

AR
Mammoth Spring Elem School (Mammoth Spring School District)
410 Goldsmith Avenue
Mammoth Springs AR 72554
870-625-7213

School Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[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(c)(3)]

The Mammoth Spring Elementary School has developed a school Family and Community engagement committee of administrators, teachers, parents, and students to develop our parent and family engagement plan. The district attempts to recruit a diverse parent group to serve on the committee at the beginning of each school year. The Mammoth Spring Elementary School will take the following actions to enhance engagement and address the specific engagement needs of students and their families:

1. Continue the work of the Parent Advisory Committee at the Elementary School campus that will meet regularly to develop, implement, and review components of the district-wide family and community engagement policy during the 2023-2024 school year. The Parent Facilitator at the Elementary School is Deborah Baysinger.
2. Work cooperatively with parent support groups to solicit parental input during the development and implementation of the parent and family engagement plan.
3. Disseminate information pertaining to meetings, workshops, and planning sessions during which the district-wide family engagement plan will be reviewed.
5. Conduct the Annual Report to the Public.
6. Distribute parent surveys to collect information and data pertaining to volunteer opportunities and identified school improvement areas.
7. Continue a building-level Family and Community Engagement Committee that will work cooperatively to implement parental involvement activities designed to increase parental and family engagement in both the school environment and the student learning process.
8. Continue to seek input from parents, families and community members through a dedicated Family and Community Engagement email.

The Family and Community Engagement committee will meet during the year to discuss recommended changes to the format of the family and community engagement plan and check for any additional changes that should be made to the current year plan of 2023-2024. The Family and Community Engagement Coordinator for the elementary school is Deborah Baysinger.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate**[A.C.A. § 6-15-1702(b)(3)(B)(1)]*
- **2.2:** *How will the School 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 is relevant information 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)]*
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

Mammoth Spring Elementary School will take the following actions to involve parents in the process of school review and improvement:

1. We offer an open house prior to the start of the school year.
2. We will offer opportunities for parents to learn how to volunteer, help their students to navigate technology, and give suggestions for learning environments and work habits that will help the students.
3. We also offer services to parents in order to help them support their student's academic success. For example, during parent-teacher conferences, parents are offered training for accessing eSchool so parents could keep an eye on their student's academic progress.
4. Different involvement activities are planned to get parents involved in literacy, science, math and STEM activities.
5. We will provide different methods to educate parents on resources available, meetings and general district/school information such as our town hall meetings, social media, text system, email, school website and notes home.
6. We will conduct the Annual Report to the Public.
7. We will distribute parent surveys to collect information and data pertaining to identified school improvement areas.
8. A family and community engagement advisory committee, including teachers, administrators, and parents will be organized to recommend new parent and family engagement policies and activities.
9. We will work with the ESOL coordinator to understand more about the language needs in our school and to learn about our families' preferred languages.
10. We will involve parents of English Language Learner students in the process of discussing student performance,

identifying services and supports needed, monitoring progress, and evaluating the services being provided.

11. We will ensure that parents of limited English proficient students have access to information in a language and form they can understand throughout this process. Information will also be provided, upon request, on local organizations and agencies that may provide support to the entire family, if needed.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

3.1: *How does the School 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 (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

Our school is a Title I school and is supported by the district in planning and implementing parent and family engagement activities. The district developed a system for the school-level facilitator(s) and corresponding committee for creation of school-level engagement plans. This committee mirrors similarly the district-level committee by including teachers, staff, students, community members and, of course, parents. The principal ensures that professional development requirements are met by all teachers in the elementary. According to the State Board of Education's Standards for Accreditation of Arkansas Public Schools, school districts shall require no fewer than 2 hours of professional development on the subject of effective parental involvement strategies for teachers and administrators in a rotation, at least every four years. Our faculty shall be offered professional development on topics such as the value of contributions of parents, how to reach out to parents and work with them as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school, how to resolve parental concerns and how to respond to parent requests.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*

[ESSA § 1116(c)(4)(B)]

- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*

[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's 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)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *Create parent centers*

[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Department of Education website tools for parents*

[<https://dese.ade.arkansas.gov>]

