

Louisiana Believes

School System Updates

April 7, 2020

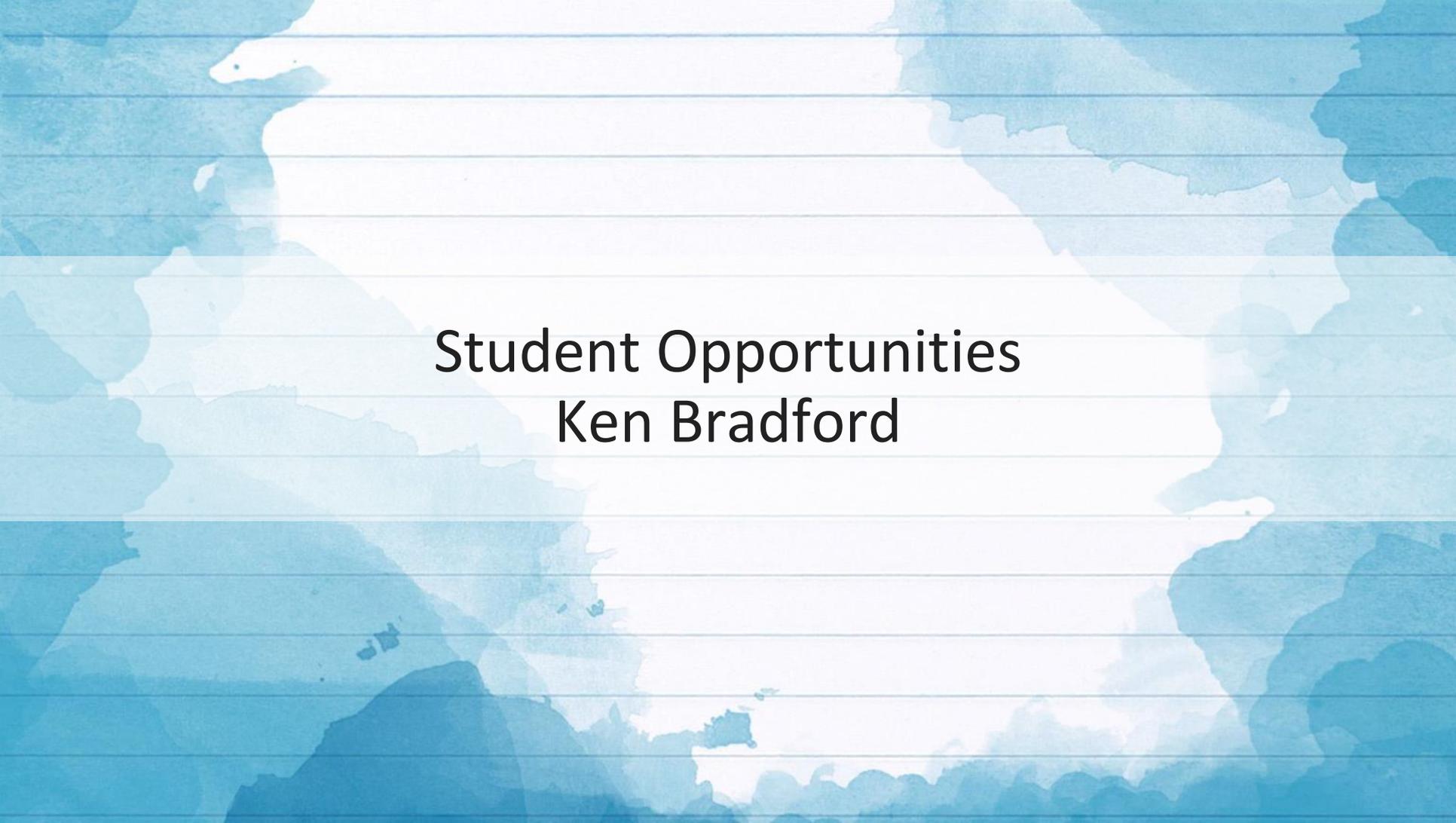
ATTENTION: Instructions for participants

During this meeting, participants may submit questions via the online chat feature throughout the presentation. Submitting questions via the chat allows LDOE the opportunity to not only answer your question while on the call but to also add your question and the answer to our publicly disseminated FAQ document(s).

