

**HOONAH CITY SCHOOLS BOARD OF EDUCATION  
MISSION STATEMENT**

*To deliver a quality education that inspires and challenges all students to reach their full potential.*

**Thursday, January 24, 2019**

**6:30 PM – FY19 Budget Revision Workshop  
7:00 PM - REGULAR BOARD MEETING**

**Located in the School Library**

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**MEETING AGENDA**

**CALL TO ORDER**

**PLEDGE OF ALLEGIANCE**

**ROLL CALL (ESTABLISH QUORUM)**

**CORRESPONDENCE TO THE BOARD**

**AGENDA REVISIONS**

**ADOPTION OF AGENDA**

**APPROVAL OF MINUTES**

**Regular Board Meeting-November 20, 2018**

**BOARD CALENDAR**

**PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)**

**ADMINISTRATIVE REPORTS**

- A. Administrator's Report – Ralph Watkins, Written
- B. Business Office Report – Amy Stevenson, Written
- C. ANEP Grant Director's Report – Heather Powell, Written
- D. Grant Director's Report – Norma Holmgaard, Written
- E. Maintenance Report – Jeremiah Byers, Written
- F. SPED Report – Sheryl Ross, Written
- G. Board & Committee Reports – Robert Hutton

**NEW BUSINESS:**

- 1.0 Memorandum of Agreement – L. Stephanie Harold (Learning Arts)
- 1.1 Approval of Parent and Family Engagement Plan
- 1.2 FY18 Annual Financial Report
- 1.3 Long Term Substitute Teacher Contract -Teresa McConnell
- 1.4 Fiscal Year 2018 – Budget Revisions

**DISCUSSION ITEMS:**

- February Regular Board Meeting Date
- March Regular Board Meeting Date
- Organizational Chart Exhibit 2110
- Upcoming Job Fairs

**PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)**

**COMMENTS FROM BOARD MEMBERS**

**FUTURE AGENDA ITEMS**

**EXECUTIVE SESSION – Superintendent Evaluation**

**ADJOURNMENT**

**NEXT MEETING DATES:**

- Regular Board Meeting – February 21, 2019

Alaska State Law, 44.62.310 makes all school board meetings open to the public except the following excepted subject may be discussed in executive session if so determined by a majority vote of the government body:

- (1) matters, the immediate knowledge of which would clearly have an adverse effect on the finances of the public entity,
- (2) subjects, that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
- (3) matters which by law, municipal charter or ordinance are required to be confidential,
- (4) matters involving consideration of government records that by law are not subject to public disclosure.

Posted: January 18, 2019

**HOONAH CITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING**

**November 20, 2018**

**(The Meeting was rescheduled from November 15<sup>th</sup> to the 20<sup>th</sup> due to lack of quorum)**

**BOARD MEMBERS PRESENT:** Dillon Styers, Harold Houston, and Robert Hutton. Heidi Jewell and Grace Villarreal were absent excused.

**SUPERINTENDENT/PRINCIPAL:** Ralph Watkins

**OTHERS PRESENT:** Kelli Deitering, Recording Secretary, Amy Stevenson, Business Manager, Sheryl Ross, Special Education Director, Jeremiah Byers, Maintenance Director, Heather Powell, ANEP Grant Director, Val Buffa, 4/5<sup>th</sup> grade teacher, and Veronica Dalton, SPED Para.

**CALL TO ORDER:** Robert Hutton Called the meeting to order at 7:02pm.

**ROLL CALL:** Three (3) Board Members were present at roll call, a quorum was established.

**CORRESPONDENCE TO THE BOARD:** Robert Hutton sent a letter to the Student Government on November 12<sup>th</sup>. He asked Ethan Gray (Student President) for a Student Representative to the Board as well as consideration for one or more joint meetings to discuss student concerns. He also forwarded copies of the letter to Dillon Styers (Student Representative) and Rita Crouch (Student Government Advisor). Robert Hutton is awaiting a response.

**AGENDA REVISIONS:** Robert Hutton would like to add a Discussion Item: Special Education Facility Needs after he read Sheryl Ross's report.

**ADOPTION OF AGENDA:** Robert Hutton asked if there were any other additions to the Agenda. There were none. The agenda was adopted as revised.

**APPROVAL OF MINUTES:** M/S Harold Houston, Dillon Styers, moved to approve the minutes of only Regular Board Meeting on October 15, 2018. Discussion: None. **MOTION CARRIED.**

**BOARD CALENDAR:** Kelli Gretsinger added to the calendar a Movie Night sponsored by Huna Heritage Foundation & Hoonah City Schools on November 25<sup>th</sup> in the Alumni Gym. Robert Hutton added that the Hoonah Community Theater will be performing December 6, 7, and 8<sup>th</sup> at the Abundant Life Church. Ralph Watkins stated that Parent Teacher Conferences will

only be on November 29<sup>th</sup> and 30<sup>th</sup>. The conference on November 28<sup>th</sup> was unnecessary after talking to the teachers. Robert Hutton asked that it be removed from the Board calendar.