 - *assistance with nutritional meal planning*

[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

The Mammoth Spring Elementary School offers an opportunity for families to understand the requirements of Title 1 and how to monitor their child's progress to improve achievement through our annual Title 1 meeting, social media, and information sent home as appropriate and needed throughout the year. We will offer opportunities for parents to learn how to help their students to navigate technology, and to give suggestions for learning environments and work habits that will help the students. The elementary school also offers services to parents in order to help them support their student's academic success. These services include parent-teacher conferences, training for accessing eSchool so parents could keep an eye on their student's academic progress, a parent center, and multiple parent involvement activities are planned to get parents involved in literacy, science, math, and STEM activities. The following methods will be utilized to educate parents on resources available, meetings, and general district/school information: town hall meetings, social media, text system, email, school website, and notes home. We will ask parents to fill out a parent interest survey during each school year to gain information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically. There is also a dedicated Family and Community Engagement email that parents can use to ask questions, request information, or help and give input. Parent/Teacher organizations and booster clubs work to augment and strengthen the school's educational and extracurricular objectives through the goods and services they provide. Enlisting the support of volunteers is a way in which the school can expand the scope of resources and knowledge available to enrich the student/parent educational experiences while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families..

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School 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)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

The Mammoth Spring Elementary School will conduct periodic site visits to observe parent and family engagement opportunities. When possible, we will coordinate and integrate family and community engagement programs and activities with other Federal, State, and local programs. Parents will be encouraged and supported in fully participating in the education of their children. Materials to support student learning will be offered in the parent resource center. Information regarding adult literacy training via Ozarka College in Mammoth Spring will also be made available. We offer an open house prior to the start of the school year. The elementary school believes that community involvement is a key to student success, and is strongly encouraging/recruiting community members to become involved in school programs and committees. Some opportunities offered include sharing information about careers, teaching job skills, helping make school relevant to life after graduation, mentoring and educating students about life skills such as finance, health, and wellness, resources in the community, etc. Mammoth Spring Elementary School will build the school's and parents' capacity for strong parental engagement, in order to ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. Title I funds will be allocated to purchase materials and supplies to facilitate parent engagement activities and resources for the parent center. Elementary School Principal, Robert Bennett, is responsible for getting parent feedback on how parental engagement funds will be spent. Various resources in the parental engagement center are available to parents throughout the year. Mammoth Spring School District's web page provides stories of interest, upcoming dates, and contact information for the elementary school. Mammoth Spring Elementary School will engage parents in the annual evaluation of the Title I parental engagement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff, which will determine the effectiveness of the parental engagement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental engagement will be part of the evaluation, the survey will also collect specific information on the (1) growth of the number of parents participating in workshops and meeting, (2) specific needs of parents, (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth. Enhance the awareness of teachers and school staff to communicate and work with parents and family members as equal partners in educating their children. The Elementary School administration and staff attend a variety of Parental Engagement activities throughout each year that includes clubs, organizations, fundraising projects, and ceremonies for veterans. In the majority of events that the elementary school staff attends, they find each event to be a positive and enjoyable event for students, staff, and the community.

6: Annual Title I Meeting (*Title I schools*)

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*

[ESSA § 1116(c)(1)]

Mammoth Spring Elementary School will take the following actions to involve parents in the process of school review and improvement. Conducted the Annual Report to the Public in October 2022. The link to the Public Meeting agenda is <https://5il.co/1ivdf> minutes is <https://5il.co/1kpqb>. Distribute parent surveys to collect information and data pertaining to identified school improvement areas. A family and community engagement advisory committee, including teachers, administrators, and parents will be organized to recommend new parent and family engagement policies and activities. Elementary School Family and Community Engagement Facilitator is Deborah Baysinger.

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*

[ESSA § 1116(d)]
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *Including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

Mammoth Spring Elementary School parents, teachers, and administrators will work together to develop a School/Parent Compact. The compact will be included in the Student Handbook, which all students and parents receive. The Principal is responsible for making sure the compact is disseminated to parents, compacts are signed, and returned back to school in August. The Elementary School will maintain a School-Parent-Compact that reflects the following criteria and assurance: (a) Programs to ensure assistance to parents in understanding the content on how to monitor a child's progress, standards, academic assessments, and (b) Materials, workshops, and training will be made available through the parent center to help parents work with their children to improve academic achievement. (c) Professional development will be provided to teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents. (d) Programs will be utilized that foster the coordination and integration of community and parental engagement programs and activities. (e) Information about the school and parent programs, as well as required documentation, will be made available in a language familiar to parents. (f) The implementation of parental engagement programs will be supervised by the principal. Campus Administrators have an "open door" policy where parents and students are welcome to visit, call, or email any staff members about ideas and/or concerns about their child. The compact is sent home as part of the packet given at the open house or the first day of school if the parent does not attend the open house. The

