

July 7th

10am pick up
11am arrival

Group 2 will begin weaving
Group 3 will Gather on the Beach
Group 4 will Go on the Boat/Smokehouse/Foods Prep

Lunch 2pm

Group Gathering 5pm
Cook in pit dug and with skunk cabbage

July 8th

10am pickup
11am arrival

Group 4 will begin Weaving
Group 2 will Smoke House
Group 3 will Go on the Boat/Beach walk

Lunch 2pm

Group Gathering 5pm
Share projects, and continue to finish.

6pm Gunalchéesh Potlatch Dinner to share and celebrate before 8pm return to town
*STAFF: Reflection/ Cleanup July 9th Return to Hoonah for Departure on Ferry to Juneau on the
10th am to depart to Juneau/Kake*



Narrative:

Links:

<https://ecotrust.org/haa-too-yei-yatee-culture-camp-it-is-inside-of-us/>

<https://www.juneauempire.com/life/hoonahs-second-annual-culture-camp-weaves-tradition-into-everyday-life/>

<https://www.ktoo.org/2017/10/13/students-connect-tradition-language-hoonah-culture-camp/>

<http://www.hia-env.org/2018/03/16/hoonah-stewardship-council-discusses-hnfp-opportunities-and-trayls/>

<https://www.flickr.com/photos/129958772@N08/albums/72157695957462112> Culture Camp 2018 Photos

From July 23rd through the 27th, children aged 3-18 in Angoon were given the opportunity to learn our grand parents language at summer camp. Tlingit language teachers and their families from Juneau and Hoonah traveled to Angoon for the 5 day camp held at the ANB hall. Two teachers from Angoon Elementary school hosted, taught and learned along side the children. Daily attendance was between 54-64 students, far exceeding the expected 30-40 students. Considering that the K-12th grade enrollment at Angoon Schools is 80, the camp was extremely well attended. In addition to the campers, 6 high school students working for the U.S. forest service summer program helped with meal preparations and participated with guest speakers and song and dance, making the total number of students experiencing camp up to 70.

Campers began each day with breakfast prepared by a locally hired cook. Older students help serve the younger ones before they served themselves fostering a feeling of community and caring. After breakfast, teachers delivered a daily focus lesson beginning with "self" and knowing who you are. The next day it expanded to knowing our father's people and the importance of "our opposites". We then thought about "our grandparents" and finished up on the last day with "our community". After the whole group focus lesson children danced and sang to both local songs lead by local students as well as songs shared by the visiting communities. Next the campers were split into same age groups for targeted Tlingit Language lessons. Lessons varied from calendar activities to lineage introductions with the 3-5 year olds learning children's songs and plant names. After a snack, the importance of the morning topics were emphasized by a daily guest speaker from the community. The speakers shared personal lineage, stories and history of Angoon. They also encouraged the campers to know their own lineage, history and language.

Each day was closed with more song and dance sharing.

The final day of camp was wrapped up with reflections shared by students on what they had learned, thought was interesting, and what was fun!

"Things I learned..."	Thoughts shared by the

by the 7-12 year old campers	13-18 year old campers
New songs	Clan houses-each clan can have many clan houses
What my clan is	ANB hall was build for free: by volunteers'
New dances	There are different dancing styles for gender and communities
New Tlingit games	There were forts used as look out places for warring parties
History of Tlingit	We need to know our language....
The ANB hall was a fort	Heritage
How to speak Tlingit	That we are loved
The ANB hall was build by grandparents for the grand children	Where our home is and the Lingit names
It was fun playing with Damen	Where we hunt, fish, pick berries
It was fun listening to guest speakers	It is important to learn our language
It was fun dancing	
I liked having breakfast with everyone	
I wonder if anyone still used the forts	

In the days following the camp 6 families made a point to seek me out to share how happy they were with the camp and how much their children or grand children enjoyed it. Many kids around town ask me daily if we can have camp again. I hope that what we have started by having a Tlingit language focused camp will continue and encourage families to push for Tlingit language in the school. Angoon is one of a few communities that still does NOT have Tlingit language offered in the school which is why it was so important to have this camp with experienced Tlingit Language teachers.

Culture Camp Grant Narrative

June 27-29 2018

This year we had our second Lkoot Culture Camp I felt that it went pretty well. We had to change the dates around a couple times to accommodate for our Campers as there were other camps going on the same time, we settled on a three day camp. Doing so we had a great turn out with 37 campers at one point. We had to move up our date for camp this year so we were a little ahead of the Salmon run. Fortunately campers and the community still got to taste Salmon with a new underground oven that was created by Levi Mills a councilor that joined us from Hoonah. This was a very welcomed activity and it tasted amazing! A nod to the experience and knowhow of our ancestors to create delicious cooked Salmon.

We were very blessed to have Hoonah in the house! Lead councilor Heather Powell brought her whole crew with her including 3 Councilors and 6 junior councilors. It was very inspiring to see the young people from Hoonah so passionate about their Culture and eager to listen and learn. I was very happy our local kids got to meet and for them to see their peers from Hoonah so advanced in their language and leading songs with love and respect for the culture. There was a family feel that remained for the whole camp.