**PUBLIC COMMENTS (THREE MINUTE TIME LIMIT EACH):**

- No Public Comments

**ADMINISTRATIVE REPORT:**

- **Administrator Report – Ralph Watkins** stated that it was his intent to present the MAP data to the Board tonight. He will wait until the Board Workshop on December 13<sup>th</sup> so that the entire board will be present. Semester Two of the Elective Phases will begin on February 11<sup>th</sup>. The simulators are in place and operation so a Heavy Equipment course will be offered. Another course he is considering to offer is Driver's Education. Ralph has been discussing with SERRC on offering the written portion of Driver's Education here in Hoonah. Then have a contract with SERRC to provide the student's 8 hours behind the wheel with an instructor before they take the test. Their quote came back cost at \$465.00 per student. There will be an additional \$70 fee to take the test at the DMV. When Ralph was in Anchorage he met with Silvest at the Department of Motor Vehicles. She recommended that Hoonah City School District become a training school by having one of our own teachers go and take the Triple A training course. It is a 40-hour course in Anchorage and costs \$1,600. This is so the students can receive the written test and the 8-hours of behind the wheel training before they go to Juneau to take the DMV test. Ralph Watkins would like to have a teacher go to this training. He had Coach (Adam Gretsinger) in mind. However, this training is in February which is during Basketball season and he will be unavailable. He is looking at other teachers to do this. Once a teacher has this training, it belongs to them not the school district. They can take it elsewhere. Ralph would like to make that this investment stays with our school district.

**Harold Houston** mentioned that Dennis Gray is a certified CDL Trainer. Ralph might discuss with him teaching courses. Harold Houston added that this is the second time the MAP testing has been put off. He would like to see a written report on the MAPs testing before the December 13<sup>th</sup> Board Workshop so he can review the data. This is so, when it comes time for Ralph's presentation, Harold will be able to have good questions. Ralph said he can do that but data without context is just raw data. He is certainly ready to present the data at this meeting but would like to wait until all board members are present. Ralph told Harold that he will send him the data at the end of the meeting tonight so he can review it. He has it in an electronic platform. The Joint Meeting with the City was cancelled due to the Volleyball game. Ralph spoke with the Mayor today and they are interested in rescheduling it.

- **Business Office Report – Amy Stevenson** gave a written attached report. Robert Hutton asked when the Auditor will be calling in. Amy had told him 7:30 pm. Robert

Hutton suggested that the meeting continue until the Auditor calls in. Jonathan never called in.

- **ANEP Grant Director's Report – Heather Powell** gave a written attached report. Heather arrived later in the meeting and gave a verbal report during Comments from Board Members.
- **Grant Director's Report – Norma Holmgaard** did not provide a written report. She was not present for questions. Amy Stevenson mentioned that Norma has been having medical issues and not available at current time.
- **Maintenance Report – Jeremiah Byers** gave a written attached report. He added that he had concerns of how the Erickson Building is locked up. Right now the doors are open to the public with nobody to monitor who comes or goes. There were also modifications done to the Erickson Building while occupied by HIA. Jeremiah mentioned that there may be complaisance issues with the fire marshal because there was a wall with a door put right in the middle of the hallway. In the case of a fire, this makes an issue with evacuating. Your maximum capacity for a building is determined by how wide the exit is and how many people can get out in a certain amount of time. He is unsure how to find this out without putting his foot in his mouth. Perhaps asking somebody that isn't an employee of the state that can give us advise. Jeremiah is thinking that with PAT, Art class, Robotics, Kassie's online classes, and Kenya's EMT course, we may be getting close to maximum capacity in the Erickson Building. Ralph told Jeremiah he will have a conversation with him to brainstorm about how to handle this. Robert Hutton asked what the situation was with the Playground. Jeremiah is looking into putting an RFP and Bid Packet together. Robert Hutton understood that the RFP and Bid Packet would be going out at the beginning of the new year. He asked if this still is the plan? Jeremiah got a copy of the last two bid packets that the city did for examples. From their last conversation, Jeremiah was to contact SERRC to put together the Bid Packet. SERRC asked to have a copy of our Board Policy on Bids and then they will try to put something together. Amy asked if this is going to be a CIP project? Robert Hutton would like this conversation to happen at a later time. Harold Houston asked about the attached Self Inspection – When is it? Jeremiah answered that it is mostly a guideline so you can keep your own school fire safe it isn't due or turned in. Another concern Harold Houston had was somebody mentioned to him that a certain section down in the Erickson Building did not hear the fire alarm go off in the monthly fire drill. They stayed in the building until somebody came down to tell them to exit the building. Jeremiah has an extra buzzer and strobe in his supply area. He will take care of that. Harold's last concern was the security cameras that were mentioned in Jeremiah's written report. Harold was wondering if he was looking into doing the cameras with the police. If we had cameras last summer, we would know who broke



the window and the police could have responded. Jeremiah needs to see what the cost would be. Ralph Watkins asked to comment on a couple of things that were mentioned. During a fire drill, each of the buildings are cleared by a designated staff member. We don't just rely on a student or staff member hearing the alarm or seeing the strobe, a person with a radio goes through each room and clears it. Security Cameras are needed in the gym, exits, and hallways especially since we have such a small office staff. Times are changing and wireless camera are affordable. Their data can be stored on our own servers where we can view the footage as we need to.

