Visual and Performing Arts Magnet School
Jonesboro Public School District
1804 Hillcrest Drive
Jonesboro, AR
(870) 933-5830

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)]

Visual & Performing Arts Magnet School will encourage all parents/families to become involved in the decision making process through the development of surveys, informal discussions with parents and staff and Title 1 committee meetings. Parents will be invited to the Title 1 meeting via Facebook, Class DOJO, email and phone call/text home to parents or guardians. Parents will be involved in the Title 1 Planning Committee to review, update, and improve the plan. The committee will make decisions such as events and programs to engage parents and families, how to spend federal parent engagement funds, and how to ensure academic success for all students. We will address the academic needs of students and how we can best support them while working with parents to make sure they have all possible resources to assist their child. To support this process, Visual & Performing Arts (VPA) will offer training to school staff and parents on how they can contribute to this process in a meaningful way and will make this training available throughout the school year. VPA will receive suggestions and feedback from the parent organization PATHS (Parents and Teachers Helping Students), which will hold monthly meetings in the VPA gym, library, or online via Zoom. Comments or concerns will be submitted to the school principal and or the district coordinators. (1.1)

Visual & Performing Arts will invite parents and family members to serve on the VPA Title 1 Committee. To ensure we are including a diverse group of parents from our student body, we will also survey faculty & staff each year for a list of parents who may be candidates for this planning and evaluation team. A cross

- section of the student population will be taken into account to ensure all or most demographics are represented. (1.2)

2: Communication

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

G*uiding 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 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)]*

Visual & Performing Arts will distribute the Parent/Family Information Booklet to parents/families when they attend the Back to School Open House in August 2026, at the Parent Teacher Conferences in October 2026, and at the Annual Title 1 Meeting held in September 2026. The PowerPoint to the Title 1 Meeting, the VPA Parent Handbook, and the Parent Friendly FACE plan will be available for parents to review on the VPA school website and printed versions will be available in the school's front office. Teachers will include links to this information on their class website. The informational packet will include the following: (2.1)

- A list of faculty and staff with room numbers
- List of standardized tests by grade levels and dates for testing
- Counseling program services and contact information
- Ways for families to become involved in a variety of roles for involvement
- Copy of the PowerPoint Presentation from the Annual Title 1 Meeting
- Parent & Community Engagement Plan (FACE)
- School Compact including the roles of the Students/Parent/Teacher/Principal
- Information and links to all of our school websites and social media
- Information and links to our parent group (PATHS) emailed newsletter and social media sites
- List of volunteer activities and surveys for parents who may have volunteer ideas or services to offer to VPA
- List of Parent/Family Engagement Events
- Information to access Class DOJO (our two-way parent communication system)

- Parent Survey regarding volunteering interest

Information regarding important school information and school events will be sent to parents in a variety of methods to ensure all parents and guardians are made aware of the ongoing events at VPA. The school will distribute printed flyers to parents that will be translated into Spanish and other languages as needed using TransAct translation software. We also use this service for translating all other school documents as needed. Additionally, our school will use Class DOJO to communicate with parents both in a whole group format and a one-to-one format. Class DOJO allows parents to translate information into a number of different languages to ensure parents understand the information provided. VPA will also use email and our school social media sites to ensure all information has been received by parents and guardians. (2.2)

VPA staff will offer flexible meeting options to all parents and guardians of students. These meetings may take place in person, via zoom, or phone call (or text). Parents and guardians who do not speak English will be accommodated at conferences using TransPerfect, an over-the-phone translation service. We have also purchased 10 Pocketalk translation devices to be used for the same purpose this school year. These meetings will be offered to parents throughout the school year in order to keep an open line of communication between the school and home. Teachers will offer parents flexible times for meetings and parent/teacher conferences to take place to ensure we meet the needs of all students. VPA has purchased translation devices that translate in real time for use during conferences. (2.3)

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 Division of Elementary and Secondary Education requires a two hour training session for all certified staff. This professional development is documented and retained by the school for the purpose of license renewal as expected by DESE. Each year, at the beginning of the school year, all staff and parents will be reminded of the integral role parents play in assisting student learning, as well as the value and utility of contributions of parents. In addition, staff will be taught ways to reach out to, communicate with, and work with parents as equal partners. At VPA, we will continue to implement and coordinate parent programs, build ties between home and school, seek support/assistance from parents, provide information in a format and language the parents can understand, and recognize that parents are full partners by including in the handbook the school's process for resolving parent concerns. (3.1)

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 of levels of the challenging State academic standards the 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)]

Parents will be provided an explanation and description of the curriculum in use at VPA and the assessments used to measure student progress and achievement levels of the State Standards during the Title 1 Parent meeting and through parent/teacher contacts. (4.1)
Parents will be made aware of the Title I, Part A requirements during the Title I Parent meetings and through parent/teacher contacts. This information will also be included on the VPA School website under the VPA Parent Information Tab. Teachers will assist parents and guardians in using the HAC System for parents to monitor student grades and progress. (4.2)

Parents will be offered training in assisting their child in literacy, technology, and online practices and safety. Teachers will offer student online resources to parents to encourage students to reach their full potential. The Parent Center will offer parents resources to assist with student achievement and parent education. (4.3)

Parent and Family Engagement Nights will be held throughout the school year to ensure that parents learn strategies to support their child's learning and academic progress and incorporate developmentally appropriate learning activities at home. Parent and Family Engagement Nights will serve to provide materials and training to help parents work with their children to improve academic achievement. Parents are encouraged to participate in school related events at VPA, including school musicals, family engagement nights, spelling bee, class field trips, and class celebrations. Parents will have access to iPads in the VPA Library for online surveys and training to assist with student achievement. (4.4)

Visual and Performing Arts Magnet maintains a parent center with pamphlets and books for parents to check out at any time. The media center also maintains multiple pages on its website that provide information on all aspects of Parent/Student Engagement at VPA. Topics include but are not limited to parent resources, student resources, community resources, online curriculum programs, and information on after school care options, life skills, counseling, student safety and bullying, and internet and social media safety. (4.5)

Parents will be provided assistance for understanding the following as it relates to their child's needs: (4.6)

- Arkansas Academic Standards
- State, local and alternate assessments
- Use of the Arkansas Division of Elementary and Secondary education www.arkansased.gov

- Nutritional Planning and Meal Prep
- Role play and demonstrations by trained volunteers

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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)]*

VPA works with a number of groups and organizations as resources in our instructional program. Jonesboro Academies PALS program (which often includes VPA alumni) provides academic tutoring to at-risk students on a weekly basis. City Youth works with many of our students after school offering tutoring and mentoring. Arkansas State University Student Athletes & Greek Organizations participate in mentoring students at Visual and Performing Arts as lunch buddies and mentors. Arkansas Fine Arts Department serves as a liaison to provide special speakers and performers to the school. The NEA Food Bank helps our PATHS organization and our counseling department support our backpack program which supplies food in backpacks to students in need. Family Services meetings will be held with administrators and counselors to address urgent issues with student health, behavior, and/or family needs and will coordinate with the proper agencies to ensure needs are met. Counselors contact several businesses and emergency personnel to visit our school for Career Orientation days. (5.1 and 5.2)

Visual and Performing Arts's PATHS (Parents and Teachers Helping Students) Organization meets monthly in the VPA Library or gym to plan activities that support all families by creating opportunities to attend social events with parents, staff, and students. The PATHS leaders will be utilized in making appropriate decisions regarding parent/community volunteer activities. Through fundraising, they contribute to VPA's technology, equipment, special events, and more. (5.3)

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)]

Visual and Performing Arts will conduct the Annual Title I Meeting to inform parents of the rights and responsibilities of Title I and how it will affect our school. This meeting will take place in September 2026. This will occur in the Library Media Center. Parents and families will be given information about the parent's rights based on the Title I requirements from the principal at the meeting and in letter form at conferences. The letter will be sent home with students whose parents/guardians are unable to attend the conferences. In the event that conferences pivot to online, a packet will be sent home with each student. A Parent & Family Information Booklet will be available on the school website as well. Visual & Performing Arts will post the PowerPoint presentation for this meeting online and in the parent/information booklet for those who were not able to attend the meeting in September 2026. (6.1)

Title One Meeting Agenda
Title One Meeting PowerPoint Presentation

7: School-Parent Compact (Title I Schools)

Describe the process the 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)]

Visual and Performing Arts will engage parents/families in the decision making process through surveys, informal discussions, and Title I Committee meetings (whether in-person or virtual). The faculty, staff, and students will review the compact for updating purposes each year. Parents, students, and school staff will work collaboratively to share the responsibility for improving academic achievement school wide. All VPA stakeholders (student, teacher, principal, and parents) will sign the compact to pledge their roles for student academic achievement. Parents will help build and develop a partnership to assist their children to achieve the state's high academic standards. VPA will hold no fewer than two parent/teacher conferences each year. VPA will send home five week grade notices and will establish a resource list for parents who may want to volunteer in various capacities. All staff will be encouraged to consult the list for parent volunteers and their contact information. The parent group (PATHS) will provide a list of upcoming volunteer opportunities through the weekly PATHS newsletter and other social media sites. The staff at VPA will be listed for parents, including access to websites, school email addresses, and the Class DOJO system to provide easy, quick access for two-way communication between the school staff and parents. The school will provide parents/families with information and/or training for volunteering with the school, and/or opportunities to observe classroom activities. (7.1)

School-wide parent/teacher conferences will be held this year in October 2026 and March 2027. These conferences will offer parents in-person or virtual flexibility and offer a wide-range of available times. (7.2)

The VPA Compacts will be distributed at the Fall Parent Teacher Conferences, and will be collected by teachers and returned to the Library Media Specialist. (7.2)

PTC Compacts

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)]

During the VPA Title I Meeting, the parents will receive information about the Title I budget as it pertains to the parent and family engagement activities. This information will include, but not be limited to, the current budget, examples of past purchases, and explanation of acceptable expenditures. Parents will be

asked for input as to beneficial ways to utilize the Title I budget. Our school plan will include family and parent education, teacher training, and family engagement events. (8.1)

Parents will be given multiple opportunities to provide additional input about Title I FACE expenditures through a survey that will be given at parent/teacher conferences, during FACE meetings, and/or by contacting the FACE Coordinator of the building. (8.2)

Assurances

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

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. *§ 6-5-1704(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.*
    [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 classroom.*
  [A.C.A. § 6-15-1702(b)(6)(B)]
- ☑ ***A.13:*** *The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.*
  [ESSA § 1116(a)(3)(D)]
- ☑ ***A.14:*** *The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov*
  [ESSA § 1116(b)(4)]
- ☑ ***A.15:*** *The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.*
  [ESSA § 1116(c)(4)(C)]

School Information

School Name:	*Visual and Performing Arts Magnet School*
School Engagement Facilitator Name:	*Melody Futrell*
Plan Revision/Submission Date:	*June 1, 2026*
District Level Reviewer Name, Title:	*Cindy Thompson*
District Level Approval Date:	*June 1, 2026*

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)***	***Email Address***
Lee	*Caldwell*	*Principal*	*lee.caldwell@jonesboroschools.net*
Melody	*Futrell*	*Library Media Specialist*	*melody.futrell@jonesboroschools.net*
Amanda	*Carrington*	*Art Teacher/Parent*	*amanda.carrington@jonesboroschools.net*
Angela	*Lovelace*	*Drama Teacher*	*angela.lovelace@jonesboroschools.net*
Pam	*Carlisle*	*Community Member*	*pcarlisle55@yahoo.com*
Connie	*Cook*	*Community Member*	*87connie.cook@gmail.com*

State

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

Federal

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

Find additional guidance on the DESE Parent and Family Engagement Requirements webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 2 - Communication

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 3 - Building Staff Capacity

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 4 - Building Parent Capacity

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 5 - Coordination

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 6 - Annual Title I Meeting

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 7 - School-Parent Compact

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments:

Section 8 - Reservation of Funds

- ☐ *Changes Required*
- ☐ *Compliance is Met*

Comments: