


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.**



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NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, 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: Click or tap here to enter text.
- 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).

¹ [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?

Bienville Parish uses the EDGEAR system for Student Information including attendance. All students missed in-person instruction from March 13, 2020 until the beginning of the 2020-2021 school year in August 2020. Summer virtual intervention was put in place for students who were in danger of being retained prior to March 13, 2020.

In the 2020-2021 school year, the district started with hybrid instruction with all students attending class two days a week for in-person instruction. After the first five weeks, 15% of students returned to five days a week in-person instruction while the other 85% received virtual instruction. Absenteeism due to quarantines and COVID infections added to missed instructional time with 45% of the students missing ten or more days of instruction. Looking at grade levels, from PreK to 12th grade, the average number of days missed per student ranged from 7.4 in 6th grade to 12.5 in 9th grade. A summer session administered by the LEA was held in June to support students with missed learning in danger of retention. The summer session also included enrichment opportunities with STEM, Art, Music, and Physical Education.

The 2021-2022 school year has begun with all students attending in-person instruction, however, COVID quarantines have continued to affect attendance. Although online instruction is provided during these times, many students do not participate. A Fall intermission session was held during one week in October to provide an opportunity for students who had fallen behind during the first nine weeks to attend in-person, small group sessions for acceleration toward upcoming topics by filling in the gaps in learning missed during the first nine weeks.

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?

For the 2020-2021 school year, Bienville Parish School District will collect and report student learning modality data by utilizing the Drop Out & Early Warning System (DEWS), that is located on the EDGEAR system for Student Information for attendance data. The student learning modality data will be closely monitored by the school counselors at each school and discussed weekly with their school site principal. The data will be used to provide technical assistance and support the schools to increase student attendance, engagement, and participation. When the attendance rate is 90% or less within a specified student group, that group of students is chronically absent, which also shows significant lost instructional time.

The Behavior Interventionist administered the behavior screener (RCADS) at the beginning of the school year and mid-year, BPSB has identified approximately 43 students who need mental and behavioral supports. Therefore, emphasis will be placed on focusing on school-wide social, emotional, and learning



(SEL) practices (PASS-an educational program used to provide interventions for students that exhibit a need for mental and behavioral supports) to improve overall climate and students' sense of belonging to make the schools more welcoming and inclusive environment.

The Child Welfare and Attendance Director participated in collaborating with the LSU Attendance Alliance Initiative to learn strategies to increase students' attendance and assist with prioritizing schools with student groups whose attendance rates are 90% or less based on the needs assessment findings. Our goal was to increase the targeted student group attendance rate to 95% or greater within the first four months of school. We reviewed and monitored re-engaged students' attendance daily. We collaborated with governmental officials such as District Attorneys, Sheriffs, Juvenile Judges to provide our district with on-going support with our students. Our school administrators enhanced their family engagement and community partnerships to reinforce students' attendance in schools.

Our district will closely monitor students' attendance by using various reports aggregated (daily, weekly, etc.) from the JCAMPUS Attendance Program. Information gathered from the reports will assist the administrative staff with targeting students' that have a high number of unexcused absences. The schools' faculty and staff will counsel students with poor attendance to encourage a positive change with their attendance. Parents will be contacted for a conference as needed to establish/reinforce a plan to support their students' attendance.

To ensure that students adhere to attendance policies, BPSB will:

- Clearly communicate its policies to students and disseminate information about the importance of school attendance.
- Use electronic dashboards where principals receive automatic alerts when students show signs of chronic absenteeism.
- Revision of school district discipline code to increase interventions for misbehavior and reduce the number of offenses for which suspensions or expulsions are possible outcomes.
- An attendance campaign for high school students that includes post card mailings, welcome back to school calls from teachers, and targeted home visits.
- Revised attendance measures and strategies based on a continuum of attendance that include high attendance (5 or fewer absences), regular attendance (95 percent rate), chronic absence (attendance rate of 90 percent), severe chronic absence (attendance rate of 80 percent), and truant (unlawfully absent 20 percent of days).
- BPSB has identified approximately 92 students who need mental and behavioral supports. Therefore, emphasis will be placed on focusing on school-wide SEL practices to improve overall climate and students' sense of belonging to make the schools more welcoming and inclusive environment.

It is clear that student attendance should be closely monitored in order to effectively prevent absenteeism and intervene with students when necessary. Evidence based practices for progress monitoring include:

- Tracking student attendance data (excused and unexcused) will also be used within an MTSS framework to effectively problem-solve and make evidence-based decisions for students.
- Tracking the average daily attendance (ADA) of students to determine overall levels of school absenteeism.
- The counselor/or assistant principal will follow up immediately with family contact of absent students.

- The counselor/or assistant principal of each school will check in with student at least every two weeks or every week if attendance is inconsistent and not improving.

Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$ 812,961.00
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How will the LEA identify students who need mental and behavioral supports?

There are supports for student mental health/wellness in each building. We are able to provide social-emotional support services to students and/or refer families to numerous community agencies that can provide short- or long-term support when necessary. The level of service is determined individually and can include support from a school counselor, a behavior specialist or Center for Counseling & Psychological Resources, or any combination thereof. We encourage any family to reach out and request help to access these services through their assigned school counselor or school administrator.

Universal screenings for behavioral and mental health issues can help with early identification of students who are at-risk or in need of intervention including those exhibiting both externalizing and internalizing patterns of problem behavior. Rather than relying only on teacher nomination or examination of existing school data (e.g., attendance, grades), which are both a reaction to existing problem behavior and more likely to identify students with externalizing problem behavior, systematic universal screening is a proactive practice, decreasing the likelihood that schools will overlook a student in need of support or intervention.

