

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Catahoula Parish School Board

DATE(S) OF COMPLIANCE REVIEW: March 31, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of fifteen (15) student files • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The March 31, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Lincoln Parish School System

DATE(S) OF COMPLIANCE REVIEW: March 9, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	CITATIONS	FINDINGS
<p>IDEA, Part B</p>	<p>2015-2016</p>	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Telephone interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards 	<p>The March 9, 2016 compliance review monitoring indicated <u>findings of noncompliance in the following:</u></p> <p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications.</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>

PROGRAM	REVIEW PERIOD	CITATIONS	FINDINGS
IDEA, Part B			<p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications.</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>
			<p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications.</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>
			<p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Allen Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: March 31, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the Allen Parish School System self-assessment conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Ascension Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: March 1-7, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Ascension Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Caddo Parish School System

DATE(S) OF COMPLIANCE REVIEW: December 14, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review fifteen (15) student records • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) 	The December 14, 2015 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Calcasieu Parish School Board

DATE(S) OF SELF-ASSESSMENT REVIEW: March 23, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Calcasieu Parish School Board conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Caldwell Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: June 2, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the Caldwell Parish School System self-assessment conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Cameron Parish School Board

DATE(S) OF SELF-ASSESSMENT REVIEW: March 23, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the Cameron Parish School Board self-assessment conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: City of Bogalusa

DATE(S) OF SELF-ASSESSMENT REVIEW: March 31, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Claiborne Parish School System
DATE(S) OF SELF-ASSESSMENT REVIEW:		March 1-7, 2016
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944
PROGRAM	SELF-ASSESSMENT REVIEW	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Claiborne Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		New Orleans College Preparatory Academies – Cohen College Preparatory Charter School	
DATE(S) OF COMPLIANCE REVIEW:		March 18-28-2016	
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 1 of 2)
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of fourteen (14) student records • Telephone interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards 	<p>The March 18-28, 2016 compliance review monitoring indicated <u>findings of noncompliance in the following:</u></p> <p>§300.530(f)(1)(i)(ii) Functional Behavior Assessment and Behavior Intervention Plan</p> <p>§300.530.E. Discipline Procedures: Manifestation Determination – Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child’s IEP Team must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct was caused by or had a direct relationship to the child’s disability OR if the conduct in question was the direct result of the LEA’s failure to implement the IEP.</p>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 2 of 2)
		<ul style="list-style-type: none"> • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>§300.303(a) – Reevaluation – A public agency must ensure that a reevaluation of each child with a disability is conducted.</p> <p>§300.320(2)(i)(ii) – Individualized Education Program individualized education program or (IEP) means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting within a year</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Crescent Leadership Academy

DATE(S) OF COMPLIANCE REVIEW: November 3, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • On-site review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports 	The November 3, 2015 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: East Baton Rouge Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: May 12, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by East Baton Rouge Parish School System in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: East Feliciana Parish School System

DATE(S) OF COMPLIANCE REVIEW: November 3, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of fifteen (15) student records • Telephone interview school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The November 3, 2015, compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Edgar P. Harney Spirit of Excellence Charter School

DATE(S) OF SELF-ASSESSMENT REVIEW: April 1, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the Edgar P. Harney Spirit of Excellence Charter School self-assessment conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: FirstLine Langston Hughes Charter School

DATE(S) OF SELF-ASSESSMENT REVIEW: February 18, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by FirstLine Langston Hughes Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Harriet Tubman Charter School

DATE(S) OF SELF-ASSESSMENT REVIEW: March 24, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Harriet Tubman Charter School in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Iberville Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: March 1-7, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Iberville Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Jefferson Parish School System
DATE(S) OF SELF-ASSESSMENT REVIEW:		March 31, 2016
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944
PROGRAM	REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Jefferson Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: KIPP New Orleans Leadership Academy

DATE(S) OF COMPLIANCE REVIEW: February 25, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk Review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The February 25, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Lafourche Parish Schools

DATE(S) OF COMPLIANCE REVIEW: March 31, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of fifteen (15) students records • Telephone interview with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports 	The Lafourche compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Lawrence D. Crocker Collegiate Academy

DATE(S) OF SELF-ASSESSMENT REVIEW: April 1, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Lawrence D. Crocker Collegiate Academy in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Lincoln Parish School System

DATE(S) OF COMPLIANCE REVIEW: March 9, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	CITATIONS	FINDINGS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review ten (10) student records • Telephone interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports 	<p>The March 9, 2016 compliance review monitoring indicated the <u>findings of noncompliance in the following:</u></p> <p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications.</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>

PROGRAM	REVIEW PERIOD	CITATIONS	FINDINGS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Report cards • Current Individualized Education Program (IEP) Transition Plan pages 	<p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications.</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>
			<p>§300.530 (d)(1)(ii) Received, as appropriate, a functional behavior assessment and behavior intervention services or modifications.</p> <p>§300.324 (b)(1) The IEP has been reviewed as least annually and revised as needed.</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Livingston Parish Public Schools
DATE(S) OF SELF-ASSESSMENT REVIEW:		April 5, 2016
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944
PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Livingston Parish Public Schools in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Special School District

DATE(S) OF SELF-ASSESSMENT REVIEW: March 7, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by the Special School District conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Louisiana Virtual Charter School

DATE(S) OF SELF-ASSESSMENT REVIEW: April 1, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Louisiana Virtual Charter School in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Madison Parish School System

DATE(S) OF COMPLIANCE REVIEW: October 26 – November 10, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of twenty-five (25) student records • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards 	The October 26 – November 10, 2015, compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Menard Nelson Elementary Charter School

DATE(S) OF SELF-ASSESSMENT REVIEW: March 31,2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Menard Nelson Elementary Charter School in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Monroe City Schools

DATE(S) OF COMPLIANCE REVIEW: March 17, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Review of twenty (20) student records. • Interview with school site and central office personnel. • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The March 17, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Morehouse Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: March 31,2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Morehouse Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Natchitoches Parish School System

DATE(S) OF COMPLIANCE REVIEW: November 4-5, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • On-site Review of twenty (20) student records. • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The November 4-5, 2015 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: NET Charter High School

DATE(S) OF SELF-ASSESSMENT REVIEW: June 10, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by NET Charter High School in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: New Vision Learning Academy

DATE(S) OF SELF-ASSESSMENT REVIEW: March 1-7, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by New Vision Learning Academy conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Northshore Charter School

DATE(S) OF SELF-ASSESSMENT REVIEW: May 12, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Northshore Charter School in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Ouachita Parish School System

DATE(S) OF COMPLIANCE REVIEW: March 19, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of fifteen (15) student records • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) 	The March 19, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Plaquemines Parish School System
DATE(S) OF SELF-ASSESSMENT REVIEW:		March 17,2016
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944
PROGRAM	REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Plaquemines Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Pointe Coupee Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: March 1-7, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Pointe Coupee Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Rapides Parish School System

DATE(S) OF COMPLIANCE REVIEW: November 16-20, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Telephone interview with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports 	The November 20, 2015, compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Red River Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: March 1-7, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment by Red River Parish School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: KIPP Renaissance High School

DATE(S) OF COMPLIANCE REVIEW: February 24, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • On-site review of fifteen (15) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The February 24, 2016, compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: KIPP New Orleans Leadership Academy

DATE(S) OF COMPLIANCE REVIEW: February 25, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • On-site review of fifteen (15) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The February 25, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: KIPP Believe College Prep

DATE(S) OF SELF-ASSESSMENT REVIEW: April 5, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by KIPP Believe College Prep in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Southwest Louisiana Charter Academy
DATE(S) OF SELF-ASSESSMENT REVIEW:		April 6, 2016
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944
PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Southwest Louisiana Charter Academy in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: St. John the Baptist School System

DATE(S) OF COMPLIANCE REVIEW: May 17, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Review of twenty (20) student records. • Interview with school site and central office personnel. • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The May 17, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: St. Bernard Parish School System

DATE(S) OF SELF-ASSESSMENT REVIEW: April 20, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by St. Bernard Parish School System in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: St. Helena Parish School System

DATE(S) OF COMPLIANCE REVIEW: October 20-21, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Onsite review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The October 20-21, 2015 compliance review monitoring indicated <u>findings of noncompliance in the following:</u></p> <p>§300.324(2)(i) Development, Review and Revision of IEP - IEP team must for child whose behavior impedes their learning or that of others, consider the use of positive behavior interventions, supports, and other strategies.</p> <p>§300.530.E. Discipline Procedures: Manifestation Determination – Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child’s IEP Team must review all relevant information in the student’s file including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct was caused by or had a direct relationship to the child’s disability OR if the conduct in question was the direct result of the LEA’s failure to implement the IEP.</p>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS
			<p>§300.530(f)(1)(ii) – Determination that behavior was a manifestation - If a behavioral intervention plan already has been developed, review the behavior plan, and modify it, as necessary to address the behavior.</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: St. James Parish School System

DATE(S) OF COMPLIANCE REVIEW: June 8, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk Review of (20) student records • Interview with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The June 8, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: St. John the Baptist Parish School System

DATE(S) OF COMPLIANCE REVIEW: March 9-11, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412
Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of fifteen (15) record reviews • Telephone interview with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The St. John the Baptist compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: St. Landry Parish School Board

DATE(S) OF COMPLIANCE REVIEW: April 11 - 25, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Review of twenty (20) student records • Telephone interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The April 11 - 25, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Terrebonne Parish Schools

DATE(S) OF COMPLIANCE REVIEW: December 15 – 18, 2015

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Review of twenty-eight (28) student records • Telephone interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports 	The December 15 – 18, 2015 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Vernon Parish School District
DATE(S) OF SELF-ASSESSMENT REVIEW:		April 19, 2016
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944
PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2015-2016	The LDOE monitoring staff received and reviewed the results of the self-assessment conducted by Vernon Parish School District in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: West Baton Rouge Parish Schools

DATE(S) OF COMPLIANCE REVIEW: May 9-13, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of twenty (20) record reviews • Telephone interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	The May 9-13, 2016 compliance review monitoring indicated no areas of noncompliance.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Algier's Technology Academy

DATE(S) OF COMPLIANCE REVIEW: June 8, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <p>§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</p> <p>A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability.</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Cohen College Prep	
DATE(S) OF COMPLIANCE REVIEW:		June 8, 2016	
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <p>Discipline Procedures for Students with Disabilities - §300.530(E); §300.530(F); §300.530(D)(4)&(5) – MDR must be conducted within 10 days of decision to change placement; IEP team must conduct a functional behavioral assessment unless one conducted and implement a BIP</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: G.W. Carver Collegiate Academy

DATE(S) OF COMPLIANCE REVIEW: June 8, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <p>§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</p> <p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		International High School	
DATE(S) OF COMPLIANCE REVIEW:		June 8, 2016	
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of twenty (20) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <p>Discipline Procedures for Students with Disabilities - §300.530(E); §300.530(F); §300.530(D)(4)&(5) – MDR must be conducted within 10 days of decision to change placement; IEP team must conduct a functional behavioral assessment unless one conducted and implement a BIP</p> <p>IEP – §300.321 (A)(4) – IEP Team and §300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program – IEP team must include regular education teacher and sped teacher, IEP must contain measurable annual goals</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Joseph S. Craig Charter School			
DATE(S) OF COMPLIANCE REVIEW: June 8, 2016			
SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944			
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of twenty (20) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <ul style="list-style-type: none"> • §301. Response to Intervention – Essential components of the process include three tiers of instruction and intervention, use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction/intervention. • §303. School Building Level Committee – The SBLC is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher and the referring teacher... the student’s parent or guardian is an invited participant. The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student.

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
			<ul style="list-style-type: none"> • §305 Screening Activities – Through the RTI process the SBLC shall coordinate and document results of all screening activities ... RTI and screening activities for enrolled students are conducted by general education personnel with assistance from other school personnel. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. • §307 Referral Process – If the student did not maintain expected progress while participating in the Response to Intervention process, the student was referred to the SBLC for consideration of an initial evaluation within a reasonable amount of time. • §104.35(b) – For students who are eligible under Section 504 of the Rehabilitation Act, the student's educational records indicate that the student does not require specially designed instruction.

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
			<ul style="list-style-type: none"> <p>• §300.17(a.-d.) Free Appropriate Public Education (FAPE) Free appropriate public education or FAPE means special education and related services that--</p> <ul style="list-style-type: none"> (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. 300.320 through 300.324. <p>• §300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Lake Area New Tech Early High School	
DATE(S) OF COMPLIANCE REVIEW:		June 8, 2016	
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <ul style="list-style-type: none"> • §301. Response to Intervention – Essential components of the process include three tiers of instruction and intervention, use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction/intervention. • §303. School Building Level Committee – The SBLC is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher... the student’s parent or guardian is an invited participant. The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student.

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
			<ul style="list-style-type: none"> • §305 Screening Activities – Through the RTI process the SBLC shall coordinate and document results of all screening activities ... RTI and screening activities for enrolled students are conducted by general education personnel with assistance from other school personnel. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. • §307 Referral Process – If the student did not maintain expected progress while participating in the Response to Intervention process, the student was referred to the SBLC for consideration of an initial evaluation within a reasonable amount of time. • §104.35(b) – For students who are eligible under Section 504 of the Rehabilitation Act, the student’s educational records indicate that the student does not require specially designed instruction.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Landry-Walker College and Career Prep High School	
DATE(S) OF COMPLIANCE REVIEW:		June 8, 2016	
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <p>§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</p> <p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION:		Mildred Osborne Charter School	
DATE(S) OF COMPLIANCE REVIEW:		June 8, 2016	
SERVICES MONITORED:		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <ul style="list-style-type: none"> • §300.17(a.-d.) Free Appropriate Public Education (FAPE) Free appropriate public education or FAPE means special education and related services that-- <ul style="list-style-type: none"> (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. 300.320 through 300.324.

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
			<ul style="list-style-type: none"> • §300.320(a)(4) and (7). Definition of an Individualized Education Program IEP include data for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.

2015-2016 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION: Sophie B. Wright Charter School

DATE(S) OF COMPLIANCE REVIEW: June 8, 2016

SERVICES MONITORED: Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 and Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2015-2016	<ul style="list-style-type: none"> • Desk review of ten (10) student records • Interviews with school site and central office personnel • Academic Progress Review for students with academic/behavioral issues • Behavior Intervention Plan (BIP) (if applicable) • Current Initial Evaluation/Reevaluation • Current Parental Notification Letter • Discipline reports (if applicable) • Extended School Year (ESY) Services Eligibility Determination Letter • Functional Behavior Assessment (FBA) (if applicable) • Manifestation Determination Review (MDR) (if applicable) • Parental contact log • Progress reports • Report cards • Current Individualized Education Program (IEP) • Transition Plan pages 	<p>The June 8, 2016 compliance review monitoring indicated <u>findings of noncompliance</u> in the following:</p> <ul style="list-style-type: none"> • §301. Response to Intervention – Essential components of the process include three tiers of instruction and intervention, use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction/intervention. • §303. School Building Level Committee – The SBLC is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher... the student’s parent or guardian is an invited participant. The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student.

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
			<ul style="list-style-type: none"> • §305 Screening Activities – Through the RTI process the SBLC shall coordinate and document results of all screening activities ... RTI and screening activities for enrolled students are conducted by general education personnel with assistance from other school personnel. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. • §307 Referral Process – If the student did not maintain expected progress while participating in the Response to Intervention process, the student was referred to the SBLC for consideration of an initial evaluation within a reasonable amount of time. • §104.35(b) – For students who are eligible under Section 504 of the Rehabilitation Act, the student's educational records indicate that the student does not require specially designed instruction.