Without a supply of fresh Salmon we decided to focus on plants and medicine. We created devils club salve for campers to take home the original name for the plant being (S'axt). We spent some time talking about S'axt with our Elder Joe Hotch, he said it is a very important plant and you have to believe in it and that will make it that much more potent. Lead Councilor Heather Powell (Lgeik'i) from Hoonah, is very familiar with working with our medicines and expressed the importance of using Lingit names especially for this plant since the English name does not do it justice. With some education about the plant we headed to the woods just down the road a short ways. We are very fortunate to have a camp with such great resources all around us. Lgeik'l led the group with an offering of tobacco to the plant and forest to insure balance and that our medicine was harvested in a good way. We split into groups and each group harvested 2 to 3 stalks each and we brought them back to camp to be processed. We scraped and peeled the bark to be turned into Salve. The stalks were then dried and cut into 1" pieces to be turned into beads put on leather cord to be given during our graduation ceremony.

A guest from Fish and Game come to camp and show the kids how to make their own fishing lures. The young ones were very interested in creating these and listened well to instruction. After everyone made their own lure we walked up to the lake and gave them a shot. Fishing poles were provided and everyone had a good time. The kids took much pride in creating their own lures which helps because we were located a short walk from world class fishing.

Being located right next to Chilkoot Lake we took advantage and spent most of one day kayaking around the lake. We would have liked to take out a Tlingit canoe again but the canoes were up in Anchorage with Wayne Price. Fortunately we had a couple of our local kayak guides take out the kids and give a safety talk. The guides were happy to take out the young ones because they were fun and they weren't the usual age range or tourists haha. We got a nice big fire going in preparation for the kids return to warm them up from their long paddle on the lake and we cooked hot dogs over the fire.

We wrapped up Culture Camp with a community dinner. Levi served up the Sockeye half smoked and cooked in the earth oven he made, which took a good portion of the day for prep. The fish was delicious! We had lots of good food and parents came to witness their kids graduate from camp. Each camper received a S'axt (devils club) bead necklace with leather cord a jar of S'axt salve we made, rose water perfume and S'axt chap stick. Our elder Joe Hotch placed each necklace over the campers head one by one and gave them a blessing it was very heartwarming to witness. I said Gunalcheesh for coming to Joe, and that I learn a lot from him. He said, "This is where he should be. I learn a lot from the Children as well". To me that's what Culture camp is all about; ensuring teachings and ancient knowledge are passed on to the next generation. I asked a camper a couple weeks after camp was over if she had fun she said yes! I asked if she would come again she said yes and at this year's fair I saw her Tlingit dancing for the first time it was very good to see!

Looking Forward: We have a few ideas about how we want the future of Culture Camp to go. We would like to start bringing in Junior Councilors for campers in the age range and also training them to come back as councilors when they become older so they can still participate and be a good role model for the younger ones. Also bringing in more activities for the older group the ones that stay the night. I thought it would be a good idea to bring in someone for the evening for talks around the fire. The talks could be a number of different topics some might be Cultural teachings like the Raven stories and stories about the history of the area. We could also talk about things that may be difficult for young people like peer pressure relating or relating to their culture. At the same time giving them the opportunity to open up and say a few words where no one is judging them. There is so much potential with this camp the future lies with our young ones they are so special. This camp has already created good change in our community and it will continue to grow!

Gunalcheesh Tlingit and Haida for giving us this great opportunity for the young ones of this community and others!

Hoonah City School District
 State and Federal Grant Report
 Hoonah Board of Education
 January 2019

Prepared by Norma Holmgaard

State Grant Programs

Early Learning 240,000.00

Department of Education Approved.

This program continues to support the Pre-K program. This is the final year of the program. HCS is investigating how the Pre-K program can be continued after this year.

Consolidated Grant Programs 109,061.00

A program revision was required due to the consolidating of schools. This change will simplify the grant writing process and allow for more equitable services throughout the grades.

The Annual Performance Report has been submitted

If possible, the Committee could really use a School Board member on the roster.

A response to the FY18 monitoring report has been submitted to the Department of Education. The evaluation of this response is yet to be done. A follow up communication is expected this month.

Federal Programs Advisory Committee

Parent and Stakeholder input is vital when planning grant programs. Rather than try to convene a committee for each program a Federal Programs Advisory Committee has been formed which will review the Demonstration Grant, Title I, Part A and Title II. The first meeting was held on October 16, 2018. The notes from this meeting are attached. The next meeting is scheduled for January 15, 2019. Minutes from this meeting are attached.

Lingit Tundata'ani – Demonstration Grant

The Annual Performance Report was due on October 15. This is the first annual report for this program. Due to the slow start for this project, there was not a lot of data. The FY'19 report will be more comprehensive. Budget revision for year 2 is ready to submit. However, with the partial government shutdown, no one is available to process it.

We hope to bring the radio station activity online this semester. The Aunties and Uncles program is due to begin this month (January).

The Aunties and Uncles Program focuses on academic support for grades 3 through 8. This will begin on Monday, January 21, 2019.

Currently a summer CTE/Career Academy for middle schools students is being explored.

<u>National Park Service: Engage Native Youth through Culturally Responsive Place Based Education</u>	<u>42,669.00</u>
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Through this cooperative agreement the participants will develop a K-12 curriculum based on the Healing Totem Pole as a touchstone. Partners will also develop teacher training following the Healing Totem Pole Dedication Ceremony. Students will participate in the Healing Totem Pole Raising Ceremony.

In addition, a First Plume program will be implemented in the 4th and 5th grade classrooms which will include National Park Service Presentations and a field trip to Bartlett Cove.

Minutes of the October 16, 2018 Federal Programs Advisory Committee

2:00 - 3:30



P.O. Box 157 366 Garteeni Hwy. Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3492

I. Introductions

Norma Holmgaard- Lives now in Soldotna Lived and worked in Alaska for 28 years and in Iowa for 10 years as an educator. Worked in Bering Strait, then Kenai for 16 years with her family. Superintendent for 4 years. This is her retirement as a grant director in Hoonah bringing much past experience, and currently an itinerant superintendent in Pelican.

Christina Smith- Lived here all her life. Began working as a para after high school until 2014. She is a stay at home parent. Provides childcare, works at a local store, Tlingit dance group leader. Enrolled with HIA.

Lyiah Jewell- Tlingit, High School Junior and volleyball player.

Amelia Wilson- Mother of three sons, one in high school. Has navigated as a Native parent through the issues of our systems. Encourages schools to promote academic challenges and look at the whole child. Has a degree in social justice which was sought for prevention rather than punitive justice. Her goal is to uplift youth. She worked with Athabaskan students in the interior seeking post-secondary interests. Currently she is the Executive Director for the HUNA Heritage Foundation. She also supports cultural/education focus/library/ digitizes archives. She serves on the City Council as Vice mayor.

Tesh Gray- Parent of three, a speech and language para and Intensive aid. She has been working for the district for 20 years. Tesh ran three positions at one time as an intensive para, reading tutor and speech para. She is a reading tutor and looking at continuing her education as a speech pathologist. She supports a social language group to blend ILP with PAT and HCSD district services.

Sheryl Ross- Special educator and administrator at Hoonah City Schools. A candidate for the UAF Ph.D. Indigenous Studies, education design.

II. Purpose of the Committee

The Committee agreed to use the Tlingit Values as meeting norms and to add them to all agendas.

Norma explained the requirement of state and federal programs to seek stakeholder input into the activities funded through these programs. She provided some history about federal programs since 1964 and noted that the most significant change to these programs is that the Government, in 2001, began monitoring education to ensure the rules were being followed. She explained that this Committee would review data and programs and make recommendations for several grant programs. As an Advisory Committee there would be no voting but the Committee would make recommendations through consensus.

It was recommended that a Hoonah Indian Association Council member should be added to the committee. Several names were suggested.

III. Supplement vs. Supplant

Norma explained that federal grant programs were intended to “supplement” core programs. They could not “supplant” those programs and activities that schools were required to provide but only add to them.

IV. Demonstration Grant

The first grant that this committee will review and guide is the Tlingit Tund’atani/Demonstration Grant. This is a 4 year grant and HCSD is currently in year 2. The grant provides for a career counselor, a CTE teacher, and several vocational pathways including: hospitality and tourism, welding, small engines, construction, health occupations. The program also supports off-site opportunities for students to explore colleges and careers and to include job shadowing. An “Aunties and Uncles” program is included in this grant to provide mentoring and support for elementary students struggling and not connected to learning.

V. Title I, Part A

Title I, Part A serves the needs of low socioeconomic students and families. The District receives funding based on the number of low income students. These funds are used for supplemental programs including after school and summer programs. Parent involvement is extremely important for Title I plan development. This Committee will develop the HCSD Parent Involvement Policy and review and update the Parent Compact.

VI. Title II

This grant program is quite small but focuses on teacher quality and recruitment/retention. Currently it is partially used to provide signing bonuses for new teachers. Additional funds are transferred to Title I, Part A program activities.

Norma explained that the Indian Education has different requirements for a parent committee and will not be part of the work of this Committee.

VII. Parent Involvement Plans

The Committee discussed various parent involvement needs. The following ideas were shared.

1. Other than this committee, how could we involve parents in the development of the parent involvement policy and identification of quality involvement activities?
 - Have posters with several activities on it up during school activities such as ball games. Give each parent a "hot dot" to put next to the activity that would meet their needs for involvement
 - Keep the surveys simple/short
 - The above could be done during parent conferences when parents are waiting
 - Ipad surveys with two or three questions could be used during community events for parent input
 - Could give out school pens during carnival for each person that completes a survey
 - Could hold a parent pep rally and gather input
 - Student Council might do door-to-door surveys with a pizza for 10 completed surveys
 - Alumni vs. student games to bring people together

2. The annual Title I Parent Meeting is generally held in the fall as school begins. The purpose is to make sure parents know we are a Title I school and the requirements of this designation. Is this the best time to have this? Other ideas?
 - Communication is a major issue. Parents don't know things are going on until the last minute.
 - Fall is a good time but flyers need to be printed and distributed early
 - Social media-Hoonah Sales
 - Reader Board

3. What would be the best way to distribute the Parent and Family Involvement policy once it is completed?
 - Introduce it at a family night or dinner: keep it short
 - Give door prizes to get people there
 - Put a short bulleted summary on the top of the policy with the major points highlighted
 - Dinner and a movie activity

4. What is the best way to communicate upcoming events and activities such as conferences, trainings etc. to parents and the community?
 - Duffy's newsletter
 - Hallway calendars
 - Put "Save the Date" on lunch calendars
 - Communicate with staff on Friday rather than Monday

5. Let's look at the school parent compact. Your thoughts?
(Will be on the agenda for the next meeting.)

6. What could we do to involve other organizations in our parent and family engagement activities?
 - HHA is ready to be involved
 - The Youth Center run by the City could be a good partner
 - Police Department wants to be positive role models

7. What are some types of activities already a part of the school or activities the school should add to its list of engagement activities?
 - Carnival
 - Hunting/fishing training
 - Demonstrations by local experts
 - Cooking classes
 - Local talent show
 - Tlingit game night
 - Bingo for books
 - Singing and dancing
 - Family fun nights

8. What ideas do you have that would help school staff better work with parents? What skills are they missing?
 - "Good things at school – cards" to go home
 - Community involvement
 - Parents want to meet the new teachers
 - Personal communication
 - Teachers need to find out from parents how they would prefer to be communicated with
 - Texting or emails or phone calls more often just to check in
 - Teachers need to be at family/parent activities

9. Other ideas or comments to consider.
 - Parents and community need to do a staff appreciation event

VIII. Other

IX. Next Meeting

Due to the full calendars in November and December the Federal Programs Advisory Committee will meet again in January. Minutes will be sent out via email.

Meeting adjourned at 3:30



Hoonah City Schools

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Federal Programs Parent Advisory Committee

January 15, 2019

2:30-3:30 pm in the Hoonah School Library

Meeting Minutes

I. Welcome/Purpose of the Meeting

Attending Members:

Norma Holmgaard, Grant Mgr.

Frank Wright: Hoonah Indian Assoc., President

Christina Smith, Parent

Amelia Wilson, Parent, Huna Heritage Foundation

Ashlyn Gray, Student Rep. Substituting for Halle Budke

Liyah Jewell, Student Rep.

Ralph Watkins, Superintendent/Principal

Sheryl Ross, Special Education Director/Teacher

Visitors:

Heather Powell, Tlingit Language Teacher

Rita Crouch, HCS Counselor

II. Looking at the Data

Superintendent Watkins shared the HCS designation from the state. He explained that Hoonah City School is designated as a "Universal" school. He further explained what this means.

Superintendent Watkins also shared MAPs data from FY' 18 noting the significant academic growth for students in grades 3 through 10. Proficiency growth was greater in Math (51%) than in Reading (47%)

Mr. Watkins also shared that HCS is one of 11 schools out of 53 districts that graduated 100% of its seniors for 2 years in a row.

III. Demonstration Grant Update- Rita Crouch Update:

a. CTE, Career Clusters:

Career Counselor, Rita Crouch, shared the activities of the Demonstration Grant. Construction, Health Occupation EMT Certification, Heavy Equipment, Welding, Woodworking Hospitality and Tourism, Construction/Building outdoor structure: 3 Steps: Safety and equipment. use, building projects, on-the-job-interning.

She also shared that this semester every student would develop at a personal career plan.

She plans to develop college and career visits to explore universities, trade-schools, and on-the-job-shadowing.

Norma Holmgaard: Explained the importance of students experiencing a variety of settings.

Frank Wright shared his experiences in attending a trade schools and college. He said,

“Do not let anyone discourage you.” Students require support to understand what they need or want. “The fear of young people leaving Hoonah is critical. Feel what your life will be.”

Amelia Wilson recommended that college visits should include visiting campus student support services, recreation. Job-Core would like to partner with Hoonah. She also suggested pairing-peers, or peer-counselors.

b. Career Counseling: Rita Crouch spoke in agreement with providing experiences outside the local community. Ms. Crouch spoke about APU. Ms. Crouch also asked if students who graduated could attend a job.

Mr. Wright said, “Students need to learn to ask.” Students need a speech class.

c. Radio Station: A Juneau technician will be asked to provide radio station equipment recommendations to prepare for a Broadcasting course for another career pathway.

d. Aunties & Uncles Program will begin Monday, January 21, 2019

i. Provides in-class support grades 3-8

Carol Williams, Levi Mills, Heather Powell

ii. After School: During and after school cultural events.

IV. Next Meeting- March meeting. Minutes will be emailed. The next meeting will be longer as the Committee will set some priorities for the use of ESSA funds which will require more time.



January 2019 Maintenance Report

While I was on vacation Mr. Watkins informed Corbin that we are taking care of the snow in the parking lot, which I thought at another meeting it was previously stated the city would take care of it. The snow removal is a big project and the manner in which we are dealing with it now seems unsafe. I come in at 5 and plow the parking lot as fast as I can and then jump out and start trying spread ice melt and shovel the side walks before students and staff show up. A reason I find it unsafe is that none of the emergency exit doors are cleared before people start entering the building, also when people are arriving the ice melt has not had much time to activate and most of the side walks are still covered in snow. I am embarrassed as I watch people slip and fall, while I try to explain to them that I am doing all I can to make it safe for them to come to school or work. Luckily we have had help from the community but can not always count on their generosity.(Thank you Stuart Mills and another person I didn't identify but noticed them helping clear a path on the sidewalk between the school and pool)

- Clearing parking lot 2-3 hours depending on snow
- Shovel sidewalks on main paths to entrances at least an hour
- Clear paths from emergency exits to safety at least another hour
- Spreading the ice melt in-between snow removal is also time consuming

Over the break I was busy doing my prevenative maintenance for the month, and a deep clean of the classrooms, and removing all the trash. Next I spent time deep cleaning the hallway carpets.(it took a while as there was a lot of gum and sticky candy stuck in the carpet and I used the gum remover and a tongue depressor to clean each individual piece. I spent some time adjusting doors interior(there were a few that were dragging as they closed) and exterior(to minimize heat loss). I also serviced the air handling units(changed filters, vacuum coil, wipe down interior, and grease fittings).

I am trying to direct more of my time to completing work orders requested by staff during some of my custodial time. I fill my half maintenance days with preventative maintenance, so staff requests have been put to the side when possible. I often feel met with hostility when confronted by staff who are frustrated that their request have yet to be fulfilled.

We have a boiler inspector coming here January 10th.

We completed the registration of our fuel tank with DEC.



Hoonah City Schools

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Hoonah School Board Special Education Report January, 2019

January 17, 2019

To the Hoonah School Board Team,

Happy New Year from your special services team! Your staff and students are happy to be back in school and working together. We are very thankful that we are a close-knit community who love our children, and children who also looked forward to coming back to school!

We are at the 33 students mark, who qualify at this time for special education services. With a student school population of 114, we are currently at 29%. With 8 more who qualify for 504 Plans, we are at 36%. Clark is writing two IEPs this month and two 504 Plans. Sheryl has five ESERs and IEPs due this month. Both teachers have consents for three-year re-evaluations, and for two additional students to be assessed in January and February. Our special service providers are coming in Jan. and Feb. for Qtr. 3 evaluations and for new evaluations to include OT/PT, SPL, along with the school psychologist. We are seeking a new OT and a PT for the 2019-2020 school year and setting up contracts to be signed by the board by April for OT, PT, SPL and school psychologist.

All claims for the Intensive Count was completed by the October due date. In January, (last week), the paperwork was sent in to DEED, SpEd Dept. for new intensive claims. We are awaiting the approval. Mid-year file reviews are being completed in the district special education file and assurances files by Sheryl as well as direct services in the areas of reading, math, speech/social language groups, and communication. Clark is skilled in, and also teaching the Davis Dyslexia Therapy with a couple of our students for perception, thought and reading integration.

We are set, to have our second out of three required Federal Title Grants team meeting this Tuesday, January 15, 2019 at 2:30 pm at the HCS library. These meetings provide a forum where we can meet together and provide suggestions to our school board, then submit a report to meet federal title grant requirements. Members on the board include: Ralph Watkins, Norma Holmgard, Amelia Wilson, Tesh Miller, Cristina Contreras, Sheryl Ross and two students, Liyah Jewell and a student-sub for Halle Budke, who will not be able to attend.

Some of our staff will attend the Response to Intervention (RTI), Trauma-Based Conference this month and the Special Education Conference in February. We are looking forward to hearing about RTI trauma-based models that may help meet the needs of students in Alaska. The Special Ed Director's state meetings are also held during the February Special Ed. Conference. Clark and Sheryl will attend as well as some of our para team. This is a rich opportunity for information packed days of professional development in various areas of special services.

Again, we appreciate the opportunity to work every-day alongside one another and our students. Thank you, Sheryl Ross and Clark Brown for your special services team.

"Good teaching cannot be equated with technique. It comes from the integrity of the teacher. They discover and develop methods of teaching that emerge from their own integrity - but they never reduce their teaching to technique,"
Parker J. Palmer

AGENDA ITEM New Business 1.0

 √ ACTION

 DISCUSSION

TOPIC: Memorandum of Agreement –L. Stephanie Harold

Background

The Hoonah School District contracts out services to access expertise in specialty areas, and provide contracts on a project basis. L. Stephanie Harold (Learning Arts) will provide an After School Art through the 1% Student Activities Fund from October 1, 2018 until January 31, 2019.

Recommendation

I move that we approve the Memorandum of Agreement for L. Stephanie Harold (Learning Arts) for After School Art through the 1% Student Activities Fund.

AGENDA ITEM New Business 1.1

 √ ACTION

 DISCUSSION

TOPIC: Approval of Parent and Family Engagement Plan

Background This Parent and Family Engagement Plan is required by every district in Alaska by ESSA law. It is meant to engage parents in activities within schools.

Board Motion I move that we approve the Family Engagement Plan as presented.



HOONAH CITY SCHOOLS DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

2018-2019

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Overview

In support of strengthening student academic achievement, **Hoonah City Schools** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

Hoonah City Schools agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- The school district will conduct outreach to all parents and family members of its schools with Title I, Part A Programs to implement programs, activities, and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [§1116(a)(1)]
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement activities meet the requirements of Section 1116(b) of the ESEA, as amended, and each include a component of the school-parent compact consistent with Section 1118(d) of the ESEA, as amended. [§1116(b)] & [§1118(d)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state. [§1116(b)(4)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
 - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

Required Parent and Family Engagement Policy Components

Joint Development

Hoonah City Schools will take the following actions to involve parents and family members in the development of the district plan under Section 1112 of the ESEA, as amended, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as amended.

Parents and Family members will be invited to serve on the Hoonah City Schools Federal Programs Advisory Committee. Committee members will represent all stakeholder groups. This committee will review achievement data and HCS programs regularly. They will discuss program effectiveness and make recommendations for the improvement of supplemental supports for struggling learners. They will also develop and regularly review the District Parent Involvement Policy and make recommendations for Hoonah School parent involvement activities.

Meeting minutes and recommendations will be submitted to the Hoonah City Schools Board of Education for public review and comment. The Parent Involvement Policy will become part of the HCS Policies and reviewed annually.

Technical Assistance

Hoonah City Schools will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Hoonah City Schools is a one school district. The District Parent Involvement Policy and school activities planned by the Advisory Committee will be supported by members and the principal who serve on the committee. The District will assist by providing funding and protected time for targeted activities. Responsible personnel will be identified to lead articulated activities and these activities will be placed on the public calendar.

District personnel will assist the school in monitoring activity effectiveness and documenting results and attendance.

Coordination

Hoonah City Schools will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

The Advisory Committee addresses the needs of other State and Federal Programs of HCS. As activities are identified they will be developed to meet the needs of families throughout the school. Local Indian Organizations will be invited to participate as appropriate.

Annual Evaluation

Hoonah City Schools will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (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);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

The Advisory Committee will regularly discuss parent involvement activities and the needs of parents including parents of students with disabilities and parents of Alaska Native students. During the second parent teacher conferences a survey will be presented to gather information regarding the needs of parents and they types of activities that would meet these needs. Survey results will be reviewed by the4 Advisory Committee for consideration when suggesting new activities for the school.

Evidence-Based Strategies

Hoonah City Schools will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The term evidence-based means an activity, strategy, or intervention that—
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Development, Revision, and Reviewing of Plan

Hoonah City Schools will involve parents in the activities of the Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Reservation of Funds

Hoonah City Schools will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that

not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:
 - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
 - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
 - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
 - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Building Capacity of Parents and Family Members

Hoonah City Schools will build parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents and family members in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children
- The requirements of Title I, Part A

Activities and training will be developed annually and implemented according to Advisory Committee and school recommendations.

Building Capacity of School Staff

Hoonah City Schools will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

The Federal Programs Advisory Committee met on October 16, 2018 to discuss parent and family engagement. The Committee agreed that communication between school and home was a major barrier to collaborative work between the school and parents. They recommended the following communication tools:

- "Good things at school – cards" to go home
- Regular Community involvement activities
- Parents want to meet the new teachers
- Teachers need to find out from parents how they would prefer to be communicated with
- Texting or emails or phone calls more often just to check in
- Teachers need to be at family/parent activities
- Robo calls more frequently as parents need multiple reminders about activities and events
- Colorful flyers around town to announce upcoming opportunities
- A large wall calendar in the school that shows all upcoming events and activities.
- Add "save the date" boxes to the lunch calendar

The Committee recommended that teachers could learn about the community and families by attending community and school events. They also suggested opening year inservices with Elders and local leaders.

The staff of Hoonah City School will meet yearly to establish standing communication tools and set accountabilities.

In a partnership with AASB and the STEPPs program Hoonah City School District will develop ongoing parent/school/community activities to strengthen partnerships for students.

Building Capacity for Engagement – Optional

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school and district –

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; **The newly established Federal Programs Advisory Committee is comprised of parents, school personal, local organization leaders and students. The**

purpose of this Committee is to review achievement data and make program recommendations for learning, parent involvement, and professional development.

- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; **All teachers are encouraged to establish regular communications with parents as determined by the educator and parent. Alternate times will be provided for working parents. Hoonah City School will make every effort to schedule parent meetings and conferences and to protect conference time. Adequate time will be allotted for meaningful discussions.**
- may adopt and implement model approaches to improving parental involvement; **Hoonah City School will work with AASB and local organizations to identify quality parent engagement programs. In addition, through implementation of the Tlingit Tunda'ani program monthly career exploration and culturally appropriate activities will be held.**
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and **The newly created Federal Programs Advisory Committee will address the needs of parents, school and community at each meeting. They will advise Hoonah City School about successful connections and make suggestions for improvement. This is a standing Committee and will meet at least 3 times each year.**
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Adoption

This district parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by minutes of the Federal Programs Advisory Committee from October 2018.

This policy was adopted by the **Hoonah City Schools** on **[Insert Date]** and will be in effect for the period of **2018-2019 school year**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **December 1, 2018**.

Ralph Watkins

Printed Name of Superintendent

Signature of Superintendent

Date

Form # 05-17-056

Alaska Department of Education & Early Development

AGENDA ITEM New Business 1.2

 √ ACTION

 DISCUSSION

TOPIC: FY18 Annual Financial Report

Background The FY18 audit is complete and the financial report has been finalized. In addition, the auditors have presented a Letter to the Governing Board.

The electronic copy of these reports were included in the board packet in November. Board members received hard-copy documents at the board meeting in November.

Board Motion I move that we accept the FY18 Annual Financial Report as presented.

AGENDA ITEM New Business 1.3

 √ ACTION

 DISCUSSION

TOPIC: Long Term Substitute Teacher Contract – Teresa McConnell

Status

It has been the recommendation of the superintendent/principal Ralph Watkins to offer the following teacher a long term substitute teacher contract from November 13, 2018 until February 1, 2019.

Recommendation

I move that we offer Teresa McConnell a long term substitute teacher contract.

AGENDA ITEM New Business 1.4

 √ ACTION

 DISCUSSION

TOPIC: FISCAL YEAR 2019 BUDGET REVISIONS

Status:

Refer to the attached reports from Ralph and Amy.

Recommendation:

I move that the Board of Education approve the Fiscal Year 2019 Budget Revisions as presented.

January 8, 2019

MEMORANDUM

TO: Hoonah Board of Education

THRU: Ralph Watkins, Superintendent/Principal

FROM: Amy Stevenson, Business Manager

RE: FY19 Budget Revision– School Operating Fund

PERTINENT INFORMATION - OPERATING FUND

Revised Revenue Budget

The FY19 revised revenue budget change from \$3,029,643 to \$2,952,059 consist of several changes. The largest decrease in revenue is \$71,693 because of changes to the Erate program after the original budget was approved.

In addition, we did not meet our projected enrollment of 115; DEED reflects our enrollment at 112.95. Since the State's foundation and quality schools grant are calculated on this number, the amount we will received will be \$14,437 less than originally budgeted.

There were increases in our TRS on-behalf and PERS on-behalf due to the hiring of an additional teacher (Thank you, City of Hoonah!) and a special education aide.

Revised Expenditure Budget

There are numerous changes to the expenditure budget are detailed in the attached document;

Function 100 - Regular Instruction:

- Moved 30% of salary and benefits for an elementary teacher into the Pre-Elementary grant as teacher of record.
- Moved \$5,000 out of regular substitutes to SPED substitutes.
- Added a long-term substitute contract.

Function 200 - Special Education Instruction

- Higher salary for SPED teacher then projected in original budget
- \$5,000 from regular instruction for SPED substitutes
- Increased health insurance cost SPED teacher's coverage to family coverage and other benefits.
- New SPED aides' benefits

Function 350 - Support Services – Instruction

- Funds from supplies were moved to help cover increases in other areas of the general fund budget

Function 400 - School Administration

- Added \$5,800 to principal travel to cover projected travel for the remainder of the school year.

Function 450 - School Administration Support Services

- Added \$3,500 to cover the cost of PowerSchool training that took place in July.

Function 510 - District Administration

- Added \$2,000 to travel budget to cover projected Superintendent travel for the school year.

Function 600 - Operations & Maintenance of Plant

- Added \$2,500 for custodial/maintenance sub and \$460 for the benefits.

The FY19 Revised Operating Fund Budget is:

Approved FY 19 Revenue Budget:		\$3,029,643
Net Revenue Budget Change	-	<u>77,584</u>
Revised Revenue Budget		\$2,952,059
Approved FY 19 Expenditure Budget:		\$3,029,643
Net Expenditure Budget Change	+	<u>151,931</u>
2 nd Revised Expenditure Budget		\$3,103,990
FY19 Budget Deficit		<u>-\$151,931</u>

Recommendation

It is the recommendation of the administration to use fund balance to cover the deficit between revenue and expenditures. Our fund balance at the end of FY 2017/2018 was \$172,293. Use of -\$151,931 of fund balance will leave \$20,363 in fund balance.

It is the goal of administration to be extremely frugal during the remainder of the school year to increase fund balance at the end of the year.

Hoonah City School District
FY19 Revised Budget Draft

FY 19
Budget

	Student Enrollment		112.95 Act ADM	
		Approved FY 19 Budget	Revised FY 19 Budget	Difference
	OPERATING FUND			
	REVENUE			
1	City Contribution	314,603	314,603	-
2	City Contribution - In Kind	29,391	29,391	-
3	City Contribution - Pupil Activities	-	-	-
4	Earnings on Investments	1,500	1,500	-
5	Other	10,000	10,000	-
6	Rentals	-	-	-
7	Leases	-	-	-
8	E Rate Revenues	105,293	33,600	(71,693)
9	State Revenue: Foundation Program	2,276,615	2,262,178	(14,437)
10	State Revenue: Quality Schools Grant	6,941	6,858	(83)
11	State Contribution: On Behalf TRS	149,767	155,726	5,959
12	State Contribution: On Behalf PERS	23,408	26,078	2,670
13	State Broadband Assistance			
14	Federal Revenue: Impact Aid	112,125	112,125	-
15	Use of Fund Balance	-	-	-
16	Total Revenue	3,029,643	2,952,059	(77,584)

Changes to Erate program after original budget was approved
Did not meet enrollment projection

Increase to TRS and PERS on-behalf
because of additional teacher and SPED Aide

19
Used
Operating Fund Budget

	Approved FY 19 Budget	Revised FY 19 Budget	Difference
EXPENDITURES			
100 Regular Instruction			
17 310 Certified Salaries	648,872	637,833	(11,039)
18 320 Non-Certified Salaries	10,000	21,227	11,227
19 350 Employee Benefits	378,549	376,896	(1,653)
20 420 Travel	-	-	-
21 440 Other Purchased Services	13,950	13,950	-
22 441 Online Classes	10,000	10,000	-
23 443 Music Equipment Repair	-	-	-
24 450 Teaching Supplies	23,750	23,750	-
25 451 Music Supplies	-	-	-
26 471 Textbooks	-	-	-
27 Total Regular Instruction	1,085,121	1,083,656	(1,465)
200 Special Education Instruction			
28 310 Certified Salaries	106,455	125,452	18,997
29 320 Non-Certified Salaries	205,119	217,037	11,918
30 350 Employee Benefits	235,856	282,282	46,426
31 420 Staff Travel	1,200	1,200	-
32 440 Other Purchased Services	500	500	-
33 450 Teaching Supplies	5,000	5,000	-
34 Total Special Education Instruction	554,130	631,471	77,341
220 Special Ed Supporting Services			
35 310 Certified Salaries	47,255	47,255	-
36 350 Employee Benefits	39,486	39,486	-
37 410 Professional & Technical	64,700	64,700	-
38 420 Staff Travel	2,000	2,000	-
39 Total Special Ed Supporting Services	153,441	153,441	-

Decreased 1 teacher's Sal by 30% moved to Pre-Elem grant as teacher of record
 Added long term sub contract & sub \$5000 to move to SPED subs
 Adjusted benefits for the above changes

Includes leave cash out and higher salary for new SPED teacher
 Moved \$5000 from Inst Sub to SPED Sub, Added .75 SPED Aide
 New SPED Teach's Health Coverage to Family cov & New SPED Aides benefits