Universal screening shifts the focus from a reactive, wait-to-fail model to a proactive system in which needs are identified early and interventions are delivered efficiently to the level of need demonstrated by the student. Screening results and potential actions will include:

- Positive for risk – need further assessment
- Some risk - monitor
- Negative for risk – nothing or multiple screening

When students at risk have been identified, problems targeted, interventions selected, progress monitoring will be conducted every four weeks.

The Bienville Parish School Board has identified approximately 92 students who need mental and behavioral supports. Therefore, emphasis will be placed on focusing on school-wide SEL practices to improve overall climate and students’ sense of belonging to make the schools more welcoming and inclusive environment. The students will also receive counseling and services from our Behavior Interventionist.

The assessment will measure the following:

- self-awareness and self-management skills for school and life success.
- social-awareness and interpersonal skills for establishing and maintaining positive relationships.
- decision-making skills and responsible behaviors in personal, school, and community contexts.

Baseline data will be obtained using SEL assessment. Results will be analyzed. Assessments will be completed monthly to determine program effectiveness.

Positive Approach to Student Success (PASS) program provides insights into nine factors, allowing schools to clearly identify barriers to learning such as disengagement, low self-worth, bullying, and the risk of

absenteeism. The PASS screener will be administered to grades kindergarten to 12th grade, teachers, and parents by the behavior interventionist during the first six weeks of school and third week in January. A team made up of the behavior interventionist and school psychologists will score and monitor the results. The team will place students in the following risk factors:

- Positive for risk – need further assessment which will be done by the team. Interventions such as counseling or referral to partnering outside agencies if needed will be done.
- Some risk – monitor by the team every four weeks. Interventions such as mini-lessons done by the teacher to target problem, counseling, referrals, will be done as needed.
- Negative for risk – nothing will be done. However, students will take the screener again in January where the team will determine if they are at risk.

When students at risk have been identified, problems targeted, interventions selected, progress monitoring by the team will be conducted every four weeks.

Utilizing this screener, approximately 43 students were identified needing additional mental and behavioral supports. These students have and continuously receive support in the form of counseling and/or referral to outside partnering agencies.

The evidence-based activities will be accomplished in three ways with four steps: through teaching practices, free-standing social and emotional learning lessons and trauma informed care, utilizing PASS, and professional development.

1. Teaching practices: These programs will focus on specific instructional practices, pedagogies, and/or classroom management techniques that create a positive classroom climate. These teaching practices are designed to engage students actively in learning while also supporting students' social and emotional development.
2. Free-standing SEL lessons: PASS, social and emotional learning (SEL) program, directly teach SEL skills through free-standing lessons. Lessons often focus on skills that can be broadly applied to a variety of situations, such as making friends, working cooperatively with others, coping with stress, making decisions about potentially risky behaviors, and resolving interpersonal conflicts. These lessons will also address trauma informed care.
3. Professional development: Trauma informed care professional development will be conducted annually in October by local expert.

Four steps will be used to implement:

Step 1: Exploration

Behavioral Interventionist and school psychologists will identify needs of the students; research possible interventions for problem of practices; consider readiness and anticipated resources; search and include stakeholders.

Step: 2 of Implementation: Installation

Behavioral Interventionist and school psychologists establish resources necessary to use and implement the intervention with fidelity to ensure positive outcomes for students such as:

- Staff time for the professional development
- Purchase of program materials (e.g., curricula) and initial training for staff
- District and school administrator time to plan for and schedule professional development and implementation of program within school's professional development and academic calendars
- Administrator, teacher and support staff time to attend professional development

Step 3: Initial Implementation

Teachers and staff will integrate and refine new knowledge, skills, practices and procedures into daily work which will include indicators for effective implementation. During this step, data collection and analysis will be done along with fidelity monitoring and technical assistance and coaching as new program is adopted every four weeks.

Step 4: Implementation: Full Implementation

Teachers and staff routinely deliver high-quality program, and it will become the way the school carries out its work. The well-integrated intervention will be monitored by teachers, behavior interventionist and school psychologists to ensure it is being used to its fullest potential thus having a positive impact on student and other relevant outcomes.

Baseline data will be obtained using the SEL assessment provided by PASS. Results will be analyzed. Monitoring will be completed every four weeks to determine effectiveness of the program.

(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: Additional Counseling Staff
- Other: Click or tap here to enter text.

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

Bienville Parish School Board uses a framework of universal screener Proactively Identify and Address Social & Emotional Barriers to Learning (PASS), interventions and supports designed to address behavioral and academic challenges. This framework helps schools in the district to identify struggling students early so that they may receive assistance quickly.

Tier 1 supports are intended to prevent challenges from occurring in the first place. As such, this involves teaching critical skills and behaviors that all students are expected to learn.

Tier 2 supports are more specialized or targeted intervention programs. Typically, these targeted programs are provided in small group settings, which may involve increased time dedicated to instruction or more intensive methods of instruction.

Tier 3 are for students who may need more intensive supports. Usually these students, with serious and chronic needs, will receive individualized services from specialists, such as the school counselor, psychologist, behavioral specialist, and/or instructional coaches —or even from outside services, such as community practitioners.

The evidence-based activities will be accomplished in two ways with four steps: through teaching practices and free-standing social and emotional learning lessons.

1. Teaching practices: These programs will focus on specific instructional practices, pedagogies, and/or classroom management techniques that create a positive classroom climate. These teaching practices are designed to engage students actively in learning while also supporting students' social and emotional development.

2. Free-standing SEL lessons: These programs directly teach SEL skills through free-standing lessons. Lessons often focus on skills that can be broadly applied to a variety of situations, such as making friends, working cooperatively with others, coping with stress, making decisions about potentially risky behaviors, and resolving interpersonal conflicts.

Step 1: Exploration

Teams identify needs of the students; researches possible interventions for problem of practices; considers readiness and anticipated resources; searches and includes stakeholders.

Step: 2 of Implementation: Installation

Teams establish resources necessary to use and implement the intervention with fidelity to ensure positive outcomes for students such as:

- Staff time for the development
- Purchase of program materials (e.g., curricula) and initial training for staff
- District and school administrator time to plan for and schedule training and implementation of program within school's professional development and academic calendars
- Administrator, teacher and support staff time to attend training

Step 3: Initial Implementation

Teachers and staff integrate and refine new knowledge, skills, practices and procedures into daily work which will include indicators for effective implementation. During this step, data collection and analysis will be done along with fidelity monitoring and technical assistance and coaching as new program is adopted.

Step 4: Implementation: Full Implementation

Teachers and staff routinely deliver high-quality program, and it becomes the way the school carries out its work. The well-integrated intervention is monitored to ensure it is being used to its fullest potential thus having a positive impact on student and other relevant outcomes.

Baseline data will be obtained using SEL assessment. Results will be analyzed. Assessments will be completed monthly to determine program effectiveness

The assessment will measure the following:
self-awareness and self-management skills for school and life success.
social-awareness and interpersonal skills for establishing and maintaining positive relationships.
decision-making skills and responsible behaviors in personal, school, and community contexts.

(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: Counselors
- Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 812,961.00
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 103,023.00	ESSER III	\$ 360,757.00
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², 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).

Approximately 817 of the 2008 students have been identified as being most impacted by the COVID-19 pandemic. Of those impacted 444 were White, 367 were African American, 4 were Hispanic and 2 were Asian. All Bienville Parish Schools are Title I, therefore the district will be consistent in allocating ESSER funds similarly. Schools will be ranked by percent of economically disadvantaged and distributed on a per pupil amount. Funds will be allocated to help those students who have been most impacted by the Covid-19 pandemic as well as those students performing below the level of Mastery on statewide assessments. Funds will be allocated for extra learning time (during intermission sessions, summer school, and tutoring sessions including school-based RTI and intervention programs) for the students performing below the Mastery level on statewide assessments. The economically disadvantaged students and Students with Disabilities have been impacted by lack of resources and support at home during the times of learning loss based on the data provided in the 2021-2022 Academic Recovery and Acceleration Plan Data. There are 1,532 students labeled as economically disadvantaged in the district and 73% of economically disadvantaged (ED) students scored below level. There are 372 Students with Disabilities (SWD) in the LEA and these students scored even lower with 87% below level. On the 3rd grade 2021 LEAP 2025 Math assessment, 82% of the ED students scored below Mastery and 97% of SWD students scored below Mastery. On the 3rd grade 2021 LEAP 2025 ELA assessment, 78% of the ED students scored below Mastery and 93% of SWD students scored below Mastery. On the 3rd grade 2021 LEAP 2025 Science assessment, 91% of the ED students scored below Mastery and 100% of SWD students scored below Mastery. On the 3rd grade 2021 LEAP 2025 Social Studies assessment, 95% of the ED students scored below Mastery and 100% of SWD students scored below Mastery. On the 8th grade 2021

² [ARP ESSER Fact Sheet](#)

LEAP 2025 Math assessment, 81% of the ED students scored below Mastery and 100% of SWD students scored below Mastery. On the 8th grade 2021 LEAP 2025 ELA assessment, 63% of the ED students scored below Mastery and 89% of SWD students scored below Mastery. On the 8th grade 2021 LEAP 2025 Science assessment, 80% of the ED students scored below Mastery and 89% of SWD students scored below Mastery. On the 8th grade 2021 LEAP 2025 Social Studies assessment, 79% of the ED students scored below Mastery and 89% of SWD students scored below Mastery. The percentage of the 2020 cohort earning Basic or Advanced Credentials includes 15.1% of black students compared to 68.8% of white students and only 32.7% of economically disadvantaged students and 33.3% of students with disabilities. The results are across the board and show that every ethnicity, school, and grade level were affected. Mitigation efforts include but are not limited to: scheduled intermission sessions, after school tutoring, Tier I curriculum, and regular progress monitoring with Dibels and TSGold. These progress monitoring and mitigation efforts began during 2020-21 school year and will continue through the 2021-22 school year. It is the goal of the district to increase the percentage of students who achieve Mastery at each grade level, 4-8, by 5% on the 21-22 LEAP 2025 test.

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:
- Other: Click or tap here to enter text.

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

All schools and grade levels will have Tier I curriculum in all four subject areas including online components for all available areas to address the lost learning of those students that have been disproportionately impacted by COVID-19. Students who did not achieve Mastery on any statewide assessment are prioritized in classes with highly effective or effective proficient teachers and also provided extra learning opportunities such as intermission sessions, summer sessions, and extra RTI and intervention times. To the highest extent possible, all extra learning opportunities are conducted. Students has access to evidence-based activities on a daily basis through the Tier I curriculum. Interventionists for literacy and foundational math skills are staffed at each school using state approved/evidence-based programs such as Zearn, Imagine Learning Language and Literacy, Sipps Reading Intervention Program along with the Amplify CKLA Curriculum, LDOE Guidebooks, and Eureka Math for students needing extra supports, performing below Mastery on state assessments. Progress monitoring is achieved using literacy screeners and math fluency assessments four times during the year for grades K-4. LEAP360 interim tests are given in math and English in January and then LEAP360 practice tests are given in all subject areas in March to help diagnose areas of need prior to state assessments in grades 3-8. In Science, the district utilizes Amplify Science and OpenSciEd which both have online components for students not in the classroom due to quarantine, illness, etc. Social Studies utilizes the LDOE Scope and Sequence supplemented with Studies Weekly in grades K – 5. Counselors at each school complete the annual updates for all students in grades 8 – 12 for Individual Graduation Plans with parent conference and signatures. This outlines the upcoming courses and guidelines for credentials including core and elective courses leading to either a diploma and/or a credential. It is the goal of the district to increase the percentage of students who achieve Mastery at each grade level, 4-8, by 5% on the 21-22 LEAP 2025 test.

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)

All students not scoring mastery will have access to Tier I curriculum in all schools and subject areas. Students will be assessed with the LEAP360 interims and practice assessments to inform remediation/acceleration needs. Math teachers use components of the diagnostic assessment to assess student’s readiness prior to each module identifying those students who need extra support and accelerated learning. These students will also be targeted for support during extended instructional times. These students are also provided instruction from teachers identified as Highly Effective or Effective Proficient in as many areas as possible. Each student that scores below mastery will have an accelerated learning committee consisting of the student’s subject area teacher, the school principal or designee, the school building level committee chairperson and the student’s parent/legal guardian. An individualized plan will be created for each of these students providing a plan for targeted instruction in the subject area where the student scored below mastery. Expanded academic support will be provided through intermission sessions (with qualified/certified personnel), summer sessions (with qualified/certified personnel) and extra support sessions throughout the school year by personnel specifically trained on the intervention materials being utilized. Progress monitoring is achieved using literacy screeners and math fluency assessments four times during the year for grades K-4. LEAP360 interim tests are given in math and English in January and then LEAP360 practice tests are given in all subject areas in March to help diagnose areas of need prior to state assessments in grades 3-8.

Key Investment: Before and After School Programs	ESSER II	\$ 0	ESSER III	\$ 0
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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?

No before or after school programs are being offered through ESSER II and ESSER III funds.

Key Investment: Summer Learning Programs	ESSER II	\$ 34,530.00	ESSER III	\$ 830,883.00
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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?

The summer learning program will be LEA direct-run facilitated at two sites for grades PreK – 8 for a 4-week period to address learning needs of the economically disadvantaged, students with disabilities, as well as those students meeting the requirement of an Individual Academic Plan in grades 4 to 8 due to scoring below mastery on the LEAP2025 assessments. Hosting the summer learning program at only two sites will provide the ability to ensure instruction from Highly Effective or Effective Proficient teachers in as many areas as possible. Resources from Tier I curriculum (Eureka Math, Zearn, LDOE Guidebooks) and intervention strategies such as the Accelerate Math and ELA programs will be used. Diagnostic assessments embedded in Tier I curriculum will be used to progress monitor students. The summer learning was held June 7 – July 1 2021 and will be repeated June – July 2022. For grades 9 – 12, the summer learning program will be hosted at 4 sites providing opportunities for credit recovery and LEAP2025 remediation for students scoring Unsatisfactory to remain on-track and ready to graduate with their cohort. All students in need of these services have an opportunity to attend the summer learning program. The summer learning program consists of 64 hours of instructional time with pre-tests and post-tests (created from LEAP 360 and LDOE Accelerate materials as well as LEA Literacy Screeners) to progress monitor the academic gains during summer learning. Instructional Coaches, Directors and Principals plan, order supplies and supervise all activities. It is the goal of the district to increase the percentage of students who achieve Mastery at each grade level, 4-8, by 5% on the 2021-2022 LEAP 2025 test.

Key Investment: Extended Instructional Time	ESSER II	\$ 0	ESSER III	\$ 368,528.00
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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?

The extended school week will be conducted twice a year (Fall and Spring) at each site for grades K - 12. The school administration will determine the needs at their school, specifically targeting those students who have been affected by the pandemic with learning loss as well as students in grades 4-8 who scored below the Mastery level on district and/or state assessments. Tier I curriculum (Amplify Skills/Knowledge, Eureka Math, Zearn, Amplify Science, LDOE Guidebooks, Social Studies Scope and Sequence, Open SciEd) as well as the LDOE provided Accelerate materials will be used to assist in this learning recovery minimizing learning gaps for targeted students. Progress monitoring is achieved using literacy screeners and math fluency assessments four times during the year for grades K-4. LEAP360 interim tests are given in math and English in January and then LEAP360 practice tests are given in all subject areas in March to help diagnose areas of need prior to state assessments in grades 3-8. It is the goal of the district to increase the percentage of students who achieve Mastery at each grade level, 4-8, by 5% on the 21-22 LEAP 2025 test.

Key Investment: Individual Student Plans for Success	ESSER II	\$ 0	ESSER III	\$ 0
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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: 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?

Our Bienville Parish High School Guidance Counselors with the students on the Individual Graduation Plans (IGPs).

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 1,697,721.00
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 177,868.00	ESSER III	\$ 435,315.00
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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: Tier I Vendor PD; ESL Certifications for EL Teachers; EL Tier I PD, LASARD
- Other: CLASS Training for PreK-2; APEL Needs Assessment; Compliance Coordinator (SIP)

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?

Click or tap here to enter text.

ILT (meeting on a weekly basis) and Instructional Coaches (providing common planning meetings/collaboration between teachers) were all trained using the NIET model during the Summer of 2021 for implementation during the 2021-2022 school year. Instructional Coaches will receive additional NIET training by participating in the Louisiana Acceleration Series during the 2021-2022 school year for all six components of the training. LEA district and school leaders will attend the Teacher Leader Summit in May 2022, May 2023, and May 2024 to stay abreast of the upcoming curriculum and accountability changes/suggestions for improved student performance. Tier I vendor professional development will be provided for all teachers for Tier I curriculum and supplemental programs. All PreK – 2nd grade teachers will receive CLASS training through Teachstone. Eight teachers in the district will become ESL Certified to provide our English Learners additional strategic language support and instructional strategies to help meet their needs in language, listening, reading, writing, and speaking. These trainings and activities, directly for teachers along with the extra support provided through Instructional Coaches (specified by subject and grade level), will help address the deficits of those economically disadvantaged, students with diverse needs, and students with disabilities who were disproportionately impacted by COVID-19. The Instructional Coaches, who are placed strategically, will support those teachers of students in grades 4-8 who scored below Mastery on LEAP 2025 assessments. Progress monitoring is achieved using literacy screeners and math fluency assessments four times during the year for grades K-4. LEAP360 interim tests are given in math and English in January and then LEAP360 practice tests are given in all subject areas in March to help diagnose areas of need prior to state assessments in grades 3-8. Instructional coaches do weekly walk-throughs to provide first-third year teachers and teachers new in their content area additional support and modeling of lessons where necessary. Those observations will determine

focus areas for upcoming professional development. It is the goal of the district to increase the percentage of students who achieve Mastery at each grade level, 4-8, by 5% on the 21-22 LEAP 2025 test.

Key Investment: Literacy Professional Development	ESSER II	\$ 1600.00	ESSER III	\$ 106,727.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Literacy Content Leaders
- Literacy Coaches
- Other: ACT 108 Literacy PD
- Other: Amplify CKLA Curriculum; Creative Curriculum; Battelle BDI3 Literacy Inventory

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

Tier I provider APEL will be contracted to provide training and certification for two K - 2 Content Leaders and two ELA Content Leaders as well as all K – 3 teachers and administrators for the required ACT 108 literacy training. The literacy training includes 5 modules addressing all state required components. These leaders will be guiding literacy components of curriculum and acceleration at all schools including all students disproportionately impacted by the pandemic such as economically disadvantaged students and students with disabilities. Foundational reading skills are important for all students but especially for those that do not have at home support (economically disadvantaged) or have learning disabilities (students with disabilities). The Tier I Amplify CKLA curriculum used for all K – 2 students addresses the science of reading through phonemic skills as well as concept knowledge. The Tier I Teaching Strategies Creative Curriculum 6th Edition Deluxe is used for all Pre-K Students to address language development, language acquisition and the science of reading through phonemic awareness skills. Literacy Content Leaders will provide support for teachers of students in grades 4-8 who have scored below Mastery on LEAP2025 state assessments since literacy is so important to all subject areas. Progress monitoring is achieved using literacy screeners and math fluency assessments four times during the year for grades PreK-4. LEAP360 interim tests are given in math and English in January and then LEAP360 practice tests are given in all subject areas in March to help diagnose areas of need prior to state assessments in grades 3-8.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 721,510.00
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 1,082,992.00
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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?

The LEAs plan for implementing evidence-based activities includes more equitable access for high quality preschool seats. Each year during the month of February our district completes and submits our Coordinated Funding Request to the LDOE requesting public funded LA4 Seats to support our BPSB Preschool Programs. In July of each school year we apply for the 8(G) Grant for additional funding for one preschool class. However, during the 2020-2021 and 2021-2022 School Years a large percentage of our 8(G) Funding and LA4 Seats has been reduced. Therefore, the funds received in the Achieve! Grant will help to substantially support the needed additional high-quality access to preschool seats for our students disproportionately impacted by the Pandemic. These students include; however, are not limited to our Homeless, EL, Foster, Migrant, Economically Disadvantaged, Students with Diverse Learning Needs and Disabilities, students who reside in communities that don't have child care centers accessible, and our at-risk students who have never been in a school setting before because of the COVID Pandemic. Our students will attend a full-day preschool program with a Balanced School Year Calendar with a 4-Week Summer Learning Program available to the students who need more acceleration using Tier 1 Curriculum and Tier1 Instructional Resources.

In order to close the gaps in learning for those students disproportionately impacted by the Pandemic, we are funding 3 Universal Preschool Classes with 3 Early Childhood Teachers and 3 Highly Qualified Paraprofessionals at 3 school sites for 3 Years which include the 2021-2022, 2022-2023, and 2023-2024 SYs. This funding will afford 60 more preschool seats in our school district. This allows us to provide equity and access for our students who otherwise would not have an opportunity to attend preschool. These additional seats will afford the students the opportunity to gain the skills necessary for Kindergarten Readiness. Our students will attend a full-day preschool program with a Balanced School Year Calendar with the option of attending our 4-Week Summer Learning Program available to the students who need additional acceleration using Tier 1 Curriculum and Tier 1 Instructional Resources taught by Certified Preschool Teachers.

Our students are taught by certified teachers and highly qualified paraprofessionals in a highly engaged learning environment daily with high quality teacher-student interactions using the CLASS Assessment Strategies along with their Tier 1 Curriculum and Resources. All of our teachers and paraprofessionals have attended CLASS Trainings and Workshops and they continue to receive additional training yearly. We also have a Registered School Nurse, Speech Therapist, and Guidance Counselor at each school site daily to provide support and services to our preschool students. By having the Registered School Nurse, Speech Therapist, and Guidance Counselors on site that provides valuable additional levels of medical support, language development and acquisition support, mental health and social/emotional well-being support.

Each November, we begin developing our Bienville Parish Coordinated Enrollment Plan. This plan entails the strategic development of the services that will be provided for our targeted disproportionate students and families which is based on our state data regarding early childhood age students. We plan methods to ensure that the awareness of our preschool program and the round-up registration process throughout our parish is known and equitable for all families. We plan how we will work with our school sites, community partners, local media outlets, and local agencies and business throughout the process and year long. We also prioritize how to enhance our campaign strategies and the duration of the campaign to better support all children and families. By the end of January our plan is complete and ready to implement.

Each school year, during the months of February and March, we launch our 3-Week Round-Up Registration Advertisement Period for our Bienville Parish Early Childhood Community Network Coordinated Enrollment. We post the Preschool Round-Up Registration Advertisements and Applications on our Bienville Parish School Board

Website, School Websites, District and School Facebook Pages, School Apps, Local Radios and New Stations, and our Local Newspaper, the Bienville Democrat Newspaper. We also send flyers home with the all students in our schools to share with their families or neighbors who may have preschool age children that will be 4 years of age by September 30th of the school year. We also use our Bienville Parish School Board JCAMPUS System Parent J-Call List to inform current families about the Preschool Round-Up Registration Process. We collaborate with our community partners to post our round-up flyers and brochures for our advertising campaigns at their agencies, offices, churches, and places of business. Our Preschool Round-Up Registration Activities ensure that families are aware and knowledgeable about our preschool programs, registration process and requirements, required documentation, and the dates and formats for registration. This helps to ensure that all families and the communities within our district are notified in an equitable method to gain access to our preschool seats. We try to make this experience as smooth and enjoyable for families as possible.

Our Bienville Parish Early Childhood Coordinated Enrollment process allows our families to complete one application and to select their first two preferences for their child/children preschool site. We have Round-Up Registration for all families and students who will be 4 years of age by September 30th of that school year. This is our recruitment and enroll activity. In our school district, enrollment is on-going through-out the school year, if seats are still available students are enrolled, if not, the students are added to the waiting list. The registration application process is online for all families. A paper-based application is also available for all families who do not have access to the online format or would prefer to go to a school site or the school board office to obtain a paper copy. Each Bienville Parish Preschool Site hosts a week- long School-Based In-Person or Drive-Thru Registration Round-Up as well-as the District-Wide On-line Registration Round-Up Process in the month of March. During the month of May, families are notified regarding their preschool seat status and next steps via a district/school letter.

Bienville Parish School Board provides high-quality Tier I Curriculums and Tier I Instructional Resources, Materials, and Supplies. We have implemented the Teaching Strategies Creative Curriculum 6th Edition Deluxe and the Great Minds Preschool Eureka Math Curriculum, Eureka Math In-Sync On-Line Intervention Program, and DIDAX Eureka Math Hands-on manipulatives. We also have the Brigance Battelle Developmental Literacy Screener in place to screen all of our preschool students. We have a print rich environments, online instructional resources and interventions such as IXL: ELA, Math, Science, and Social Learning, Starfall, Imagine Learning ELA Online Intervention, ABC Mouse, Reading Renaissance MyON Digital Reading Program which is synced with the Accelerated Reading Program, MyOn Reading Family Engagement Program, Waterford Literacy Intervention Online Program for Preschool Acceleration Groups, literacy libraries for student and family engagement, Creative Curriculum Studies and Digital Resources for teachers. We ensure that all preschool classrooms have a 1:1 ratio of iPads, Chromebooks, and MiFi Hotspots for all students. We also ensure that all preschool teachers have Smart Boards, Projectors, Elmo's, Digital Cameras, Teacher Laptops, and Desktop Computers for teachers use. All of the instructional materials and resources provided help to greatly impact and enhance our student's literacy and numeracy skills, language acquisition skills, physical and developmental skills, social skills, and emotional well-being to help prepare them for Kindergarten Readiness.

In order to prepare of our students for Kindergarten Readiness, we need them enrolled and present. Our goals and objectives are to try to regain and retain the preschool enrollment seats and student numbers that we had prior to the COVID Pandemic. To provide access and equity to all preschool students in a high- quality learning environment through our universal preschool program across all the following student groups; economically disadvantaged, race, ethnicity, eligibility, homeless, foster care, migrant, English Learners, underserved children, and SPED.

1. To increase the number of our current 97 preschool students attending by at least 5% (4) students which will be 101 by the end of the 2021-2022 SY.

2. To increase the number of our current 97 preschool students attending by at least 20% (19) students which will be 116 students by the end of the 2021-2022 SY.
3. To increase the number of our current 97 preschool students attending by at least 35% (33) students which will be 130 by the end of the 2023-2024 SY.

The Federal Programs Director & Preschool Director, Preschool Coordinator, Preschool Teachers, Preschool Paraprofessional, Elementary Instructional & Instructional Technology Director, District Technology Coordinator, SPED Director, Child Search Find Coordinator, Principals, School Administrators, Clerical Staff, School Nurse, Guidance Counselor, Speech Therapist, Community Network Partners will provide basic supports and services for the evidence-based activities indicated.

Early Childhood Program Enhancement	ESSER II	\$ 27,536.00	ESSER III	\$ 15,346.00
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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: CLASS Training ; BRIGANCE BATTELLE DEVELOPMENTAL INVENTORY SCREENER & TRAINING
- Other: CLASS OBSERVER TRAINING AND RECERTIFICATION; Renaissance Reading MyON Family Literacy Program; ELA AND MATH INTERVENTION PROGRAMS

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?

The LEAs plan for implementing evidence-based activities includes the equitable access for high quality preschool instruction in a meaningful learning environment with great effective teacher-student interactions by highly trained teachers, paraprofessionals, and other support staff. In order to close the gaps in learning for those students disproportionately impacted by the Pandemic, we are funding more CLASS Re-Certification Assessment, CLASS Observer Reliability Training, CLASS MMCI Strategy Training, Brigance Battelle Developmental Inventory Screener and Professional Development, Professional Development from High-Quality Instructional Vendors, Renaissance

Reading MyON Digital Reading Program, MyON Family Literacy Program, Waterford Literacy Program Intervention Program, ELA and Math Intervention Programs and ELA and Math Benchmark Assessments. These selected evidence-based activities will address those disproportionate impacts by providing access and equity to all preschool students by providing high-quality teaching and learning experiences, high-quality instructional resources, materials, interventions, benchmarks assessments, progress monitoring, and screeners. Highly trained classroom instructors with high-quality instructional curriculums and materials in universal preschool classrooms are critical in ensuring our students have the supports to be successful and learn grade level appropriate skills. Our economically disadvantaged, race, ethnicity, eligibility, homeless, foster care, migrant, English Learners, and SPED student requires it to be successful and Kindergarten Ready by the end of the school year.

In Bienville Parish, our preschool students are taught by certified teachers and highly qualified paraprofessionals in a highly engaged learning environment daily with high quality teacher-student interactions using the CLASS Assessment. All of our teachers and paraprofessionals have been through CLASS Trainings and Workshops. Each year we continue to train our teachers on the different domains of CLASS. We specifically work with them on strategies for Instructional Support. Our preschool staff will also be attending the CLASS Observer Reliability Training and CLASS MMCI Strategy Training over the next three-years. Our Preschool Director and Preschool Coordinator also attends all the trainings and workshops provided for the Preschool Staff as well as Regional and State Preschool Supervisors Collaborations and Trainings.

Our Preschool Director, Preschool Coordinator, 2 Lead Preschool Teachers are CLASS Observer Reliable. All of the CLASS Trainings that our preschool staff attends help to prepare our preschool students to become strategic thinkers and planners, they ask and engage in effective questioning with classmates and teachers, model language well, they're sensitive towards each other in the learning environment, and to be actively engaged in the learning environment and instruction by collaborating with their peers. Our preschool classes foster meaningful high-quality teacher-student interactions. By be actively engaged in our classes, it is helping to close the learning gap from Preschool to Kindergarten.

Our goals and objectives are to prepare our teachers and paraprofessionals with more strategic training to impact the Teacher-Student Interactions in the learning environment. This will be evaluated during their CLASS Observations that each preschool teacher receives. The observations are conducted once (1) in the Fall and Spring by a Local Certified CLASS Observer and once (1) in the Fall or Spring by our 3rd Party Observer from the PICARD Center. This is done each school year.

1. To increase the number of Preschool Classes/Teachers (9) scoring in the Highly Effective Range on the CLASS Assessment by 35 % (3) teachers by the end of the 2023-2024 SY.
2. To increase the number of Preschool Staff which also includes Teachers/Paraprofessionals (20) who attend the CLASS Observer Reliability Training by 45% (9) by the end of the 2023-2024 SY.
3. To train 80% (16) of our 20 Preschool Staff Members on the CLASS MMCI Strategies for CLASS Domains by the end of the 2023-2024 SY.

We also provide high-quality Tier I Curriculums and Instructional Materials for ELA and Math for every preschool class. Our evidence-based resources include the Teaching Strategies Creative Curriculum 6th Edition Deluxe Curriculum, Creative Curriculum Cultural and Creative Arts Studies and Stories, Creative Curriculum Digital Resources for teachers, Great Minds Preschool Eureka Math, Eureka Math In-Sync On-Line Intervention Program, and DIDAX Eureka Math Hands-on manipulatives. We are also implementing the Brigance Battelle Developmental Inventory Literacy Screener for all preschool students, it will be administered twice a year by the teacher and preschool coordinator. In December, we will begin implementing the Waterford Literacy Intervention Online Program to help with our students Small Group RTI/Acceleration.

Our preschool classrooms foster friendly-caring, hands-on, literacy print-rich, technology enhanced, and innovative learning environments. We have various online high-quality and engaging instructional resources and intervention programs that provide student data reports of usage and progress. Our teachers use the reports data to analyze and assess the students' needs to impact classroom instruction and RTI. These reports can also be shared with parents. These programs include IXL: ELA, Math, Science, and Social Learning, Starfall, Imagine Learning ELA Online Intervention, ABC Mouse, and Reading Renaissance MyON Reading Program which is synced with the Accelerated Reader Program. We also have programs in place to connect the Home-School Learning Experience by involving the parents and families in more meaningful engagement with the student learning process such as the MyOn Reading Family Engagement Program, Waterford Family Engagement Literacy Program, Google Classroom Lessons and Activities, Leveled-Reader Literacy Libraries, Starfall, ABC Mouse, and Eureka Insync Math Digital Resources. We use CLEVER in all of our classrooms to make access to our online instructional resources and emails easily accessible for students and parents. We also ensure that all preschool classrooms have a 1:1 ratio of iPads, Chromebooks, MiFi Hotspots 1:1 for the students and Smart Boards, Projectors, Elmo's, Teacher Laptops, and Desktop Computers for teachers use. All of the instructional materials and resources help to greatly impact and prepare our students for Kindergarten Readiness; thus, ensuring that our students have the resources to actively engage and learn through multiple learning modalities.

Our preschool students participate in the Teaching Strategies TS GOLD Assessment. The Benchmark Data will be entered in the TS GOLD System by the teachers, Leveled and Finalized 3 times a year in October, February, and May of each school year. The teachers, paraprofessionals, and preschool coordinator collect the students' data through observations on the objectives through the use of observational skills checklists, activities, classroom tasks, assessments, etc. This is done daily and the teachers are required to enter at 2 pieces of student data weekly into the TS GOLD Portal. Bienville Parish School Board also administers our own District DIBELS-Like Literacy Benchmark Assessment to our preschool students 3 times a year in the Fall, Winter, and Spring by our District Literacy Testing Team. We also progress monitor the students in their classrooms by their teachers/paraprofessionals/preschool coordinator every 4 weeks on Letter Naming Fluency, Sight Word Fluency, and Initial Sound Fluency. We're also in the process of implementing our own District Preschool Math-Numeracy Assessment to test the identification of numbers 0-10, basic shapes, and basic patterns. This Benchmark Assessment will be administered to our preschool students 3 times a year in the Fall, Winter, and Spring by our District Preschool Math Testing Team which consists of the Preschool Coordinator and Federal Programs & Preschool Director, and SPED Director. We will also progress monitor the students in their classrooms by their teachers/paraprofessionals/preschool coordinator every 4 weeks. The students will administer the Brigance Battelle Development Screener twice a year in the Fall and Spring by the classroom teachers and the preschool coordinator.

Our goals are to foster an innovative and high-quality learning environment where our students are very productive and actively engaged in learning to develop literacy, numeracy, social, emotional, language acquisition skills.

1. To increase the number of alphabets identified on our Letter Naming Fluency District DIBELS-Like Literacy Assessment to 32 out of 52 of the lower and uppercase alphabets or higher by the end of the 2023-2024 SY.
2. To increase the number of sight words identified on our Sight Words Fluency District DIBELS-Like Literacy Assessment to 20 out of 40 words or higher at the district level by the end of the 2023-2024 SY.
3. To increase the number of initial sounds identified on our Initial Sound Fluency District DIBELS-Like Literacy Assessment to 10 out of 15 sounds or higher at the district level by the end of the 2023-2024 SY.

4. To increase the number of students identifying numbers 0-10 to 80% of our students enrolled by the end of the 2023-2024 SY.
5. To increase the number of students identifying the 4 basic shapes to 90% of our students enrolled by the end of the 2023-2024 SY.
6. To increase the number of students identifying and making basic patterns to 80% of our students enrolled by the end of the 2023-2024 SY.
7. To increase number of students who are leveled in the Color Band for Kindergarten on the Spring TS GOLD Assessment to 75% of our students enrolled by the end of the 2023-2024 SY.

The BPSB Federal Programs Director & Preschool Director, BPSB Preschool Coordinator, SPED Director, Elementary Instructional & Instructional Technology Director – District Testing Team, BPSB Instructional Coaches, Guidance Counselors, and Principals/School Administrators will provide basic supports and services for the evidence-based activities indicated along with the Preschool Teachers and Preschool Paraprofessionals.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	\$1,125,874.00
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 1,612,063.00	ESSER III	\$ 1,173,963.00
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://www.bpsb.us/32952?articleID=84862
COVID-19 Vaccination policies for staff and students	https://www.bpsb.us/32952?articleID=84862
Mask wearing policies for staff and students	https://www.bpsb.us/32952?articleID=84862
Physical distancing, cohorts, or learning pods	https://www.bpsb.us/32952?articleID=84862

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 and 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: Bus Cameras, School Buses, Cleansers, Intercom Systems, Touch Free Water Fountain Bottle Fillers, Walk Through Temp Smart Scans, Security Cameras & DVRs, HVACS, New Roof Retrofitting, Gas Power Generator, Walk-In Freezer

The Bienville Parish School Board will collaborate with the Bienville Parish Healthcare Systems, Bienville Health Unit, Local Medical Practices and Pharmacies to provide vaccinations to educators, other staff, and eligible students. The vaccinations will be provided on the school campuses, health care facilities, and pharmacies. We will also work with the local Bienville Parish Healthcare Systems for diagnostic and screening testing. Each school and district facility will also screen all persons entering to the school or facilities with a standard temperature check.

Continuity of Teaching & Learning	ESSER II	\$ 404,552.00	ESSER III	\$ 150,000.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Staff Training/Professional Development to support remote learning or safe reopening
- Educational technology (computers/ laptops)
- Educational technology (software/ programs)
- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- Cost of home internet subscription
- Cost of home internet through LEA-managed wireless network
- Other: Google Educator Accounts for Students & Teachers
- Other: SmartBoards

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment	\$ 3,340,578.00
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DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ 37,197.00	ESSER III	\$ 0
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Early warning system to track student progression
- Data security/cybersecurity
- Data storage
- Staff upskilling in data literacy/science/analysis
- Statistical programs or analytics software

- Enterprise data warehouse
- Data dashboards or other activities to improve public transparency
- 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.

The data storage device will be used for backup/recovery of teacher and student data across the district. This will enable secure storage of teacher and student records/data in case of device/hardware failures. This will be used to store data for software applications used for student retention/recovery.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 37,197.00
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