- **SPED Report – Sheryl Ross** gave a written report. Harold Houston noted in Sheryl's report there was an increase in the Special Need population. He was wondering what Sheryl's opinion on why that is? Robert Hutton asked to save this conversation until the Discussion Item.
- **Board Reports –**
  - o **Robert Hutton** gave an attached written report on travel to AASB. No questions or comments.
  - o **Grace Villarreal** gave an attached written report on her travel to AASB. She also included a packet from Navigate North Consultants: Update of Community Discussions Around Advantages & Disadvantages of Potential Borough Formation October 2018. This packet was given to Grace by John Murray.
  - o **Dillon Styers** added that he was proud our volleyball team was region champs and made it to state.
  - o **Harold Houston** is going to get together with Grace to discuss and compare notes about Legislative workshop they attended up at AASB. Grace was previously a Legislative Liaison to the Board. Harold thanked the District for letting him attend. It was a great learning experience. The Boot Camp for New Board Members gave him very good information. It was very interactive.

## **NEW BUSINESS:**

### **1.0 Memorandum of Agreement – L. Stephanie Harold**

M/S Dillon Styers, Harold Houston move that we approve the Memorandum of Agreement for L. Stephaine Harold. No Discussion. Passed by unanimous consent. **MOTION CARRIED.**

### **1.1 2018/2019 Kassandra Pesch-Johnson Teaching Contract**

M/S Harold Houston, Dillon Styers move that we approve a 2018/2019 teaching contract to Kassandra Pesch-Johnson. No Discussion. Passed by unanimous consent. **MOTION CARRIED.**

### **1.2 First and Final Reading of Indian Policies and Procedures- E 6174.1 (a-d)**

M/S Dillon Styers, Harold Houston move that we approve Indian Policy and Procedures – E 6174.1 (a-d) for First and Final Reading. Discussion: Robert Hutton clarified that this that our school needs to do in conjunction with HIA annually. It has already been approved by Bob Starbard, Tribal Administrator. Amy Stevenson added that it is also for Impact Aid. Harold Houston asked who would be doing the quarterly meetings that are requirement in Procedures 1.1. Norma Holmgaard, our Grant Director, would be that person and she has already reached out to them. Passed by unanimous consent. **MOTION CARRIED.**

### **DISCUSSION ITEMS:**

- **December Workshop Meeting Date** – Topics – Testing Results of the MAP Testing and a general Testing Overview (at Robert Hutton’s request so the board can better understand how all the different testing fits together. Also whether they be required by the state or federal... ). Harold would like to discuss how the board can help the Superintendent with his workload. He is wondering how he can best assist Ralph. Harold would like to see a copy of Ralph’s job description. This is so he can better support the Superintendent/Principal. The Board’s only employee is the Superintendent. He wants Ralph to succeed. Robert Hutton gave a deadline for the job description and additional administrative duties to be done by the December Workshop Meeting. It was decided that the Workshop Meeting date would be December 13, 2018. There will not be a Regular Board Meeting in the month of December. A quick Special Board Meeting can be done if there is any necessary business to pass after the workshop.
- **Joint Meeting City Council – Planning Discussion** Ralph Watkins would like help from the Board with the agenda for the next Joint Meeting with the City. He would like to share how the elective phases are going and maybe give a tour of the simulator room and robotic room. Another discussion would be a introduction of Amanda Eubanks, the third grade teacher, who was hired with the funds the city provided us. Also, the continuous discussion of the Library. Ralph will check with Dennis Gray and the Mayor if they have any additional items for discussion. Harold would like to see a brief overview of how students are doing. Dillon Styers would add Borough Formation to the agenda. Robert Hutton asked Ralph to also check with Grace and Heidi if they have anything to add to the agenda. As soon as Ralph gets the Joint Meeting rescheduled, please let the Board know.
- **SPEC Ed Staffing Needs** – Sheryl Ross shared with the Board her concerns with the growing number of SPED students. There are more incoming intensive students that need one on one support. Our school district is having to do more and more with less

money. Ralph mentioned that Sheryl is doing the work load for three people. Sheryl and Clark Brown are the only ones that can provide the one on one service minutes for SPEC students that are required by the state. Rita Crouch is a counselor but that is for Social/Emotional not for SPEC Ed. Sheryl Ross has no lunch break or prep period, she has reading and social language groups throughout the day. She does her IEP paperwork on the weekends. Unfortunately, additional staffing requires more money. Sheryl has submitted the intensive count to the state but will not receive the funding for the count until next school year. Harold Houston applauded the SPEC Ed department for doing more with less. He again asked why Sheryl thinks the SPED population is increasing? Her response was Prenatal Care.

**PUBLIC COMMENTS (THREE MINUTES PER SPEAKER):** No public comments

**COMMENTS FROM THE BOARD:**

- **Harold Houston** thanked Ralph Watkins for allowing him to do a walk through the school. Harold welcomed back ANEP Grant Director, Heather Powell. He has been hearing very good things about her cultural addition to the Hunter Safety Course. There are life being lessons being taught. Heather Powell mentioned that Levi and Cody Mills donated two deer to the class. They explained how to skin and process the deer. The class made over 60 pounds of deer jerky.

**FUTURE AGENDA ITEMS:**

- **Budget Revision**

**ADJOURNMENT:** Robert Hutton asked if there was any objection to adjournment. No objections. Meeting adjourned at 8:32 pm.

