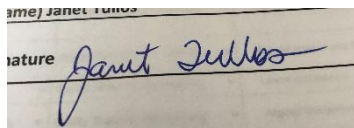


LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by September 30, 2021 in the *Achieve!* eGMS application.



LEA Name LaSalle		LEA Code 030700
Planning Contact (name) Kathryn Tyler		
Planning Contact (title) Federal Programs Supervisor		
Planning Contact (email) ktyler@lasallepsb.com		
Planning Contact (phone) 318-992-8884		
Fiscal Contact (name) Sara Andrews		
Fiscal Contact (title) Business Manager		
Fiscal Contact (email) sandrews@lasallepsb.com		
Fiscal Contact (phone) 318-992-2161		
School System Leader (Name) Janet Tullos		
School System Leader Signature 		Date 9/29/2021

## NEEDS ASSESSMENTS ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☒ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☒ Student course enrollment data
- ☒ Other: Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0
- ☐ Other: Click or tap here to enter text.

## Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- ☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

**Commitment: ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

**ESSER II**

**\$0**

**ESSER III**

**\$ 0**

**How will the LEA identify students who need to be re-engaged?**

Student attendance is documented daily at the beginning of each school day by the first period teacher performing the roll call. The teacher is to input the first period absence into the Student Attendance program specifically the Classroom Roll book in JCAMPUS prior to 8:15 A.M. daily. All students who arrive late to school and/or check out of school early are to be documented by the school secretary at the time of the student's check-in or check-out. If it is not possible to document immediately, then a student's attendance data must be input into JCAMPUS by the end of each school day.

School Administrators, Attendance Coordinators, Secretaries, Teachers and other personnel keep close watch to identify students who need to be re-engaged at their local schools through this daily attendance monitoring and record keeping in the JCAMPUS system. Once the LPSB JCAMPUS collects student attendance data in the student information system, reports may be run to identify students meeting certain criteria. This data captures students by: demographic (race), socio-economic status, and diverse learner status. JCAMPUS reports are capable of disaggregating this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged.

Key findings indicate:

- Overall, the LPS student enrollment decreased from October 1<sup>st</sup> snapshots of 2,663 in 2019-20 to 2,607 in 2020-21. Current total student enrollment this school year is 2,588 as of October 1<sup>st</sup>. Indicating another drop in student enrollment parish wide.
- In 20-21 ED students' attendance was at 94.14 which falls below the 95.0% goal.
- African American and Hispanic/Latino students have substantially lower attendance rates in a comparison of the 2020-21 school year data to the 2019-20 data (95.2% dropping to 91.90%).
- Data also shows that students with disabilities attendance dropped from 94.32% in 2019-20 to 92.28% in 2020-21.
- JCAMPUS Excessive Absence by Factor reports in the 2019-2020 school year there were 31 students missing the most in-person instruction with 20+ unexcused absences for the school year. In 2020-2021 school year, data indicates a significant increase in excessive absences to 146 students missing the most in-person instruction with 20+ unexcused absences for the school year. Current data for the 2021-2022 school year indicates there are 6 students who have 20+ unexcused absences to date. Each of these students are on attendance watch and are receiving interventions by school officials and/or the CWA.
- All students in LaSalle Parish Schools are receiving face to face instruction, the only exception is short term quarantine determinations that require the student to work remotely for a short period of time. Current data (21-22) as defined by the JCAMPUS Student Program List indicates 10 students are receiving remote instruction due to quarantine determinations at this time; however, all 10 students are consistently participating regularly in remote instruction offered via student provided Chromebooks.

For all students in grades 7-12, JCAMPUS provides a District (DEWS) Drop out Early Warning System Detail Student report to identify at-risk students. These students are being "flagged" for Attendance, Discipline, GPA, and Age. Automatic emails are sent to the Supervisor of Child Welfare and Attendance for

review and dissemination to the appropriate school DEWS coordinator for assessment and implementation of appropriate strategies to decrease drop outs.

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Re-engagement supports
- ☐ Drop-out early warning systems
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

**How will the LEA seek to re-engage students with poor attendance?**

LDOE expected districts to collect and report student learning modality data for the 2020-21 school year. The student learning modality data will be discussed weekly at the Superintendent called Supervisor/Program Coordinator meetings and will be used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. School administrators and attendance coordinators at all 9 schools, as well as the Supervisor of Child Welfare and Attendance will run reports bi-weekly in JCAMPUS “Excessive Absence Report” system to identify students who are chronically absent or are in danger of dropping out. These reports will be broken down by School personnel during monthly PBIS meetings by learning modality and sub groups using the JCAMPUS Attendance by School and Ethnic program. School and District personnel will seek to communicate, support and re-engage students with poor attendance beginning at the 3<sup>rd</sup> unexcused absence or occurrence of tardiness via student/parent conferences, phone calls, texts, letters and home visits. Upon the 5<sup>th</sup> unexcused absence, a mandatory meeting in person or by phone is required. At any time if a student misses 3 consecutive school days or as deemed necessary by School Administrators, a home visit is made to the student’s residence by the SCWA to determine cause and evaluate student needs.

School Wide Positive Behavior Interventions and Supports will be implemented with fidelity at each school and encouraged to provide PBIS attendance awards.

Multiple truancy interventions strategies are available for students and families to determine underlying causes of the student’s poor attendance. In LaSalle Parish Schools and via local Parish entities, we offer and may refer students and/or their families to the Behavior Strategist/Counselor, School Based Health Center Counselors, Outside counseling agencies, the Homeless Liaison, the 28<sup>th</sup> Judicial Families in Need of Services Officer, and/or the Strengthening Families Program depending on the student and/or family’s needs.

We also have the capacity to provide access and offer social/emotional/prevention video assignments via Edgenuity as deemed appropriate in each individual case. At all times, parents have access to their student’s live data including attendance via our Student Progress Center on the lasallepsb.com website. Automated phone calls (aka JCALLS) are made upon every absence for notification purposes and to encourage student attendance and participation. By using these multiple modalities and intervention strategies, our goal is to re-engage all groups of students and improve his/her school attendance. Outcomes of and progress monitoring for the evidence-based activities listed above will be measured monthly by the Student Information Systems Monthly Attendance Report and the Attendance Trends Graphing. These outcomes will be disseminated to the appropriate stakeholders by school by the CWA in an effort to assure re-engagement of all at-risk students from August 18, 2021 through May 18, 2021.

The Louisiana Department of Education (LDOE) in collaboration with the LSU Social Research and

Evaluation Center (SREC) host Louisiana Attendance Alliance Meetings to discuss best practices related to positive school engagement and attendance. The Supervisor of Child Welfare & Attendance will participate in these monthly virtual meetings and share information and strategies taught with local Supervisors, Administrators and Attendance Coordinators at all schools as another means to re-engage and to encourage student attendance. Some examples are providing resources utilizing community partners to schools with less than a 90% attendance rate and encouraging them to recognize classes within those schools whose attendance is up. Support attendance recognition and seize opportunities to “praise” good school attendance utilizing the District website and other means as deemed appropriate.

Key Investment: **Well-Being**

**ESSER II**

**\$0**

**ESSER III**

**\$ 178,998**

**How will the LEA identify students who need mental and behavioral supports?**

LaSalle Parish teachers will administer the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 screener to all students with parental permission in grades Pre-K through grade 12 within the first 30 days of school. The district and school-level Well-Being teams will analyze and disaggregate this data by student groups to identify individual students’ needs.

**(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☒ Mental and Behavioral Health
- ☒ Character Building
- ☒ Trauma-informed care
- ☐ Full Service Community Schools
- ☒ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

**(For Students) Describe the LEAs plan for implementing evidence-based activities.**

LaSalle Parish has established district and school-level student “Emotional Support Teams” to address the social and emotional health of our students and staff. Within the first 30 days of the school year, all LaSalle Parish students (~2593) with parental permission in grades PreK-grade 12 will be screened utilizing the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0. Upon completion of the screening, district and school level teams will collaborate and analyze data to determine appropriate supports and services for each individual student. Continued support will be offered throughout the summer based on Spring screening results.

Results of the SRSS-IE indicate that approximately 10% of our student population need additional support to meet their social and emotional needs. To address students’ needs, LaSalle Parish has contracted with a behavior strategist/counselor to support identified students and provide professional mental and behavioral health services on a weekly basis throughout the school year. All students will continue to participate in the school-wide Positive Behavior Intervention and Supports Plan (PBIS). In addition, a SEL or character building and development curriculum/ program was purchased or made available to all schools to help meet the unique needs of their school community. Identified students will participate in the curriculum on a weekly



basis throughout the school year. Additional instruction will be provided as needed. Additionally, all school staff participated in trauma-informed practices, mandatory reporter, and sexual harassment professional development.

All students with parental permission will be screened three times throughout the school year. School and district staff will progress monitor the effectiveness of the identified interventions for each child by analyzing winter and spring SEL screening results, monitoring discipline data, reviewing counselor progress monitoring data, and teacher observations.

The goal of SEL supports is to decrease the need of social and emotional supports from 10% to 8% on the SRSS-IE spring assessment.

**(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Mental and Behavioral Health (virtual health coaches)  
☒ Other: Behavior Strategist/Counselor  
☒ Other: SEL Curriculum

**ATTENDANCE & WELL-BEING**

**2021-2022 Total Funding Commitment**

**\$ 178,998**

**Commitment: RECOVERY AND ACCELERATION** ✓ ✓ ✓

**Key Investment: Targeted Learning Support**

**ESSER II**

**\$ 15,940**

**ESSER III**

**\$ 0**

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status  
☒ Student outcome data, such as assessments  
☐ State administrative data, such as unemployment claims  
☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19  
☒ Conversations with community (stakeholder input)  
☒ Student enrollment and attendance data  
☒ Student instructional mode (virtual, hybrid, in-person)  
☒ Student course enrollment data  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

**How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).**

LaSalle Parish will allocate funds to students most impacted by the Covid-19 pandemic based on the assessment results of evidence-based diagnostics, LEAP 2025, DIBELS, and social emotional surveys. A

<sup>2</sup> [ARP ESSER Fact Sheet](#)

checklist was created for each school which included all named student groups indicated above. The school leadership met at the beginning of the school year to complete the checklist to indicate the percentage for each subgroup. This was then turned into the district office where the district leadership team met and evaluated each school's information to identify the needs for each group of students. The data reflects that 80% students with disabilities as well as 62% black students have been the most impacted by the pandemic. Each school has a plan, based on their needs, to meet the individual needs of students.

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☒ High-dosage Tutoring (ELA and Math) (if tutoring takes place during summer school or before or after school programs please use those categories)
- ☒ Literacy Interventions and Extensions
- ☐ Individual Graduation Plans (IGP)
- ☒ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- ☒ Other: Expanded Classroom Libraries
- ☒ Other: STEM Activities

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?**

The Instructional Leadership Team at each school has taken extra time to dig into the data for each subgroup. Based on the results, Tier 1 curricula have been purchased along with the professional development for initial implementation and coaching. Teams have spent an extraordinary amount of time looking at schedules and re-arranging to ensure that students have appropriate intervention time built into the school day. All diagnostics have been given and the data has been disaggregated. From this point the administrators and teachers have worked collaboratively to place students in the appropriate intervention times in all nine schools, grades K-12. Students who have been identified as having the most disproportionate impacts have been placed in small group settings with "specialized" interventions to provide support and instruction. The identified teachers for students with disabilities have also been provided extra training, support, and high-quality materials around appropriate interventions for students. An example of a typical day for students in grades 4 thru 8 could look like 2- 30 minute intervention times 5 times a week in a small group/whole group/individualized instruction focus on diagnostic needs with weekly analysis on i-READY to monitor progress and mastery of standards.

**How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)**

Students who did not score mastery or above on the state-wide assessment were identified by the Instructional Leadership Team at the school level. The team collected various data points from state assessments, literacy screeners, diagnostics, etc., to identify potential learning loss and a plan to remediate. Extra intervention/acceleration time has been built in the educator's daily schedules at all nine schools, grades K-12. This will allow for all students to receive additional instruction by the most qualified teachers. In addition to time being built into the school day, before school and after school tutoring/acceleration will also be offered. 4<sup>th</sup> and 8<sup>th</sup> graders not scoring Mastery on the LEAP 2025 are given priority in those grades in the Summer "Accelerated" Programs.

Key Investment: **Before and After School Programs**

**ESSER II**

**\$ 0**

**ESSER III**

**\$ 248,860**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Partner with organizations to provide before and/or after school programs

- ☐ Partner with vendors to specifically provide tutoring before and/or after school  
☒ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

Students experiencing disproportionate impacts of learning will be offered an extensive summer learning program based on "Accelerate" tutoring taught by LEA educators and administrators. All salaries/benefits for teachers and staff (including bus drivers) and costs for transportation will be paid through ESSER funds. Tier 1 curriculum materials, supplies/materials for enrichment activities and field trips will also be funded. The LaSalle Parish Summer Learning Program will last 4-5 weeks beginning as soon as the 2021-2022 school year ends. Students will attend three days a week for 8 hours each day. Fourth through eighth grade students not scoring Mastery or Above are given priority for the summer learning program. During this time one hour is dedicated to math and ELA instruction. In addition, LaSalle Parish will provide an additional thirty-minute time frame for reading intervention with a focus on strengthening foundational skills. We will use end of the year data collected from our literacy screener for these identified students. Progress monitoring will take place weekly and they will be assessed again at the end of the summer program. We will also include music, arts, STEM, and physical activity daily.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ 21,864	ESSER III	\$ 1,256,970
---	----------	-----------	-----------	--------------

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Vendor-provided summer learning programs  
☐ Partner with organizations to provide summer learning programs  
☐ Partner with vendors to specifically provide tutoring during summer programming  
☒ Develop LEA direct-run summer learning program, staffed by LEA educators  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

Students experiencing disproportionate impacts of learning will be offered an extensive summer learning program based on "Accelerate" tutoring taught by LEA educators and administrators. All salaries/benefits for teachers and staff (including bus drivers) and costs for transportation will be paid through ESSER funds. Tier 1 curriculum materials, supplies/materials for enrichment activities and field trips will also be funded. The LaSalle Parish Summer Learning Program will last 4-5 weeks beginning as soon as the 2021-2022 school year ends. Students will attend three days a week for 8 hours each day. 4<sup>th</sup> and 8<sup>th</sup> graders not scoring Mastery on the LEAP 2025 are given priority in those grades. During this time one hour is dedicated to math and ELA instruction. In addition, LaSalle Parish will provide an additional thirty-minute time frame for reading intervention with a focus on strengthening foundational skills. We will use end of the year data collected from our literacy screener for these identified students. Progress monitoring will take place weekly and they will be assessed again at the end of the summer program. We will also include music, arts, STEM, and physical activity daily.

Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$ 0.00	ESSER III	\$ 0.00
--	----------	---------	-----------	---------

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**



- ☐ Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*  
☐ Extended school week  
☐ Extended school year  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

**LaSalle Parish will not offer any extended instructional time.**

**Key Investment: Individual Student Plans for Success**

**ESSER II**

**\$ 6762**

**ESSER III**

**\$ 9000**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Individual Graduation Plan (IGP)  
☐ IGP Planning Partner  
☒ Other: ACT Assessment Fees  
☐ Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

LaSalle Parish will continue to develop IAIP for students who need additional support in identified areas. IGP's will continue to be developed and we will utilize Career Compass for secondary students. These plans are paid for from other funding sources. Dual enrollment coursework tuition is paid through district SCA funds. Fees and costs associated with IBCs are paid through qualifying funds such as CDF and local CTE. ACT boot camps will be provided for identified students who need additional ACT support. These activities will be provided during October, November, and December 2021. Progress will be measured by ACT component score comparisons. 8th grade students not scoring Mastery on the LEAP 2025 during the 2020 and 2021 state-wide assessments are given priority. Additionally, all 10<sup>th</sup> grade students will take the ACT in March to give accurate data measures to individualized learning talks for students and to increase exposure for students to the ACT as a research proven method to improve student progress.

**RECOVERY AND ACCELERATION**

**2021-2022 Total Funding Commitment**

**\$1,559,396**

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

**Key Investment: School Improvement Best Practices**

**ESSER II**

**\$ 561,944**

**ESSER III**

**\$ 21,327**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☒ Instructional Leadership Teams (ILT)  
☒ Teacher Collaboration (Common Planning/PLC/ Cluster)  
☒ Other: PD for Adopted Tier 1 Curricula  
☒ Other: Educator Compensation for Effective Educator Workforce

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?**

LaSalle Parish will allocate funds to students most impacted by the Covid-19 pandemic based on the assessment results of evidence-based diagnostics, LEAP 2025, DIBELS, and social emotional surveys. A checklist was created for each school which included all named students' groups indicated above. The Instructional School Leadership met at the beginning of the school year to complete the checklist to indicate the percentage for each school to show their needs. This was then turned into the district office. Then the district leadership team met and evaluated each school's needs to determine the needs of each group of students. Determinations were made for Tier 1 curriculum needed along with professional development to support implementation. Based on previous partnerships with vendors, additional coaching days were purchased to support administrators for understanding the curriculum, conducting effective PLCs, and determining look-fors during observations. Teachers will receive additional support through lesson planning, modeling by the coaches, and using data from assessments to make informed decisions around instruction.

**Key Investment: Literacy Professional Development**

**ESSER II**

**\$ 0**

**ESSER  
III**

**\$ 0**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Literacy Content Leaders  
☐ Literacy Coaches  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

**PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment**

**\$ 583,271**

## **EARLY CHILDHOOD EDUCATION** ✓

**Early Childhood Program Expansion**

**ESSER II**

**\$ 0.00**

**ESSER III**

**\$ 0.00**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Ready Start Networks  
☐ Fund Pre-K seats  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

Click or tap here to enter text.

**Early Childhood Program Enhancement**

**ESSER II**

**\$ 0.00**

**ESSER III**

**\$ 0.00**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ CLASS Certification
- ☐ Professional Development from High-Quality Instructional Materials Vendor Guide
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

Click or tap here to enter text.

**EARLY CHILDHOOD EDUCATION    2021-2022 Total Funding Commitment    \$ 0.00**

## **SCHOOL SAFETY & OPERATIONS** ✓

Safe School Reopening	ESSER II	\$ 822,341	ESSER III	\$ 340,261
-----------------------	----------	------------	-----------	------------

**Provide the URL to the following LEA documents:**

School Reopening Plan for In-Person Learning	<a href="http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf">http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf</a>
COVID-19 Vaccination policies for staff and students	<a href="http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf">http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf</a>
Mask wearing policies for staff and students	<a href="http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf">http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf</a>
Physical distancing, cohorts, or learning pods	<a href="http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf">http://lasalle-louisiana.schoolloop.com/file/1404531265034/1403330991382/8468121264369871554.pdf</a>

*If all information is in the main School Reopening Plan, please enter the same URL for each.*

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Provide vaccinations to educators, other staff, and students, if eligible
- ☒ Support universal and correct wearing of masks
- ☒ Physical distancing (e.g., including use of cohorts/learning pods)
- ☒ Handwashing and respiratory etiquette
- ☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- ☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- ☐ Diagnostic and screening testing
- ☒ Other: Subs for COVID Leave

<input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Continuity of Teaching &amp; Learning</b>	<b>ESSER II</b>	<b>\$ 253,575</b>	<b>ESSER III</b>	<b>\$ 763,234</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input checked="" type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input checked="" type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>SCHOOL SAFETY &amp; OPERATIONS</b>		<b>2021-2022 Total Funding Commitment</b>		<b>\$ 2,179,411</b>

<b>DATA INFRASTRUCTURE</b> ✓				
<b>Data Infrastructure</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input type="checkbox"/> Statistical programs or analytics software <input type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities.</b>				
LaSalle Parish funds data infrastructure through other funding sources. Click or tap here to enter text.				
<b>DATA INFRASTRUCTURE</b>				<b>2021-2022 Total Funding Commitment</b>
				<b>\$ 0</b>