Questions will be addressed at the end of the call. To signify that you would like to ask a verbal question at that time, please **raise your hand in the online system (preferred) or type *9 on your telephone**. The moderator will then acknowledge and unmute your line when requested by the presenter. **You will not have the ability to unmute/mute yourself individually using *6 or the online system**, so please be patient while the moderator assists the presenter in taking questions.

Agenda

- **Student Opportunities**
- **Assessment and Accountability**
- **Early Childhood**
- **Fiscal Operations and Federal Support**
- **Next Steps**
- **Q&A**

The background is a watercolor-style illustration in shades of blue and teal, with a large white area in the center where the text is located. The watercolor effect is soft and organic, with various tones of blue and green blending together.

Student Opportunities

Ken Bradford

Guidance for Seniors and NCAA Updates

Senior Course Credit Office Hours will occur each Wednesday from 3:00 - 4:00 p.m. beginning April 8

Join via Zoom: <https://ldoe.zoom.us/j/411290309>

Meeting ID 411 290 309 Meeting Password 031058

If you join by calling in, use any of the following numbers:

+1 312 626 6799 US (Chicago), +1 301 715 8592 US, +1 346 248 7799 US (Houston)

NCAA Response to Distance and E-Learning Environments:

The NCAA has responded to Distance and eLearning environments indicating that coursework completed via distance learning, during spring and summer 2020, will not require a separate review. This guidance applies to all students seeking collegiate eligibility.

Students are encouraged to complete their NCAA-approved core courses through the channels of instruction provided or recommended by their school, district or state department of education. The NCAA will provide updates in the [eligibility center](#).

Dual Enrollment and Advanced Placement Updates

Louisiana Board of Regents Interim Dual Enrollment Policy Guidance webinar

April 9 at 01:00 p. m. <https://zoom.us/j/171233764> Meeting ID: 171 233 764

If you join by calling in, use any of the following numbers:

+1 301 715 8592 US

+1 346 248 7799 US (Houston)

