

## Elementary School Engagement Plan Template

[Effective April 2024]

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.

### **1: Jointly Developed**

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 District Policies indicate and are reflective of the policies set-forth by the Arkansas School Board Association in regard to parent/community involvement program guidelines and stated expectations for both the parents and the school. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The school will involve parents/guardians on school improvement planning committees. To support this process, the school will offer both school staff and parental training on how to contribute to this process in a meaningful way. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

Instructions for an online parental interest survey will be available at parent/teacher conferences in the fall and spring to get opinions and/or concerns from parents/guardians about activities to support their student(s) academically and socially. The school will use the results of the parental interest surveys to plan the Family and Community Engagement (FACE) activities and/or improvements for the year. The school will re-evaluate the suggestions by the parents/guardians at the end of the school year as part of the annual FACE plan evaluation and consider suggestions for the following year. (Rebecca Gustin, Facilitator, 870-449-4244)

Parents/guardians are oriented to the School Improvement process during meetings with members of the Leadership Teams each fall during in-service and throughout the school year and are encouraged to participate in identifying needs, strategies, and resources available to impact student achievement. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The school will engage parents/guardians in the annual evaluation of the FACE efforts through an annual evaluation using a comprehensive needs assessment filled out by instructors, parents, and school staff. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents/guardians participating in workshops and meetings; (2) specific needs of parents/guardians; (3) effectiveness of specific strategies; and (4)

engagement of parents/guardians in activities to support student academic growth. The FACE committee, compiled of instructors, parents, and school staff, will determine the effectiveness of the FACE Plan and make changes if warranted. (Marilyn Pangle, District Chair, 870-449-4066, and Rebecca Gustin, Facilitator, 870-449-4244)

## **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)(i)]
- **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)]

The annual District Open House, "Back to School Bash", will be a time to welcome parents/guardians and students to the new school year and answer questions concerning the schedules and share the district's expectations for the upcoming school year. (Calvin Mallett, Principal, 870-449-4244)

The School will make available informational packets each year that include a copy of the school's parent and family engagement plan, a survey for volunteer interests, recommended roles for parents/instructors/students and school, suggestions of ways parents can become involved in their student's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (note, phone calls, email). The FACE Plan will be posted on the District website. (Rebecca Gustin, Facilitator, 870-449-4244)

Each K-4 instructor will send home a folder containing student papers and work samples each week. Parents/guardians will be asked to sign the folder and send it back to school as needed. (Calvin Mallett, Principal, 870-449-4244)

The School will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent and family workshops and meetings. (Rebecca Gustin, Facilitator, 870-449-4244)

Teachers will use Remind.com to communicate with parents/guardians. Meetings with parents will be held at various times during the day or evening to better accommodate parents. (Calvin Mallett, Principal, 870-449-4244)

The School will use Google Classroom, Google Meet, Remind, phone calls, and Facebook postings during a crisis to foster encouragement and parental involvement with their child's learning. (Calvin Mallett, Principal, 870-449-4244)

The School will provide opportunities for parents/guardians and community members to support the instructional programs. (Rebecca Gustin, Facilitator, 870-449-4244)

The school will provide parents/guardians reports or report cards every four weeks with information regarding their student's academic progress and upcoming classroom and school events. (Calvin Mallett, Principal, 870-449-4244)

Using log-in information supplied by the school, each parent/guardian is encouraged to access the Home Access Center (HAC), which provides current classroom grades, instructor contact information, upcoming project/assignments, and a method for point in time interventions. (Ashley Woodell, K-4 Counselor, 870-449-4244)

Instructors will hold conferences individually with parents/guardians of children in their classrooms each Fall and Spring semesters. (Calvin Mallett, Principal, 870-449-4244)

### **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]*
  - *how to compile a volunteer resource book [all schools]*
  - *best practices for conducting parent-teacher conferences (no less than 2 per school year) [all schools]*

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

The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for instructors designed to enhance the understanding of effective parent and family engagement strategies every four years. (Wes Henderson, Superintendent, 870-449-4061)

In small, rural communities oftentimes local civic organizations donate materials to assist parents/guardians in raising strong students and active citizens. (Ashley Woodell, K-4 Counselor, 870-449-4244)

The principal shall designate one (1) certified staff member who is willing to serve as parent and family engagement facilitator. (Wes Henderson, Superintendent, 870-449-4061)

#### **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 Division of Elementary and Secondary 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)]

According to ACT940, the school shall report in writing to the parent/guardian of students in grades K-4 the independent reading level of their student. (Ashley Woodell, K-4 Counselor, 870-449-4244)

Using log-in information supplied by the school, each parent/guardian is encouraged to access the Home Access Center (HAC), which provides current classroom grades, instructor contact information, upcoming project/assignments, and a method for point in time interventions. (Ashley Woodell, K-4 Counselor, 870-449-4244)

Parents/guardians will be given a summary of the student's test scores and an explanation of the interventions instructors are using to assist the student in reaching achievement goals. Parents/guardians will be encouraged to engage in discussion of how they can support these efforts. Parents/guardians will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. (Ashley Woodell, K-4 Counselor, 870-449-4244)

The school will provide instruction to a parent/guardian on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role-play and demonstration by a trained volunteer, the use of and access to the Arkansas Department of Elementary and Secondary Education (Arkansas DESE) website ([arkansased.org](http://arkansased.org)) tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Arkansas DESE. (Ashley Woodell, K-4 Counselor, 870-449-4244)

To promote and support responsible parenting, the school shall, as funds are available, purchase parenting books, magazines, and other informative materials regarding responsible parenting, advertise the current selection and give parents the opportunity to borrow the materials for review. (Rebecca Gustin, Facilitator, 870-449-4244)

## **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)]

To provide K-4 students with additional supervised time on campus, the District offers an after-school program. Staff members work with students on enrichment activities, and provide technology access, and bus transportation. (Jaunie Lunceford, Century 21 Director, 870-449-4244)

The school shall utilize the Parent Teacher Organization to foster parental and community involvement within the school. (Rebecca Gustin, Facilitator, 870-449-4244)

During times of need, Facebook is used to update parents/students on access to student assignments and a local business provides WIFI hotspots to assist families with accessing the internet. When needed, the school will provide computers to be checked out to families and hot spots made available for at-home internet access. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

The school will coordinate and integrate parent and family engagement strategies with other programs. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

Parents/guardians may check out materials, use the computer to check grades, and visit educational Websites. Parents/guardians will be encouraged to view the School Improvement Plan located on the district website. (Calvin Mallett, Principal, 870-449-4244)

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory committee to provide advice and guidance for school improvement. (Marilyn Pangle, alumni, 870-449-4244)

## **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)]*

The school will hold an orientation for parents and the public to inform them about the school's participation in the Title I program and to encourage parents/guardians to be involved with reviewing and revising the said plan for the following year. This year's meeting will be hosted in the high school media center on September 9, 2024 and may be presented virtually. (Marilyn Pangle, District Parent and Family Engagement Chair, 870-449-4066)

Parents/guardians will be encouraged to attend and participate in the annual Public Title I meeting. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The District is Title I Schoolwide, therefore all students participate in the Title I programs. The School will hold its annual Title I meeting at such a time to ensure that there is ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. Parents are informed of the requirements of Title I, the school's participation with Title I, and their rights as parents under Title I. This year the meeting will be held on Monday, September 9, 2024, in the elementary cafeteria, and may be presented virtually. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

## **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 staff, parents, and students 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 students achieve the state's high academic standards. All stakeholders will sign the compact. (Calvin Mallett, Principal, 870-449-4244)

The school will provide progress reports at the midpoint of each nine week grading period and report cards at the end of each period which reflect a student's academic progress, days in attendance, and appropriate contact information. (Calvin Mallett, Principal, 870-449-4244)

Instructor contact information is posted on the district website. Parents/guardians are encouraged to meet with instructors before/after school or during their preparation period. The building administrator is available to attend these meetings at the request of the instructor or parent. (Calvin Mallett, Principal, 870-449-4244)

Parents/guardians are oriented to the School Improvement process during meetings with members of the Leadership Teams each fall during in-service and are encouraged to participate in identifying needs, strategies, and resources available to impact student achievement. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

Included in the District Policy Handbook is the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. (Marilyn Pangle, District Chair, 870-449-4066).

**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)]



FACE activities will be funded by Title I or local funds as the purpose of the activities is to strengthen the student/parent/school community. The school will provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their student as well as any reasonable support for parental involvement at the request of the school. To promote and support responsible parenting, the school shall, as funds are available, also purchase parenting books, magazines, and other informative materials regarding responsible parenting through both our parent center and school media center, advertise the collection, and make those items available for review. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

### **Assurances**

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

- 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:
  - o the School Engagement Plan
  - o a parent-friendly explanation of the School and District's Engagement Plan
  - o the informational packet
  - o 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. (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.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:
  - o to help organize meaningful training for staff and parents,
  - o to promote and encourage a welcoming atmosphere, and
  - o to undertake efforts to ensure that engagement is recognized as an asset to the School.[A.C.A. § 6-15-1702(c)(1-2)]
- A.7:** 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.8:** 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:
  - o what students will be learning
  - o how students will be assessed
  - o what a parent should expect for his or her child's education

- o 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.9:** 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.10:** 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.11:** The School 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.12:** 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.13:** 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.engagemtmatters@ade.arkansas.gov](mailto:ade.engagemtmatters@ade.arkansas.gov)  
[ESSA § 1116(b)(4)]
- A.14:** 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)]

**References**

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>School Name:</b>	Yellville Summit Elementary
<b>School Engagement Facilitator Name:</b>	Rebecca Gustin
<b>Plan Revision/Submission Date:</b>	4-3-2024
<b>District Level Reviewer Name, Title:</b>	Marilyn Pangle, District Engagement
<b>District Level Approval Date:</b>	April 4, 2024

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role</b> <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Pam	Darnell	Second Grade Instructor
Cassie	Tilton	First Grade Instructor
Jaunie	Lunceford	Second Grade Instructor
Dawn	Melton	Third Grade Instructor
Maggie	Davenport	Fourth Grade
Calvin	Mallett	K-4 Principal
Ashley	Woodell	K-4 Counselor
Jessica	Pemberton	Parent
Sara	Goodwin	Parent
Rebecca	Gustin	Kindergarten Instructor, K-4 Facilitator

(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.)

**District Reviewer Responses**

**Section 1 - Jointly Developed**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 2 - Communication**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 3 - Building Staff Capacity**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 4 - Building Parent Capacity**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 5 - Coordination**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 6 - Annual Title I Meeting**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 7 - School-Parent Compact**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 8 - Reservation of Funds**

- Changes Required
- Compliance is Met

[Text box for responses]