[Lower Kuskokwim School District]

Initial Effective Date: [7-1-18]

Revision Date: [7-1-21]

ESEA - District Plan

ELEMENTARY & SECONDARY EDUCATION ACT, AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015

	The district may complete this template, or may choose to complete these questions on the District Plan page of the ESEA Consolidated Application.
☒	If using this template, the district will upload the completed ESEA District Plan to the Related Documents page under the Application Development Section in the ESEA Consolidated Application.

A. Coordination with Other Federal Programs

This plan has been formulated, as appropriate, in coordination with other programs under ESEA and other Acts. Check all that apply. [Section 1112(a)(1)(B)]

A.1. ESEA Programs

☒	Title I-A	Improving Basic Programs Operated by LEAs
☒	Title I-C	Education of Migratory Children
☒	Title I-D	Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At-risk
☒	Title II-A	Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
☒	Title III-A	English Language Acquisition, Language Enhancement, and Academic Achievement
☒	Title IV-A	Student Support and Academic Enrichment Grants
☐	Title IV-B	21st Century Community Learning Centers
☒	Title V	Flexibility and Accountability (REAP-Flex, SRSA, and RLIS)
☒	Title VI	Indian, Native Hawaiian, and Alaska Native Education

A.2. Other Acts

☒	Individuals with Disabilities Education Act
☐	Rehabilitation Act of 1973
☒	Carl D. Perkins Career and Technical Education Act of 2006
☐	Workforce Innovation and Opportunity Act
☐	Head Start Act
☒	McKinney-Vento Homeless Assistance Act
☐	Adult Education and Family Literacy Act
☐	Other:

B. High Quality Education for All Students

Monitoring Student Progress

Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by—

	Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)]

B.1.	**Strategic Thinking Model:** Beginning in the 2015-2016 school year, the board and administration developed the Strategic Thinking Model and identified the Board's "Key Measures" to focus our district wide improvement efforts on student achievement. The Strategic Improvement Team annually identifies ten Action Plans on which to focus. The Action Plans are the culmination of significant amounts of input from stakeholder groups including CNE-PAC, principals, teachers, Advisory School Board members, and the public.

The district orchestrated a media campaign to inform the public and our parents about the Board's Key Measures and, through a survey system, gather additional input from stakeholders. Each year the Strategic Improvement Team selects Action Plans to implement, utilizing input from stakeholder surveys, board input, principal input, and current research.

In June of 2019, the LKSD board approved a shift in Key Measures and input has continued to develop and change existing action plans in accordance with the new shifts.

In addition to the focus on student performance outcomes, the Strategic Thinking Model has provided a venue to increase the coherence in our planning processes. The model provides for a common planning focus for our District and School Improvement Plans, School Goals, ESSA Title funds, and budget priorities.

The LKSD Board adopted shifts in Key Measures June 6, 2019.
Key Measure-Academic Achievement:
45% of LKSD Students will be proficient on the Spring MAP Assessments in Reading, Language, and Math, with a long-term goal of 75%

Key Measure-Attendance Rate:
The LKSD chronic absence rate will decrease to 25% or lower

Key Measure-Graduation Rate:
The four-year graduation rate for LKSD students will reach 80%

Key Measure- Yugtun/Cugtun Proficiency:
 75% of LKSD students* will score within proficiency level 4 or higher on the YPT by 12th grade

*(YPT/CPT testing will be administered to all students in DLE/ Immersion schools; Students
who have completed DLE/Immersion programs will be assessed annually through grade 12)

District Curricula: The district's approved curriculum is aligned with the Alaska Core Curriculum Standards (2012) in language arts and math. Other curricular areas are aligned to Alaska State Content and Performance Standards (2006). Sheltered Instruction Observation Protocol (SIOP) is a pedagogy selected by the district to make academic curriculum accessible to language learners. SIOP teaching is intentional and carefully planned.

	District Programs Designed to Meet Student Needs: • Early Childhood Programs • Dual Language Programs • Yup'ik Language and Cultural Programs • Social Studies and Science Programs that are localized and translated into Yup'ik & Cup'ig language • Multi-Tiered Systems of Support • Special Education Program • Gifted and Talented Program • Dual Credit Classes • Career Pathways • READY Academies are Bethel-based residential programs designed to provide students from village schools the opportunity to take career-driven content classes and concentrator classes that may not be available at their home school sites. • Other variable length boarding programs • Summer Student Academies • Yup'ik Immersion School (Ayaprun Elitnaurvik) • Alternative School (Kuskokwim Learning Academy) that integrates work-based learning into the education program
B.2.	Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]
	LKSD's Early Warning System was implemented August 2017. A well-implemented early warning system helps identify students at risk of dropping out and helps to assign and monitor interventions to keep students on track for graduation. Education Northwest developed an LKSD Early Warning System handbook, on which site administrators received training. The LKSD Multi -Tiered Systems of Support in elementary grades, provides a structure for schools to provide interventions for students based on data, but also allows for site-based decisions to meet the unique needs within our diverse school district. The district expectation is that each site creates a written intervention plan that addresses: • data based needs for interventions • fidelity of implementation of programs • progress monitoring and reevaluation of plan • maintenance of programs with staff changes

	• exit of students from replacement programs, • embraces the expectation that students experience accelerated learning with the goal of exiting replacement programs within two years. Matrices have been created to guide these decisions, with recommendations of replacement curricula for students performing below grade-level (Tier III), such as Read 180 and Math Triumphs. The intention is that students remain in replacement programs no longer than two years. The goal of secondary MTSS is to meet individual student needs while still allowing students to reach the goal of meeting graduation requirements. At the secondary level, the MTSS problem-solving model is utilized to a high degree. Using this model, site teams consider many factors in determining the best education or intervention plan for students. These factors include skills, graduation progress, post-secondary goals, student interest and motivation, and student learning preferences. A broader range of interventions, such a course selection, career pathways, and four-year planning are added to the scope of problem-solving MTSS interventions for tiers I, II, and III.
B.3.	Providing **additional educational assistance to individual students** that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)]
	The LKSD Instructional Framework is a written plan to help low-performing students become proficient, which addresses the following (among other topics): • Data Informed Decision-Making Process • Precise Implementation of Intervention Programs • Multi-Tiered Systems of Support Guidance and Matrixes (See section B.2. for additional information) • Placement of Students for Instructional Purposes The district and schools provide extended learning opportunities at site for students through afterschool programs, tutoring, and extended school year programs. Bethel based summer academies serve students from across the district with programs such as a Middle School Math Academy, Trades Academy, Fine Arts Academy, Film Academy, Gear Up STEM Academy, Migrant Education Summer Academy. Students are also assisted in applying for programs from outside the district such as the EXCEL Summer Academy, RRANN Nursing Camp, and RAHI. The LKSD Special Education Department provides special education services to children ages 3-22. The majority of district schools have a certified Special Education Teacher onsite to provide services, whereas a few of the smaller schools rely on the support of the district office itinerants. Related service providers (Occupational Therapists, Physical Therapists, Speech-Language Therapists, School Psychologists) are contracted as needed to provide specialized services to students in need.
B.4.	Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]

	District approved curricula in all state tested content areas (English/language arts, math) provide evidence that scientifically based research was used in selecting curricula. District approved curricula for non-state tested content areas incorporate scientifically based research strategies to strengthen the academic programs in those areas.
	• Each content area is realigned to Alaska State Standards every six years on a rotating review cycle or more often as changes are made at the state level. • As part of the curriculum review process, best practices in each content area are researched and incorporated into the curriculum. Dual Language Enrichment model was adopted by the district to strengthen bilingual programs toward bi-literacy in Yugtun and English. As of fall 2019, 19 schools in LKSD operate the Gomez-Gomez Dual Language Enrichment (DLE) Model, which applies sheltered instruction strategies. Sheltered Instruction Observation Protocol (SIOP) is a pedagogy selected by the district to make academic curriculum accessible to language learners. SIOP teaching is intentional and carefully planned. CHAMPS is an evidence-based approach to classroom management that is designed to help classroom teachers develop an effective classroom management plan that is proactive, positive, and instructional. LKSD has a robust professional development capacity that provides continuous job-embedded training for all instructional staff. Ten in-service days are built into the teacher contact: Six in-service days are site-based to meet site identified needs and four days are district wide in-service days.

Coordination and Integration
If determined appropriate by the district, the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

B.5.	If appropriate, describe how the district will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A)]
	College and Career Readiness & Career and Technical Education (CTE) The CTE Department is expanding and refining Career Pathways and additional programs that prepare students for the world beyond high school. The main focus of the CTE department's work remains centered on helping students build skills that will enable them to be successful in the workplace. Many of these skills are focused technical skills, however the underlying skills that all students need to possess are soft skills, including timeliness, leadership, ambition, and grit. • Skilled Trades • Education Career Pathway • Tribal Management • Health Careers • Engineering/STEM

- Media/Communication

Internship opportunities remain a key component of preparing students for success in chosen areas. Several of our Career Pathway programs already offer a work-based learning or internship component, including health careers, aviation, media communication, and education. Internship opportunities in the remaining pathways will continue to be developed.

The CTE Department works closely with Excel Alaska to offer extended learning opportunities for students. Numerous students from LKSD have attended Excel sessions focused on CTE career exploration and preparation and many of our students have completed industry certifications while at Excel camps.

The CTE Department continues to manage the district's Carl Perkins grant. Funding from this grant provides for a full-time CTE instructor, professional development opportunities for CTE staff, student travel for CTE-related opportunities, and equipment purchases for engineering, welding, and health careers classes. Our CTE staff are active on the Alaska Career and Technical Education Board, the Excel Alaska Executive Board, and the Bethel Economic Development Council.

LKSD Career Pathways
The purpose of the LKSD career pathways is to provide students the opportunity to explore and prepare in careers with an emphasis on careers that are regionally relevant or high demand in our state. Industry areas include: Engineering/STEM, Aviation, Health, Media Communication, Tribal Management, Skilled Trades, and Education.

The LKSD career pathway model includes components designed to move from exploration to a concentrated experience with specific industry skill development and post-secondary readiness. The seven components include: Middle School Exploration, Industry Introductory Course(s), Core Academic Expectations, Concentrator Industry Courses beyond Introductory level, and Link to Industry or Post-secondary bridge experience.

Pathway Component - Skilled Trades Example
Middle School Exploration - Career Explorations
Introduction Course - Intro to Skilled Trades – VTC and READY (also site)
Core Academics - Pre-algebra, physical science
Concentrated Industry-Based Courses - Basic shop, metal fabrication, auto shop
Industry Connection - YKHC hospital addition
Transition - Yuut Elitnaurviat
Certificates - NCCER Core, OSHA 10, First Aid/CPR

LKSD has identified a variety of delivery models to accomplish pathway access to students across the district. The middle school exploration is typically a short-term intensive experience in Bethel. Introductory classes are delivered in a variety of ways to ensure that all

	sites have the opportunity to access these entry classes. Concentrator classes may require participation in a Ready Program or summer intensive, however some are available at sites.
B.6.	If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)]
	READY Academies are Bethel-based residential programs designed to provide students from village schools the opportunity to take career-driven content classes and concentrator classes that may not be available at their home school sites. The READY Academy Model allows for students to attend Bethel Regional High School for one semester during both their junior and senior years of high school. During their stay in Bethel, students reside in dormitories, providing them with the valuable independence and skills they will need when pursuing college or training after high school. Currently, LKSD provides multiple strands of the READY Academies including STEM, Health, Media, and Skilled Trades. Kuskokwim Learning Academy (KLA), the district's alternative school, integrates work-based learning into the education program. The purpose of work-based learning is to provide meaningful job experience for our students so they may build relationships with the larger community and become productive citizens. In addition to work site placements, work-based learning students also participate in a day of job shadowing, getting hands-on experience in future jobs that could turn into careers. The district offers additional opportunities for work-based learning opportunities. Multi-Media Journalism prepares students for a media internship at KYUK (READY Program). Educator Rising offers a 4 course CTE pathway with practicum or workplace learning and includes specific learning plans. Tribal Management Pathway internships are being developed in collaboration with the Association of Village Council Presidents (AVCP) and local village tribal entities.

C. Equitable Access to Excellent Educators

C.1.	**Identify and Address Disparities** Describe how the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)]
	While there is a discrepancy in minority and low-income levels between the state and district level, there is not a significant discrepancy among schools in LKSD. The district strives to hire experienced teachers, however, it's a continual struggle. Although much effort is made to recruit, it is a challenge each year to fill teacher positions with several positions remaining unfilled each year. In light of this, it makes sense to focus on training and retaining teachers and principals. LKSD needs to focus on programs that keep teachers in our district. The Director of Personnel works closely with principals to hire teachers based on content area needs, thereby reducing the out-of-field

		teachers. The vast majority of recruiting takes place in the spring after staffing needs for the coming school year are known, however, the process does continue throughout the year to some degree.
C.2.	**Ensuring Certified Teachers** Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)]	
	The Personnel Department requires teachers to be certified, which is verified by having an original teaching certificate on file at the district office. The district's associate teachers have Type I Certificates and are working toward a baccalaureate degree in an approved teacher program. To be eligible for a type I certificate, an experienced instructional aide must be nominated by the district, enrolled in an approved teacher preparation program, and pass the Praxis I examination. If a teacher is new to Alaska and not yet certified in the state but have begun the certification process that teacher has a short grace period. For example, if the teacher has completed the packet and returned it to that state, but it has not fully processed yet, that teacher is allowed time for processing. If a teacher's certification lapses, that teacher has 20 days to get re-certified, or the teacher is placed on substitute pay until re-certified. Any time a student is receiving instruction from and uncertified teacher, the district notifies the parents and family.	
C.3.	**Ensuring Paraprofessionals Meet Standards** Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska's paraprofessional standards. [Sections 1111(g)(2)(J)&(M)]	
	The district has built the paraprofessional standards into the job specifications for all permanent instructional paraprofessional positions. These requirements are verified through a review of postsecondary transcripts or Paraprofessional Praxis Assessment results.	
C.4.	**Systems of Professional Growth and Improvement** Provide a description of the district's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]	
	The Induction professional development for first and second-year teachers has been in place for many years. New teachers to the district are provided with five additional contract days to participate in the induction program, which has a planned sequence of identified induction elements such as cultural training, curriculum-specific training, SIOP instructional model, and CHAMPS classroom management training. Second-year teachers attend a series of three Saturday in-services as part of their induction program. These training days focus on job-embedded curriculum, pedagogy, and classroom management. The Career Ladder Endorsement Program provides full funding for "hard-to-fill" teaching positions including Special Education, Secondary Mathematics, and School Counselors.	

The Principal Endorsement Program provides funding for the Ed. Leadership program toward becoming a Site Administrator through a program at the University of Alaska.

Badges of Professional Distinction Program: The district has developed a Badges of Professional Distinction Program to do an in-depth study into specific areas and to provide the opportunity to develop leadership skills as advisors and mentors in 4 focus areas: Sheltered Instruction Observation Protocol, Positive Behavioral Intervention and Supports (PBIS), Culture & Language, and Growth Mindset. Additional information is provided in section C.7.

T.E.A.C.H. Program: The Training Educators for Achieving Certificated Hire (T.E.A.C.H) program is an initiative of the LKSD in order to "grow our own" educators. A priority of the school board is to have students taught in both Yugtun and English by certified teachers in every class every day. To this end, the district developed a program by which paraprofessionals and others interested in becoming fully certified can take courses and earn a Bachelor's degree from the University of Alaska in education.

C.5.	**Systems for Building Capacity of Teachers** Provide a description of the district's systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]
	High Performance Teams operate at both the district and school level. At the district level, these High Performance Teams consist of 4 to 5 principals from across the district. At the site level, the teams include the principal, assistant principal, dean of students, and certified teachers. At some schools the teacher leaders are the teachers on High Performance Teams, while at other schools all teachers are members of the team. School-level leadership teams examine data and help guide the decision-making process at sites. Once needs are identified and solutions implemented, the school team reviews data to determine impact and adjust as needed. The district has developed a Badges of Professional Distinction Program to do an in-depth study into specific areas and to provide the opportunity to develop leadership skills as advisors and mentors in 4 focus areas: Sheltered Instruction Observation Protocol, Positive Behavioral Intervention and Supports (PBIS), Culture & Language, and Growth Mindset. Additional information is provided in section C.7. The district has initiated a Badges of Professional Distinction Program to enhance an already robust professional development program. There are 3 achievement levels: ***Individual Badge:** Completion of all class assignments and activities required by the badge. ***Advisor Badge:** Completion of all 4 badges in one strand among other requirements. ***Mentor Badge**: Completion of 3 Advisor Badges among other requirements The Advisor and Mentor Badge level includes a requirement to facilitate school-wide and district-wide professional development. The 4 areas of focus are as follows:

	Sheltered Instruction Observation Protocol (SIOP) is a pedagogy selected by the district to made academic curriculum accessible to language learners. SIOP teaching is intentional and carefully planned. *Positive Behavioral Intervention and Supports (PBIS)* is a school-wide behavior program that uses positive behavior support strategies. *Culture & Language* *Growth Mindset* is a term (coined by Dr. Dweck) to describe the underlying belief that intelligence is not fixed. When students believe they can get smarter, they will put forth the effort which leads to higher achievement.	
C.6.	**Improve Skills of Educators in Identifying Students** Describe how the district is helping teachers, principals, or other school leaders improve their skills in **identifying** students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]	
	The district provides professional development on the use of data to identify students with specific learning needs. Following are professional development sessions that specifically address identifying students in need: **Multi-Tiered Systems of Support Model** to identify students in need based on data and provide those students with timely interventions. **Early Warning Dropout Prevention System** to identify and provide additional support for students at-risk for dropping out of school. **Parent Language Questionnaire, Language Observation Checklists, and the State approved English language proficiency screener** assessment to screen and identify students who are limited English proficient. **Special Education and Gifted** referral process to identify and provide services that will meet student needs.	
C.7.	**Improve Skills of Educators in Serving Students** Describe how the district is helping teachers, principals, or other school leaders **improve their skills** in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]	
	LKSD has a robust professional development capacity that provides continuous job-embedded training for all instructional staff. All teachers have 10 in-service days built into their teacher contact: 4 planned through the district and 6 at the site level. The district provides comprehensive professional development throughout the year based on district identified needs on such topics as curriculum, differentiated instruction, data-informed instruction, assessments, sheltered instruction, MTSS, classroom management, and non-violent crisis intervention. Schools determine additional professional development opportunities based on site-identified needs and create a detailed professional development calendar. Instructional coaches provide site-level support with the goal of improving instruction and student achievement. Additionally, weekly collaborative time is provided for all teachers to monitor student progress and increase student achievement.	

New teachers to the district are provided with 5 additional contract days to participate in an induction program, which has a planned sequence of identified induction elements such as cultural training, curriculum specific training, SIOP instructional model, and CHAMPS classroom management training. Second-year teachers attend a series of 3 Saturday in-services as part of the induction program. These training days focus on job-embedded curriculum and pedagogy. Additional professional development opportunities are provided on an as-needed basis to schools and individuals.

Teacher evaluations are conducted throughout the year using a formal observation cycle and other information collecting devices. It provides a means of confirming the quality of instruction, as well as providing feedback to improve instruction and support professional growth tied to identified needs.

The district has initiated a Badges of Professional Distinction Program to enhance an already robust professional development program. See details in C5.

Specific Teacher Training Topics: (specific learning needs)
SIOP (English learners)
Dual Language (English learners)
Multi-Tiered Systems of Support (MTSS) (low performing students)
Trauma Informed Instruction (students who have experience trauma)
Differentiated Instruction (students from low to advanced levels)
Scaffolding (English learners)
Strategies to Build Academic Vocabulary (English learners)
Special Education (students with disabilities)
Cultural Training (Native students)

D. Support and Engagement

D.1.	**Homeless Children & Youth – Services** Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)]
	The District will provide immediate enrollment, free lunch, clothing and/or school supplies, any fees necessary to participate in school programs (i.e. testing fees, graduation fees, activity or uniform fees, travel fees), counseling services, referrals to services and other outreach services.

D.2.	**Homeless Children & Youth – Identification**
	Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)]
	School personnel are trained to identify potential homeless or unaccompanied youth. School secretaries are specifically trained to ask about housing during the registration process. If a student is thought to be homeless or an unaccompanied youth, then the student's name is submitted to the homeless liaison for follow up. The homeless liaison completes an intake form to verify the housing accommodations or unaccompanied status of the student through registration data and/or contact with the student or family. Once a student has been identified as homeless, then the homeless liaison assesses if there are any educational barriers for the student. Once an educational barrier has been identified, strategies to remove the barrier are implemented.
D.3.	**Homeless Children & Youth – Support for School Personnel**
	Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)]
	LKSD provides annual training to school staff. Training has been provided for principals, school secretaries, teachers, school social workers and counselors. FY21 Dates TBD
D.4.	**Homeless Children & Youth – Access to Services**
	Describe procedures that ensure that: • Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and • Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)]
	LKSD Preschool staff maintains a relationship with our local shelter to coordinate services for preschool age homeless youth and reserves classroom slots for homeless youth and youth in foster care. LKSD Counseling & School Social Work staff receive training in the identification, eligibility criteria and services provided to homeless and unaccompanied youth.

	Annual training will continue to be conducted with relevant school staff and the District Homeless Liaison will continue to identify other school and community resources that could benefit from such trainings.
D.5.	**Homeless Children & Youth – Strategies to Address Other Problems** Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by: • Requirements of immunization and other required health records; • Residency requirements; • Lack of birth certificates, school records, or other documents; • Guardianship issues; or • Uniform or dress code requirements [Section 722(g)(1)(H)]
	The District's Board Policies address the enrollment of homeless children and youth: BP 5112.6 The school selected shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. However, the District may require a parent or guardian of a homeless student to submit contact information. After the immediate enrollment of the homeless student, the district liaison will work with the school social worker and parents/guardians to secure health records and other documents.
D.6.	**Homeless Children & Youth – Policies to Remove Barriers** Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]
	The District's Board Policies address the removal of barriers for homeless children and youth: BP 5112.6 The liaison shall work to identify homeless children and facilitate each homeless child's access to and success in school. The liaison will: assist parents, students, and unaccompanied youth in enrolling and attending school; mediate disputes concerning school enrollment; assist in making transportation arrangements; assist in requesting the student's records; provide information and give referrals on services and opportunities; and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions. The liaison will also be responsible for periodic review and evaluation of this policy and recommending changes to reduce barriers for homeless children enrolling in and attending school. Please note that board policies regarding homeless were updated August 2018.

D.7.	**Homeless Children & Youth – Assistance from Counselors** Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)]
	The district has a comprehensive counseling program that focuses on academic advising and career counseling. Over the last few years, the number of school counselors has doubled in order to provide comprehensive counseling services to all students, including students identified as homeless. The counseling department continues to work closely with district social workers in delivering and coordinating services to students.
D.8.	**Foster Care Children – OCS Point of Contact & Transportation Agreements** ESSA requires districts to help ensure the educational stability of students in foster care by allowing them to 1) remain in their school of origin when it is in the student's best interest (regardless of changes in housing), 2) coordinating with Office of Children's Services (OCS) to provide transport to the school of origin, and 3) facilitating expedited enrollment in a new school when it is determined in the student's best interest to change schools.
	☒ A copy of the district's Memorandum of Agreement with the Office of Children's Services (that establishes the Point of Contact for each agency and clarifies how the educational stability of students in foster care will be supported, including how transportation to the student's school of origin will be arranged and funded) has been uploaded on the Related Documents page.
D.9.	**Foster Care Children – Educational Stability** For district students in the OCS Foster Care system, describe how the district learns of the student's foster care status, where the information is recorded or stored, and how the information is shared with necessary school staff.
	The District learns of foster care status through school secretaries during the registration process and through coordination with the local Office of Children's Services in Bethel. The District's Lead School Social Worker and OCS Area Director meet quarterly to share and update this information. The information is kept by the Lead School Social Worker and shared, verified and updated between site administrators, school secretaries, school social workers on an ongoing basis. The foster child status is then entered into PowerSchool by the Student Records Technician.
D.10.	**Foster Care Children – Transportation to School of Origin** For district students in the OCS Foster Care system, describe the transportation methods used to enable the child to attend their school of origin (unless the child's foster placement is in a new community that is not connected by road to their school of origin or is more than 50 miles away by road).
	With the exception of Bethel schools (BRHS, ME, AE, KLA) each village has only one school and nearly all homes are within walking distance. Bethel schools are serviced by buses for homes that are beyond walking distance. If there is an extenuating circumstance that prevents a foster child from walking to school, the MOA with the Office of Children's Services covers fuel expenses for a foster parent to bring a child to school using a personal vehicle. Students who are removed from their original village are unable to attend their school of origin because lack of road system.

D.11	*** D.11. Foster Care Children - Expedited Enrollment** Describe how the district staff help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable. A homeless or foster child shall be immediately enrolled the selected school even if the child is unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. The district has a designate Homeless Liaison who is also the district's point-of-contact regarding children in foster care. In addition to facilitating communication and cooperation with child welfare agencies, the Homeless Liaison also assists in expediting enrollment if needed for children in foster care.
D.11.	**Parent & Family Engagement** The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)] • District Parent and Family Engagement Policy [Section 1116(a)] • School Parent and Family Engagement Policies [Section 1116(b)] • Annual Title I Meetings [Section 1116(c)] • School-Parent Compacts [Section 1116(d)] • Building Capacity for Involvement [Section 1116(e)] Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section 1116. [Section 1112(b)(7)]
	The district provides schools professional development for conducting the Annual Title I Meetings, along with resources for the meeting such as pamphlets describing Title programs and parent rights and agendas outlining required elements. Each year LKSD schools review the School-Parent Compact, usually at the Title I meeting, and update the compact as needed with input from parents and families. During the 2019-2020 school year, schools updated Parent and Family Engagement Policies as authorized under ESEA, as amended by ESSA. Schools gathered input from parents and families in updating these engagement policies. The Central Native Education Parent Advisory Committee (CNE-PAC) and the Strategic Improvement Team, which are comprised of stakeholder groups including parents, provide input on parental involvement. The CNE-PAC, Strategic Improvement Team, and other stakeholder groups provide input for action plans to increase parent involvement and engagement. During the fall 2019, CNE-PAC offered input to update the District's Parent and Family Engagement Guidelines. CNE-PAC members, in addition to fulfilling the role of a parent advisory committee, have been approved to represent their tribe in educational matters. Each of the 22 tribes located in our district are represented through CNE-PAC as documented in writing from each tribe.

	The district encourages schools to create or expand existing parent resource centers. Schools throughout the district conduct family events that include a literacy training component or other type of parent training.
D.12.	**Early Learning** If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]
	The Early Childhood Education Department coordinates early childhood education programs throughout the district. Each preschool program has a transitional plan. Most have events that integrate preschoolers with kindergartners such as parent events, weekly school wide presentations, buddy reading, and such. During the month of April, preschool and kindergarten teachers set up classroom visits and activities. The goal is to create a smooth transition from preschool to kindergarten. Getting to know your teacher and classroom seems to ease this process. Preschool teachers are included in Title I funded professional development as appropriate throughout the year. All schools in the district operate Title I schoolwide programs (with the exception of the youth facility) that require comprehensive schoolwide plans to coordinate services and programs.
D.13.	**Effective Transitions** The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable – - through coordination with institutions of higher education, employers, and other local partners; and - through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)] Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.
	Transition from Middle School to High School Bethel Regional High School (grades 7-12) enrolls students from Gladys Jung Elementary School (3-6) and Ayaprun Elitnaurvik (K-6) and employs several transition strategies to effectively transition students. Guidance counselors and special education teachers as appropriate meet with students throughout the year to ensure a smooth transition by developing class schedules, planning for the continuation of programs, and conducting transition activities with students. At the end of the schoolyear, 6th grade students participate in a Transition Day at BRHS where students meet teachers, visit classrooms, and participate in team building activities. **Transition from High School to Postsecondary Education** The district has a variety of activities and service to support students in successfully transitioning to postsecondary education.

The district's comprehensive counseling program continues to expand and includes the following elements: Academic advising and career counseling, responsive service, and classroom guidance. Counselors continue to help students in 7-12 plan and prepare for post-secondary school and/or training. Counselors consistently check-in with seniors, provide college entrance and placement testing, scholarship information and assistance, and financial aid training and guidance for families. Using the Alaska Career Information System, counselors work with students to determine career interests and plan post-secondary pursuits. Administering the Accuplacer and ALEKS exams are important as they not only determine college course placement for language arts and math, but they can raise students' awareness of their assessed skills and abilities and help students and families better understand what is required for college readiness. A key component of accessing post-secondary schooling is being able to navigate all of the necessary pre-requisites; helping students and families in this regard remains a critical task for our school counselors.

LKSD Career Pathways provide students the opportunity to explore and prepare in careers with an emphasis on careers that are regionally relevant or high demand in our state: Engineering/STEM, Health, Media Communication, Tribal Management, Skilled Trades, Education. The LKSD career pathway model includes components designed to move from exploration to a concentrated experience with specific industry skill development and post-secondary readiness.

LKSD provides for dual credit enrollment opportunities for students in two ways: as either a district-sponsored dual credit class or as a standard university course.

The Alaska Native Science and Engineering Program(ANSEP) Summer Bridge program focuses on developing students academically, socially and professionally for college and careers. Eligible students may participate in this program the summer after graduating from high school.

The LKSD Secondary Transition Camp provides transition activities for special education students in grades 9-12. Students set goals for life after high school, attend presentations (Job Center, Wells Fargo, AVCP, AVEC), and take field trips to learn about potential job requirements. In addition, students received one college credit for attending and participating in the camp.

The GEAR UP grant strives to increase the academic achievement, graduation, and college-going rates for Alaska Native students through numerous activities such as college campus visits, college readiness assessments, college awareness events, dual enrollment opportunities, summer programs, tutoring, academic planning and advising, college planning, and financial aid events.

D.14.	**Discipline Reduction** Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)]

	The district monitors on a monthly basis in-school and out-of-school suspensions. In order to reduce discipline practices that remove students from the classroom, Positive Behavioral Interventions and Supports (PBIS) concepts, strategies, and techniques are supported through a comprehensive training program that include CHAMPS, a classroom positive behavior support program that uses the same positive behavior supports research as PBIS.

E. English Learners

All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students.

E.1.	Indicate if the district is required to file a Plan of Service for EL students.	
	☒	Yes
	☐	No
E.2.	If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.	
	7-1-2023	

F. School Improvement

The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)]

F.1.	**Comprehensive Support and Improvement** The district shall, for each CSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that: • is informed by all indicators of the accountability system, including student performance against the long-term goals; • includes evidence-based interventions; • is based on a school-level needs assessment; • identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan; • is approved by the school, district, and State educational agency; and • upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]
	Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI).
	The district will conduct professional development, provide technical support, track student progress, identify resource inequities, and monitor the implementation of the improvement plan.

	- Provide technical support for CSI schools - Provide resources to aid in the selections evidence-based interventions - Review and approve Comprehensive Support and Improvement plans - Support schools in the full implementation of the plan - Monitor student data on a monthly basis through the Mega Data Dashboard - Notify the DEED contact person for approval of significant changes to CSI plans -

F.2.	**Targeted Support and Improvement**
	The district -
	- shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)]
	- will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that—
	    o is informed by all indicators of the accountability system, including student performance against the long-term goals;
	    o includes evidence-based interventions;
	    o is approved by the district prior to implementation;
	    o is monitored, upon submission and implementation, by the district; and
	    o results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section 1111(d)(2)(B)]
	- will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)]
	
	Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI).
	
	The district will conduct professional development, provide technical support, track student progress, identify resource inequities, and monitor the implementation of the improvement plan.
	
	- Provide technical support for TSI schools
	- Provide resources to aid in the selections evidence-based interventions
	- Review and approve Targeted Support and Improvement plans
	- Support schools in the full implementation of the plan
	- Monitor student data on a monthly basis through the Mega Data Dashboard

- Notify the DEED contact person for approval of significant changes to TSI plans