

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Acadia Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 18, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Acadia Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Algier's Technology Academy (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 9, 2017

**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 or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS
IDEA, Part B	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan page</li> </ul>	<p>The February 9, 2017 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <p><b>§300.320(a)(4) and (7). Definition of an Individualized Education Program</b> IEP include data for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</p>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Algiers Association - William Fischer Elementary Charter School

**DATE(S) OF COMPLIANCE REVIEW:** May 16-17, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• On-site review of thirteen (13) student records</li> <li>• Interviews with school site and central office personnel.</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 16-17, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Algiers Charter School Association, Martin Behrman Elementary School</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 19, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Algiers Charter School Association, Martin Behrman Elementary School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Arise Academy

**DATE(S) OF COMPLIANCE REVIEW:** November 9, 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 or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 1 of 2)
IDEA, Part B	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of eleven (11) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 9, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.530.E. Discipline Procedures: Manifestation Determination</b> – 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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Page 2 of 2)
			<ul style="list-style-type: none"> <li>• <b>§300.530.H. Discipline Procedures: Notification</b> – On the date on which the decision was made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of conduct, the LEA must notify the parents of the decision, and provide the parents the procedural safeguards notice.</li>   <li>• <b>§300.530.F.1.(i-ii.) Discipline Procedures</b> -IEP team must conduct a FBA unless the LEA had conducted an FBA before that behavior resulted in the change of placement occurred and implemented a BIP OR if a BIP was already developed, then LEA review the BIP and modify it to address behavior.</li>   <li>• <b>S§300.324(2)(i) Development, Review and Revision of IEP</b> - 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.</li>   <li>• <b>§300.320 (7) Definition of an Individualized Education Program:</b> IEP must include projected date for beginning of services, modifications, and anticipated frequency, location, and duration of services and modification.</li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Assumption Parish Schools

**DATE OF SELF-ASSESSMENT REVIEW:** June 22, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Assumption Parish Schools in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Avoyelles Parish School System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 5, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Avoyelles Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Avoyelles Public Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 20, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Avoyelles Public Charter School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Beaugard Parish School Board

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 20, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment Beaugard 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.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Belle Chasse Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Belle Chasse Academy in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Bienville Parish School System</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 28, 2017
<b>SERVICES MONITORED:</b>		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
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENTS RESULTS</b>
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Bienville Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Bossier Parish School District

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 3, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Bossier Parish School District conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Caddo Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 18, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by the Caddo Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Calcasieu Parish School District
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 3, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Calcasieu Parish School District conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Cameron Parish School System</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 1, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
<b>IDEA, Part B</b>	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Cameron Parish School System in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Catahoula Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 7, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Catahoula Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** City of Bogalusa School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 9, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by the City of Bogalusa School System in fulfillment of the fourth quarter IDEA monitoring requirements. The self-assessment tool revealed, there was no areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Claiborne Parish</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 13, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Claiborne Parish School District conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Cohen College Prep (Follow-Up 1)	
<b>DATE(S) OF COMPLIANCE REVIEW:</b>		February 8, 2017	
<b>SERVICES MONITORED:</b>		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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of eleven (11) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The February 8, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Concordia Parish School Board
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 28, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Concordia Parish School Board in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Crescent City Schools Akili Academy

**DATE(S) OF COMPLIANCE REVIEW:** May 17-18, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of fifteen (15) student records</li> <li>• Interviews with school site personnel and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 17-18, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Crescent City Schools, Paul Habans Charter School

**DATE(S) OF COMPLIANCE REVIEW:** May 17-18, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of fifteen (15) student records</li> <li>• Interviews with school site personnel and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 17-18, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Crescent Leadership Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 18, 2017

**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	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Crescent Leadership Academy conducted in fulfillment of the IDEA monitoring requirements. The results of the self- assessment tool revealed no unresolved areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>D'Arbonne Woods Charter School</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 5, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
<b>IDEA, Part B</b>	<b>2016-2017</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment by D'Arbonne Woods Charter School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Delhi Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW:</b>		May 24, 2017	
<b>SERVICES MONITORED:</b>		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	2016-2017	<ul style="list-style-type: none"> <li>• Desk review of ten (10) student records</li> <li>• Telephone interview with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> </ul>	The May 24, 2017, compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** DeSoto Parish Schools

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 13, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by DeSoto Parish Schools in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		East Carroll School Board
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 10, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by East Carroll conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** East Feliciana Parish School Board

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment East Feliciana Parish School Board conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Eleanor McMain Secondary School

**DATE(S) OF COMPLIANCE REVIEW:** November 16, 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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact</li> <li>•</li> <li>• log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 16, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.530.E. Discipline Procedures: Manifestation Determination</b> – 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.</li> </ul>

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"> <li>• <b>§300.530.H. Discipline Procedures: Notification</b> – On the date on which the decision was made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of conduct, the LEA must notify the parents of the decision, and provide the parents the procedural safeguards notice.</li>   <li>• <b>§300.530.F.1.(i-ii.) Discipline Procedures</b> -IEP team must conduct a FBA unless the LEA had conducted an FBA before that behavior resulted in the change of placement occurred and implemented a BIP OR if a BIP was already developed, then LEA review the BIP and modify it to address behavior.</li>   <li>• <b>§300.324(2)(i) Development, Review and Revision of IEP</b> - 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.</li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Esperanza Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 12, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Esperanza Charter School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Evangeline Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 30, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	<b>2016-2017</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment by the Evangeline 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.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** FirstLine Charter Association- Langston Hughes Charter School

**DATE(S) OF COMPLIANCE REVIEW:** May 16-17, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of thirteen (13) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> </ul>	The May 16-17, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** FirstLine Schools - Arthur Ashe Charter School

**DATE OF SELF-ASSESSMENT REVIEW:** June 19, 2017

**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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Arthur Ashe Charter in fulfillment of the IDEA monitoring requirements. The self-assessment tool revealed, there was no areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Friends of King – Dr. Martin Luther King, Jr. School for Science and Technology</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 6, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Dr. Martin Luther King, Jr. School of Science and Technology in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** G.W. Carver Collegiate Academy (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 9, 2017

**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	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The February 9, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

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

DATE(S) OF COMPLIANCE REVIEW: November 10, 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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 10, 2016 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.530.E. Discipline Procedures: Manifestation Determination</b> – 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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Pages 2 of 2)
			<ul style="list-style-type: none"> <li>• <b>§300.530.H. Discipline Procedures: Notification</b> – On the date on which the decision was made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of conduct, the LEA must notify the parents of the decision, and provide the parents the procedural safeguards notice.</li> <li>• <b>§300.530.F.1.(i-ii.) Discipline Procedures</b> -IEP team must conduct a FBA unless the LEA had conducted an FBA before that behavior resulted in the change of placement occurred and implemented a BIP OR if a BIP was already developed, then LEA review the BIP and modify it to address behavior.</li> <li>• <b>§300.530.D. Discipline Procedures: Services</b> – If the IEP team determined that the behavior was not a manifestation of the student’s disability and the suspension/expulsion was applied, the student continued to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP.</li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Grant Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 27, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Grant Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Iberia Parish School System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 10, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Iberia Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Iberville Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 18, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by the Iberville Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** International High School of New Orleans (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 6-7, 2017

**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 3)
IDEA, Part B	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of twenty (20) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The February 6-7, 2017 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>300.17(a-d.) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that--               <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. Sec. 300.320 through 300.324.</li> </ul> </li> <li>• <b>§300.321(a)-(b)-IEP Team</b> IEP team must include not less than one regular education teacher, special education teacher or special education provider of the child.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 3)
			<ul style="list-style-type: none"> <li data-bbox="1192 386 1934 592"> <p>• <b>§300.320.(a)(1)(i)(2)(i)- Definition of an Individualized Education Program</b> IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum.</p> </li> <li data-bbox="1192 638 1976 914"> <p>• <b>§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</b> 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> </li> <li data-bbox="1192 954 1961 1157"> <p>• <b>§300.320(a)(4) and (7). Definition of an Individualized Education Program</b> The IEP must contain a statement of the special education and related services that enable the child to advance toward IEP goals and meaningfully participate in school activities with disabled and non-disabled peers.</p> </li> <li data-bbox="1192 1203 1976 1406"> <p>• <b>§300.320(a)(5). IDEA – Definition of an Individualized Education Program</b> IEP contains a statement of the extent to which the student will not participate with non-disabled peers and has been afforded the opportunity to do so to the maximum extent appropriate.</p> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 3)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320(a)(4) and (7). Definition of an Individualized Education Program</b> IEP include data for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</p> </li> <li> <p>• <b>§300.320(a)(3) Definition of an Individualized Education Program</b> IEP must include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided.</p> </li> <li> <p>• <b>§300.320 (7)(b)(1-2). Definition of an Individualized Education Program</b> IEP must include transition services and appropriate measurable postsecondary goals that are age appropriate beginning not later when the child turns 16 years old, or younger.</p> </li> <li> <p>• <b>§300.322(a). IDEA - Parent Participation.</b> The LEA must ensure parents are afforded an opportunity to participate in IEP team decisions.</p> </li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** International School of Louisiana

**DATE(S) OF COMPLIANCE REVIEW:** November 14, 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 3)
IDEA, Part B	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 14, 2016 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.17(a-d) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that--               <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of <b>Sec. 300.320</b> through <b>300.324</b>.</li> </ul> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 2 of 3)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320(a)(1)(i)- Definition of Individualized Education Program</b> IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</p> </li> <li> <p>• <b>§300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program</b> 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> </li> <li> <p>• <b>§300.320(7) – Definition of an Individualized Education Program</b> IEP must include projected date for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</p> </li> <li> <p>• <b>§300.320(a)(3)(i-ii) - Definition of an Individualized Education Program</b> IEP must include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided.</p> </li> <li>•</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 3 of 3)
			<ul style="list-style-type: none"> <li> <b>§300.320(a)(6)(i) - Definition of an Individualized Education Program</b>            A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments.         </li> </ul>



## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Jackson Parish Schools
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		May 20, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Jackson Parish Schools conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** James Singleton Charter School

**DATE OF DESK REVIEW:** November 15, 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	DESK REVIEW PERIOD	SELF-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment. James Singleton Charter School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Jefferson Davis Parish Schools
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 20, 2017
<b>SERVICES MONITORED:</b>		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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Jefferson Davis Parish Schools in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Jefferson Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 18, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by the Jefferson Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Joseph S. Craig Charter School (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 6-7, 2017

**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 4)
IDEA, Part B	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of thirty-three (33) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> <li>• Child Find guidelines</li> </ul>	<p>The February 6-7, 2017 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§301. Response to Intervention</b> – 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.</li> <li>• <b>§303. School Building Level Committee</b> – 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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 2 of 4)
		<ul style="list-style-type: none"> <li>• RTI procedures</li> <li>• Progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• <b>§305 Screening Activities</b> – 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.</li> <li>• <b>§104.35(b) Section 504</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.</li> <li>• <b>§300.304(a) Evaluation Procedures</b> – The LEA must provide notice to the parent about proposed evaluation or reevaluation procedures.</li> <li>• <b>§300.503(a)(2) Prior Notice by Public Agency</b> – Written notice must be provided to the parents of a child with a disability if the public agency refuses to initiate the evaluation of the child.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 3 of 4)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b>            Free appropriate public education or FAPE means special education and related services that--</p> <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of <b>Sec. 300.320 through 300.324.</b></li> </ul> </li>   <li> <p>• <b>§300.321(a)-(b)-IEP Team</b>            IEP team must include not less than one regular education teacher, special education teacher or special education provider of the child.</p> </li>   <li> <p>• <b>§300.320.(a)(1)(i)(2)(i)- Definition of an Individualized Education Program</b>            IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum.</p> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 4 of 4)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</b> 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> </li> <li> <p>• <b>§300.320(a)(4) and (7). Definition of an Individualized Education Program</b> The IEP must contain a statement of the special education and related services that enable the child to advance toward IEP goals and meaningfully participate in school activities with disabled and non-disabled peers.</p> </li> <li> <p>• <b>§300.320(a)(5). IDEA – Definition of an Individualized Education Program</b> IEP contains a statement of the extent to which the student will not participate with non-disabled peers and has been afforded the opportunity to do so to the maximum extent appropriate.</p> </li> <li> <p>• <b>§300.322(a). IDEA - Parent Participation.</b> The LEA must ensure parents are afforded an opportunity to participate in IEP team decisions.</p> </li> </ul>



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Joseph S. Clark Preparatory High School

**DATE(S) OF COMPLIANCE REVIEW:** November 15-16, 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 or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 1 of 4)
IDEA, Part B	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of forty-five (45) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> <li>• Child Find guidelines</li> </ul>	<p>The November 15-16, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§301. Response to Intervention</b> – 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.</li> <li>• <b>§303. School Building Level Committee</b> – 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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 4)
		<ul style="list-style-type: none"> <li>• RTI procedures</li> <li>• Progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• <b>§305 Screening Activities</b> – 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.</li> <li>• <b>§307 Referral Process</b> – 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.</li> <li>• <b>§104.35(b)</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.</li> <li>• <b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that-- <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 3 of 4)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program</b> 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> </li> <li> <p>• <b>§300.320(a)(3)(i-ii) - Definition of an Individualized Education Program</b> IEP must include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided.</p> </li> <li> <p>• <b>§300.321(a)(2)(3) – IEP Team</b> IEP team must include not less than one special education provider of the child and not less than one regular education teacher of the child.</p> </li> <li> <p>• <b>§300.320(a)(1)(i)- Definition of Individualized Education Program</b> IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</p> </li> </ul>

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

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP Central City Academy LEA

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July13, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by KIPP Central City Academy conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP Believe College Prep

**DATE(S) OF COMPLIANCE REVIEW:** May 9, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Desk review of ten (10) student records</li> </ul> <p><b>A review of the following documents:</b></p> <ul style="list-style-type: none"> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 9, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>KIPP Central City Primary LEA</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	July13, 2017
<b>SERVICES MONITORED:</b>	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
<b>IDEA, Part B</b>	<b>2016-2017</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment by KIPP Central City Primary conducted in fulfillment of the 4th quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP Renaissance High School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 13, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by KIPP Renaissance conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP McDonough #15

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July13, 2017

**SERVICES MONITORED:** Individuals with Disabilities Education Act 20 U.S.C. 33 Section 141 Regulations for Implementation under the Children with Exceptionalities Act, L.R.S. 17: 1944

PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by KIPP McDonough #15 conducted in fulfillment of the 4th quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Lafayette Renaissance Charter Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 17, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by the Lafayette Renaissance Charter Academy conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Lake Charles Charter Academy Foundation, Inc. – Lake Charles Charter Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 20, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Lake Charles Charter Academy conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Charter School USA- Lake Charles College Prep Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 7, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Lake Charles College Prep Charter School conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Landry-Walker College and Career Preparatory High School (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 9, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The February 9, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Learning Solutions, Vision Academy

**DATE(S) OF COMPLIANCE REVIEW:** May 23-24, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• On-site review of <u>12</u> student records</li> <li>• Interview with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> </ul>	The May 23-24, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Lincoln Parish School System

**DATE(S) OF COMPLIANCE REVIEW:** May 23-24, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Desk review of twenty-four (24) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 23-24, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Louisiana Special Education Center

**DATE(S) OF COMPLIANCE REVIEW:** April 5-6, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of twenty (20) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Parent Interviews</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The April 5-6, 2017 compliance review monitoring indicated no areas of noncompliance.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Lycee Francais de la Nouvelle-Orleans

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 5, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Lycee Francais de la Nouvelle-Orleans conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Better Choice Foundation – Mary D. Coghill Charter

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 24, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment Mary D. Coghill Charter 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.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		The MAX Charter School
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 20, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by The MAX Charter School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** McDonogh #32 Literacy Charter School

**DATE(S) OF COMPLIANCE REVIEW:** May 2-5, 2017

**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	2017-2018	<ul style="list-style-type: none"> <li>• Desk review of eight (8) student records</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 2-5, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** McDonogh 42 Charter School

**DATE(S) OF COMPLIANCE REVIEW:** November 17, 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 3)
IDEA, Part B	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 17, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.17(a-d) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that--               <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. Sec. 300.320 through 300.324.</li> </ul> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 3)
			<ul style="list-style-type: none"> <li>• <b>§300.321(a)(1)-Individualized Education Program Team</b> IEP team must include parents of the child.</li> <li>• <b>§300.320(7) – Definition of an Individualized Education Program</b> IEP must include projected date for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</li> <li>• <b>§300.321(a)(3) – IEP Team</b> IEP team must include not less than one special education teacher or special education provider of the child.</li> <li>• <b>§300.320(a)(4) – Definition of an Individualized Education Program</b> IEP must include a statement of special education and related services, supplementary aids and services, and a statement of program modifications or supports for school personnel.</li> <li>• <b>§300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program</b> 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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 3 of 3)
			<ul style="list-style-type: none"> <li>• <b>§300.321(a)(2)(3) – IEP Team</b> IEP team must include not less than one special education provider of the child and not less than one regular education teacher of the child.</li> <li>• <b>§300.320(a)(1)(i)- Definition of Individualized Education Program</b> IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Mildred Osborne Charter School (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 10, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The February 10, 2017 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>300.17(a.-d.) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that-- (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. Sec. 300.320 through 300.324.</li> <li>• <b>§300.321(a)-(b)-IEP Team</b> IEP team must include not less than one regular education teacher, special education teacher or special education provider of the child.</li> </ul>



PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 2)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320.(a)(1)(i)(2)(i)- Definition of an Individualized Education Program</b> IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum</p> </li> <li> <p>• <b>§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</b> 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> </li> <li> <p>• <b>§300.320(a)(4) and (7). Definition of an Individualized Education Program</b> The IEP must contain a statement of the special education and related services that enable the child to advance toward IEP goals and meaningfully participate in school activities with disabled and non-disabled peers.</p> </li> <li> <p>• <b>§300.320(a)(5). IDEA – Definition of an Individualized Education Program</b> IEP contains a statement of the extent to which the student will not participate with non-disabled peers and has been afforded the opportunity to do so to the maximum extent appropriate.</p> </li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Monroe City Schools</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		August 8, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Monroe City Schools in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Natchitoches Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 12, 2017

**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-ASSESSMENTS RESULTS
IDEA, Part B	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment Natchitoches 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.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** NET Charter High School

**DATE(S) OF COMPLIANCE REVIEW:** November 16, 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 3)
IDEA, Part B	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 16, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.17(a-d) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that--               <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. Sec. 300.320 through 300.324.</li> </ul> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 2 of 3)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320(7) – Definition of an Individualized Education Program</b> IEP include date for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</p> </li> <li> <p>• <b>§300.320(7)(c)– Definition of an Individualized Education Program</b> One year before child is age of majority, IEP includes statement child informed of right’s and right’s transferred on age of majority.</p> </li> <li> <p>• <b>§300.321(a)(3)-Individualized Education Program Team</b> IEP team must include not less than one special education teacher or special education provider of the child.</p> <p><b>§300.321(a)(1)-Individualized Education Program Team</b> IEP team must include parents of the child</p> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 3 of 3)
			<ul style="list-style-type: none"> <li data-bbox="1289 358 1971 683"> <p>• <b>§300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program</b>  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> </li> <li data-bbox="1289 732 1971 951"> <p>• <b>§300.320(a)(3)(i-ii) – Definition of an Individualized Education Program</b>  IEP must include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided.</p> </li> <li data-bbox="1289 1000 1971 1243"> <p>• <b>§300.320(a)(1)(i)- Definition of Individualized Education Program</b>  IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</p> </li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** New Beginnings Schools – Pierre A. Capdau Learning Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 29, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment Pierre A. Capdau Learning Academy conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		New Beginnings Schools Foundation, Medard H. Nelson Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW:</b>		May 10, 2017	
<b>SERVICES MONITORED:</b>		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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of twelve (12) student records</li> <li>• Interviews with school site and central office personnel.</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 10, 2017 compliance review monitoring indicated no areas of noncompliance.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** New Orleans College Prep Academies-Crocker College Prep Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 28, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Crocker College Prep Charter School conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>New Orleans College Prep – Sylvania Williams College Prep</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 30, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Sylvania Williams College Prep in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** New Orleans Military/Maritime Academy

**DATE(S) OF COMPLIANCE REVIEW:** November 15, 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	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 15, 2016 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.17(a-d) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that--               <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. Sec. 300.320 through 300.324.</li> </ul> </li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 2)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program</b> 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> </li> <li> <p>• <b>§300.320(7) –Definition of an Individualized Education Program</b> IEP include date for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</p> </li> <li> <p>• <b>§300.320(a)(4) – Definition of an Individualized Education Program</b> IEP must include a statement of special education and related services, supplementary aids and services, and a statement of program modifications or supports for school personnel.</p> </li> <li> <p>• <b>§300.321(a)(3) – IEP Team</b> IEP team must include not less than one special education teacher or special education provider of the child.</p> </li> <li> <p>• <b>§300.320(a)(3)(i-ii) - Definition of an Individualized Education Program</b> IEP must include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided.</p> </li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>New Vision Learning Academy</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 3, 2017
<b>SERVICES MONITORED:</b>		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
<b>IDEA, Part B</b>	<b>2016-2017</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment by New Vision Learning Academy conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Northeast Claiborne Charter School

**DATE(S) OF COMPLIANCE REVIEW:** April 3-5, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Desk Review of fifteen (15) student records.</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The April 3-5, 2017 compliance review monitoring indicted there were no systemic findings of non-compliance. However, review the findings below and review and/or correct all students folders to ensure the areas are listed on their IEPs:</p> <ol style="list-style-type: none"> <li>1. Present Level of Academic Achievement and Functional Performance (PLAAF) statement did not:               <ol style="list-style-type: none"> <li>a) provide a measurable baseline that links the present level and IEP goal(s);</li> <li>b) include the skills a student can accomplish and skills students have difficulty with; and</li> <li>c) contain a description of the impact a child's disability has on involvement and progress in the general curriculum.</li> </ol> </li> <li>2. One or more IEP goals were not measurable and/or lacked a specific timeframe.</li> </ol>

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Orleans Parish School Board
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 12, 2017
<b>SERVICES MONITORED:</b>		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
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Orleans Parish School Board in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Ouachita Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** December 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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment. Ouachita Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** FirstLine Schools - Phillis Wheatley (Dibert)

**DATE(S) OF COMPLIANCE REVIEW:** June 2, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The June 2, 2017, compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:**                    **Plaquemines Parish School System**

**DATE(S) OF SELF-ASSESSMENT REVIEW:**   June 9, 2017

**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
<b>IDEA, Part B</b>	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Plaquemines Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Pointe Coupee Parish School Board</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 1, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment Pointe Coupee Parish School Board conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Rapides Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 28, 2017

**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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Rapides Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** ReNEW-SciTech Academy at Laurel

**DATE(S) OF COMPLIANCE REVIEW:** June 22, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Desk review of thirteen (13) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The June 22, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Richland Parish</b>
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	<b>May 19-22, 2017</b>
<b>SERVICES MONITORED:</b>	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
<b>IDEA, Part B</b>	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Desk review of thirteen (13) student records</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 19-23, 2017, compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Sabine Parish School System

**DATE OF SELF-ASSESSMENT REVIEW:** June 22,2017

**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	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Sabine Parish School System in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Shreveport Charter School, Inc., Linwood Charter

**DATE(S) OF COMPLIANCE REVIEW:** June 15, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Desk review of nine (9) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Parent focus group meeting (On-site visits only)</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The June 15, 2017 compliance review monitoring indicated no areas of noncompliance.



## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Sophie B. Wright Charter School (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 8, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of twenty-on (21) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The February 8, 2017 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§301. Response to Intervention</b> – 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.</li> <li>• <b>§303. School Building Level Committee</b> – 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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Page 2 of 2)
		<ul style="list-style-type: none"> <li>• Child Find guidelines</li> <li>• RTI procedures</li> <li>• Progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• <b>§305 Screening Activities</b> – 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.</li> <li>• <b>§104.35(b) Section 504</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.</li> <li>• <b>§300.300(a) Parent Consent</b> - Reasonable documented efforts must be made to obtain informed parental consent for an initial evaluation.</li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** South Louisiana Charter Academy Foundation, Southwest Louisiana Charter Academy

**DATE(S) OF COMPLIANCE REVIEW:** June 15, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Review of eight (8) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Parent focus group meeting (On-site visits only)</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan</li> </ul>	The June 15, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Special School District
<b>DATE OF DESK REVIEW:</b>		June 9, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment. 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.

## 2016-2017 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 7, 2017

**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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by St. Bernard Parish School System conducted in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** St. Charles Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 19, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by St. Charles Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** May 23-25, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Review of twenty-five (25) student records.</li> <li>• Interviews with school site and central office personnel.</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 23-25, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** St. James Parish Schools

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 19, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by St. James Parish Schools conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>St. John the Baptist Parish Schools</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	June 15, 2017
<b>SERVICES MONITORED:</b>	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
<b>IDEA, Part B</b>	<b>2016-2017</b>	<p>The LDOE monitoring staff reviewed the results of the self-assessment submitted by St. John the Baptist Parish Schools in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.</p> <p style="text-align: center;">-</p>

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		St. Martin Parish School Board
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 28, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by St. Martin Parish School Board in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** St. Mary Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 22, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by St. Mary Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** St. Tammany Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 28, 2017

**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	<b>2016-2017</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment by St. Tammany Parish School System conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Success Preparatory Academy

**DATE(S) OF COMPLIANCE REVIEW:** May 9-10, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite Review of twenty (20) Student Records</li> <li>• Interview with school site administrators and personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The May 9-10, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Tallulah Charter School, Madison-Tallulah Education Center
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		July 3, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Madison-Tallulah Education Center conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Tangipahoa Parish School System

**DATE OF SELF-ASSESSMENT REVIEW:** June 31 ,2017

**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	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Tangipahoa Parish School System in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Tensas Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 28, 2017

**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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Tensas Parish conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Terrebonne Parish School System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 27, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff received and reviewed the results of the self-assessment by Terrebonne Parish conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Union Parish School District

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 3, 2017

**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	<b>2016-2017</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment by Union Parish School District conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Vernon Parish School District

**DATE OF SELF-ASSESSMENT REVIEW:** June 22,2017

**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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Vernon Parish School District in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Washington Parish School System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 30, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Washington Parish School System in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Webster Parish School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 6, 2017

**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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Webster Parish School System in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** West Carroll Parish School System

**DATE(S) OF COMPLIANCE REVIEW:** June 21, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Review of twenty-seven (27) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The June 21, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>West Feliciana Parish Schools</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 13, 2017
<b>SERVICES MONITORED:</b>		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
<b>IDEA, Part B</b>	<b>2016-2017</b>	The LDOE monitoring staff reviewed the results of the self-assessment submitted by West Feliciana Parish Schools in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Willow Charter Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** May 24, 2017

**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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Willow Charter Academy in fulfillment of IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.



## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Zachary Community School District
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 30, 2017
<b>SERVICES MONITORED:</b>		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	2016-2017	The LDOE monitoring staff reviewed the results of the self-assessment submitted by Zachary Community School District in fulfillment of the IDEA monitoring requirements. The results of the self-assessment tool revealed no unresolved areas of non-compliance were identified.

## 2016-2017 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	Lake Area New Tech Early High School (Follow-Up 1)
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	February 10, 2017
<b>SERVICES MONITORED:</b>	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 (Pages 1 or 2)
IDEA, Part B	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of twenty-two (22) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> <li>• Child Find guidelines</li> <li>• RTI procedures</li> <li>• Progress monitoring data</li> </ul>	<p>The February 10, 2017 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§301. Response to Intervention</b> – 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.</li> <li>• <b>§303. School Building Level Committee</b> – 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.</li> </ul>

PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Pages 2 or 2)
			<ul style="list-style-type: none"> <li>• <b>305 Screening Activities</b> – 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.</li> <li>• <b>§104.35(b) Section 504</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.</li> <li>• <b>§300.304(a) Evaluation Procedures</b> – The LEA must provide notice to the parent about proposed evaluation or reevaluation procedures.</li> <li>• <b>§300.300(a) Parent Consent</b> - Reasonable documented efforts must be made to obtain informed parental consent for an initial evaluation.</li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Landry-Walker College and Career Preparatory High School (Follow-Up 1)

**DATE(S) OF COMPLIANCE REVIEW:** February 9, 2017

**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	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The February 9, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** NET Charter High School

**DATE(S) OF COMPLIANCE REVIEW:** November 16, 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:	RESULTS (Pages 1 of 3)
IDEA, Part B	2016-2017	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	<p>The November 16, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§300.17(a-d) Free Appropriate Public Education (FAPE)</b> Free appropriate public education or FAPE means special education and related services that--               <ul style="list-style-type: none"> <li>(a) Are provided at public expense, under public supervision and direction, and without charge;</li> <li>(b) Meet the standards of the SEA, including the requirements of this part;</li> <li>(c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</li> <li>(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Sec. Sec. 300.320 through 300.324.</li> </ul> </li> </ul>

PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Pages 1 of 3)
			<ul style="list-style-type: none"> <li data-bbox="1268 302 1948 472"> <p>• <b>§300.320(7) – Definition of an Individualized Education Program</b> IEP include date for beginning of services, modifications, and anticipated frequency, location, and duration of services and modifications.</p> </li> <li data-bbox="1268 505 1948 675"> <p>• <b>§300.320(7)(c)– Definition of an Individualized Education Program</b> One year before child is age of majority, IEP includes statement child informed of right’s and right’s transferred on age of majority.</p> </li> <li data-bbox="1268 724 1948 894"> <p>• <b>§300.321(a)(3)-Individualized Education Program Team</b> IEP team must include not less than one special education teacher or special education provider of the child.</p> </li> <li data-bbox="1268 943 1948 1032"> <p>• <b>§300.321(a)(1)-Individualized Education Program Team</b> IEP team must include parents of the child</p> </li> <li data-bbox="1268 1081 1948 1406"> <p>• <b>§300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program</b> 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> </li> </ul>

PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Pages 1 of 3)
			<ul style="list-style-type: none"> <li> <p>• <b>§300.320(a)(3)(i-ii) – Definition of an Individualized Education Program</b> IEP must include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided.</p> </li> <li> <p>• <b>§300.320(a)(1)(i)- Definition of Individualized Education Program</b> IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</p> </li> </ul>

## 2016-2017 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** William Fischer Accelerated Academy

**DATE(S) OF COMPLIANCE REVIEW:** November 9, 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:	RESULTS (Pages 1 of 3)
IDEA, Part B	<b>2016-2017</b>	<ul style="list-style-type: none"> <li>• Onsite review of ten (10) student records</li> <li>• Interviews with school site and central office personnel</li> <li>• Academic Progress Review for students with academic/behavioral issues</li> <li>• Behavior Intervention Plan (BIP) (if applicable)</li> <li>• Current Initial Evaluation/Reevaluation</li> <li>• Current Parental Notification Letter</li> <li>• Discipline reports (if applicable)</li> <li>• Extended School Year (ESY) Services Eligibility Determination Letter</li> <li>• Functional Behavior Assessment (FBA) (if applicable)</li> <li>• Manifestation Determination Review (MDR) (if applicable)</li> <li>• Parental contact log</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> <li>• Child Find guidelines</li> <li>• RTI procedures</li> <li>• Progress monitoring data</li> </ul>	<p>The November 9, 2016 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>§301. Response to Intervention</b> – 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.</li> <li>• <b>§303. School Building Level Committee</b> – 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.</li> </ul>



PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Pages 2 of 3)
			<ul style="list-style-type: none"> <li>• <b>§305 Screening Activities</b> – 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.</li> <li>• <b>§307 Referral Process</b> – 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.</li> <li>• <b>§104.35(b)</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.</li> </ul>

PROGRAM	REVIEW PERIOD or TEST MONTH	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED:	RESULTS (Pages 3 of 3)
			<ul style="list-style-type: none"> <li> <b>§104.35(a)(c). Evaluations.</b> The LEA must conduct an evaluation for any student who needs or is believed to need special education or related services before taking any action with respect to initial placement...in any subsequent significant change of placement...In interpreting evaluation data and making placement decisions, the LEA must draw upon a variety of sources, including aptitude and achievement tests...establish procedures to ensure information obtained from all sources is carefully considered and documented...ensure that the placement decision is made by a group of persons.         </li> </ul>