

AR  
 Hugh Goodwin Elementary School (El Dorado School District)  
 201 East Fifth Street  
 El Dorado AR 71730  
 870-864-5071

### **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)]

Engagement Plan: The Family and Community Engagement Plan (FACE) for Hugh Goodwin was developed in collaboration with parents and community stakeholders to reflect 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. Hugh Goodwin does this by:

Obtaining feedback through an online survey from parent and community stakeholders annually,

Reviewing the FACE Plan with the campus FACE Committee annually, and

Using the feedback from the survey to update and improve the FACE Plan.

Adequate Representation: Hugh Goodwin chose parents and community members to participate in the process by inviting two to three community members to serve on the parent advisory committee to provide advice and guidance for school improvement. Hugh Goodwin has a very active Parent/Teacher Organization that fosters parental and community involvement within the school.

#### **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)]*

INFORMATIONAL PACKET: Hugh Goodwin distributes an informational packet annually with the following items:

Parent Involvement Packet that contains a summary letter that explains how we want our parents to be involved. Of course, parental involvement does not stop at our school doors. We also encourage our parents to help at home.

Planned reading time, informal learning activities, and/or homework contracts between parents and students. Our school and PTO will solicit ideas for other types of volunteer efforts during orientation of parents and through parent surveys. Teachers will explain requirements to parents and encourage them to become involved in the school.

The principal and teachers will provide training sessions for parents and community members with the information needed to participate as school volunteers in order to put them at ease and make the experience successful. We want Hugh Goodwin parents to be involved in their child's education. Research shows when schools, families and community groups work together to support learning, children tend to do better in school, attend school more regularly, stay in school longer, and enjoy school more.

Hugh Goodwin will provide opportunities for parents and community members to support the instructional program through such programs as tutoring, and mentoring. Our school has had success from using parents as tutors and mentors in the past. It is something we strive to continue each year.

A survey will be given at the beginning of the school year regarding volunteer interests.

HUGH GOODWIN will have regular, meaningful, two-way communication by Orientation, Two Parent Teacher Conference, Parental Literacy Night

Hugh Goodwin Elementary will have regular, meaningful, two-way communication by

Each classroom teacher will send home a folder containing student papers and work samples each Monday. Parents will be asked to sign the parent log in the folder and send it back to school.

Hugh Goodwin teachers will routinely contact parents on an individual basis to communicate about their child's progress.

Hugh Goodwin teachers use Classroom Dojo for immediate parent communication. This program allows teachers to communicate positive comments as well as concerns.

The school will provide to parents a progress report or report card every four weeks with information regarding their child's academic progress.

#### SCHEDULE OF PARENT ACTIVITIES PLANNED THROUGHOUT THE SCHOOL YEAR (INCLUDING DATES)

Open House August 4 , 12-6

Annual Title 1 Meeting Sometime in October

Family Night Sometime in November

Fall Parent Teacher Conferences October 3 and 5

Spring Parent Teacher Conferences February 13 and 15

**VOLUNTEER TRAINING:** Parents and community stakeholders who are interested in volunteering at Hugh Goodwin must attend volunteer training/mandated reporter training. These trainings will be held at the TAC House on the following dates:

August 25, 2023 from 1 pm - 2:30 pm

August 29, 2023 from 6 pm - 7:30 pm

January 12, 2024 from 1 pm - 2:30 pm

If you are unable to attend one of these training, please contact the campus Family and Community Engagement Coordinator Sara Bullard at 870-864-5071 or [sara.bullard@esd-15.org](mailto:sara.bullard@esd-15.org) to make arrangements.

**FAMILY AND COMMUNITY ENGAGEMENT (FACE) PLAN AVAILABILITY:**

The FACE Plan will be written in an understandable and uniform format. To the extent practical, the plan will be provided in a language the parents can understand and is appropriate for the age and grade of the student.

A parent-friendly summary of the FACE Plan will be available online at <https://www.eldoradopublicschools.org/> by August 1 annually and in the student handbook.

Signatures will be obtained to document the receipt of the Hugh Goodwin Family and Community Engagement Plan Summary.