**Respectfully submitted,**

Dillon Styers  
Board Secretary

Kelli D Gretsinger  
School Board Secretary

# January

2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Christmas Vacation	2 Christmas Vacation	3 Christmas Vacation	4 Christmas Vacation	5
6	7 Back to School	8	9	10	11	12
13	14 Yakutat Basketball Home Games	15 Yakutat Basketball Home Games	16 Skagway Basketball Home Games	17 End of Quarter Icy Strait Tournament	18 No School Teacher Work Day Icy Strait Tournament	19 Icy Strait Tournament
20	21	22	23	24 Regular Board Meeting Library @ 7:00pm	25 No School Inservice Day	26
27	28 No School Inservice Day	29	30	31		



# February

2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 Basketball Home Games: Angoon	9 Basketball Home Games: Angoon
10	11 Exploratory Phases Begin	12	13	14	15	16
17	18	19	20	21 Regular Board Meeting Library @ 7:00 pm Basketball Home Games: Kake	22 End of Exploratory Phases Basketball Home Games: Kake	23
24	25 Core Classes	26	27	28		

January 24th Regular School Board Meeting  
Superintendent/Principal Board Report

Since our last board meeting in December here are a few things that have been taking place in support of our district's strategic plan

**Goal 1: Student Learning**

**Objective 1: Meet every student's learning needs**

**Activity: Semester II Phases**

After completing our first semester of elective phases we are happy to be offer a similar schedule for semester II. We had a successful first run of our variable term schedule. We had 7 students complete the EMT/ETT program with 2 students sitting for the EMT I certification. 16 students earned their hunting and gun safety certifications. Our culinary arts students will be preparing and serving a meal to the forest service team utilizing the skills they learned during the elective phase. Semester II phases begin February 17<sup>th</sup>. Some of our course offerings include Drivers Ed/Drivers training. Students will have the opportunity to earn their drivers permit as well as complete the required hours to sit for their driver's license. We will once again be offering the EMT/ETT course as well as swimming, heavy equipment operations, culinary arts, construction technology, welding, Native carving, and other courses not yet defined. This schedule and its structure truly do meet the goals of this objective in our strategic plan.

**Student internships**

To give students exposure to real job experience in a field they are interested in exploring as a career we have arranged internship opportunities. I had the opportunity to meet with a contractor who will be working on the subdivision above the hospital and they have agreed to provide opportunities for Hoonah students to work on the job site as interns. Students will receive credit as well as pay.

**Goal 2: Stakeholder satisfaction**

**Objective: Improve communication with all stakeholders**

**Activity: Principal/Superintendent Roundtable**

On February 26<sup>th</sup> I will hold a Roundtable event. I will review data from PEAKS and MAPS assessments results. We will talk about next year's schedule and have an opportunity for stakeholders to provide input on cultural and Title 1 programming. The invitation will go out in a phone blast as well as personal calls to some community, civic, and tribal leadership members

**Activity: Joint meeting with City Council**

The Mayor has agreed to a date for our joint meeting. That date is February 27<sup>th</sup> at 6pm. I will be working on the agenda to have it submitted to the council by the 17<sup>th</sup> of February. If any board member has items they would like to add please let me know.



**Goal 3: Employee Development**

**Objective:** To make every employee feel valued and increase their capacity to make a difference

**Activity:** Trauma informed Schools Training

It was the intent to take our staff to the Alaska RTI conference in Anchorage on January 25<sup>th</sup>. A change in the ferry schedule has prevented that from happening. I have arranged with AASB for the to provide a trainer to come to Hoonah and provide that training for us here. It is the goal of this training to provide staff with a common understanding and vocabulary as we move forward in the implementation of trauma informed practices within our school. Another focus of the training is to help staff understand the impact of generational trauma and to provide skills and strategies that can be used when working with students and community members.

**Goal 3: Employee Development**

**Objective:** Educate employees on local and tribal culture

**Action 3:** incorporate language components into high school (secondary) classes

I wanted to make mention of this because a large portion of this goal is dependent on having cultural leader and leadership in our building as part of our staff working with students and staff. We currently don't have a fiscal mechanism to support the activities under this objective. We are using some grant funds where the objectives of the grant align but this is only a temporary solution to a larger problem. With the boards permission I would like to continue to look for grants to support these cultural activities and learning outcomes. I will keep the board informed of the search and progress in upcoming reports.

**Upcoming Travel:**

February will be a heavy travel month for me. **February 3<sup>rd</sup>** I will be escorting my wife to Anchorage for surgery. **February 4<sup>th</sup>-8<sup>th</sup>** I will remain in Anchorage to complete the certification course for the driver's training instructor. As specified in the superintendent's contract I will be attending the Nation Superintendent's conference **February 14<sup>th</sup>-16<sup>th</sup>** in Los Angeles. This is the first time I will be attending a nation conference and I am grateful for the opportunity. While in Los Angeles I will be representing HSCD at the Teacher Job Fair on **February 21<sup>st</sup>**. On the days after the conference up till the job fair I will be taking a few sick days to assist my father with his medical needs. As his health declines this will give me an opportunity to provide some relief to my family member entrusted with his care.

