right to be involved. Mario Beshears 479-438-4507

### **3: Building Parent Capacity**

Describe how the LEA supports parents in helping with their student's academic success.

#### **Guiding Questions**

- **3.1:** How does the LEA provide assistance to parents in understanding the following?
  - the challenging State academic standards
  - State and local academic assessments
  - the requirements of Title I, Part A
  - how to monitor a child's progress and work with educators to improve the achievement of their children

[ESSA § 1116(e)(1)]
- **3.2:** What types of materials and training does the LEA provide to help parents work with their children to improve achievement? This may include:
  - literacy training
  - technology training, including education about copyright piracy and safe practices
  - resources that describe or assist with the child's curriculum
  - other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers

[ESSA § 1116(e)(2); ESSA § 1116(e)(4)]
- **3.3:** In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?
 

[ESSA § 1116(a)(1)]

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights in District Policy Handbook and shared at Title I public meeting. In addition, parents will be given access to their child's academic progress in HAC.

Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416

2. Assist in the development of parent engagement groups at each school.

Building Parent Facilitators: → Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132

3. Encourage the formation of partnerships between schools and local businesses or civic groups that include roles for parents. Mario Beshears 479-438-4507; Doyle Watkins 479-774-0416

4. Provide resources for parents to learn more about how to monitor a child's progress, child-rearing practices, academic assessments, and academic strategies that are designed to help parents become full partners in the education of their child through our Parent Centers in each building. Building Parent Facilitators: → Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132

5. Involve parents through the annual survey(s) to improve school effectiveness throughout the year. Mario Beshears District Parent and Family Engagement Coordinator, 479-438-4507

6. Provide any reasonable support for parent and family engagement at the request of each school. Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132; Mario Beshears, SES Administration-----479-438-4507; Doyle Watkins, SHS Administration-----479-774-0416

7. Other events that will be held for parent involvement will be Literacy night, District Art Show, monthly class speakers, District Technology Night for Parents, real-world course, Grandparents' Day activities, book talks by volunteers, and career studies.

### **4: Coordination**

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

#### **Guiding Questions**

- **4.1:** How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:
  - public preschool programs such as Head Start
  - organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers
  - wraparound services that allow families to send their children to school ready and able to focus



on learning

[ESSA § 1116(e)(4)]

1. Encourage the formation of partnerships between the district and local businesses and civic groups that includes roles for parents. Principals: Mario Beshears, SES Administration-----479-438-4507; Doyle Watkins, SHS Administration-----479- 774-0416
2. Transition conferences through preschool centers for incoming kindergarten students, High school Mentoring program will be used to help incoming high school students transition as a new student or a new seventh-grade students. Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132
3. Involve parents through an annual survey to improve district effectiveness Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132
4. Ensure that parents of children with disabilities or limited language English proficiency have the same access as other parents including information in a language and form they can understand. Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132
5. Invite parents to our end-of-year meeting with all stakeholders and discuss ways of improving each building's Title I Programs. Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132
6. Recruit parents to attend our Parent and Family Engagement District Meetings and the district's public meeting. Then discuss with parents ways of improving our Title I Program. Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132
7. Recruit parents for a District Parental Involvement Committee. Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132
8. Each building offers a Parent Resource Center. Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132

## **5: Evaluation and Reservation**

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

### **Guiding Questions**

- **5.1:** How does the LEA review and approve the Engagement Plan for each school?
  - Describe the process used to ensure each school plan is in full compliance with applicable codes. [ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?
  - Who is responsible?
  - When will it be conducted?
  - How will parent input be solicited?
  - How will it be disseminated?
  - Ensure the evaluation of the Engagement Program in Title I schools includes:
    - barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
    - the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers
    - strategies to support successful school and family interactions
- **5.3:** How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?
  - How will the findings of the evaluation be shared with families and the community? [ESSA § 1116(a)(2)(E)]
- **5.4:** If The LEA is required to set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000),
  - How is the LEA spending those funds?
  - How is the LEA determining the priority of how funds are spent?
  - Who is involved in determining that? [ESSA § 1116(a)(3)(A)]
- **5.5:** How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for

engagement activities and programs with parents and family members?

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

1. Reserve a minimum of 1% of the Title I, Part A allocation for parent and family engagement funds are distributed by building and the amount determined by per pupil numbers in each building.

Mario Beshears, Federal Programs Coordinator

2. Survey parents annually, including questions to identify barriers to parent and family engagement, especially during fall open house and parent/teacher conferences.

Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132

3. Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected.

Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132; Mario Beshears, SES Administration-----479-438-4507; Doyle Watkins, SHS Administration-----479-774-0416

4. Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.

Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132

5. Through a collaborative meeting at each school, use findings from the evaluation process to make recommendations to each school for parent and family engagement plan revision and provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

Building Parent Facilitators: Greta Strobel, SES-----479-774-3201; Laura Simpson, SHS-----479-209-1132

6. Develop and disseminate an annual parent evaluation report to share with parents, staff, and the community. The parent evaluation report is also shared at our district board meeting. Evaluations will be used to identify barriers, needs, and strategies for parent and family engagement.

Principals: Mario Beshears, SES Administration-----479-438-4507; Doyle Watkins, SHS Administration-----479-774-0416

7. SSD will review and approve the plan for each school.

8. SSD plan will be reviewed and updated each year by August 1.

### Assurances

Please read the following statements closely. By checking these boxes, the LEA understands the legal requirements and will meet them accordingly.

☒ **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]

☒ **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]

☒ **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]

☒ **A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

☒ **A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

☒ **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]

☒ **A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

☒ **A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

☒ **A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

☒ **A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov)

[ESSA § 1116(b)(4)]

☒ **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

### References

#### State

- Ark. Code Ann. § 6-15-1701 et seq.  
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement  
([https://dese.ade.arkansas.gov/Files/20201102114851\\_FINAL\\_Parental\\_Involvement\\_Plans\\_and\\_Family\\_and\\_Community\\_Er](https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_Er))

#### Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320  
(<https://drive.google.com/file/d/1gLCfooJPV5yJHmVnTGmcKRiThzKwGT9/view>)

<b>District/LEA Name:</b>	Scranton School District
<b>District Engagement Coordinator's Name:</b>	Mario Beshears
<b>Plan Revision/Submission Date:</b>	8/1/22
<b>District Level Reviewer Name, Title:</b>	Toby Cook

#### Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Mario	Beshears	Elementary Principal
Doyle	Watkins	High School Principal
Greta	Strobel	Elementary Teacher
Laura	Simpson	High School Teacher
Rhonda	Johnson	Parent
Stephanie	Canada	Elementary TeacherParent

#### Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Jacob	Brown	High School Teacher



(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/parent-and-family-engagement-requirements>) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov) (mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

### Required Uploads for 2022-23

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here: <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs> (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>)

☒ I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

<p>The Engagement Plan was <b>developed jointly with parents</b>, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p><b>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>[Upload this evidence into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b>. ESSA §1116 (e) (1-5,14)</p>	<p><b>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- Title I meeting agenda/minutes/slide deck</li> <li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</b></p> <ul style="list-style-type: none"> <li>- Photos of parent resource centers or links to digital resource centers</li> <li>- Resources posted to the website, LMS, social media, etc.</li> <li>- Recordings or agendas from workshops to address literacy or math strategies</li> <li>- Tutorials/videos posted on website and/or social media</li> <li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul> <p>[Upload above documentation for one Title I school into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>

<p>LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p><b>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</b></p> <ul style="list-style-type: none"> <li>- Survey results with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports indicating how the LEA will respond to the data</li> </ul> <p>[Upload this evidence into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the <b>inclusion of parents of private school children</b>. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the <b>2022-2023 Title I</b> folder in Indistar by May 1, 2022.</p>
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <b>2022-2023 Engagement</b> folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p><b>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</b></p>

### DESE Reviewer Responses

#### Section 1 - Jointly Developed Expectations and Outcomes

- ☐ Changes Required  
☐ Compliance is Met

Comments:

#### Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required  
☐ Compliance is Met

Comments:

#### Section 3 - Building Parent Capacity

- ☐ Changes Required  
☐ Compliance is Met

Comments:

#### Section 4 - Coordination

- ☐ Changes Required  
☐ Compliance is Met

Comments:

#### Section 5 - Reservation and Evaluation



- ☐ Changes Required
- ☐ Compliance is Met

**Comments:**

Close

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document:

Comments will be visible to all users who have access to the document. If you are a user with access to the document, you will see the following text when you view the document: