2022-2023 Academic Recovery and Acceleration Plan

✔ LA Comeback ✔ Federal Reporting ✔ Act 294 Investing ESSER Funds

2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with 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 in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Lafayette Parish School System	**LEA Code 028**	**Enter Grade levels served** **PK-12**
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School System Leader Name	**Irma Trosclair, System Superintendent**	
School System Leader Signature	**Date 9/30/2022**	

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent "other".

NEEDS ASSESSMENTS ✔ ✔ ✔

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

☑ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status

☑ Student outcome data, such as assessment scores

☐ 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.

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

☑ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
☑ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
☑ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
☑ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
☑ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
☑ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

2022-2023 Key Investment: **Attendance**	**ESSER II**	**$337,657**	**ESSER III**	**$245,260**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

The LPSS will identify students who need to be reengaged by maintaining the following procedures and practices.

The District will collect student attendance data daily using the JCampus data collection system. This program captures students by: demographic (race), socio-economic status, and diverse learner status. We also disaggregate data by school and by grade-level to drill down to information that would help identify the individual students who need to be engaged. We utilize a model where we have initiated School Based Truancy Teams (SBTT) at each school site to pull attendance data to initiate communication with parents regarding their children's attendance. The attendance clerk connects the data to a standardized letter, which is generated and sent home or mailed. The School Based Truancy Team meets every other week to discuss students who are requiring further interventions.

Below is a summary of findings:

- Chronic absenteeism (10 or more days missed) in Middle School and High School for the 21-22 SY was approximately 58% of students (18,012).
- The outcomes for the students who received attendance supports in SY 2020-2021 revealed that the district only saw a slight improvement of students attendance. 3% of students receiving attendance supports in SY 20-21 did make improvements by the end of the year and did not need continued supports in 21-22.
- For the students who received supports 20-21 and 21-22 SY will continue to be on attendance watch and monitored closely by school Administration and Child Welfare and Attendance.
- For the 22-23 school year, any student identified as truant who has 10 or more days will receive an individualized intervention plan. In addition, school level SBLC meetings will be held with parents and students to include the Social Worker, Counselor, Administrator, and the Teacher to identify students who are most in need of re-engagement due to attendance concerns and learning loss.
- Anticipated outcomes for the for the students receiving support for SY 22-2023 the district anticipates a 6% decrease in students chronically absent.

The Truancy Officers met at the end of the 2021-2022 school year to collaborate and develop a list of students who would receive priority monitoring during the 2022-2023 school year for interventions. They have been placed on a google spreadsheet known as the "hot list". Parents receive contacts through telephone, mail, email and home visits as needed to ensure all avenues are explored to intervene. Pre-Diversion meetings have been implemented as a step before an affidavit is submitted to Truancy Court. The meeting allows all parties involved to give input in alleviating the identified barriers preventing the student from attending regularly and therefore contributing to academic concerns. Parents are notified by the time the student has a minimum of three unexcused absences through a letter and a district automated call. Then the Attendance Clerk sends another letter on the fifth unexcused absence, followed by a second district automated call. By the time the student has seven unexcused absences the School Truancy Teams initiate a phone call to the parents to further assess. Anticipated outcomes for students receiving attendance supports for SY2022-23 are as follows: By Winter we hope to improve school absenteeism by 1-5% and 6% by the end of year.

The district also addresses Dropout Early Warning students (DEWS) and are monitored first due to a higher risk of becoming chronically absent from school. LPSS utilizes Edgenuity software to provide virtual instruction during

school building closures or alternative site assignments. District curriculum staff run weekly completion reports from this software and communicate attendance concerns to Child Welfare and Attendance Truancy Officers. The Child Welfare and Attendance Department communicates concerns to School Principals to ensure the School Based Truancy Team are adhering to the process and d work with families accordingly.

2022-2023 Key Investment: **Well-Being**	**ESSER II**	**$996,502**	**ESSER III**	**$160,000**

Additional full time employees were hired, including counselors and nurses, placed at or clusters of schools to provide support and services for the evidence based activities needed. 6 full-time counselors were added to provide strategic support (individual and group therapy, agency referrals, mental health screening, intervention support) for LPSS students as recommended by staff. 4 full-time nurses were also added to the district to provide additional support to students with COVID related duties such as student required quarantines, contact tracing, communication/consultation with other medical professionals, reporting and documentation of COVID related compliance information.