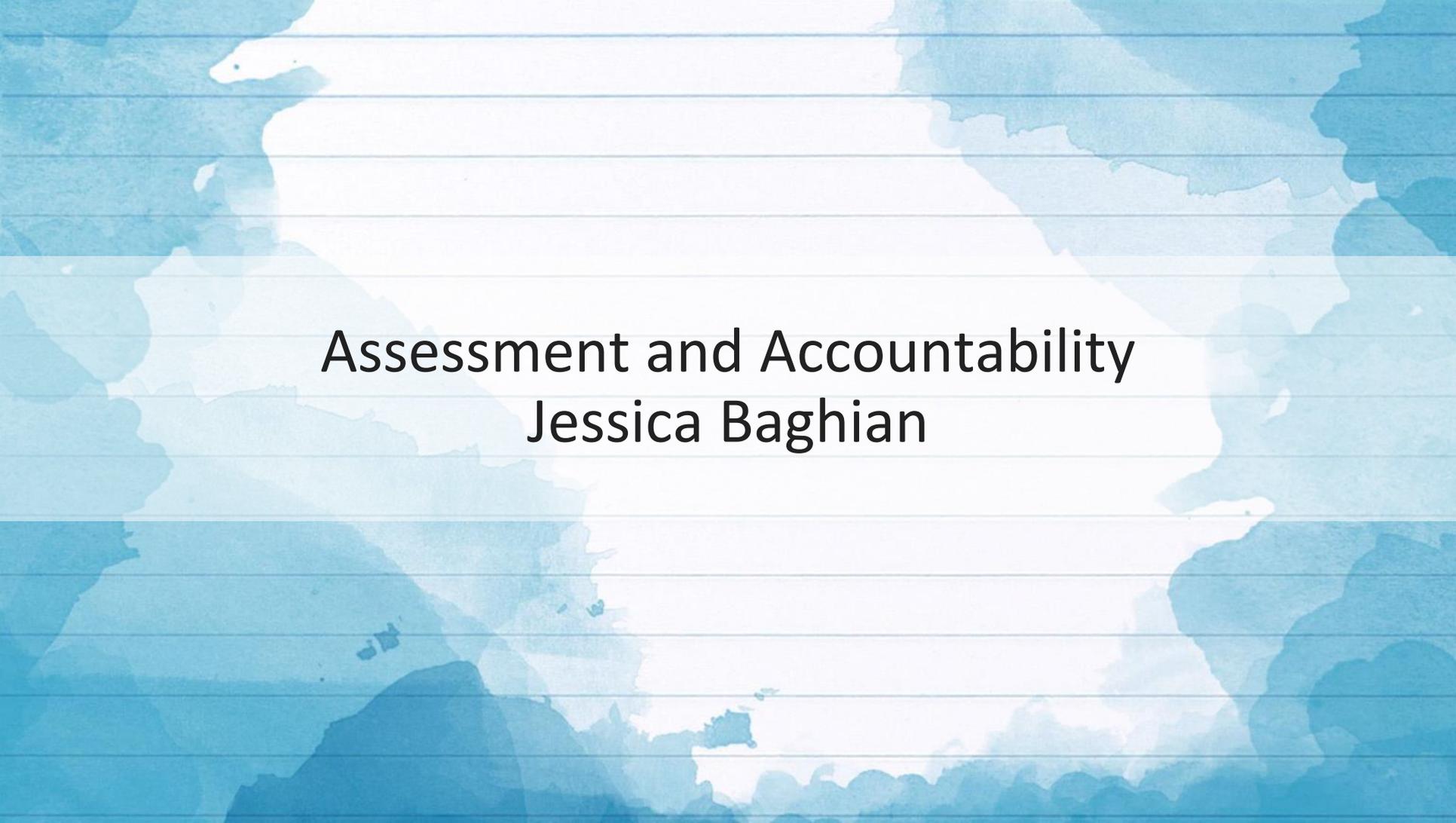
+1 253 215 8782 US

Advanced Placement Update

The College Board has [released guidance](#) for the 2020 Advanced Placement exam administration. For students registered for an exam they will have the option to take [exams online, at home](#) the week of [May 11-22 or June 1-5 \(make-up exams\)](#). Students and school systems may [request assistance from College Board](#) regarding technology and connectivity. The request should be completed by April 24.

AP Coordinators should [register for the AP update webinar](#) occurring April 10 at 11:00 a.m. CST.

The Department has also provided [guidance on the COVID-19 page](#).

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, ranging from light, airy tones to deeper, more saturated blues. The colors blend together in a soft, painterly manner, with some darker blue shapes that look like ink splatters or brushstrokes. The overall effect is clean, modern, and professional.

Assessment and Accountability

Jessica Baghian

High School Assessment Graduation Requirement: Currently Enrolled Graduating Seniors