Y 19
Revised
Operating Fund Budget

	Approved FY 19 Budget	Revised FY 19 Budget	Difference
300 Supporting Services - Students			
40 310 Certified Salaries			
41 410 Professional & Technical	-		-
42 Total Supporting Services - Students	-		-
350 Supporting Services - Instruction			
43 310 Certified Salaries			
44 320 Non-Certified Salaries			
45 350 Employee Benefits			
46 410 Professional & Technical			
47 420 Staff Travel			
48 425 Student Travel			
49 421 Teacher Enrichment	4,788	4,788	
50 433 Communications			
51 440 Other Purchased Services			
52 450 Supplies	41,289	25,500	(15,789)
53 Total Supporting Services - Instruction	46,077	30,288	(15,789)
351 Supporting Services - Technology			
54 410 Professional & Technical	70,000	70,000	
55 433 Communications	50,065	50,065	
56 480 Technology Purchases	33,160	33,160	
57 Total Supporting Services - Instruction	153,225	153,225	

Funds from this account were used to cover overages in principal travel, PowerSchool training and cust/maint subs & benefits, and other budget increases

	Approved FY 19 Budget	Revised FY 19 Budget	Difference
400 School Administration			
58 310 Certified Salaries	68,607	68,607	-
59 350 Employee Benefits	38,047	38,047	-
60 410 Professional and Technical Services			
61 420 Staff Travel	1,200	7,000	5,800
62 450 Supplies	1,500	1,500	-
63 491 Dues and Fees	650	650	-
64 Total School Administration	110,004	115,804	5,800
450 School Administration Support Serv			
65 320 Non-Certified Support Staff	61,000	61,000	-
66 350 Employee Benefits	34,451	34,451	-
67 420 Staff Travel	-	3,500	3,500
68 440 Other Purchases Services	7,441	7,441	-
69 450 Supplies	1,500	1,500	-
70 Total School Administration Support Services	104,392	107,892	3,500
510 District Administration			
71 310 Certified Salaries	68,607	68,607	-
72 320 Non-Certified Support Staff	-	-	-
73 350 Employee Benefits	38,047	38,047	-
74 380 Housing Allowance	-	-	-
75 410 Professional & Technical	5,000	5,000	-
76 420 Staff Travel	10,500	12,500	2,000
77 440 Other Purchases Services	3,700	3,700	-
78 450 Supplies	1,500	1,500	-
79 490 Other Expenses	-	-	-
80 490 Dues & Fees	5,000	5,000	-
81 Total District Administration	132,354	134,354	2,000

travel budget over expended, increased to cover coverage and travel for remainder of year

PowerSchool training travel

travel budget almost expended, increased to cover additional projected travel for remainder of year

FY 19
Revised
Operating Fund Budget

	Approved FY 19 Budget	Revised FY 19 Budget	Difference
511 Board of Education			
82 410 Professional & Technical	20,000	20,000	-
83 420 Staff Travel	12,000	12,000	-
84 440 Other Purchases Services	2,900	2,900	-
85 450 Supplies	1,500	1,500	-
86 490 Other Expenses	5,000	5,000	-
87 490 Dues & Fees	8,072	8,072	-
88 Total District Administration	49,472	49,472	-
550 District Admin Support Services			
89 320 Non-Certified Support Staff	99,055	99,055	-
90 350 Employee Benefits	60,337	60,337	-
91 410 Professional & Technical	40,000	40,000	-
92 420 Staff Travel	5,000	5,000	-
93 433 Communications	4,500	4,500	-
94 440 Other Purchased Services	35,000	35,000	-
95 445 Liability Insurance	13,000	13,000	-
96 450 Supplies	4,500	4,500	-
97 490 Other Expenses	-	-	-
98 491 Dues & Fees	180	180	-
99 495 Indirect Cost Reimbursement	(72,000)	(72,000)	-
100 510 Equipment	-	-	-
101 Total District Admin Support Services	189,572	189,572	-

Operating Fund Budget

	Approved FY 19 Budget	Revised FY 19 Budget	Difference
600 Operation & Maintenance of Plant			
102 320 Non-Certified Support Staff	90,348	92,848	2,500
103 350 Employee Benefits	64,306	64,766	460
104 410 Professional & Technical	6,700	6,700	-
105 420 Staff Travel	1,800	1,800	-
106 430 Utility Services	6,928	6,928	-
107 In-Kind Services (water, sewer, garbage)	29,391	29,391	-
108 435 Electricity	99,382	99,382	-
109 436 Heating Fuel	40,000	40,000	-
110 440 Other Purchased Services	8,000	8,000	-
111 443 Repair & Maintenance	22,000	22,000	-
112 445 Property Insurance	22,000	22,000	-
113 452 Maintenance Supplies	5,000	5,000	-
114 453 Janitorial Supplies	5,000	5,000	-
115 458 Gas & Oil	1,000	1,000	-
116 491 Dues and Fees	-	-	-
117 Total Operation & Maintenance of Plant	401,855	404,815	2,960
900 Transfer of Funds			
118 Transfer to Technology Replacement Fund	-	-	-
119 Transfer to Student Activity Fund	-	-	-
120 Transfer to Food Service Fund	50,000	50,000	-
121 Transfer of Funds	50,000	50,000	-
122 Total Expenditures and Transfer of Funds	3,029,643	3,103,990	74,347
123 Excess of Revenues over Expenditures	-	(151,931)	(151,931)
124 Beginning Unrestricted/Unassigned Fund Balance	172,293	172,293	-
125 Fund Balance, Beginning of Year & End of Year	172,293	20,363	(151,931)

\$2,500 for Main/Cust Subs
Benefits for Main/Cust Subs for increased wages above

The use of fund balance is a combination of things. We had a decrease in the ADM which resulted in less foundation and quality schools from the SOA. Also, E-Rate only pays for 80% of our internet services. This cost has decrease due to change of vendor providing this service.