- The outcomes for the students who received well being supports in SY 2021-2022 revealed that the district continued to see an increase of students in need of well being support. There was a 1-3% increase of students receiving well being supports in SY 21-22, these students continued to need well being supports in SY 22-23. This included behavior referrals, students receiving behavioral interventions, students receiving mental health counsel and referral.

Lafayette Parish School System will continue to provide the BASC-3 Behavioral and Emotional Screening System (BESS) to any student referred to social workers to address intensive mental and behavioral support. School counselors will redeliver training on Adverse Childhood Experiences and trauma informed practices and interventions to school staff. School counselors, social workers and teachers were trained in Core Essential Values, a social emotional learning resource. Bus drivers were training in Core Essential Values in an effort to identify students needing additional mental and behavioral supports.

Lafayette Parish School System will continue efforts to train school staff in Mental Health First Aid to middle and high schools. School counselors and social workers will continue to use the Diagnostic and Statistical Manual of Mental Health Disorders book to assist in determining interventions for students with mental health concerns. Mental health support will be offered to parents from outside agencies, including but not limited to, The Family Tree, Healing House and The Kitchen Table Counseling Services. Beginning in the Fall of 2022, counselors and social workers will continue to train 100% of school staff in Adverse Childhood Experiences. Elementary counselors and social workers will be trained in small group counseling to address concerns with student anxiety, self-regulation and coping skills. The district Student Well Being Team will review the implementation of the social emotional learning resources at each school.

- Anticipated outcomes for the students who will receive well being supports in SY 2022-23 is that we will see a 3-6 % reduction in the number of students who need well being supports (mental and behavioral) by the end of the year. This will include behavior referrals, students receiving behavioral interventions, students receiving mental health counsel and referral.

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	**$1,739,419**

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in Act 294 should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**	**ESSER II**	**$0**	**ESSER III**	**$0**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: **Before and After School Programs**	**ESSER II**	**$1,387,900**	**ESSER III**	**$400,000**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

To identify students needing before and after school supports for SY 2022-2023: Efforts will prioritize students that were below Mastery on any statewide assessments. The Accelerate before/after school tutoring initiative will continue all year in Elementary, Middle Schools, and High Schools. All students scoring below Mastery will be offered and provided access to Before and After School Programs. School sites will each get a budgeted amount for stipends based on the population, demographics, subgroups, performance and populations represented on the campus with a focus for those with students most impacted by Covid 19 pandemic (Black, ELL, SWD).

Lafayette Parish targeted all Elementary and Middle School students below Mastery for the SY 2021-2022. Outcomes from recent state testing (2022 Spring LEAP 2025 Testing), students showed a 3 percent increase of students achieving Mastery that were previously performing below Mastery.

Stipend and Benefits for instructors who are content, strong, certified teachers to support students with diverse learning needs or unfinished learning as a result of the pandemic using Accelerate materials and Tier 1 curriculum. School sites will collect evidence of student progress and measures aligned to materials and high quality assessments used. Stipends and benefits for certified ESL teachers to assist English Language Learners with English Language Development that may have been disproportionately impacted by the pandemic. ESL before/after school programming will begin and go throughout the year. Funds were allocated to those schools with the largest representation of ELL students. Instructional Conversations and Literature Logs will be used to develop

reading abilities and English language proficiency. Schools will track students' progress and results for all students' language development will be measured by the ELPT test in Spring of 2022.

Transportation costs have been allocated to all schools for Accelerate to assist with students that are economically disadvantaged or unable to provide their own transportation. Also, transportation costs have also been allocated to all schools engaging in ELL before/after school tutoring efforts.

The anticipated and measurable outcomes for all students in grades 4-8 and High School LEAP 2025 courses is for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. Weekly assessment reviews of exit tickets will be implemented to determine progress. Our goal is that by end of the SY 2022-2023 school year, at least a 4-5 percent growth towards Mastery will be observed for our students in grades 3-8, and High School LEAP 2025 enrolled courses for those students participating in Before and After School Programs. (Percent Change In Mastery)

Instructional Leaders at each site will provide support and services for these efforts. Including tracking progress, guiding planning, and observing instruction and use of high quality materials and assessments.

2022-2023 Key Investment: **Summer Learning Programs**	**ESSER II**	**$263,740**	**ESSER III**	**$4,454,500**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Summer Accelerate Learning Program was first implemented in the Summer of 2021 and will continue until 2024.

- 2,550 students were provided access to summer learning during SY 2021-2022
- It is anticipated that 2,550 students will be provided access to summer learning during SY 2022-2023

This includes daily summer stipends at applicable rates for those who will provide supports and services for this activity, including: administrators, certified teachers, HQ para-educators, Social Workers, counselors, nurses, and other personnel required to ensure successful program implementation to address learning loss of identified students as a results of the pandemic.

Identification of students need summer learning in SY 2022-2023 was targeted for all students not meeting grade level standards of proficiency measures by the end of the year for grades K-12. This also included students in grades 4-8 who failed to achieve Mastery on previous statewide assessments. Elective and enrichment opportunities were offered to students in grades K-2. Students were not charged a tuition to attend. Transportation costs were also included and services were available to all students. There were multiple Summer Learning Program sites (3 elementary sites, 2 middle school sites, and 3 high school sites) strategically placed around the district. These sites were established based on the geographic location and likelihood to attract the most students to attend based on retention and performance data. Additional Summer Learning was provided to students at the district's lowest performing elementary school (CIR). A separate summer site was also established for newcomer English Language Learners strictly in need of language development. Transportation costs were included for all Summer Learning programs. STEM Summer Camp was offered for Enrichment students and as an additional summer opportunity for all students in grades K-6.

All programs identified began in the summer of 2021 and will continue until the summer of 2024.
Approximately 3000 students attended the Summer Learning Program in the summer of 2022. The outcomes for 2021-2022 SY are as follows:

- 80% of students (800) in Elementary (K-5) were successful in Summer Learning and met outcomes and made adequate progress. Literacy screeners and reading foundational benchmarks were used to mark students outcomes and improvement in grades K-5. For grades 3-5, Accelerate learning materials and Exit

tickets aligned to tier 1 materials. iReady ELA and Math assessments/resources were also used to track progress and student outcomes.

- 85% of students (850) in Middle School (6-8) were successful in Summer Learning and met outcomes and made adequate progress. For grades 6-8, Accelerate learning materials and Exit tickets aligned to tier 1 materials. iReady ELA and Math assessments/resources were also used to track progress and student outcomes.
- 90% of students (900) in High School (9-12) were successful in Summer Learning and met outcomes and made adequate progress. For LEAP 2025 courses and subjects, Accelerate learning materials and Exit tickets aligned to tier 1 materials were utilized. Edgenuity online learning courses were used for non- LEAP courses but students did report to school and outcomes were monitored.
- Approximately 450 (15%) of all students that did attend Summer Learning continue to need reengagement and supports.

As the program continues, it is desired that all grades will have a 90% proficiency rate for students that attend Summer Learning Program. Daily and weekly exit tickets and assessments are used to monitor progress and reviewed to make informed decisions about future interventions and actions.

Summer learning program will continue in SY 2022-2023 using the same materials and resources used in SY 2021-2022. Tier 1 materials, accelerate resources, LDOE supports and instructional resources, as well as iReady assessments and curriculum materials will stay in place. These program decisions along with maintaining the current school sites and grade levels will remain. Data used to make these decisions is based on the high success rate of students, low number of attendance and discipline issues in summer school, low number of students repeating summer learning sessions from one year to another, and data on end of summer assessments and benchmarks.

2022-2023 Key Investment: **Extended Instructional Time**	**ESSER II**	**$0**	**ESSER III**	**$0**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$0**	**ESSER III**	**$0**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Click or tap here to enter text.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

Click or tap here to enter text.

RECOVERY AND ACCELERATION	**2022-2023 Total Funding Commitment**	**$6,506,140**

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
2022-2023 Key Investment: **School Improvement Best Practices**	**ESSER II**	**$7,974,776**	**ESSER III**	**$2,584,220**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Additional full time employees were hired and placed at strategic schools or clusters of schools to provide supports and services for the evidence based activities needed, including 3 Instructional Leaders to support modeling lessons, facilitating PLCs, to assist teachers and staff with Tier 1 strategies and appropriate interventions to address unfinished learning. 6 Instructional leaders at UIR schools to assist with interventions for subgroups of students with the highest percentage of unfinished learning- Students with Disabilities, English Language Learners, Black, and Economically Disadvantaged. Stipends for Elementary staff to engage in Professional Learning Community planning and professional development after school to plan around student needs and review data of performance. ELA: Continue to provide stipends and planning for presenting for approximately 1,200 teachers for 33 hours during non-work hours for teachers that participate in PD opportunities (LearnZillion, LETRS, Teaching Lab, Writing Studio, etc) to ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual settings etc. Various contracted services to address learning loss, implement Accelerate programs and evidence based interventions in response to pandemic such as: LDOE Content Leader Training, Writing Revolution, UIR/CIR bootcamp–Teaching Lab; School Leader Professional Learning- Teaching Lab, CKLA New Teachers, and Writing Studio, Guidebooks Initial Training for new teachers. Implementation SY2021 to SY2023.

Math: Continue to provide stipends and planning for presenting during non-work hours for teachers that participate in PD opportunities (Great Minds, School Kit, McGraw-Hill, Ramsey Solutions, Writing Revolution, STEM, etc.) to ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual setting, etc. Various contracted services to address learning loss, implement Accelerate programs and evidence based interventions in response to pandemic such as: Great Minds, McGraw-Hill, School Kit, Writing Revolution, and Ramsey Financial Solutions. SY2021 to SY2023.

Science: Continue to provide stipends and planning for presenting during non-work hours for teachers that participate in PD opportunities (Great Minds- PhD Science, Dana Center) to ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual setting, etc. Stipend for 15 teachers paid in 2021-2022 for completion of LDOE Science Content Leader. Various contracted services to address learning loss, implement Accelerate programs and evidence based interventions in response to pandemic such as: Great Minds- PhD Science, Dana Center. Implementation SY2021 to SY2023.

Social Studies: Continue to provide stipends and planning for presenting during non-work hours for teachers that participate in developing grade 3-12 benchmark assessments for the district to determine student learning loss and unfinished learning. Also stipends and planning for presenting in developing grades 2-5 an elementary consumable booklets with activities based on social studies priority content to aid in addressing learning loss or unfinished learning. Grades K-12 Professional Development for social studies teachers with Louisiana Council for Social Studies. Approximately 50 teachers and district level staff to participate in state conference. Learn strategies to support students that experience learning loss as a result of the pandemic. Implementation SY2021 to SY2023.

Trainings, stipends, and supports will be prioritized around the state assessment content levels for grades 4 through 8 and students who failed to achieve mastery on statewide assessments. The goal is that we will continue to train additional staff and provide ongoing professional development over the course of the next two years to help teachers identify and efficiently address learning loss experienced as a result of pandemic.

- As a result of School Improvement Best Practices implemented our schools have met once a week as Instructional Leadership teams and in Teacher Collaborations once a week. Instructional Leadership teams revolved around review of data, prioritized learning standards, cyclical walkthrough analysis, and review of student progress in SY 21-22. Teacher collaborations identified targeted supports for students in need of intervention, unpacking of curriculum, and backwards design with LEAP like assessments. All agendas and meeting notes were kept by school and submitted to district office for periodic review. Leadership Teams and Teacher Collaborations were also observed by district staff and schools were given feedback. These details reflect outcomes of school improvement best practices implemented in SY21-22.
- Based on data from SY 2021-2022, School best practices that will happen in SY 22-23 will be the continued implementation of weekly Instructional leadership teams and weekly teacher collaborations as previously described. In addition, schools will set rigorous school wide goals and targets aligned to school improvement and teachers will identify students further in need of support and set meaningful goals to review throughout SY 22-23.

The measurable outcomes for all students in grades 4-8 for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. For our targeted subgroup populations (Black, ELL, SWD) this means an annual growth of 8-10% of growth towards Mastery. Quarterly assessment reviews will be implemented to determine progress. Our goal is that by winter of the 22-23 school year, at least a 4-5 percent growth towards Mastery will be observed for our subgroups and diverse learners.

2022-2023 Key Investment: **Literacy Professional Development**	**ESSER II**	**$750,336**	**ESSER III**	**$244,844**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Stipends for teachers to continue literacy training and professional development dedicated to the science of reading and writing (LETRS). LDOE Content Leader training to build school-level capacity and address unfinished learning. Purchase of ebooks and audio versions of Tier 1 Anchor Texts so that students can access the digital versions remotely. Purchase of advanced phonics and writing resources (Cracking the Code) for older students - middle and high schools. Grow literacy collections so that students have additional access to texts as well as hard copy. RTI Reading Electives teacher for schools with the most at-risk population. Three transition teachers to serve CIR schools in a targeted second-grade class to assist with early learning transitions.

Two positions that will be established to provide supports and services for students in need of further reading support in middle and high school include:
1 full-time RTI Reading teacher for CIR middle school
1 full-time RTI Reading electives teacher for CIR high school.

This will allow the district to prioritize students in Grades 4-8 who failed to achieve mastery on any statewide assessments. Teachers will utilize Accelerate Tutoring materials and Tier 1 materials and instruction to deliver content. Exit tickets and monitoring will be conducted daily, and weekly, and grades along with another benchmark testing will be tracked to determine student progress in reading courses for middle and high school students. Currently, 40-50% of our students historically end the year on grade level in reading/English Language Arts. Our goal is that by 2024, 80% of our students will be on level for ELA and state screeners.

For Grade 4, currently, 48.2% (1,078) of our students scored at Mastery and above on state assessments in ELA. For grade 8, 53.9% (1244) of our students scored at Mastery and above on state assessments in ELA. Our goal, for both grades, is that a majority of our students (51% or approximately 22,970 students) will score at Mastery or higher on state assessments.
The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments. **Click or tap here to enter text.**

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	**$11,554,176**

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	$2,662,950	ESSER III	$36,996,529

Provide the URL to the following LEA documents. Please copy and paste URLs below to view the applicable documents.

School Reopening Plan for In-Person Learning **https://www.lpssonline.com/news/1718082/lpss-releases-learn-lafayette-plan-for-new-school-year**

COVID-19 Vaccination policies for staff and students **https://www.lpssonline.com/news/1729384/updated-covid-19-quarantine-guidance**

Masking policies for staff and students **https://www.lpssonline.com/news/1729384/updated-covid-19-quarantine-guidance**

Physical distancing, cohorts, or learning pods **https://www.lpssonline.com/news/1718082/lpss-releases-learn-lafayette-plan-for-new-school-year**

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

2022-2023 School Safety Operations	***ESSER II or III budgeting for this section is not required as a part of this plan.***

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

Use the **guiding questions, examples, and resources** to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

Each school has an individual emergency/crisis plan that addresses emergency situations and how they would respond. Every year the emergency/crisis plan template is reviewed for any necessary changes and a new template is sent out to each school for completion annually. We have SROs on our campuses and meet regularly with local law enforcement regarding schools and emergency preparedness; LPSS meets with the Fire Marshall as needed for properly handling fire drills; LPSS has communicated with the local ambulance company and have coordinated their assistance should there be a major event.

Our schools have emergency safety drills (lockdown/shelter in place) at least twice a year, fire drills as required by the Fire Marshall, additionally there are monthly table top exercise assigned to all schools that will cover a wide variety of potential emergencies and responses would be discussed at subsequent meetings with School Supervisors. LPSS has installed buzzer entrance cameras at our schools, doors are regularly checked to make sure they are locked, gates are locked on the grounds once students are in class – limiting access to all non-approved visitors. LPSS has checked door locks to make sure they are all functioning properly.

We do not allow visitors on campus without checking into the front office; staff and students must wear ids to confirm they are where they need to be. Local law enforcement notifies the school when there is something going on in the area of a school that might be a safety issue, i.e. if they are trying to locate someone they believe to have committed a crime or are going to serve a warrant where their might be potential conflict. We have implemented visitor guidelines for entrance onto campuses. This year the school system has pushed out "See Something Say Something" which encourages our students to be aware of their surroundings – We have told all students "school safety starts with me" and told them they are to always report something suspicious.

We require drills be documented, that schools note if any improvements or changes need to be made. To date several schools have modified evacuation routes. If all students properly evacuated a building and went to a designated area or if a lockdown - did all students properly hide. All of our schools have counselors that are assigned to specific grade levels at the school and they were trained over the summer and will continue to be trained during the school year on how to assist and support students and faculty should an event happen. When LPSS has a death/emergency event on campus we have counselors/social workers that will go to those campuses to assist the school counselor with any added needs they may have.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	**$39,659,479**

Double Click to enter each Funding Commitment amount

Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.		
ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	$	1,739,419.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment		$ 6,506,140.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	$	11,554,176.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	$	39,659,479.00
2022- 2023 Total Funding Commitment	$	59,459,214.00

Please recheck your plan to ensure you followed the below directions.

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- If other is selected as an option, please add content to represent "other".

LEA 2022 - 2023 ARAP Status

☐	ARAP Approved
☐	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
☐	ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments
Reviewer Initials	Click or tap here to enter text.
Date	Click or tap to enter a date.