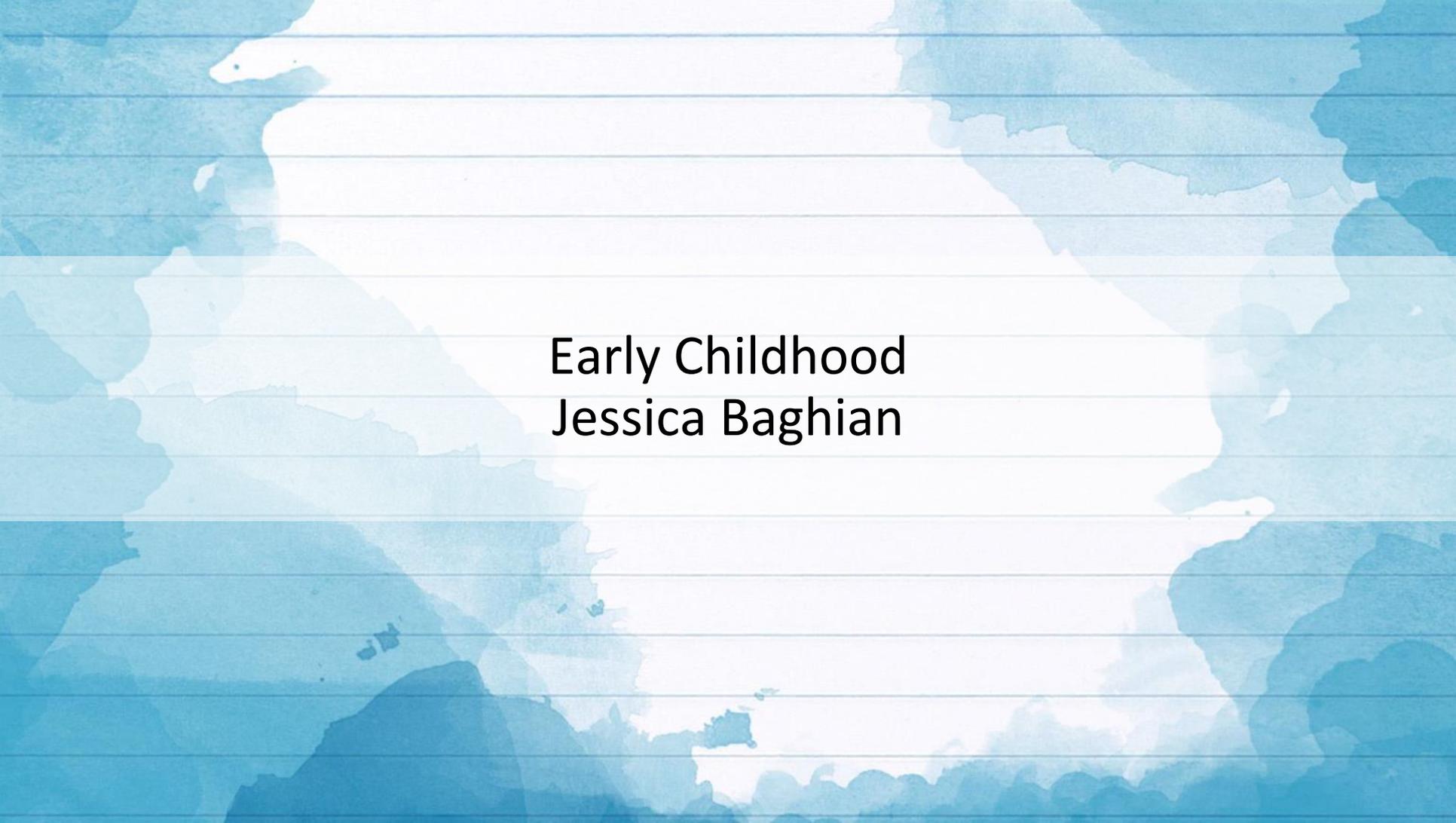
Student Testing Status	Waiver Determination	Examples
<p>Student is a graduating senior in 2019-2020 who meets all course credit requirements by August 31, but needs to take an <u>initial</u> test for a course.</p>	<p>Waived</p>	<p>Example of Qualifying Student: Lee is a student who will complete all course requirements for graduation by August 31. Lee is taking US History and was scheduled to take the US History LEAP 2025 US History assessment for the first time, and has not passed the Biology assessment. Lee does not need to pass either of the subjects in this subject pair to meet assessment graduation requirements.</p>
		<p>Example of Student Not Qualifying: Juan is a student who will not complete three courses required for graduation by August 31. Juan has no waiver of the assessment requirements and should plan to participate in the summer and/or fall high school assessment administration.</p>
<p>Student is a graduating senior in 2019-2020 who meets all course credit requirements by August 3, but needs to <u>retake</u> a subject assessment for which the student previously earned Unsatisfactory/Needs Improvement.</p>	<p>Waived</p>	<p>Example of Qualifying Student: Brionna is a student who will complete all course requirements for graduation by August 31. Juan has taken all six LEAP 2025 subjects, but has not passed either the Algebra I or Geometry assessments. Lee does not need to pass either of the math assessments in order to meet assessment graduation requirements.</p>
		<p>Example of Student Not Qualifying: Tate is a student who will not complete two courses required for graduation by August 31. Although Tate has taken all assessments, he has not passed either English I or English II. Tate has no waiver of the assessment requirements and should plan to participate in the summer and/or fall high school assessment administration.</p>

High School Assessment Requirement Policy Change: Initial Testers Who are Not Graduating

Student Testing Status	Waiver Determination	Examples
<p>Student</p> <ul style="list-style-type: none"> • Is not a graduating senior in 2019-2020 and • Would have been scheduled to take an <u>initial test</u> • Will earn a credit for a high school assessment-eligible course in 2019-2020. 	<p>The Department will recommend a policy change in May.</p>	<p>Example of High School Student Qualifying: Mika is a student who is in grade 10. Mika will complete and pass the Biology course for the first time in 2019-2020, and has never participated in the Biology high school assessment. Mika will not be required to pass the Biology assessment in order to meet graduation requirements. However, Mika will be required to take the US History assessment when he completes the course. He can take the Biology assessment as well in order to increase his opportunities to meet the Biology/US History pair requirement.</p> <p>Example of Middle School Student Qualifying: Riley is in grade 8 and was enrolled in Algebra I for high school credit in 2019-2020. Riley will earn a high school credit for Algebra I by August 31, but he has not taken the Algebra I assessment. The course grade should be determined by local authority rule used for any high school credit that does not have a high school assessment. Riley will not be required to take or pass the Algebra I assessment; however, if Riley takes Geometry in a future year, Riley will be required to take and pass the Geometry assessment. Riley can also participate in Algebra I in order to increase his opportunities to meet the math subject pair.</p>

High School Assessment Graduation Requirements: No Waiver or Change of Policy

Student Testing Status	Waiver Determination	Examples
Student is not a graduating senior in 2019-2020 and needs to <u>retake</u> a subject assessment for which the student previously earned an Unsatisfactory/Needs Improvement.	Not Waived	Example: Lyriqua is a student who had to repeat the Biology course in 2019-2020. She has not passed the Biology high school assessment. Lyriqua will be required to pass the Biology assessment and continue to retest until she passes either Biology or US History.
Student is no longer enrolled in school because the student met all course credit requirements, but has not met high school assessment graduation requirements and needs to <u>retake</u> a subject assessment for which the student previously earned an Unsatisfactory/Needs Improvement.	Not Waived	Example: Van is a student who met all course credit and credential requirements in the spring of 2019. Van was not enrolled in school at the time of school closure but continues to return to school to participate in the Algebra I and Geometry high school assessments in order to pass one of the subjects in the mathematics pair. Van is not eligible for a waiver and must continue to try and pass Algebra I or Geometry.



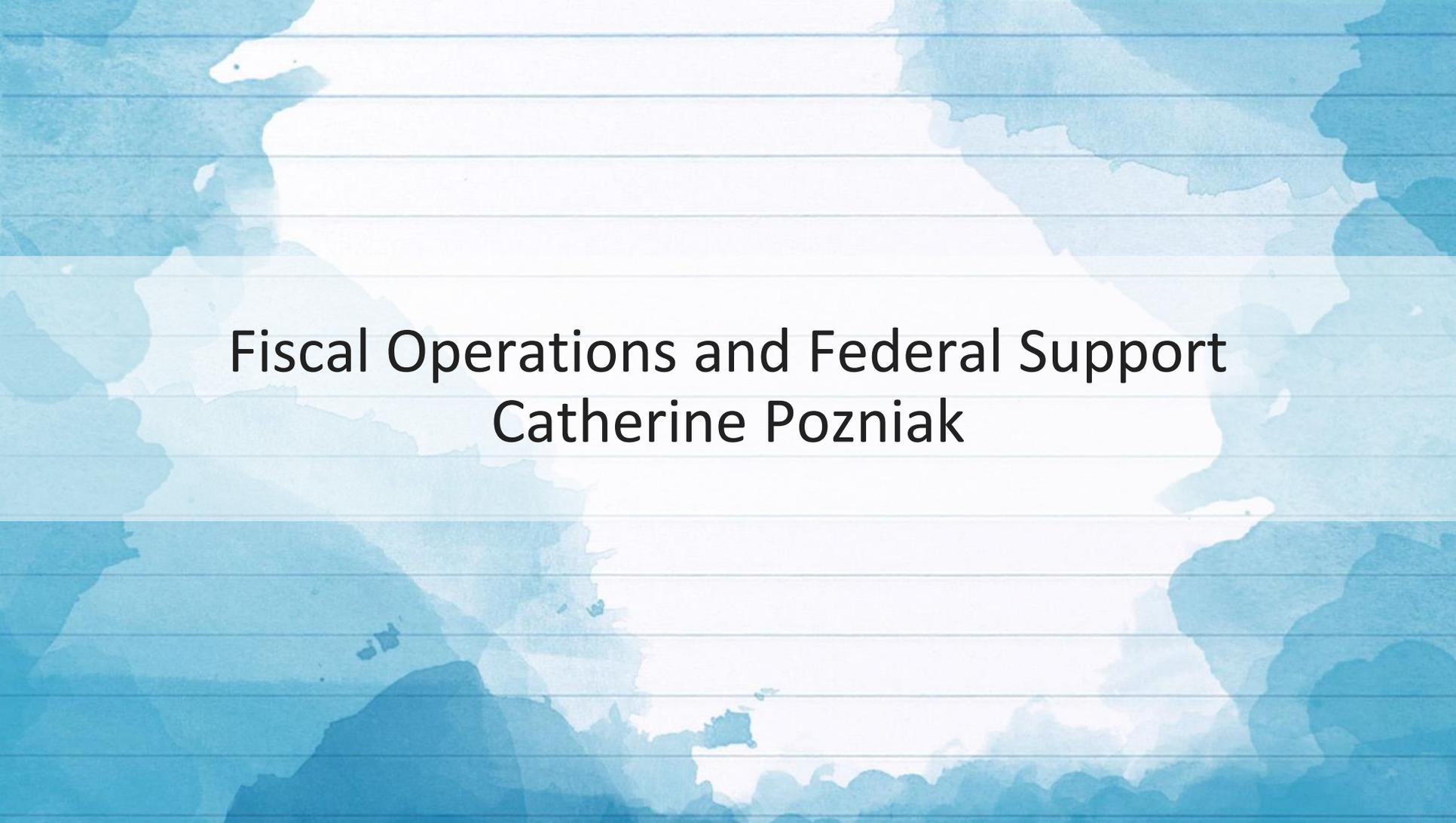
Early Childhood
Jessica Baghian

ECE COVID-19 Response

Only 32% of licensed centers are open statewide; therefore, we are focusing on the most essential need:

- Processing over 2,000 applications via [emergency CCAP applications](#) with ~1,700 approved covering over 2,500 children
- Serving over 170 children in high-need areas via 11 contracts in partnership with CCR&Rs
- Certifying new family home and in-home providers to serve CCAP children
- Developing a [map](#) and [flyer](#) for critical staff to find open child care in the state

The LDOE has prepared several [COVID-19 resources](#) specifically to support ECE including ECE [Academic Resources](#).



Fiscal Operations and Federal Support

Catherine Pozniak

Food and Nutrition

School systems that have PPE needs to continue operating open meal programs should submit these requests via one of the following options:

- Check with the local OEP to see if it can fill the request locally or enter it into WebEOC
- Call the PPE hotline: 225.325.5900
- Email childnutritionprograms@la.gov the quantity of face shields and/or gloves needed

School systems that need assistance to partner with a local entity or mass caterer should email contact information to childnutritionprograms@la.gov. LDOE will forward this information to GOHSEP.

Please update the school system's CNP application if the school system is no longer directly operating meal programs.

Federal CARES Act - Waivers

LDOE has applied for the following waivers from ED:

- Section 1127(b) of Title I, Part A of the ESEA so that LDOE may waive, more than once every three years, if necessary, the 15 percent carryover limitation in ESEA section 1127(a) for FY20 Title I, Part A funds.
- Section 421(b) of (GEPA) to extend until Sept 30, 2021, the availability of FY19 Title IA, Redesign, DSS, Title IC, Title ID, Title II, Title III, Title IVA, Title IVB, Title V, and McKinney-Vento funds.
- Title IV, Part A of the ESEA:
 - Section 4106(d) related to LEA needs assessments for the 2019-2020 school year.
 - Section 4106(e)(2)(C), (D), and (E) - content-area spending requirements for FY19 and FY20 funds.
 - Section 4109(b) - the spending limitation for technology infrastructure for FYs 2019 and 2020 funds.
- Section 8101(42) of the ESEA, which defines “professional development,” for activities funded for the 2019-2020 school year.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'V' or a narrow path. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended and layered, giving the impression of ink or paint being applied with a brush. The overall effect is soft and artistic.

Next Steps

Beth Scioneaux

Next Steps

To support LEAs in short- and long-term planning during the pandemic, the Department has created a more detailed survey. The link will be provided in today's Newsletter.

Please complete the survey no later than Tuesday, April 14, 2020.

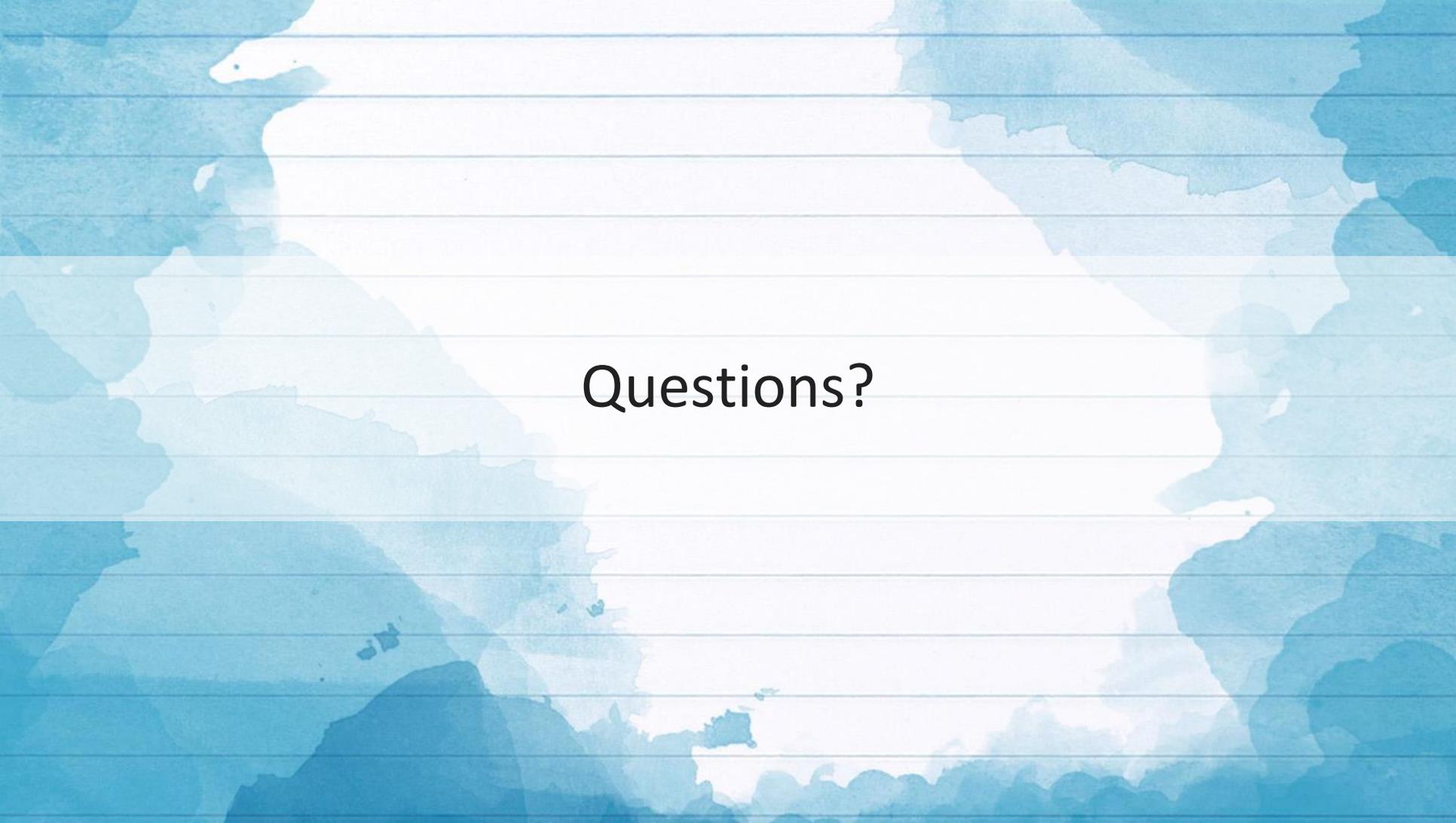
We will use these data to provide additional supports around technology, academics, teacher professional development, and other district needs.

Next Steps

LDOE is reconciling the Governor's proclamations and BESE policy waivers in order to clarify the current framework of policies and laws for school systems.

LDOE will complete this research and conduct consultations on this topic with school system leaders, BESE, and the Governor's Office in the next few days.

Guidance will be shared later this week so that school systems will be equipped to move forward in making decisions regarding students and educators.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is balanced and clean.

Questions?