**February Upcoming Events:**

February 17<sup>th</sup>- Semester 2 elective phases begin

February 26<sup>th</sup>- Principal's Roundtable

February 27<sup>th</sup> Joint Meeting with City Council (pending board approval)

January 18, 2019

## MEMORANDUM

TO: HCSD Board of Education

FROM: Amy Stevenson, Business Manager

RE: January Board Report

### **Current Information:**

1. Extra-Curricular expenses sent to the City of Hoonah for November and December.
2. Submitted October and November's breakfast, lunch and FFVP reimbursement to DEED
3. The bank reconciliation for October and November are done.
4. Completed the indirect cost workbook for FY 20
5. Received all of the source checks for the Impact Aid application. Our numbers continue to drop as residents pay off their T & H homes. This will be submitted on Monday.
6. W-2's and 1099 are completed.
7. 4<sup>th</sup> quarter Form 941 and ESD filed.
8. FY 2019 budget revision done.

### **Next Steps:**

1. The bank reconciliation for December needs to be done.
2. 2<sup>nd</sup> qtr grant reconciliations need to be completed
3. Continued work on E-Rate with Kela Halfmann with SERRC
4. Initial work on the FY20 budget development. I will try to have a few different scenarios for the Board to look at. We have received projected FY 20 revenue from the foundation formula DEED in the amount of \$2,314,491.00. This is calculated on the same basic need of \$5,930 as the past years.
5. Deposits done as received
6. December breakfast and lunch reimbursement and FFVP reimbursement to DEED
7. Drafting teacher, administrative and exempt contracts.
8. Complete AASB Salary and Benefits survey
9. Begin working on FY 20 school calendar

Hoonah City Schools

Year to Date - 7/1/18-12/31/18

Monthly Revenue Report

Account number	Account Description	Current Approved Budget	YTD Encumb	YTD Revenue	Remaining Balance	Percentage Remaining
100-0000-10-40110	CITY APPROPRIATION	\$314,603.00	\$0.00	\$0.00	\$314,603.00	100.00%
100-0000-10-40120	CITY - IN-KIND SERVICES	29,391.00	0.00	0.00	29,391.00	100.00%
100-0000-10-40300	EARNINGS ON INVESTMENTS	1,500.00	0.00	392.42	1,107.58	73.83%
100-0000-10-40400	OTHER LOCAL REVENUE	76,178.00	0.00	2,111.67	74,066.33	97.22%
100-0000-10-40470	E-RATE REVENUE	33,600.00	0.00	0.00	33,600.00	100.00%
100-0000-20-40510	STATE FOUNDATION	2,276,615.00	0.00	1,156,164.00	1,120,451.00	49.21%
100-0000-20-40556	TRS ON-BEHALF RELIEF	155,282.00	0.00	0.00	155,282.00	100.00%
100-0000-20-40557	PERS ON-BEHALF RELIEF	23,408.00	0.00	0.00	23,408.00	100.00%
100-0000-20-40940	QUALITY SCHOOLS	6,941.00	0.00	0.00	6,941.00	100.00%
100-0000-30-41090	PRIOR YR PL181-874	0.00	0.00	42,098.16	42,098.16	
100-0000-30-41100	PUBLIC LAW 81-874	112,125.00	0.00	130,628.92	-18,503.92	116.50%
Report Total:		\$3,029,643.00	\$0.00	\$1,331,395.17	\$1,782,444.15	

Montly Expense Report

Accounts summarized by Function	Current Budget	YTD Encombrances	YTD Expenditures	Remaining Balance	Percent Remaining
1100 REGULAR INSTRUCTION	\$1,085,121.00	\$0.00	\$410,353.18	\$674,767.82	62.18%
2000 SPECIAL EDUCATION INSTRUCTION	554,130.00	239.94	275,032.45	278,857.61	50.32%
2200 SPEC ED SUPPORT SVCS - STUDENTS	153,441.00	0.00	46,146.78	107,294.22	69.92%
3500 SUPPORT SERVICES - INSTRUCTION	46,077.00	960.00	8,464.73	36,652.27	79.54%
3510 SUPPORTING SERVICES-TECHNOLOGY	153,225.00	7,009.65	80,310.27	65,905.08	43.01%
4000 SCHOOL ADMINISTRATION - PRINCIPAL	110,004.00	0.00	49,494.82	60,509.18	55.00%
4500 SCHOOL ADMIN SUPPORT SVCS - PRINCIPAL	104,392.00	475.00	49,763.73	54,153.27	51.87%
5100 DIST ADMIN - SUPERINTENDENT	132,354.00	180.00	52,171.79	80,002.21	60.44%
5110 SCHOOL BOARD	49,472.00	540.00	12,140.78	36,791.22	74.36%
5500 DISTRICT ADMINISTRATION SUPPORT SVCS	189,572.00	0.00	126,335.62	63,236.38	33.35%
6000 OPERATIONS AND MAINTENANCE OF PLANT	401,855.00	0.00	175,668.28	226,186.72	56.28%
9000 TRANSFER TO OTHER FUNDS	50,000.00	0.00	0.00	50,000.00	100.00%
Report Total:	\$3,029,643.00	\$9,404.59	\$1,285,882.43	\$1,734,355.98	

Net YTD-Revenue Minus Expense Total: \$45,512.74

**Hoonah City Schools**

**Grants Year to Date - 7/1/2018-12/31/2018**

**Monthly Revenue Report**

Account number	Grants	Current Approved Budget	YTD Encumb	YTD Revenue	Remaining Balance	Percentage Remaining
202-0000-20-41810	Fund 202 SPED PART B, TITLE VIB	\$83,528.14	\$0.00	\$0.00	\$83,528.14	100.00%
203-0000-20-41810	Fund 203 PRESCHOOL DISABLED	3,116.56	0.00	0.00	3,116.56	100.00%
245-0000-20-40900	Fund 245 PRE-ELEMENTARY DEV	240,000.00	0.00	17,294.93	222,705.07	93.00%
263-0000-20-41810	Fund 263 TITLE I PART A	118,417.40	0.00	16,320.85	102,096.55	86.00%
278-0000-20-41810	Fund 278 TITLE II PART A	8,770.00	0.00	6,732.65	2,037.35	23.00%
280-0000-10-40400	Fund 280 Cult. Resp Schools - Local Revenue	1,000.00	0.00	0.00	1,000.00	100.00%
280-0000-31-41400	Fund 280 Culturally Responsive Schools	10,627.00	0.00	3,407.30	7,219.70	68.00%
282-0000-31-41400	Fund 282 Culturally Responsive Schools FY 18	42,669.00	0.00	0.00	42,669.00	100.00%
351-0000-30-40180	Fund 351 Title VI, Indian Education	42,176.00	0.00	1,538.04	40,637.96	96.00%
359-0000-30-41300	Fund 359 JOHNSON O'MALLEY FY 18	33,220.00	0.00	0.00	0.00	100.00%
367-0000-30-40180	Fund 367 LINGIT TUNDATA'AN	642,532.00	0.00	49,251.14	593,280.86	92.00%
369-0000-10-40400	Fund 369 STEPS Partnership w/ AASB	203,359.42	0.00	0.00	0.00	100.00%
393-0000-10-40400	Fund 393 ANEP Cultural Approach Local Revenue	13,426.00	0.00	12,660.00	766.00	6.00%
393-0000-30-40180	Fund 393 ANEP CULTURAL APPROACH TO LEARNIN	196,921.00	0.00	116,603.14	80,317.86	41.00%
Report Total:		\$1,639,762.52	\$0.00	\$223,808.05	\$1,179,375.05	

**Monthly Expense Report**

Expenditures summarized by Grants	Current Budget	YTD Expenditu	YTD Encumb	Remaining Balance	Percent Remaining
Fund 202 SPED PART B, TITLE VIB	\$83,528.14	\$2,153.06	\$0.00	\$81,375.08	97.42%
Fund 203 PRESCHOOL DISABLED	3,116.56	0.00	0.00	3,116.56	100.00%
Fund 245 PRE-ELEMENTARY DEV	240,000.00	53,919.27	4,245.94	181,834.79	75.76%
Fund 263 TITLE I PART A	118,417.40	34,200.64	0.00	84,216.76	71.11%
Fund 278 TITLE II PART A	8,770.00	7,772.75	0.00	997.25	11.37%
Fund 280 Culturally Responsive Schools	11,627.00	4,868.55	0.00	6,758.45	58.12%
Fund 282 Culturally Responsive Schools FY 18	42,669.00	0.00	0.00	42,669.00	100.00%
Fund 351 Title VII, Indian Education	42,175.00	18,084.53	0.00	24,090.47	57.12%
Fund 359 JOHNSON O'MALLEY	33,220.00	5,000.00	0.00	28,220.00	84.94%
Fund 367 LINGIT TUNDATA'AN	642,532.00	190,575.63	7,969.31	443,987.06	69.09%
Fund 369 STEPS	203,359.42	9,859.42	0.00	193,500.00	95.00%
Fund 393 ANEP CULTURAL APPROACH TO LEARNING	210,347.00	175,201.91	0.00	35,145.09	16.70%
Report Total:	\$1,639,761.52	\$501,635.76	\$12,215.25	\$1,125,910.51	

**Net YTD-Rev Minus Expense Total:**

**-\$277,827.71**

**Program Update:**

Haa Kusteeyi Áyá December 2018 Hoonah City Schools Heather Powell

**ANEP**

Director, Heather Powell is currently finishing up the 2018 Calendar Year goals and objectives for ANEP grant and working to ensure compliance is complete for all grant objectives are documented and reported in a timely manner.

**Programming:**

Yéil Koowú- Ravenstail

Requests for funding Ravenstail Weaving Supplies have been requested from Huna Heritage Foundation, as well as STEPS Grant, to fund enough materials to create a beginning weaving class for all students 6-8<sup>th</sup> grade. In conjunction with Construction Technology Education class, students have created Table Top Weaving Frames that will be used throughout the year to create projects such as small bags, leggings, headbands and aprons. Huna Heritage Foundation has granted us \$1000 worth of materials for this activity.

**Continued Tlingit Language/Regalia/Culture**

Students will begin recording voice memos to be input to the language app and to begin with the weaving phrases, verbs, and commands. Students will input words, images, phrases and stories involving weaving or spruce, cedar bark and fiber.

All grades PREK-5<sup>th</sup> are receiving daily language lessons with Daphne Wright.

Carol Williams will begin Regalia making workshops during 2nd semester with secondary classes, first project will be a Dance Robe with Middle School students.

