

This document will serve as guidance for schools and school systems directly impacted by Hurricane Ida, as well as schools and school systems that serve as homes for students displaced due to the hurricane.

This guidance document contains information on policy and logistic issues needed to immediately meet the acute needs of schools and school systems and restore learning environments. The Louisiana Department of Education (LDOE) will continue to work with individual local education agencies (LEAs) to evaluate year-long concerns.

Table of Contents

Enrollment of Displaced Students	1
Enrolling Displaced and Homeless Students in Local and State Data Systems	1
eScholar Uniq-ID System Enrollments	2
Exiting Displaced Students	2
Special Education Needs & Obtaining Jurisdiction	3
Waivers and Emergency Rules	3
Student Support Services	3
Damage to Facilities and Supply Needs	5
Applying for Federal Assistance	5
Instructions on Requesting FEMA Public Assistance Funding	5
How to Submit a RPA	6
PA Reminder Submission	6
Procurement	7
Instructional Materials and Technology Needs	7
E-Rate	7
LEA Staff Support	8
Federal Assistance for Educators	8
How to Apply	8
Issues Related to the Start of the School Year	8
Assessments/Screeners	8
Early Childhood Assessment (ages 3-5), Kindergarten Entry Assessments and K-3 Literacy Screeners	8
Charter School Specific Guidance	9
Enrolling Students Outside of Application Period	9
Enrolling Students	9
Appendix	10
Appendix A: Frequently Asked Questions	11
Appendix B: MFP Summary of Guidance	16
Appendix C: MFP Student Membership Definition	17
Appendix D: Guidance to 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

Enrollment of Displaced Students

Students displaced due to Hurricane Ida will enroll in schools across the state. Schools must enroll these students immediately per the [McKinney-Vento Homeless Assistance Act of 2021-2022](#), and should maintain the parent certification form ([English](#) | [Spanish](#)) as documentation.

Enrolling Displaced and Homeless Students in Local and State Data Systems

It will be important for school systems to identify, document and report students displaced who are entering their schools. School systems should report those students as soon as possible using the Entry Reason Codes listed below to EdLink 360. Once these codes have been used for a student, it should be used every time the student enrolls anywhere else for the remainder of the school year.

Entry Reason Code	Description
N1	Disaster Entry From Public School within Louisiana
N2	Disaster Entry From Nonpublic School Within Louisiana
N3	Disaster Entry From Out of State
N4	Disaster Entry From Public School within Same District

Students displaced by Hurricane Ida qualify for homeless status if they are sharing housing with other persons, including those who are doubled-up with family members or are living in shelters, motels, hotels, trailer parks or camping grounds due to lack of adequate accommodations. These students should be enrolled immediately and provided uniform assistance. Please ensure homeless status is also reported through your local SIS and to EdLink 360, as relevant, using the appropriate **Homeless Indicator Code** (see list below) with **Homeless Reason Code "03"** (hurricane).

Homeless Indicator Code	Description
1	Shelters
2	Doubled-up (sharing housing with other persons)
3	Unsheltered/FEMA (cars, parks, campgrounds w/o running water/electricity, abandoned building or substandard housing)
4	Hotels/Motels

eScholar Uniq-ID System Enrollments

Prior to submitting data to EdLink 360, student data must also be submitted to the eScholar Uniq-ID system. The following information is recommended and/or required for all students being enrolled.

eScholar Field Names	Required
SiteCd	Y
Last Name	Y
FirstName	Y
Middle Name	Recommended
Gender	Y
DOB	Y
Grade Placement	Y
Student Local ID	Y
SSN	Recommended
Race/Ethnicity	Y
LEA Code	Y
ESSY	2022
Submission Purpose	001
Person Type	02
Location Active Flag	1/0 (Active/Inactive)

Exiting Displaced Students

Students who were attending school prior to Hurricane Ida and are confirmed to be displaced and not returning should be exited using **Exit Reason Code "37" (Disaster Exit)**.

Special Education Needs & Obtaining Jurisdiction

To ensure LEAs can provide timely special education services to students, the Special Education Reporting System (SER) has been modified to allow LEAs to pick up jurisdiction for students from affected LEAs without contacting the losing/sending LEA or LDOE. Any students in affected LEAs not moving will not be changed; jurisdiction and services will remain the same.

A new LEA must provide FAPE to a transfer student with disabilities, in consultation with the parents, that includes "services comparable" to the prior Individualized Education Plan (IEP) services until the new LEA completes an evaluation (if necessary) or drafts a new IEP. To ensure LEAs can provide timely special education services to students, SER has been temporarily modified to allow LEAs to add jurisdiction for students from only affected LEAs without contacting the previous LEA or the LDOE. Otherwise, the jurisdiction for these students will remain unchanged and will require the previous LEA to release jurisdiction. For more information on emergency LEA transfers, please refer to [Understanding an Emergency LEA Transfer](#).

Waivers and Emergency Rules

Student Support Services

Students arriving at schools may have faced flooding, home evacuation or rescue, time in a shelter and/or general disruption from their daily lives. [The Substance Abuse and Mental Health Services Administration](#) (SAMHSA) summarizes and defines trauma as consisting of "Three E's": Individual trauma results from an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening, and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being. Thus, school-based staff are encouraged to familiarize themselves with [recognizing the signs of trauma](#) along with their ongoing duty to identify students suspected of having a disability. School mental health professionals (e.g. professional school counselor, school social worker, school psychologist) should consider conducting timely trauma-informed screenings for students, in addition to connecting students and families to community-based resources. [The National Child Traumatic Stress Network](#) offers specific resources to support children, families and communities recovering from a hurricane. If established, a [Well-Being Leadership team](#) can be used to provide training, guidance and assistance to school staff on recognizing signs of trauma exposure, conducting trauma screening and assessments, and intervention strategies to support students who have experienced trauma.

Supporting Displaced Students with Disabilities

There may be unique challenges that arise for displaced students with disabilities who are enrolling in another school, but lack an IEP, any documentation of the nature of their disability, or previous school records. The enrolling school should immediately request records from the prior school. If records are not available, school leaders should attempt to speak with a teacher and/or case manager at the prior school to obtain information about a student's instructional and service needs. Additional actions to consider:

- Gather and review existing records (IEP, transcripts, grades, beginning of the year (BOY) screeners, standardized assessment scores, etc.)
- Contact previous school teachers and/or counselors for informal assistance with placement decisions.
- Conduct parent and student interviews.
- Use curriculum based assessments, diagnostics and additional screeners to get baseline information to inform placement decisions until further evaluation can be coordinated and completed.

Supporting Displaced English Learners

Based on Civil Rights laws and the Equal Educational Opportunities Act, public schools must ensure that English learner (EL) students can participate meaningfully and equally in educational programs. Supporting displaced EL students may also be challenging, but school leaders should immediately enroll the students and request records from the prior school. If records are not available, school leaders should consider the following additional actions when determining appropriate supports and services:

- Request previous school records and review the most recent language proficiency assessment along with other records (transcripts, grades, beginning of the year (BOY) screeners, etc).
- If there are no school records immediately available, the district or school should conduct a new language proficiency screener to determine the student's current level. Use other curriculum based assessments, diagnostics and additional screeners to get baseline information to inform supports.
- Conduct parent, student, and previous school teacher/counselor interviews.
- Ensure parent communication and notification of services.
- Use resources in the [English Learner Library](#) to assist with EL Language Check-ups, home language surveys, and sample family interview questions.

Instructional Minutes Waiver Request

As set forth in law, (R.S. 17:154.1) the required minimum number of instructional minutes cannot be waived by the state superintendent or BESE except in two specific circumstances:

1. A school system is not able to meet the required instructional minutes due to school closure occurring *within the last 30 days of school* when the reason for such closure is a natural catastrophe or disaster.
2. A school cannot meet such instructional minutes because the school temporarily shared facilities with another school due to damages caused by a natural disaster or emergency that was declared by the governor pursuant to *Revised Statute 29:724*, certified by the state superintendent of education, and approved by BESE.

The first exception (disaster within the last 30 days of school) does not apply.

Damage to Facilities and Supply Needs

Applying for Federal Assistance

FEMA Public Assistance funding is available for LEAs within parishes included in the Presidential disaster declaration. This funding is a critical component of the recovery of your facilities, equipment and other emergency work. The items below include resources to assist you in applying and the instructions on submitting the Request for Public Assistance (RPA), which officially starts the process. Once the RPA has been submitted, GOHSEP and FEMA will be working through developing a priority system with our stakeholders to identify and address the most critical needs.

FEMA Overview to Public Assistance

- [FEMA Assistance for Governments and Private Non-Profits After a Disaster](#)
- [FEMA Individual Assistance](#)
- [FEMA Public Assistance Program and Policy Guide](#)
- [Louisiana Public Assistance Resources](#)
- [Louisiana Procurement Quick Reference](#)
- [FEMA Assistance for Governments and Private Non-Profits After a Disaster](#)
- [FEMA Public Assistance Program and Policy Guide](#)

Under the **Global** heading, you will find procurement tools and documentation checklists. Under the **Recover** heading you will find information on debris management, insurance, etc.

- [Louisiana GOHSEP Resources](#)

Instructions on Requesting FEMA Public Assistance Funding

- **8/26/21:** [State of Emergency Declared - Tropical Storm Ida](#); [State of Emergency Declared - Hurricane Ida](#)
- **8/26/21:** [Gov. John Bel Edwards on Saturday requested a federal emergency declaration from the White House](#)
- **8/29/21:** [Governor's Request Expedited Major Disaster for 25 Parishes¹](#)
- **8/29/21:** [President Biden Approves Gov. John Bel Edwards' Request for Presidential Major Disaster Declaration for Hurricane Ida](#)

Federal disaster aid has been made available to LEAs that wish to seek Public Assistance funding to supplement recovery efforts from sustained costs due to this disaster as follows:

- Individual and Public Assistance Category A, Debris Removal, have been approved for 25 parishes.
- All 64 Louisiana parishes have been approved for Public Assistance Category B (emergency protective measures), including direct federal assistance, at 75 percent federal funding.
- In addition, for a period of 30 days from the start of the incident period FEMA is authorized to provide federal funding for Category A and Category B at 100 percent of eligible costs.

**Additional designations may be made at a later date when warranted by the results of further damage assessments.*

¹ Ascension, Assumption, East Baton Rouge, East Feliciana, Iberia, Iberville, Jefferson, Lafourche, Livingston, Orleans, Plaquemines, Pointe Coupee, St. Bernard, St. Charles, St. Helena, St. James, St. John the Baptist, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, Washington, West Baton Rouge, and West Feliciana Parishes.

State:	Federal #:	Incident:	Declaration Date:	Incident Period:
Louisiana	FEMA DR-4611-LA	Hurricane Ida	08/29/21	08/26/21 - 09/03/21

How to Submit a RPA

- Go to www.LouisianaPA.com
- If you are a first-time applicant for FEMA Public Assistance:
 - Click on the APPLY NOW button on the home screen (red banner)
 - Follow the “New User” instructions
 - You will receive an email from www.LouisianaPA.com with your login credentials. Once received and logged in, follow the instructions below.
 - You may also complete a Designation of Authority (DOA) to add necessary personnel to your account. This form must be emailed to LA.PA@LA.gov, and copy your assigned **State Applicant Liaison (SAL)** for tracking purposes.
- If/when you have an existing LAPA account: **Login to your Account.**
- After login, go to the **Applicant You Represent Box** on the right of the screen and click the **New Request for Assistance** link.
- A *Create New Request for Assistance* Box will open.
- In the *Grant* field select the disaster (for Barry, the DR# is DR-4458).
- Next select a user from the drop-down field or create a new one in the Primary, Alternate and Authorized Contact fields.
- If you are a PNP, you must fill out the PNP questionnaire that appears in your form. PNPs are required to submit the following information with their RPA: proof of Tax-exempt status and the organization’s articles of incorporation, charter or bylaws. These items should be scanned and attached to your RPA.
- Click **Create** once you have completed the form.
- The Current deadline to submit your RPA is 30 days from the declaration date which is September 29, 2021.

PA Reminder Submission

- Your DUNS needs to be registered with sam.gov. The following link provides instructions on how to register with sam.gov. [Quick Guide for Grants Registrations](#).
- The following additional documents are required if your entity is a Private Non-Profit (PNP)
 - Charter/Bylaws/Articles of Incorporation—The legal documents that describe who you are and what you do and how you do it
 - PNP Questionnaire — this is a questionnaire that needs to be completed during the RPA process.
 - Proof of Tax-Exempt status — This is in the form of your determination letter from the IRS or evidence from the La. Secretary of State’s office that shows you are active in good standing (at the time of the disaster) operating under State law.

School systems should contact the SAL, listed in their region for assistance. If for some reason they are not able to get in contact with the SAL, listed for region, they may reach out to a SAL in another region for assistance.

- [PA SAL August 2020 regions powerpoint.ppt](#)

Procurement

Procurement must be in compliance with FEMA regulations in order to assure that funding is not put at risk. As you can see from [this brochure](#), procurement can be complex when FEMA is funding the project. If you need any assistance, please contact Ben Plaia, Legal Counsel for Disaster Recovery Division at 225-456-0374 or ben.plaia@la.gov.

Instructional Materials and Technology Needs

LDOE understands that instructional materials and technology may have been damaged as a result of Hurricane Ida. When determining instructional material and technology needs, school systems should do the following:

1. Begin by assessing what materials or technology were destroyed.
2. Document lost materials and make a list of items that needed to be purchased. Remember to include an itemized list of building contents with associated values, purchase receipts, appraisal of items or copies of an itemized insurance policy that specifically cites the contents value, serial numbers, invoices and receipts. Both pictures and video can be extremely helpful in the documentation process.
3. Dispose of damaged materials properly, hiring companies to haul off equipment with batteries. (Note: please check with your insurance company and/or FEMA before disposing of any materials to ensure you are in compliance with program requirements.)
4. Reach out to vendors and follow emergency procurement procedures to purchase lost materials.

School systems needing support working with technology or instructional materials vendors can email classroomsupporttoolbox@la.gov.

E-Rate

LDOE is working on a waiver request from the Federal Communications Commission (FCC) to provide directly affected school systems with flexibility on E-Rate filing, program deadlines, document retention, Category 2 funding, as well as additional funding to support rebuilding damaged E-Rate infrastructure or services. The waiver will also include a request for indirectly affected school systems who will be enrolling displaced students. To file this waiver on behalf of school systems, LDOE will need a high-level needs assessment and an estimated cost, if known, from each school system to include in the request. To assist school systems with this process, LDOE is creating an E-Rate Waiver Checklist. School System E-Rate Coordinators can reach out to Carol Mosley at ERate@la.gov for support in preparing the school system's E-Rate assessment, completing the checklist and/or to answer any questions.

LEA Staff Support

Federal Assistance for Educators

How to Apply

To expedite help, subrecipients (applicants) should apply online at [DisasterAssistance.gov](https://www.DisasterAssistance.gov) or by phone. To apply by phone (7:00 a.m. - 1:00 a.m. ET, 7 days a week) :

- Call (800) 621-FEMA (3362)
- Call TTY (800) 462-7585 for people with speech or hearing disabilities.
- If using 711 or Video Relay Service (VRS), call 1-800-621-3362.

If Internet access or phone service is not available and if DRCs have been established in the area, go to a DRC for assistance with the registration process. Register online at www.disasterassistance.gov or call 1-800-621-FEMA (1-800-621-3362).

Issues Related to the Start of the School Year

Assessments/Screeners

Early Childhood Assessment (ages 3-5), Kindergarten Entry Assessments and K-3 Literacy Screeners

LDOE will work with those districts that are severely impacted by Hurricane Ida. LDOE will review BESE policy to ensure alignment with state law and will consider flexibility in timelines for administration and reporting results during times of crisis or natural disaster. For questions, please contact assessment@la.gov.

Charter School Specific Guidance

The department is committed to ensuring displaced students are able to enroll in schools as soon as they are able. Charter schools are encouraged to accept all students displaced by Hurricane Ida in accordance with the guidance below. LDOE is issuing the following guidance aligned to policies specific to the enrollment of displaced students at Type 2, 4 and 5 charter schools in all parishes of the state.

Enrolling Students Outside of Application Period

In the event of a federally declared disaster such as the recent hurricane in our state, a charter school may accept applications outside of the designated student application period. The charter school may enroll displaced students on a first-come, first-served basis until the enrollment capacity (*120% of the enrollment authorized on your most recent charter operating agreement*) is reached.

When enrolling students displaced from the recent hurricane, as is true for all admitted students, enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services.

Enrolling Students

Schools are allowed to enroll students up to 120 percent of the total number of students it is authorized to enroll, as outlined in the Enrollment Projection Table incorporated into each LEA's contract. Charter schools may make reasonable modifications within each grade level approved in the Enrollment Projection Table as to the number of students in any particular grade or class, but may not without written consent of the LDOE eliminate or add a grade that the school is not scheduled to serve.

In the event of a federally declared disaster, the state superintendent may approve a charter school to exceed 120 percent of the total number of students that it is authorized to enroll for the purpose of enrolling students who have been displaced from their homes or are unable to attend the school in which they were previously enrolled. Charter schools that are supporting displaced students and need to enroll above their allowed 120 percent, should contact danalyn.hypolite@la.gov to receive the necessary documentation for charter school enrollments. **It is important to note that the only students that shall be enrolled as a result of the increased enrollment cap are students that have been displaced by the natural disaster.**

If a school notifies the LDOE that they are enrolling displaced students above the allowed 120 percent, students cannot be enrolled from an existing waitlist, unless they are affected by the hurricane and families have completed the certification form ([English](#) | [Spanish](#)), which is required of all families. Students enrolled through this process shall be permitted to remain enrolled in the charter school for the remainder of the school year. At the conclusion of the school year, the students must return to their previously enrolled school.

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	12
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
 - c. 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.);
 - d. 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! Reopening 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
741 (Nonpublic) - Louisiana Handbook for	707.A.	Class Size and Ratios	Current rule sets maximum enrollment allowed in any class or section shall not exceed 35	

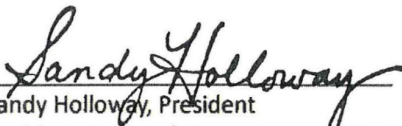
Nonpublic School Administrators			students except in certain activity classes such as physical education, music, art, etc.	
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If approved, these waivers of BESE rules will be subject to the ratification of the state board at its next regularly scheduled 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:  Date: 9/17/2021
 Sandy Holloway, President
 Louisiana Board of Elementary and Secondary Education