Newhalen School

TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,
December 2015

[2026-2027]



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Contact Information

School Information

Name of School: Newhalen **Name of Principal:** Ed Lester

Address (Street, City, State, Zip)**:** 1089 School House Road

Phone: 907-571-1211 **Fax:** 907-571-1246 **Email:** elester@lpsd.com

District Information

Name of District: Lake and Peninsula School District **Name of Superintendent:** Kasie Luke

Address (Street, City, State, Zip)**:**

Phone: **Fax:** **Email:** kluke@lpsd.com

Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
68.97%	Yes	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes	[09/01/2024]	[04/15/2026]

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Kasie Luke **Name of Principal:** Ed Lester

Signature: **Signature:** Paul Ed Lester

Date: [MM/DD/YYYY] **Date:** [04/01/2026]

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students**. A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds**. A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment**. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
    - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
        - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
        - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
        - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
        - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
        - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
    - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
    - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

A. **Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)**

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: *(required)*	● Ed Lester	Leadership
Teachers: *(required)*	● Alexis Pursell ● Marcie Lester ● Stephanie Barthelman ● Roy Womack ● Chelsea Nelson ● Sydney Boone ● Kristin Moore ● Kate Cornell ● Megyn Reedy ● Erik Schneider	Feedback & Quality Control
Paraprofessionals: *(required)*	● Henry Olympic ● Sarah John ● Natalia Askoak ● Savanah Anelon ● Kelsea Rychnovsky	Classroom/educational Support
Parents & Community: *(required)*	● Evelynn Trefon ● Ayla Rickteroff ● Dawn Wassillie ● Kelsea Rychnovsky ● Lydia Wassillie	Service in local school advisory committee: advice and feedback
School Staff *(required)*	● Chester Balluta ● Dawn Wassillie ● Sheena Ishnook ● Evelynn Trefon	School Support
Technical Assistance Providers: *(as appropriate)*	●	
Administrators: *(as appropriate)*	● Kasie Luke	Suoer
***Title Programs**:	● Valerie Hanson	Title Programs Coordinator
***CTE:**	● Jenny Shyrock	Curriculum Coordinator

Representation	Name of Team Member	Roles/Responsibilities
***Head Start:**	● Amber Kresl	Pre School Coordinator
Specialized Instructional Support: *(as appropriate)*	● Pauline Manning	
Tribes & Tribal Organizations: *(as applicable)*	● Joanne Wassillie ● Sue Anelon	Newhalen Iliamna
Students: *(if plan relates to secondary school)*	●	
Other: *(as needed)*	●	

*Administrators of programs that are to be consolidated in the schoolwide plan.

B. Describe the process used to develop the schoolwide plan.

The Lake and Peninsula School District conducts planning on a school-wide basis, serving as the foundational key to our continuous improvement process at each school site while maintaining a common focus throughout the District.

Over time, our district has learned that for programs to be successful, we must have common threads that stretch across the entire district: sustainability over time, support beyond the school walls, and support for professional development. To achieve this, our district asks that each site target school improvement through a clear set of priority areas:

- **Academic Growth:** Student progress in math, reading, and writing.
- **Professional Development:** Certified and classified staff development through New Teacher InService in August, Districtwide InService in October, and weekly early release sessions.
- **Community Alignment:** Improving parent and community communication through Family Engagement events, local advisory collaboration, and strengthening overall school-community relationships.

Lake and Peninsula is a large district in geographic size but small in student population. This means we are constantly faced with the challenge of providing services across a vast area of Alaska while supporting small teacher populations at each site. When coupled with the staff turnover common in rural Alaska, a strong district-level support process is necessary to complement each site's individual goals. This district-wide approach provides the foundation for teacher training, material acquisition, and program oversight that drives our educational progress and improved test scores.

To support these academic focus areas, the district utilizes its highly qualified classroom teachers to create and strengthen academic programs, enrich and accelerate curriculum, and increase the amount and quality of learning time. Assessment Committee members work outside of regular contract days to create tools, materials, and resources aligned with our math, reading, and writing goals. All teachers receive dedicated training on using these resources during the scheduled August and October inservice sessions.

While maintaining district-wide alignment, each site retains the professional freedom to determine how services are delivered to meet their specific goals. To support continuous training and community connection:

- **Weekly Professional Development:** Each school utilizes an early release schedule once per week for staff collaboration, training, and professional development.
- **Local School Advisory Committees (LSAC):** LSACs meet monthly to enhance parent and community communication, review school-wide assessment results, set yearly goals, address community concerns, and liaison with the Superintendent and School Board.
- **Family Engagement:** Sites integrate community-focused efforts and Family Engagement events directly into their planning to keep families informed and involved in student progress.

C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
Aug	Handbook	☐ Planning Team ☐ All Staff ☐ Parents/Community
Sept	Shared Vision	☐ Planning Team ☐ All Staff ☐ Parents/Community
Oct	Fundraiser	☐ Planning Team ☐ All Staff ☐ Parents/Community
Nov	SBS	☐ Planning Team ☐ All Staff ☐ Parents/Community
Dec	Social Media	☐ Planning Team ☐ All Staff ☐ Parents/Community

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
Jan	Budget	☐ Planning Team ☐ All Staff ☐ Parents/Community
Feb	Fundraiser	☐ Planning Team ☐ All Staff ☐ Parents/Community
Mar	State Testing Support	☐ Planning Team ☐ All Staff ☐ Parents/Community
April	Graduation Support	☐ Planning Team ☐ All Staff ☐ Parents/Community
May	End of year celebration	☐ Planning Team ☐ All Staff ☐ Parents/Community

D. **Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

Local School Advisory Meetings; In August or September each school holds an initial LSAC meeting. At this meeting the Principal or Head-Teacher will establish with the community the school goals for the year, along with sharing District Goals.

The district and schools also utilize school-wide newsletters along with communication sent by individual teachers. The district also communicates with each household concerning the District and School Report Cards. Parents and community members are encouraged to contact their local administrator for clarification on the information contained in the District and School Report Cards.

The Lake and Peninsula School District encourages schools to schedule parent/teacher conferences each semester. In these conferences, teachers can review testing information as well as student progress and class participation with parents. These conferences foster parent/teacher collaboration in setting goals for the student and in encouraging the student to strive to reach those goals.

The Lake and Peninsula School District is also utilizing electronic methods of communication. The District maintains a website with up to date information. We have also initiated a facebook page that is updated with a variety of information.

The District utilizes a student record keeping program entitled “Power School”. The District has contacted our Electronic Service Provider and is working toward implementing a “Parental Portal” and “Student Portal” that will allow parents to keep abreast of student progress.

It is our sincere hope that we are creating an atmosphere where parents feel welcome at the schools. We want each parent to feel welcome to come to school and seek out information on their child’s progress along with information on the direction of the school.

We are also sending home bi-monthly newsletters to keep parents and community members informed as to what is happening in the school. These newsletters also provide ideas to parents on how to support their child's education.

Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Newhalen School is a small Pre K-12th grade school that services about 102 students. We are a small Alaskan Native community on Lake Iliamna. Newhalen school provides services to two communities: Newhalen & Iliamna.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Because we have a small student population and 1/12 student teacher ratio, it is not difficult to be inclusive and reach all stakeholders. Teachers are able to provide an optimal environment for including all students in decision making and sharing information. The unique needs of individual learners are addressed in all aspects of instruction, assessment, and communication.

To gain a comprehensive understanding of site needs, data is collected and analyzed from a variety of sources. Some of these include state wide testing, teacher observation, parent and community input, student surveys, parent surveys, and benchmark testing. A collaborative staff team examines the data to find areas of strength and weakness, and how needs can be better met. Parents and LSAC members are invited to contribute, regularly.

Some of the academic concerns are as follows:
21.88% of our students who took the PEAKS assessment scored below proficient on the PEAKS Reading assessment. 18.75% of our students who took the PEAKS assessment scored below proficient on the PEAKS Math assessment.
PEAKS is a grade level assessment. Math scores on the PEAKS assessment were much lower than reading. Additionally, the increase in math scores was much smaller than the increase in reading and language arts. For these reasons, we have identified math as an area of academic weakness. Based on LPSD standards, writing is the second area of academic weakness. More students are working below grade level in writing than in any other standards.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	We continue to look for ways to improve the writing skills of our students cross curriculum.
	Mathematics instruction for all students	High	81.25% of students who took the PEAKS assessment scored below proficient on the PEAKS Math assessment.
	Science instruction for all students	High	50% of students who took the Alaska Science Assessment scored proficient or advanced.
	Other content area instruction for all students	Med	We will focus on the areas of Math, Writing, Reading, and Science while not neglecting other areas.
	Support for students with disabilities	Med	Our students with disabilities are well supported at this time. While we don't want to let this slip, we do not need to make it an area of focus.
	Support for migrant students	Low	Data shows that our migrant students have achievement levels aligned with those of non-migrant students. We will continue to support them as we have been with excellent results.
	Economically disadvantaged or low achieving students	High	A large percentage of our students are economically disadvantaged and low achieving.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	N/A	
Graduation & dropout rate	Ensure students will graduate from high school	High	It is our goal that all students graduate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	As a school we are working with local organizations to encourage students to attend school.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	We have 94 Pre-K- 12th grade students. All students have Alaska Native heritage. Ten students reside in foster care. Three students are identified as high need in Special Education.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Reading curriculum is aligned with Common Core state standards. Math and Science curriculum is not. August Inservice for new hires and for all staff to take place via distance. In person inservice in October will take place in person.
Instruction	Effective instructional strategies and tiered interventions	High	The school has developed a comprehensive plan to meet the needs of students below proficient August and October inservice to be conducted for support of educators' implementation of instruction.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Multiple assessment and screening measures are in place. Proper use and data interpretation is needed.
Supportive Learning Environment	Safe, orderly learning environment	Low	Bring in tools to foster a positive school climate.
Family Engagement	Family & community engagement	High	Family Engagement nights and community activities are attended by less than 50% of target stakeholders.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	This is the focus of our August New Teacher InService and October districtwide InService
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	The district does distant professional development to help support the schools.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The district does an outstanding job hiring so we do not have to work on it on the school level.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Leadership	Recruiting, training & retaining qualified principals	Low	
Other:			
Other:			
Other:			

D. **As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Mathematics	71.8% of students who took the MAPS assessment scored below proficient on the MAPS Math assessment.	We will double rates of proficiency on the Math section of the MAPS assessments.	Result from the spring 2024 MAPS assessment
	Student summative assessments.		