Cultural team will be working with Clark Brown during Culinary Arts to incorporate traditional foods and harvesting into the recipes throughout the year.

Working with Teachers for Grades 3-8<sup>th</sup> to implement Aunties and Uncles Positions in the schools for 2018-19 school year. Weekly activities will be created and monthly family engagement activities.

Year end final reporting for Culture Camp Programming has been completed for and will be included in this report for review. This will include Hoonah, Angoon, and Haines work with Peer Counselors and Cultural Staff.

Here are the measurable objectives for each camp attended:



## **Hoonah Culture Camp**

### **Measurable OUTCOMES**

Total Participants 160+ daily

1) Increase students knowledge of traditional arts knowledge

Outcome: All students participated in NW Coast Ravenstail Weaving to create a pouch. Students used both math and science to learn how to create a design, measure and weave in a traditional Lingít way. Students used weaving frames and materials to learn the process of creating a 5X5in bag to gift to an elder or family member or dance with.

2) Increase students knowledge of Lingít language

Outcome: All students received Language instruction for 4 hours daily from 5 different language teachers from Angoon, Yakutat, Juneau and Hoonah.

3) Increase students knowledge of traditional harvesting of salmon, halibut and plants as food and medicine

Outcome: All students received 4 hours daily in small group settings of 10 or less students. Students harvested Halibut, Sockeye, Beach Asparagus, Hudson Bay Tea and Seaweed and processed in jars, and ground seaweed for drying and distributing. Students cut, filleted, and smoked salmon in smoke house with traditional methods with the help of local elders and culture bearers.

Each student left with seaweed, jarred salmon, and beach asparagus as well as Hudson Bay Tea and all elders and family members were gifted with goods at the Community Dinner hosted on the final day.

### **Haines:**

1) Increase number of students with knowledge or traditional plants for food and medicine for at least 20 students

Outcome: Increased knowledge for 37 students ages 0-17

Students harvested devils club, and the medicinal uses for this very important plant.

Students made beads, and harvested the bark for medicine, as well as the spiritual uses of devils club for protection, safety and purification. Rose hips were also harvested, and hips were used for Rose Water, Tea and learned the traditional uses for this plant.

2) Increase water safety knowledge for at least 20 students.

Outcome: Increased knowledge for 37 students ages 0-17

Students worked with Certified Cold Water Safety Staff to learn the importance of life jackets, temperature and safety for kayaking as well as traditional Canoe commands in Lingít as well as traditional historical ways of being for Haines, Lkoot Kwáan people of the Haines Area. All students were given the opportunity to go on the water in both kayak and canoe. Students also made fishing lures, and learned to cast fish for Sockeye.



3) Increase students knowledge of Lingít language, and the ability to provide Lingít Introduction of name, clan, and lineage.

Outcome: Increased knowledge for 37 students ages 0-17

Students worked with Elders, and Culture Barriers, as well as language Instructors to create personal introductions for each student, and will continue to build on the base of what was shared and learned with the community.

### **Angoon Camp**

Age Groups

0-3 7 students

3-5 15 students

6-11 25 students

12-18 20 students

Total 67 students

1) Increase students knowledge of Self, Clan, Lineage

Outcome: All Students learned to trace their lineage through their mothers family, and their fathers family to include clan, clan house, and grandparents

2) Increase students knowledge of Lingít Language in daily settings

Outcome: All students learned to play games in the language, classroom phrases, Lingít Calendar, and Counting, as well as plants, and gardening phrases

3) Increase students ability to use the language in ceremonial settings

Outcome: All students were taught to address the opposites in ceremonial settings, and elders and culture bearers as well as language teachers created a setting for all students to participate in ceremonial speaking.

Gunálchéesh, Lgeiki



## Haa Tóo Yéi Yatee Culture Camp

Kennel Creek Cabin

July 5-8th, 2018

K-12th grade

Hoonah City Schools will host Haa Tóo Yéi Yatee Culture Camp July 5-8th, 2018. Day campers from 10am to 8pm K-12th Grade. The camp will be held at the Kennel Creek (Freshwater Bay cabin) where no electricity, running water or plumbing exists. Campers will learn to work together in harvesting foods from the woods, beach, and water as well as Lingít Tundataani.

We encourage campers to stay active, fit and learn to live a traditional lifestyle. We will be striving to always staying positive and humble, eating healthy, respecting the land and relationships we have with each other and our surroundings.

Students will be learning traditional art forms, as well as learning traditional harvesting practices, and Lingít song, storytelling and dance.

*We will have limited staff, therefore request that parents with children who need additional supervision, please provide a plan to keep your child safe.*

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**APPLICATION DEADLINE: June 22, 2018.**

**Applications available at Hoonah City Schools District Office and Mary Johnson Youth Center**

**Questions?**

**Contact Heather Powell (907) 738-5555 or [lgeiki@hoonahschools.org](mailto:lgeiki@hoonahschools.org)**

**We will have limited transportation - please indicate if you will need transportation.**  
**FAMILIES ARE ENCOURAGED TO ATTEND**

**Camp Outline**

**"Haa too yéi yatee"**  
**It is inside of us**

July 5th-8th, 2018  
Ages K-12th Grade  
HCS Jr. Staff (4)  
RJ Didrickson  
Alona Howland  
Alejandro Contreras  
Cheyenne Jack

**Staff:**

Lgeik'i- Heather Powell- Coordinator  
Daphne Wright, Kashgé, Lingit Language/Subsistence  
Gloria Wolfe, Kaaswoot - Female Counselor  
Phyllis Grant, Female Staff  
Adrien Lee, Female Staff  
Levi Mills, Sheens - Lead Male Counselor  
Miguel Contreras, Male Counselor  
Ralph Wolfe, Leadership/Traditional Foods/Counselor  
Shgen George, Artist, Ethnomath  
Apprentice: Gabriel George, Song/Dance/ Weaving  
Jessica Chester, Language/ Literacy  
Apprentice Helen John: Song/Dance/Literacy  
Bear Safety: Cody Mills, Corbin Harris

**July 5th**

10am Student Pick UP at HCS

Singing and Sharing on the Van  
Student Arrival 11am @ Freshwater Bay Cabin  
3 groups of students 5 students in each group

1:00- Welcoming/ Expectation  
1:15pm SNACK-  
1:30pm Song- (Lgeik'i)

1:45pm Ice Breaker- (Kaaswoot)  
2pm Safety Talk/ Equipment- (Sheens)  
2:15-4:45pm BREAK OUT (2.5hrs)

Group (1) -Weaving du jee eetí - Shgen, Gabby, Jessica, Helen

Students will work with Artists to begin weaving project

Group (2)- Neechdéi- Lgeik'i, TRAYLS Crew, Kaaswoot  
Students will gather Sukkádzi (Beach Asparagus), Suktéil' (Goosetongue) will gather, clean and prepare for canning

Group (3) - Haa Naagú Haa Atxayí - Sheens/Geisteen/Ralph Wolfe/Dave Ross/

Students will set a Halibut (Cháatl) Skate, and fish for evening meals, and harvesting and process in the evening around the fire. Smokehouse

Group Activity: 5pm

Family Dinner, Story Daily Reflection  
Song, Dance, Next Day Prep

Students will return to town at 7pm, arriving at the school at 8pm

### **July 6th**

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/ Story Telling/ Games

**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-trails/>

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



From July 23<sup>rd</sup> through the 27<sup>th</sup>, 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-12<sup>th</sup> 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'I 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

<u>Early Learning</u>	<u>240,000.00</u>
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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.

<u>Consolidated Grant Programs</u>	<u>109,061.00</u>
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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 4<sup>th</sup> and 5<sup>th</sup> 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 Garteen Hwy. Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3492

## I. Introductions

Norma Holmgaaad- 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



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

**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 preventive 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 10<sup>th</sup>.

We completed the registration of our fuel tank with DEC.



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

### 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



# Contents

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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 <sup>nd</sup> Revised Expenditure Budget		\$3,103,990
FY19 Budget Deficit		<u><u>-\$151,931</u></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.

FY 19  
Revised  
Operating Fund Budget

Hoonah City School District  
FY19 Revised Budget Draft

FY 19  
Budget

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

FY 19  
Revised  
Operating Fund Budget

		Approved FY 19 Budget	Revised FY 19 Budget	Difference	
	<b>EXPENDITURES</b>				
	<b>100 Regular Instruction</b>				
17	310 Certified Salaries	648,872	637,833	(11,039)	Decreased 1 teacher's Sal by 30% moved to Pre-Elem grant as teacher of record
18	320 Non-Certified Salaries	10,000	21,227	11,227	Added long term sub contract & sub \$5000 to move to SPED subs
19	350 Employee Benefits	378,549	376,896	(1,653)	Adjusted benefits for the above changes
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)	
	<b>200 Special Education Instruction</b>				
28	310 Certified Salaries	106,455	125,452	18,997	Includes leave cash out and higher salary for new SPED teacher
29	320 Non-Certified Salaries	205,119	217,037	11,918	Moved \$5000 from Inst Sub to SPED Sub, Added .75 SPED Aide
30	350 Employee Benefits	235,856	282,282	46,426	New SPED Teach's Health Coverage to Family cov & New SPED Aides benefits
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	
	<b>220 Special Ed Supporting Services</b>				
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	-	

FY 19  
Revised  
Operating Fund Budget

		Approved FY 19 Budget	Revised FY 19 Budget	Difference
	<b>300 Supporting Services - Students</b>			
40	310 Certified Salaries			
41	410 Professional & Technical			-
42	Total Supporting Services - Students	-		-
	<b>350 Supporting Services - Instruction</b>			
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			-
50	433 Communications	4,788	4,788	-
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)
	<b>351 Supporting Services - Technology</b>			
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



FY 19  
Revised  
Operating Fund Budget

		Approved FY 19 Budget	Revised FY 19 Budget	Difference
	<b>400 School Administration</b>			
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
	<b>450 School Administration Support Serv</b>			
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
	<b>510 District Administration</b>			
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 overage 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
	<b>511 Board of Education</b>			
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	-
	<b>550 District Admin Support Services</b>			
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	-

FY 19  
Revised  
Operating Fund Budget

		Approved FY 19 Budget	Revised FY 19 Budget	Difference
	<b>600 Operation &amp; Maintenance of Plant</b>			
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
	<b>900 Tranfer of Funds</b>			
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)

\$2500 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.