

AR  
 Prescott School District  
 762 Martin Street  
 Prescott AR 71857  
 870-887-3016

### **District Engagement Plan\***

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)]

The district shall strive to develop and maintain a meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community.

The District will involve parents, families, and the community in the joint development of the district plan.

The District will give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities.

The District will provide parents and families with the materials and training they need to be better able to help their child achieve.

The District will keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in.

The District will actively seek ways to eliminate barriers that keep parents and families from being involved in their child's education.

The District will provide an opportunity for the parents to assist in the development of the District PFE policy/plan.

The schools and district will hold annual meetings to inform parents of their school's participation in the development of the PFE policy/plan and their right to be involved. This information and the plan are shared during Open House at all three schools, at the annual Title I meeting for Prescott Elementary in the first nine weeks of school and during the Report to the Public in November. We also send out surveys to parents annually. Prescott School district will strive to ensure that we have adequate representation of families on our committee. Parents who want to volunteer to serve on the district and schools' PFE committees will become liaisons and advisors on how to improve the PFE. This information will be collected and analyzed by the parents, community members, students, faculty members, and district coordinator on the committee.

Parents will have the opportunity to serve on the School Improvement Committee which will include Title I Schoolwide Support and Improvement Plans and the Title I Advisory Committee. Each school will invite parents to serve on its school improvement committee as well as the district committee. On surveys sent out, parents have the opportunity to check if they would like to serve on these committees. Those parents will be contacted about the meeting and they will provide input in creating the plan along with the federal coordinator, principal, other staff/faculty, and community members. Additionally, input on engagement strategies related to COVID issues will be discussed and implemented as necessary.

The District will upload the PFE plan in Indistar by the August 1 deadline. Parent comments that deem the plan unsatisfactory will be provided to the superintendent for submission to the appropriate ADE/DESE personnel.

The PFE plan will be available to parents on our website [curleywolves.org](http://curleywolves.org) by August 1st of each year or they can request a paper copy. We also have a parent-friendly summary of our PFE plan on our website. Parents will be given a parent-friendly copy of this summary upon request and we will keep documentation of parent signatures acknowledging they received a copy. Additionally, a parent-friendly copy of the PFE plan will be added as a supplement to the student handbook.

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## **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)]*

The district will provide districtwide Parent and Family Engagement training in August or early September 2022 with the district PFE coordinator. Guidelines for PFE activities will be presented as well as how to promote parent and family engagement. Teachers, staff, and administrators are trained as required as part of ADE rotation in professional development. Yearly, each building administrator is responsible for providing information to teachers and staff during back to school professional development on their expectations on communicating with and building parent relationships. Teachers have access to Arkansas Ideas for additional online support and training, if needed. The district FACE coordinator and each building parent liaison provide support and necessary training as needed.

Professional Development records will be kept by each campus principal and the district office to ensure requirements are met.

The district will conduct ongoing site visits to observe parental engagement practices under the leadership of Angie Bryant and Robert Poole as well as the Elementary School Principal Kimberly Grimes, High School Principal Tommy Poole, and Junior High Principal Jay Turley. Each campus will have procedures for collecting parent participation documentation through sign-in sheets, agendas, brochures, and minutes from workshops, meetings, and conferences. The parent participation documents will be shared with the campus PFE coordinator.

The District will support schools as the schools reinforce parenting skills to support the acquisition of academic skills and their applications in real-life situations for parent use. Such support may include child development, providing information on community resources, school mental health services, and services offered in Nevada County such as DHS and Nevada County Health Unit, etc.

The District will encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. Volunteer survey forms will be given to parents at each of the district's schools at the beginning of the year. These will be reviewed by the parent facilitator of each school and the schools will be encouraged to contact and utilize volunteers after they have attended volunteer training. The volunteer training will be conducted by Brenda Smith and Angie Bryant.

School staff, parents, and students of each school will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help each child achieve the state's high academic standards. All stakeholders will sign the compact and return the forms to school. Compacts will be reviewed at each school's PFE meeting as well as the district PFE meeting.

Parents, community members, and staff will jointly develop school parent and family engagement plans. Meetings will be held where they will brainstorm activities that would engage parents in the education of their children.

Information is shared in multiple ways at the district. Some of them include: the weekly or monthly parent letters, social media, website ([curleywolves.org](http://curleywolves.org)), texting apps where teachers send home reminders, due dates, testing information, etc. Brenda Smith (ESOL school coordinator) can be contacted to ensure that parents with disabilities or limited English proficiency have the same access as the other parents to the information above in a language and form they can understand.

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### **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)]*

Materials and training will be provided to assist parents in supporting their child's academic achievement. A parent center is located in each building with resources they can check out.

Parents are invited to participate and attend parent nights focused on helping parents and family support the learning and achievement of each child including behavior, academics, and tips for parenting. The District will encourage the formation of partnerships between schools and local businesses, civic organizations, and local colleges and universities that include roles for parents and the community. This initiative will be led by Willie Wilson, Community and Parent Liaison.

The schools will provide parents with progress reports every four weeks. Two parent-teacher conferences will be held in October 18, 2022 and March 16, 2023. Teachers will conference with parents and provide information regarding their child's academic progress. The meetings are held from 2:30 pm -8:30 pm, but parents can schedule conferences for a different time or day if needed. Conferences are flexible to meet parent's schedules.

Parents are provided with the information to view their child's progress on our Eschool grading system. Each campus has a computer lab where parents can receive training on Eschool or other technology if needed. Parents are given teacher's email addresses to make two-way communication with their child's teachers.

Each teacher is required to contact parents at least twice a year (in addition to conferences) to discuss their child's academic and social progress.

Agendas, sign in sheets, minutes, brochures, etc. will be kept by each school's PFE facilitator and a copy given to the district PFE coordinator for all conferences, workshops, parent nights, Open House, meetings, etc.

Each campus will provide information to parents on Essential State Standards and local and state assessments during Parent Nights. PHS will have a Parent Seminar night with topics varying from Health and Wellness to College Prep sessions. PJH will schedule workshops that will include booths that parents and students could visit, as well as the opportunity to select which workshops they want to attend after listening to a keynote speaker. PES plans two parent nights that will include community members to help organize them. They will also include several days that parents, grandparents, and other family members/friends can come eat with students. PES has community members who volunteer to read to students. Events will be conducted via Zoom or recorded and distributed by social media/website/Google Classroom as well as face-to-face based on CDC/ADH recommendations.

Information packets are distributed at each campus at the beginning of the year and to new students throughout the year. These packets include the school-parent-student compact, Title I goals, survey for volunteer interests, suggestions on ways parents can become involved in their child's education, school calendar, information about contacting teachers, and more.

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#### **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)]*

The district will actively seek the formation of partnerships between the district and local businesses. Currently, Firestone Building Products works with the district and schools to support the education of Prescott's students through donations and grants. We have several community members with local civic groups that volunteer at our schools at various times throughout the year. Some of those clubs include: Rotary, Kiwanis, and the Lion's Club. We have a new club that recently formed in Nevada County, the Junior Auxiliary. We will reach out to those members to see what partnerships could be formed with them.

The career coach, Haleigh Glass, has worked to build relationships with local community colleges, universities, and businesses. She invites post-graduate colleges, universities, and businesses to visit the schools as well as participate in college and career-ready fairs. Our district's parent and community liaison, Willie Wilson, seeks to partner with community and local businesses. Mr. Wilson speaks to community organizations about the district's schools when invited.

Kindergarten teachers hold a week of Kindergarten Registration yearly. During this time, teachers visit the preschools, ABC programs, and Head Start programs to visit with students and preschool teachers. We hold a Kindergarten Transition Day where incoming kindergarten students, parents, and preschool teachers are invited to tour the school, ask questions, and visit with staff.

We also hold a Junior High Transition Day where fourth grade students and parents are invited to tour the Junior High. Our principal Jay Turley, will talk with parents and students and discuss expectations, policies, and answer questions students and parents may have.

Events will be held and conducted based on CDC/ADH recommendations due to COVID.

A parent center is located in each building with resources they can check out. Materials and training will be provided to assist parents in supporting their child's academic achievement.

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## **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*  
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **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)]

Prescott School District does not receive more than \$500,000 in Title I allocations.

To evaluate the District Family Engagement plan, PSD sends out surveys to parents. The committee is made up of parents, community members, students, faculty members, and the district coordinator collects and analyzes the data. The District leadership and committee members looks for ways to eliminate barriers that keep parents and families from being involved, suggestions for our program, what is working, and what we can do to strengthen our program using research based strategies. The PFE committee jointly develops the plan with parents and engages in activities' and actions based on parent responses. Our committee will review and approve each school plan annually as well as our district plan by August 1st of each year.

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<b>Assurances</b>
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*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)]*

<b>References</b>
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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](#)

<b>District/LEA Name:</b>	Prescott School District
<b>District Engagement Coordinator's Name:</b>	Angie Bryant
<b>Plan Revision/Submission Date:</b>	July 27, 2022
<b>District Level Reviewer Name, Title:</b>	Angie Bryant, Curriculum Coordinator/Federal Programs Director

**Committee Members, Role**

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

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First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Robert	Poole	Superintendent
Angie	Bryant	District Family Engagement Coordinator
Haley	Cummings	Prescott Elementary School Family Engagement Coordinator
Pearl	Bailey	Prescott Junior High Family Engagement Coordinator
Trish	Brown	Prescott High School Family Engagement Coordinator
Willie	Wilson	Prescott School District School/Community Liaison

**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)
Howard	Austin	Prescott City Council
Satarra	Williams	Prescott City Council
Joey	Christopher	Prescott High School Parent
Lauren	Doucet	Prescott Community Member
Lynn	Johnson	Prescott Junior High School Parent
LaVonte	Gleason	Prescott High School Student

(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.)

**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>

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><b>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</b></p>
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	<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 <b>should have been uploaded to the 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 <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications</b> 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>*Search <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable</p>

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**DESE Reviewer Responses**

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

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**Comments:**

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

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**Comments:**

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**Section 3 - Building Parent Capacity**

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**Comments:**

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**Section 4 - Coordination**

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**Comments:**

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**Section 5 - Reservation and Evaluation**

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**Comments:**