

Appendix

This Appendix serves as a concentrated resource for updated processes, timelines and deadlines associated with Hurricane Ida recovery efforts.

Appendix A: Frequently Asked Questions	11
Student Counts & Funding	11
Student Enrollment & Reporting	13
Accountability, and Testing Implications	13
Instructional Minute Waiver Requests	14
Impacted Deadlines	14
Appendix B: MFP Summary of Guidance	16
Appendix C: MFP Student Membership Definition	17
Appendix D: Guidance for School Systems to Provide Maximum Instructional Time	18
Appendix E: Key Questions to Support Decision makers	19
Appendix F: Staffing and Scheduling Support	20
Appendix G: Extended Deadlines	21
Appendix H: Waiver Requests	22

Appendix A: Frequently Asked Questions

Student Counts & Funding

Question: *For what students am I eligible to receive MFP funds?*

Schools are funded based on the [MFP Membership definition](#) (included in document). Systems should continue to report students for whom the following is true:

- have registered or pre-registered on or before October 1 and were actively attending school prior to the disaster;
- are not being reported in another system;
- have not officially exited from school including a notification of transfer has been provided by the student's parent/legal guardian or received from another school;
- If not actively attending, there is appropriate documentation [either written or computer documents] of outreach and active attempts to locate and re-engage the student in school. The absences must have been reported to the Child Welfare and Attendance Supervisor, the district's documented Child Welfare and Attendance Plan will be reviewed for compliance. A copy of the referral made to the Child Welfare and Attendance Supervisor should be available for review by the auditors.

Question: *How will the department handle variations in student counts and changes in level of funding?*

Current policy and the MFP resolution only allows the department to fund districts based on the student membership count on the count dates in the MFP resolution. As in the past, funding will not be adjusted until March and will be based on the funded membership counts submitted on each of the count dates.

Question: *How will the department consider enrollment for the purposes of Federal counts?*

Enrollment data utilized for federal reporting generally comes from the October 1 data collection. Systems are encouraged to report students who meet the MFP eligibility definition (has not transferred, is actively attending, or the system is actively seeking to locate and re-engage the student) until such time as it is determined the student no longer meets the MFP count definition.

Question: *How do schools being impacted work with Bulletin 111?*

Bulletin 111 articulates the circumstances under which a school can be identified as “severe impact” based on the number of days of closure or significant changes in student enrollment.

Question: *How will this impact funding for schools if they don't have all their students back by 10/1?*

Current policy and the MFP resolution only allows the department to fund districts based on the student membership count on the count dates in the MFP resolution. As in the past, funding will not be adjusted until March and will be based on the funded membership counts submitted on each of the count dates. While schools are under an emergency closure or declared "storm days," students are considered to be enrolled. Upon reopening, districts should work to determine where students are enrolled and exit students who have transferred. Students are considered to be enrolled until such time as the district verifies transfer to another district or they are unable to be located and re-enrolled. Upon exhausting outreach efforts as prescribed by school systems child welfare and attendance policies, and being unable to locate students, the district should exit the student as of the first day of school reopening after the conclusion of the storm days.

When school resumes, systems should begin taking attendance and make efforts to contact the student to understand their current enrollment status and future plans. If the student is confirmed to have enrolled in another school system or another state, then the student should be unenrolled and the appropriate exit code should be utilized.

If a district has made good faith efforts to contact the family and understand their long-term enrollment plans, then the district may continue to claim the student on the October 1 MFP count, but should continue to mark them absent, unexcused. Systems should update exit information.

Question: *Can we get a waiver for the 70% rule since we are spending so much on fixing our buildings and providing wrap around supports for students?*

The 70% expenditure requirement is a part of the 21-22 MFP Resolution which has the effect of law. Since this measurement is required by statute no waiver can be granted. The rating will still be issued for this fiscal year and a reason for the failure will be noted. There are no financial consequences for failure.

Question: *Didn't the legislature pass some bills/resolutions to financial support schools whose 10/1 counts were impacted by Hurricane Laura last year?*

The Legislature did not pass any legislation in the prior year regarding Hurricane Laura for financial support to schools for a decrease in the 10/1 count.

Question: *How will the department handle different student enrollment cases for the purposes of MFP funding?*

If a student is reported in multiple LEAs our normal audit procedures will occur to determine the appropriate funding location. If a student is reported on your student data validation dashboard as a multiple enrollment, we recommend reaching out to the other system to confirm that it is the same

student, and if it is, exit the student using the appropriate exit code. If it is not the same student, update the student's UniqueID using existing procedures.

Student Enrollment & Reporting

Question: *When should I exit a student?*

Systems should exit students upon confirmation of the student being enrolled in another school, or once outreach according to its local procedures has been satisfied to determine the student cannot be located.

Question: *After exiting, if a student returns, what code do I use to re-enter them?*

Students who are exited as a disaster exit should be re-enrolled using the appropriate Disaster re-entry (N1 if they are returning to a public school)

Question: *How will I know which students have transferred to a new system?*

Students with exceptionalities should be picked up in SER. The SER vendor will export a list twice per week and the LDE will post these files to the data management FTP.

All other students will appear on the student data validation dashboard as a "multiple enrollment" so long as you continue to report them as enrolled in your system through EdLink 360.

Accountability, and Testing Implications

Question: *How can districts satisfy the KEA and K-3 Literacy Screening Requirements?*

State law requires that KEA and K-3 literacy screening be administered within the first 30 days of school. Systems impacted by a disaster related closure may remove those dates from the count of days and complete the screening once students return. The department will communicate an extended reporting window for impacted systems.

Question: *How should systems approach Fall LEAP 2025 Assessments for High School Students?*

Systems can select from one of two testing windows: Window A is November 30-December 17, and Window B is January 5-24. Schools that were impacted by the hurricane may want to select the second window. Currently, a window must be selected by October 1 in the DRC Enrollment function that will open on September 7 and remain available until October 1.

The department is currently reviewing all options available for testing windows and will communicate an update the week of September 20, 2021. We continue to work with our testing vendor to identify what flexibilities exist in testing windows for impacted districts.

Question: *Making up time will include extended instruction through May. Do LDOE or BESE have the authority to extend dates for LEAP testing?*

LDOE is currently reviewing its assessment windows to identify ways to support impacted districts. More information will be provided soon to districts.

Question: *How might this impact our school performance score and accountability?*

Severe impact schools that receive the one year "disaster" waiver shall not have school performance scores, growth labels, or letter grades published for the year of the waiver. Assessment results will be provided to the districts for planning purposes. A school may receive a "disaster waiver" and be identified as "severe impact" if the school was closed, due to a disaster, for 18 or more consecutive school days during a given academic year; or the school either gained or lost 25 percent or more of its testing population due to a disaster.

Instructional Minute Waiver Requests

Question: *If a system is interested in obtaining an instructional minute waiver, what are the necessary steps ?*

According to Bulletin 741 §345. Requesting Waivers of BESE Policy A. The superintendent of the LEA requesting deviation of any standard in this bulletin shall submit documentation to the LDE, justifying the request. For additional guidance on waiver request submissions please contact Ryan.N.Gremillion@la.gov .

Impacted Deadlines

Question: *What deadlines are not able to be extended and why?*

The Academic Recovery and Acceleration Plan and ESSER formula budgets in Achieve! are due on the original due date of September 30th due to state and federal requirements ([ACT 294](#)).

Question: *Are SPED timelines being extended and what are schools instructed to do for students whose IEP deadlines occurred during the hurricane evacuation?*

At this time, we don't have extension approvals, so as soon as displaced students enroll in schools or as soon as schools impacted reopen, those students' IEPs and evaluations should be addressed.

Question: *What does LDOE need to get IEP extension approvals? Is that something LDOE can do on their own or need approval from BESE or some other entity?*

In response to the SPED timeline questions, we would encourage systems, to the extent possible, to meet IEP and evaluation timelines. For schools who are closed, they aren't required to provide FAPE for students with disabilities until the school reopens and they should immediately begin addressing those timelines and IEP teams should meet to determine eligibility for compensatory services. BESE would have to approve any timeline extensions and would likely only apply to initial evaluations and triennial reevaluations for students with developmental delay who require reevaluations before their 9th birthday.

Question: *Has the October 1 deadline been extended?*

The official reporting deadline for Oct. 1 MFP is 11/19, if a student enrolls after October 1, then the student will not be funded on the 10/1 count snapshot.

Question: *Is there an extension for time for the AFR reporting?*

The submission of the AFR is required by statute and thus no extension may be granted. An initial submission of the AFR remains due 9/30. The data quality review process is open later into the calendar year.

Question: *How are NPS to complete the LSP Q1 report by Sunday if we don't know our students' status?*

Extension Requests - If you have been impacted by Hurricane Ida, we completely understand the need for an extension due to the current circumstance. Please contact your Portfolio Opportunities point of contact with a request for extension. They will schedule a date for you to input your information in a 24 hour window in which the system will be open to you to submit your information. Please note that submissions after September 12th, 2021 will affect your Quarter 1 payment disbursement date and you will receive payment in October.

Student Count Date - For those schools who had displaced students due to the storm, please use the August 27th enrollment date for Quarter 1 to account for all students who were enrolled before the natural disaster. All new students placed after that date should be reported for Quarter 2. Again do not exit any students that have been displaced until you have been able to confirm if any students have left their system. We will verify any duplicate enrollments.

Appendix B: MFP Summary of Guidance

- While schools are under an emergency closure or declared “storm days”, students are considered to be enrolled. Upon reopening, districts should work to determine where students are enrolled and exit students who have transferred. Students are considered to be enrolled until such time as the district verifies transfer to another district or they are unable to be located and re-enrolled. Upon exhausting outreach efforts as prescribed by school systems child welfare and attendance policies, and being unable to locate students, the district should exit the student as of the first day of school reopening after the conclusion of the storm days.
- When school resumes, systems should begin taking attendance and make efforts to contact the student to understand their current enrollment status and future plans. If the student is confirmed to have enrolled in another school system or another state, then the student should be unenrolled and the appropriate exit code should be utilized. ***Disaster exit codes should only be used as a last resort.***
- If a district has made good faith efforts to contact the family and understand their long-term enrollment plans, then the district may continue to claim the student on the October 1 MFP count, but should continue to mark them absent, unexcused. Systems should update exit information during the February 1 collection if the student does not ultimately return. The exit date for students that never return to the school system should be the first day of school reopening after the conclusion of the storm days.

Appendix C: MFP Student Membership Definition

For establishing the base student membership count for state funding, the following guidelines will be adhered to:

- i. no student will be counted more than one time. Students attending more than one school will be counted in membership only one time;
- ii. all students, including special education students who meet the following criteria will be included in the base student membership count:
 - a. have registered or pre-registered on or before student count dates designated in the current adopted MFP resolution (If student count date(s) falls on a Saturday, report membership on the previous Friday. If student count date(s) falls on a Sunday, report membership on the following Monday.);
 - b. are actively attending school (All current state laws and BESE policies concerning attendance should be carefully followed. Appropriate documentation [either written or computer documents] such as dates of absences, letters to parents, notification to child welfare and attendance officers should be placed in individual permanent records for any students who may have absences which raise questions about the student's active attendance.);
 - c. and/or have not officially exited from school (Students are considered to have officially exited if a notification of transfer has been provided by the student's parent/legal guardian or received from another school.)

Appendix D: Guidance for School Systems to Provide Maximum Instructional Time

The instructional minute requirement in state law represents a minimum number of instructional minutes, not a maximum. The department encourages districts to consider all of their options to recover lost instructional time:

- Flexible scheduling
- Extending the school year through a balanced approach
- Condensing school breaks and holiday schedules
- Adjusting semester start and end dates
- Rather than extending each class by a small number of minutes each day, explore creative ways to add whole class periods of instruction to focus on reteaching skills, accelerating student learning.

Appendix E: Key Questions to Support Decision Makers

- How many instructional minutes were missed due to the storm?
- Do we have extra days or minutes built into our calendar for storms?
- Are my high school students enrolled in semester long courses or in year-long courses? Do we need to extend semester 1 into January?
- How many closure days are currently planned after the school year resumes (holidays, professional development, parent conferences)?
- What is the last day of school?
- How many days could we extend the school year and would that time benefit our students?
- Are there ways to build into the calendar instructional time for meaningful re-teaching and accelerated learning?
- What combination of solutions will be the most effective means of making up these days?
 - Adjusting holiday calendars
 - Extending the school year through a balanced approach
- How can we take advantage of the extended testing windows

Appendix F: Staffing and Scheduling Support

Schools systems impacted by long-term school closures will have additional staffing and scheduling supports offered to them through our Staffing and Scheduling initiative, including one-on-one sessions to adapt school calendars and schedules to maximize instructional minutes. System leaders interested in this support or with questions should contact Em Cooper at em.cooper@la.gov.

Appendix G: Extended Deadlines

[Career Development Funds Reporting](#): August 31 extended to September 16

[Ready to Achieve! Reopeninig Plan Submission](#): September 10 extended to September 17

Data Certification Opening: August 30 extended to September 10

Charter Application Submission: September 3 extended to September 17

[Supplemental Course Allocation Reporting](#): September 13 extended to October 1

[Teacher and Principal of the Year Nominations](#): September 28 extended to October 8

Appendix H: Waiver Requests



LOUISIANA DEPARTMENT OF EDUCATION

September 17, 2021

Ms. Sandy Holloway, President
Louisiana Board of Elementary and Secondary Education
1201 North Third Street
Baton Rouge, LA 70802

Dear President Holloway:

Pursuant to the authority granted to the BESE President in LAC 28:I.305.B., to make ad hoc decisions for the board in times of emergency, and subject to ratification by the board, I am requesting a waiver of BESE rules to allow Louisiana local education agencies (LEA) in the most severely impacted parishes (those that qualify for FEMA Individual and Public Assistance) by, or systems that have enrolled a significant number of displaced students and require such waivers as a result of, the recent federally declared disaster, Louisiana Hurricane Ida (DR-4611-LA):

Bulletin	Section	Topic	Description of Rule to be Waived	Waiver Period
119— <i>Louisiana School Transportation Specifications and Procedures</i>	2509	Used School Buses	Current rule requires all replacement school buses used on daily routes, at the time they are acquired by the owner, to be 10 or less model years old for all owners/operators.	Remainder of the 2021-2022 school year
741— <i>Louisiana Handbook for School Administrators</i>	903.A.	Exceptional Students	Current rule prohibits exceptional students from being placed in educational settings that exceed the maximum pupil:teacher ratio or the three-year chronological age span.	Remainder of the 2021-2022 school year
	905.A.	Elementary – Grades per Class	Current rule prohibits elementary teachers from teaching more than two grades in a combined group except in band, music, and art.	Remainder of the 2021-2022 school year
	913.A.C	Class Size and Ratios	Current rule sets maximum enrollment for K-12 and maximum student instruction hours per week for secondary teachers.	Remainder of the 2021-2022 school year

2021 Louisiana Disaster and Recovery Guidance

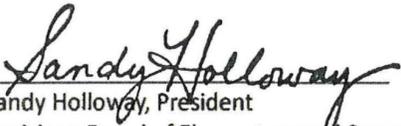
741 (Nonpublic) - Louisiana Handbook for Nonpublic School Administrators	707.A.	Class Size and Ratios	Current rule sets maximum enrollment allowed in any class or section shall not exceed 35 students except in certain activity classes such as physical education, music, art, etc.	
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If approved, these waivers of BESE rules will be subject to the ratification of the state board at its next regularly scheduled meeting and will be immediately communicated to impacted persons and entities as they attempt to respond to this devastating event. Thank you for your consideration of this request.

Sincerely,



Dr. Cade Brumley
 State Superintendent of Education

Approved: 
 Sandy Holloway, President
 Louisiana Board of Elementary and Secondary Education

Date: 9/17/2021