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Writing		Incorporate it across subjects.	Provide more writing samples across levels.
Attendance	Prior School Year	Increase rate	Each month's rate
School Climate	In the last School Climate and Connectedness Survey there was a 48% favorable student/staff perception combined with current discipline and attendance records.	Increase student, staff, and family positive school climate perception responses by 15% on the annual survey and decrease discipline referrals by 20%	Quarterly discipline referral logs, and monthly attendance tracking data.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure

Schoolwide Plan Strategies

A. **Describe the strategies that the school will be implementing to address the identified school needs.**

Increased emphasis on student attendance: In order to make academic gains, students must be at school. School staff will recognize and celebrate great attendance. Teachers and school staff will create a respectful learning environment where they understand that their presence is a key component.

Continue strong communication with parents to enable them to take part in the education process: Through community outreach and communication parents will be well informed about issues concerning the school and children's education. This outreach will take the form of community activities, school staff attending community functions, newsletters, and effective use of social media. This also includes Family Engagement Nights that take place within the school, bringing folks together around art and activities and keeping a focus on educational outcomes conversations.

Effective use of professional development time: In addition to providing collaborative work time, site based professional development will be focused on improving student achievement through best use of available resources and strong instruction. A focus will also be made during August and October inservice sessions regarding professional development.

Emphasis on pacing: Teachers will use data and observation to closely monitor their instructional pacing to ensure students are getting the best possible instruction in the most efficient way. The principal will monitor lesson plans and power school in order to oversee the process.

B. **Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.**

Our goal is to provide the highest quality education to the students of the community. This is done through emphasis on a positive and supportive school climate, positive partnerships with parents and community, support of the best possible instruction, and meeting the academic needs of students through targeted instruction and planning.

C. **Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

- For those students who are not identified as Below Proficient, instruction will be rigorous and intensive so there will be no backward movement.

- Instructional scheduling at the School is done based on the learning needs of students.

- Resources, (including staff, space, and materials,) are distributed in the way that will best benefit students and their instruction.

Newhalen School will collaborate with ANSEP to provide enriched STEM learning opportunities for secondary students, with a focus on Alaska Native and migratory students. These activities will include hands-on engineering projects, academic camps, and mentorship designed to boost math/science proficiency and increase college and career readiness

D. **Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.**

- Certified teachers will plan and implement intervention instruction with students who are identified as Below Proficient in MAP Growth Assessments, SRI, PEAKS assessments, or district measures.

- Intervention plans will be reviewed quarterly. The most current data will be used to inform instruction and any changes needed.

- Classroom teachers and intervention teachers will meet regularly to assess student needs and collaboratively plan intervention instruction**.**

- Intervention instruction will be planned based on best practices and current research.

Annual Evaluation & Review Process

A. **Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

The school wide plan will be reviewed, evaluated, and revised each quarter. The planning team will review elements and monitor for completion. If parts of the plan have not been addressed, a new timeline will be created. If parts of the plan are unable to be completed as designed, those will be revised.

B. **Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

The school will compare data from past MAPS and Alaska Science Assessment to the results of the spring 2019 administration. These are shared with parents when they are available to be viewed by the public. A community night is held to share results with individual parents. Those who do not attend receive the results by mail with the option of scheduling a conference for clarification.

C. **Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

The school planning team will carefully evaluate data from multiple sources for students who have been further from achieving standards, and meeting the goals and objectives of the plan. These data will be compared to determine the effectiveness of the strategies put in place to address the schoolwide plan. For those who have been further from achieving standards and meeting the goals and objectives in the plan, instructional intervention will be put in place. Those intervention plans are reviewed and revised quarterly. For those, regular progress monitoring is administered.

D. **Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

At the end of each school year, the plan is carefully reviewed. This review includes discussion of successful and successful elements of the schoolwide plan. Note is made of which sections to continue as planned and which to further revise. At the beginning of each school year, the results of the previous plan are reviewed. Based on those reviews, a new plan is created that builds on what has been in place.

Financial Requirements

A. **Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)**

Financial Data-Same for all sites

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
x	$220,510	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
x	$186,568	Title I, Part C: Education of Migratory Children**
x	$44,773	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
x	$22,860	Title IV, Part A: Student Support and Academic Enrichment Grants
x	$89,078	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
x	$119,662	IDEA Part B**
x	$27,000	Carl Perkins
☐		State Funds
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other: