

ESSER Program Details- FY24

** A.1. Describe how, in the planning for the use of remaining ESSER III funds in FY2024, the district provided opportunities for input and engaged in meaningful consultation with stakeholders including, but not limited to: students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; Tribes; and other stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory children, children who are incarcerated, and other underserved students. Provide dates for consultation activities.*

Response:

LKSD has worked to consult with various stakeholder groups regarding the greatest needs resulting from the pandemic along with input on activities and initiatives to be supported with ESSER funds. The District surveyed parents and families, tribal leaders, and tribal representatives specifically regarding allowable uses of ARP funds in February of 2022. Allowable uses of funds were presented for review and feedback during a Strategic Improvement Team Meeting (February of 2022; comprised of parents, community members, tribal representatives, paraprofessionals, associate teachers, teachers, administrators, and district leadership). The core programs, initiatives, and activities that were selected based on this consultation remains the core of the FY24 application. In addition, an ESEA, District Programs and Activity, and Key Measure survey was given to parents and families in April 2023. The input was reviewed by the Strategic Thinking Team, May 10, 2023, and CNE-PAC (Central Native Education- Parent Advisory Committee), May 5, 2023, and additional feedback was offered. The District Leadership team continues to review broad stakeholder input to inform the planning of ESSER-funded activities.

**B.1. Describe the extent of the impact of the COVID-19 on student learning and student well-being, including identifying the groups of students most impacted by the pandemic.*

Response:

All LKSD students' learning and well-being was greatly impacted by the pandemic. Widespread lack of internet connectivity and remote learning was in place throughout the 2020-21 school year in many schools, based on local mandates, which significantly disrupted student learning. Schools continued to shift in and out of remote learning throughout the 2021-22 year as COVID numbers increased and at the request of tribal councils. LKSD will continue to use a variety of data to identify groups most impacted and inform instruction and interventions including, but not limited to: NWEA MAP, Graduation and Dropout Rates, Yugtun Proficiency Tests, Diagnostic Screeners, Social Work Reports, Attendance and Chronic Absenteeism Rates, Discipline Reports, and Early Warning System Reports. Site and district needs assessments are drafted each spring and finalized each fall upon further data review as part of school improvement planning using a continuous improvement model.

In addition to the negative impacts of COVID-19, LKSD hopes to build upon some of the positive impacts that resulted from the pandemic. This includes improved communication between families and educators, students reporting feeling more connected to their culture, increased technology skills, and more student-centered lesson planning and instruction.

** C.1. Describe how the district will coordinate with other federal education funding (i.e., other COVID Relief funding, ESEA, IDEA, CTE, child nutrition).*

Response:

The LKSD board and administration operates using the Strategic Thinking Model and is driven by the LKSD Board's "Key Measures" to focus our district-wide improvement efforts on student achievement. The Strategic Improvement Team, comprised of a comprehensive group of internal and external stakeholders, works to develop and change existing action plans informed by significant amounts of input from stakeholder groups including CNE-PAC, parents, principals, teachers, Advisory School Board members, and the public.

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 systems model provides a common planning focus for our District and School Improvement Plans, School Goals, ESEA funds, IDEA, CTE, and budget priorities. ESSER and other COVID relief funds have been agenda items at recent Strategic Improvement Team meetings and have been coordinated using the same systems model.

Each LKSD school operates using a school-wide plan which serves as the master plan to coordinate programs and services. It contains information about current levels of student performance and program development, visions for the future, and action steps to make the visions a reality. The school-wide plan coordinates services between ESEA and other federal programs. School-wide programs provide sites a mechanism for comprehensive school-wide reforms. School improvement teams, comprised of school, family, and community stakeholders, conduct an annual needs assessment and develop comprehensive plans to address identified needs.

** D.1. Describe how the funds will be used to continue prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.*

Response:

LKSD will use ESSER funds in a variety of ways to implement prevention and mitigation strategies. The District will continue a district-wide increase in custodial hours for cleaning and sanitization, ventilation improvements, air purifiers, materials to ensure universal masking, hand hygiene, and social distancing, cameras for contact tracing and monitoring social distancing, and busses and staff to allow for socially distanced transportation to and from in-person learning. LKSD will continually refine our protocols handbook to ensure alignment with current guidance from the CDC and YKHC.

** D.2. Describe how the district will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ESSER III funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.*

Response:

LKSD will reserve, at minimum, 20% of its ARP Act allocation to address learning loss.

Robust summer school, intensive, and extended day opportunities are available to students at a District and Site level. The initiatives vary by site and are informed by a local needs assessment and are coordinated with other site-

based initiatives as part of the school-wide plan. Each of these various programs use Tier I, II, and III District adopted evidence-based curriculum and interventions and a variety of instructional delivery approaches (acceleration, skill building, remediation, differentiation) and assessment (pre and post assessments, progress monitoring) to monitor program effectiveness.

During LKSD's Annual Fall Conference (a three-day professional learning event for all instructional staff) all teachers will receive professional development on best practices, art integration, health curricular resources, newly adopted and standards-aligned Science curriculum, targeted intervention programs, engagement strategies, and more. ESSER funds will be coordinated with ESEA to expand and support this.

LKSD reviews each curricular content area on a six-year cycle. Learning loss funds will be used to ensure we adopt materials and resources that will offer students the best possibility at recovering learning loss for science, ELA, and YLA (Yugtun Language Arts).

To ensure our alternative boarding school can maintain its PTR, LKSD will fund two teachers using learning loss funds.

** D.3. Describe how the district will use funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.*

Response:

LKSD will continue to fund school social workers and Sources of Strength, a peer-led suicide prevention program, using ESEA funds. ESSER funds will be coordinated to expand personnel and programming as appropriate and possible.

ESSER funds will be coordinated with ESEA funds to expand District level extended learning opportunities. These opportunities include enrichment, credit recovery, college/career readiness acceleration academies, CTE and trades academies, arts and film academies, and academic boot camps. These learning opportunities will occur throughout the school year and during the summer. These extended learning opportunities are primarily hosted in Bethel, where students have access to facilities and resources that may not be available in their home village or school.

** D.4. If applicable, describe how the district will use funds to sustain and support access to early childhood education programs.*

Response:

LKSD will sustain existing tuition based preschool opportunities in the District should cohorting or quarantines impact the ability to collect tuition and operate by supplementing costs if needed.

** E.1. Describe how the district will evaluate the level of implementation and effectiveness of programs funded.*

Response:

Annually, the District leadership team and various program coordinators and managers complete a Programs and Activities Summary with evaluation and participation data. ESSER funded activities will be included in this report,

which is shared with various stakeholder groups and available to the public. Additionally, programs will be incorporated into the Strategic Thinking Team's action plans to be monitored for level of implementation. Measures of effectiveness will vary based on program, but data points will include: program participation, NWEA MAP scores, School Climate and Connectedness Survey Result, Pre and Post Assessment, Yugtun Proficiency Test Scores, Graduation Rates, and Certificate Accrual.

** F.1. Describe how the district will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the district proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.*

Response:

The District's mission is to ensure bilingual, culturally appropriate and effective education for all students, thereby providing them with the opportunity to be responsible, productive citizens. The LKSD School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

STEPS:

- Implement a district strategic planning process (Strategic Thinking Model) to identify and address educational barriers and create action plans to improve the academic performance of all students.
- Ensure the District Strategic Improvement Team represents a broad spectrum of stakeholders (such as parents, community members, tribal organizations, students, teachers, principals, classified staff, directors, administration, board members).
- Give employment preference to American Indians/Alaska Natives to the greatest extent possible for positions funded from awards that are primarily for the benefit of Indians such as the Indian Education Formula Grant. Provide language programs such as and Yup'ik Immersion Elementary School and the Dual Language Enrichment Model to support the Yup'ik language and to provide curricula and materials written in the Yup'ik language.
- Conduct child find activities to identify children with disabilities who need services and post notices in both the English and Yup'ik language.
- Provide social workers and counselors to coordinate a wide variety of counseling, consultation, and referral of services to students, family, schools, and communities.
- Provide cultural responsiveness training for new teacher induction training. Offer interpretation services to parents as needed and appropriate.