Parents may also follow the Hugh Goodwin Facebook page at <https://www.facebook.com/hughgoodwinelementary/>.

**PARENT MEETINGS:** To meet the needs of families, meetings will be held at various times and in different formats. To meet the needs of families, meetings will be held at various times and in different formats. The following public meetings are also held for parents to attend: Open House at the beginning of the school year, Principal's Report to the Public Meeting, School Board Meetings open to the public, PTO Meetings and Parent Seminars.

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### **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)]*

The staff of Hugh Goodwin will meet all professional development requirements for teachers and administrators. This professional development will promote the role that parents play to assist student learning and instill the value

of contributions from parents. Other topics covered will include:

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 and build ties between home and school,

How to respond to parent requests for parent and family engagement activities,

That parents play an integral role in assisting student learning,

How to welcome parents into the school and seek parental support and assistance, and

The school's process for how to resolve parent concerns (as listed in the student handbook). This includes, but is not limited to how to define a problem, whom to approach first, and how to develop solutions.

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#### **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)]

Hugh Goodwin wants to support our parents! We want to partner with families to play a role in their children's academic success. Here are some things families can use or do:

Parent involvement meetings: Parent involvement meetings have been scheduled for

-Orientation August 14

- Two Parent Teacher Conferences: October 3rd and 5th and February 13th and 15th

Curriculum: A description and explanation of the curriculum we use can be found at .

Assessment results: Individual student academic assessment results will be given out in Spring 2024 During parent teacher conferences, your student's teacher can help interpret the results of those assessments.

Assessment: A description and explanation of the assessments we use to measure students progress and achievement levels of the challenging state academic standards can be found at  
<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-academic-standards>.

Parent support topics: We will also provide support to parents about the topics below:

Arkansas academic standards

State and local assessments

Title I, Part A requirements

Strategies parents can use to support your child's academic progress

Supporting your child's academic progress

Incorporating developmentally appropriate learning activities

Use of ADE website and tools for parents ( <https://dese.ade.arkansas.gov/> )

Assistance with nutritional meal planning and preparation

Course selection, career planning, and preparation for postsecondary opportunities

Materials and training: Material is available in the parent resource center to help parents to work with their children to improve their student's achievement. The parent resource center is located in the Guidance Office. Training is also available upon request.

In October and February, During parent teacher conferences, your student's teacher can help interpret the results of those assessments.

PARENT SUPPORT TOPICS: Hugh Goodwin will also provide support to parents about the topics below:

Arkansas academic standards

State and local assessments

Title I, Part A requirements

Strategies parents can use to support your child's academic progress

Supporting your child's academic progress

Incorporating developmentally appropriate learning activities

Use of ADE website and tools for parents ( <https://dese.ade.arkansas.gov/> )

Assistance with nutritional meal planning and preparation

Course selection, career planning, and preparation for postsecondary opportunities

**MATERIALS AND TRAINING:** Material is available in the Parent Resource Center to help parents to work with their children to improve their student's achievement. The Parent Resource Center is located in the counseling center. Training is also available upon request. Training topics may include, but are not limited to:

Literacy,

Technology, including education about copyright piracy and safe practices, and

Resources that describe or assist with the curriculum your student is using.

**PARENT RESOURCE CENTER:** Please visit our Parent Resource Center which is located at the counselor's office! You will find lots of helpful resources including parenting books, pamphlets, and brochures that support responsible parenting.

Ask us! We are here to help you with how to incorporate developmentally appropriate learning activities in your home!

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## **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)]

Hugh Goodwin uses community resources on our campus.

**EARLY CHILDHOOD PROGRAMS:** Hugh Goodwin coordinates and integrates parent and family engagement programs, activities, and strategies with early childhood programs, parent resource centers, or other programs that encourage and support parents in fully participating. Hugh Goodwin Staff will meet with the Head Start faculty representatives to discuss transition for Prekindergarten students and strategies that Hugh Goodwin is using with our kindergarten students to help prepare preschoolers for school.

**ORGANIZATIONS/ACTIVITIES TO HELP STUDENTS TRANSITION TO ELEMENTARY, MIDDLE, HIGH SCHOOL, AND POSTSECONDARY SCHOOLS OR CAREERS:** Hugh Goodwin Staff coordinates with Head Start transition for Prekindergarten students and strategies that Hugh Goodwin is using with our kindergarten students to help prepare preschoolers for school.

**COMMUNITY RESOURCES:** Our campus uses our community resources to strengthen school programs, practices, and learning.

**PARENT ORGANIZATIONS:** We will work with our parent teacher organizations, booster clubs, and alumni groups and seek input from leaders of these organizations when appropriate.

Our plan for family and community engagement is also included in our school's improvement plan.

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## **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)]*

Hugh Goowin will conduct its annual Title I meeting sometime in October to inform parents of the requirements of Title I and the school's participation. During the meeting, parents will also be informed of their rights under Title I.

To view the information from our school's Annual Title I Meeting, please visit  
<https://www.eldoradopublicschools.org/page/state-required-information1>

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## **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)]*

School-Parent Compact: The entire school staff of Hugh Goodwin, parents, and students will sign a compact that shows the intent for all to share the responsibility for improved student academic achievement. Regular, meaningful, 2-way communication will occur through the following:

Two parent teacher conferences each year October 3 and 5, 2023 and February 13 and 15, 2024

Frequent reports on student progress Each classroom teacher will send home a folder containing student papers and work samples each Monday. Parents will be asked to sign the parent log in the folder and send it back to

school.

Reasonable access to staff: Hugh Goodwin teachers will routinely contact parents on an individual basis to communicate about their child's progress. Hugh Goodwin teachers use Classroom Dojo for immediate parent communication. This program allows teachers to communicate positive comments as well as concerns.

Opportunities to volunteer: Parents can contact the school or their child's teacher.

Opportunity to observe classroom activities

Partnership: Hugh Goodwin will partnership to help children achieve the challenging State academic standards. Our PTO - Parent Teacher Organization, Moby Max and/or Imagine learning - a computer program on the skills outlined within the Arkansas State Standards that can be used from home, coding club and Before/After School tutoring programs prior to state testing.

Volunteer resource book: The staff of Hugh Goodwin will use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers. Parents will be given the opportunity to be involved in a variety of roles. The person responsible for creating and maintaining the volunteer resource book is Nanette Darden.

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### **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)]*

Hugh Goodwin receives less than \$500,000 for their Title I, Part A Allocation.

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<b>Assurances</b>
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*Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.*

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**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](mailto: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)]

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<b>School Information</b>
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<b>School Name:</b>	Hugh Goodwin Elementary
<b>School Engagement Facilitator Name:</b>	Sara Bullard
<b>Plan Revision/Submission Date:</b>	5/31/23
<b>District Level Reviewer Name, Title:</b>	Jeffrey Alphin
<b>District Level Approval Date:</b>	5/31/23

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**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)
Jesica	Collins	Principal
Sara	Bullard	Parent Involvement/Librarian
Brandie	Reynolds	Parent
Courtney	Stone	Parent
Virginia	Ford	Parent

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**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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.

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**District Reviewer Responses**

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**Section 1 - Jointly Developed**

- ☐ Changes Required
- ☒ Compliance is Met

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**Comments:**

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**-Section 2 - Communication**

- ☐ Changes Required
-

☒ Compliance is Met

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**Comments:**

CORRECTED

Please include dates for parent teacher conference, open house, etc.

Also update your name, phone number, and email address.

Please put your link to your facebook page.

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**Section 3 - Building Staff Capacity**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

**Section 4 - Building Parent Capacity**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

CORRECTED

Please insert dates and list the location of the parent resource center.

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**Section 5 - Coordination**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

CORRECTED Please list the parent resources you are currently using and take out the phrase if applicable.

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**Section 6 - Annual Title I Meeting**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

CORRECTED

If date is not know, please state the month and the year.

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**Section 7 - School-Parent Compact**

- ☐ Changes Required  
☒ Compliance is Met
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**Comments:**

CORRECTED Please update parent teacher conference dates.

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**Section 8 - Reservation of Funds**

- ☐ Changes Required  
☒ Compliance is Met
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**Comments:**