compact is to be signed and sent back. The following information is found within the compact: Parents For Excellence Mammoth Spring Elementary School is committed to the belief that all children can learn and acknowledges that all of us...teachers, administrators, and parents... working together can make a positive difference in student achievement. The school district will provide an optimum learning environment in which students will experience success and achieve excellence in learning. Student's Pledge As a student, it is important that I work to the best of my ability. Therefore, I shall strive to do the following: 1) Attend school regularly. 2) Work hard to do my best in class and schoolwork. 3) Help to keep my school safe. 4) Ask for help when I need it. 5) Respect and cooperate with other students and adults. Parent's Pledge As parents, we want our children to have the best possible education and realize that strong school systems are essential. We, therefore, join with the Mammoth Spring School District in providing an optimum learning environment for our children. 1) I will insist that all homework assignments are done each night. 2) I will remind my child of the necessity of discipline in the classroom... especially self-discipline. 3) I will have high expectations for my child as an individual. 4) I will communicate and work with teachers and school staff to support and challenge my child.

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- 8.1:** *If the School is a recipient of 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 School spending those funds?*
 - How does the School determine the priority of how funds are spent?*
 - Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]
- 8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*

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

Mammoth Spring Elementary School will provide opportunities for parents to be involved in the development, implementation, and evaluation of the school improvement plan, and the Annual Title I Meeting to engage them in the decision-making process regarding the school's Title I, Part A Program. Title I funds will be allocated for the purchase of materials and supplies to facilitate parent engagement activities and resources for the parent center. Elementary School Principal, Robert Bennett, will be responsible for getting feedback on how family and community engagement funds will be spent. The Mammoth Spring Elementary School will work with a family and community engagement advisory committee. The committee will give input on handbook revisions, school policy revisions, parental engagement activities, and the ASCIP plans for the current year. The advisory group will get updates on school information regarding AYP, assessment results, and future goals for the school. Due to the size of our small community, many of the parents are also representatives of the businesses supporting our school district. The first advisory committee meeting is scheduled before October 1st. Follow-up meetings will be scheduled at the convenience of the committee members. The Elementary School Principal, Robert Bennett, will be responsible for coordinating activities within the elementary school.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal

Required...your form will not save unless all boxes are checked.

☒ **A.1:**The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]

☒ **A.2:**The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:

- The School Engagement Plan
- A parent-friendly explanation of the School and District's Engagement Plan
- The informational packet
- Contact information for the parent facilitator designated by the School.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]

☒ **A.3:**The School 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.4:**The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly.

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

☒ **A.5:**The School 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.6:**The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

- to help organize meaningful training for staff and parents,
- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1)]

☒ **A.7:**The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

☒ **A.8:**The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

☒ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

☒ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

☒ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

☒ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

☑ **A.13:**The School 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.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

☑ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

School Information

School Name:	Mammoth Spring Elementary School
School Engagement Facilitator Name:	Deborah Baysinger
Plan Revision/Submission Date:	07/27/2023
District Level Reviewer Name, Title:	Jennie Whisnant, Superintendent
District Level Approval Date:	8/1/2023

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)
Deborah	Baysinger	District Engagement Coordinator High School Engagement Facilitator Elementary Engagement Facilitator Curriculum/SPED Director
Robert	Bennett	Elementary Principal
Sara	Busch	Elementary Teacher/Parent
Rhonda	Myers	Parent
Annie	Lester	Parent
Rachel	Young	Elementary teacher/parent

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)
Savannah	Cray	Paraprofessional

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE 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 or 501-371-8051.

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

-Section 2 - Communication

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 5 - Coordination

☐ Changes Required

☐ Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

☐ Changes Required

☐ Compliance is Met

Comments:

Section 7 - School-Parent Compact

☐ Changes Required

☐ Compliance is Met

Comments:

Section 8 - Reservation of Funds

☐ Changes Required

☐ Compliance is Met

Comments: