

## 2020-2021 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION		Crescent City Schools – Akili Academy
DATE(S) OF SELF-ASSESSMENT REVIEW		February 10, 2021
SERVICES MONITORED		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
LDOE REVIEWER		IDEA Reviewer
PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Crescent City Schools – Akili Academy conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		FirstLine Schools – Arthur Ashe Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		April 28, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHOD AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of fifteen (15) 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 April 28, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance.</b></p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were three student-specific concerns outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		FirstLine Schools - Live Oak Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		September 28, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 September 28, 2021, compliance review monitoring indicated <b>no areas of noncompliance.</b>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Belle Chasse Academy	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 11, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 May 11, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance.</b></p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were three student-specific IDEA concerns. These student-specific concerns are outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION		Central Community School System
DATE(S) OF SELF-ASSESSMENT REVIEW		January 27, 2021
SERVICES MONITORED		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
LDOE REVIEWER		IDEA Reviewer
PROGRAM	SELF-ASSESSMENT REVIEW PERIOD	SELF-ASSESSMENT RESULTS
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Central Community School System conducted in fulfillment of the first quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		City of Baker School System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		February 4, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment City of Baker School System conducted in fulfillment of the 1 <sup>st</sup> quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no unresolved areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Community School for Apprenticeship Learning, Inc. - Madison Preparatory	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		August 26, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 August 26, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance.</b>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Crescent City Schools – Paul Habans Charter School
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		February 10, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Crescent City Schools – Paul Habans Charter School conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.



## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		D'Arbonne Woods Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		August 11, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 August 11, 2021, compliance review monitoring indicated <b>no areas of non-compliance.</b>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Delta Charter School MST	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		March 15, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of fourteen (14) 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 March 15, 2021, compliance review monitoring indicated <b>findings of non-compliance</b> in the following:</p> <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> <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>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Encore Academy
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		September 16, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Encore Academy conducted in fulfillment of the fourth quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no unresolved areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		GEO Prep Academy of Greater Baton Rouge
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		May 12, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for GEO Prep Academy of Greater Baton Rouge conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

LEA/CHARTER/ORGANIZATION		GEO Prep Mid-City of Greater Baton Rouge	
DATE(S) OF COMPLIANCE REVIEW		May 1, 2021	
SERVICES MONITORED		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
LDOE REVIEWER		IDEA Reviewer	
PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING	RESULTS
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of nineteen (19) 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 May 1, 2021, compliance review monitoring indicated <b>findings of non-compliance</b> in the following:</p> <p>The parents were invited to the Individualized Education Program (IEP) meeting. <b>§300.322(a)</b></p> <p>If neither parent was able to attend the IEP team meeting, there is documentation of attempts to ensure parental participation. <b>§300.501(b)</b></p> <p>The appropriate team members were present at the IEP team meeting (signature provided at IEP team meeting). <b>§300.321(a)- (b)</b></p> <p>If the appropriate team members were not present at the IEP meeting (signature provided at IEP meeting), an excusal form is available for the team member(s). <b>§300.321(a)(7) (e)(1-2)(i-ii)</b></p>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS	RESULTS
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of nineteen (19) 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>Free appropriate public education or FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the SEA, including the requirements of this part; include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with an individualized education program (IEP) that meets the requirements of <b>§300.320 through §300.324 and §300.17.</b></p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Redesign Schools Louisiana – Glen Oaks Middle School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		August 5, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 August 5, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance</b>.</p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were two student-specific IDEA concerns. These student-specific concerns are outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Grant Parish
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		December 2, 2020
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Grant Parish School System conducted in fulfillment of the first quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.



## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Crescent City Schools – Harriet Tubman Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		February 15, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review 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>	The February 15, 2021, compliance review monitoring indicated <b>no areas of non-compliance.</b>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Iberville Parish
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		January 8, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment Iberville Parish conducted in fulfillment of the first quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no unresolved areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		JCFA - Lafayette	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		February 7, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of ten (10) 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 February 8, 2021, compliance review monitoring indicated <b>findings of non-compliance</b> in the following:</p> <p><b>§300.17 - Free appropriate public education</b> - Free appropriate public education or FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the SEA, including the requirements of this part; include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with an individualized education program (IEP) that meets the requirements of <b>§300.320 through 300.324.</b></p>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of ten (10) 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><b>§300.300(c)(1) - Parental Consent for Re-evaluation</b> - Must obtain informed parental consent, in accordance with <b>§300.300(a)(1)</b>, prior to conducting any reevaluation of a child with a disability.</p> <p><b>§300.320(a)(1)(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> <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> <p><b>§300.324(a)(1) - Development, Review, and Revision of IEP</b> - The IEP Team must consider the results of the initial or most recent evaluation of the child; and the academic, developmental, and functional needs of the child.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		JCFA - East	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		February 8, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of ten (10) 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 February 8, 2021, compliance review monitoring indicated <b>findings of non-compliance</b> in the following:</p> <p><b>§300.17 - Free appropriate public education</b> - Free appropriate public education or FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the SEA, including the requirements of this part; include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with an individualized education program (IEP) that meets the requirements of <b>§300.320 through 300.324</b>.</p> <p><b>§300.300 (c)(1) - Parental Consent for Reevaluations</b> - Must obtain informed parental consent, in accordance with <b>§300.300(a)(1)</b>, prior to conducting any reevaluation of a child with a disability.</p>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of ten (10) 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><b>§300.320(a)(1)(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> <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>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Kenilworth Science and Technology Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 11, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 May 11, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance.</b>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Lafayette Renaissance Charter Academy
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		March 17, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Lafayette Renaissance Charter Academy conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.



## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Lafourche Parish School Board	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		January 16 – February 22, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of fifty-three (53) 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 January 16 - February 22, 2021, compliance review monitoring indicated <b>no areas of non-compliance.</b>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Lusher Charter School
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		June 8, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for Lusher Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Martin Behrman Charter School Academy of Creative Arts and Sciences
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		February 2, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment Martin Behrman Charter School Academy of Creative Arts and Sciences conducted in fulfillment of the first quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no unresolved areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		<b>RSD - Capitol Education Foundation</b>	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		<b>August 9 - 13, 2021</b>	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		<b>IDEA Reviewer</b>	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS</b>	<b>RESULTS</b>
<b>IDEA, Part B</b>	<b>2020-2021</b>	<ul style="list-style-type: none"> <li>• Desk 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 August 9 - 13, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance</b>.</p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were three (3) student-specific IDEA concerns. These student-specific concerns are outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		FirstLine Schools - Samuel J. Green Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 10, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of fifteen (15) 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 May 10, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance.</b></p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were three student-specific concerns outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		St. Tammany Parish Public School System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		February 3, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment St. Tammany Parish Public School System conducted in fulfillment of the first quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no unresolved areas of non-compliance</b> were identified.

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Tensas Parish School Board	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		December 22, 2020	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk 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 December 22, 2020, compliance review monitoring indicated <b>no areas of systemic non-compliance.</b></p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were two student-specific IDEA concerns. These student-specific concerns are outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Vermilion Parish School District	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		June 2, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of thirty (30) 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, 2021, compliance review monitoring indicated <b>no areas of non-compliance.</b>



## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Washington Parish School Board	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 27, 2021	
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17:1944	
<b>LDOE REVIEWER</b>		IDEA Reviewer	
<b>PROGRAM</b>	<b>REVIEW PERIOD</b>	<b>PROGRAM REVIEW MONITORING STRATEGIES, METHODS AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:</b>	<b>RESULTS</b>
IDEA, Part B	2020-2021	<ul style="list-style-type: none"> <li>• Desk review of thirty (30) 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 May 27, 2021, compliance review monitoring indicated <b>no areas of systemic non-compliance</b>.</p> <p>Although no findings of systemic non-compliance were observed during the desk review, there were twelve student-specific IDEA concerns. These student-specific concerns are outlined on the following pages and must be corrected within the next 30 days.</p>

## 2020-2021 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		West Feliciana Parish Schools
<b>DATE(S) OF SELF-ASSESSMENT REVIEW</b>		March 17, 2021
<b>SERVICES MONITORED</b>		Individuals with Disabilities Education Act 20 U.S.C. 33 Section 1412 Regulations for Implementation of the Children with Exceptionalities Act, L.R.S. 17: 1944
<b>LDOE REVIEWER</b>		IDEA Reviewer
<b>PROGRAM</b>	<b>SELF-ASSESSMENT REVIEW PERIOD</b>	<b>SELF-ASSESSMENT RESULTS</b>
IDEA, Part B	2020-2021	The LDOE monitoring staff received and reviewed the results of the self-assessment for West Feliciana Parish Schools conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, <b>no areas of non-compliance</b> were identified.

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Einstein Charter School at Village de l'Est	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 10-11, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten student records with supporting documentation and a staff interview was conducted for Einstein Charter at Village de l'Est.</p> <p>Ten (10) of ten (10) student files reviewed (100% of the total sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Ten (10) of ten (10) student files reviewed (100% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)(1)(i)(2)(i)- Definition of Individualized Education Program</b></p>	<p>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>	<p>Nine (9) of ten (10) student files reviewed (90% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systematic area of non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program</b>.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020 – 2021 SPLC Monitoring</b></p>	<p><b>§300.320(a) (2) Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>Nine (9) of ten (10) student files reviewed (90% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic area of non-compliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program.</b></p>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Dr. Martin Luther King Charter School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 12-13, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and staff interviews were conducted for Dr. Martin Luther King Charter School.</p> <p>Nine (9) out of ten (10) student files reviewed (90% of the total sample) were judged to reflect non-compliance for this IDEA requirement. This reflect systemic non-compliance for IDEA.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020 - 2021 SPLC Monitoring	<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. <b>§300.320</b> through <b>§300.324</b> .	Nine (9) of ten (10) student files reviewed (90% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic area non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b> .
	<b>§300.320(a)(1)(i)(2) (i)- 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.	Eight (8) of ten (10) student files reviewed (80% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program</b> .

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020 - 2021 SPLC Monitoring</b></p>	<p><b>§300.320(a) (2) Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>Seven (7) of ten (10) student files reviewed (70% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(2) Definition of Individualized Education Program.</b></p>
	<p><b>§300.320(a)(4) and (7). Definition of an Individualized Education Program</b></p>	<p>IEP include data for beginning of services, modifications, and anticipated frequency, location and duration of services and modifications.</p>	<p>Two (2) of ten (10) student files reviewed (20% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects only student-specific non-compliance for IDEA <b>§300.320(a)(4) and (7) - Definition of an Individualized Education Program.</b></p>



## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Frederick A. Douglass High School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 5 - 6, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for Frederick A. Douglass High School.</p> <p>There were ten (10) of ten (10) student records (100% of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Ten (10) of ten (10) student files reviewed (100% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b></p>
	<p><b>§300.320(a)(1)(i)(2)(i)- Definition of Individualized Education Program</b></p>	<p>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>	<p>Ten (10) of ten (10) student files reviewed (100% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program.</b></p>
	<p><b>§300.321(a)-(b)- IEP Team</b></p>	<p>IEP team must include not less than one regular education teacher, special education teacher or special education provider of the child.</p>	<p>Two (2) of ten (10) student files reviewed (80% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects student specific non-compliance for IDEA <b>§300.321(a)-(b) - IEP Team.</b></p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021</b> <b>SPLC Monitoring</b></p>	<p><b>§300.320(a)(2)</b> <b>Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>Nine (9) of ten (10) student files reviewed (90% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program.</b></p>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		John F. Kennedy High School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 12-13, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for John F. Kennedy High School.</p> <p>There were six (6) of ten (10) student records (60% percent of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring	<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. <b>§300.320</b> through <b>§300.324</b> .	Six (6) of ten (10) student files reviewed (60% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systematic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b> .
	<b>§300.320(a)(1)(i)(2) (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.	Six (6) of ten (10) student files reviewed (60% percent of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systematic non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program</b> .

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.320(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>One (1) of ten (10) student files reviewed (10% percent of the sample was judged to reflect non-compliance for this IDEA requirement. This reflects student-specific non-compliance for IDEA <b>§300.320(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program.</b></p>

## 2020 – 2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		L.B. Landry High School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		April 14, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interviews was conducted for Lord Beaconsfield Landry High School.</p> <p>There were nine (9) of ten (10) student records (90% of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Nine (9) of ten (10) student files reviewed (90% percent of the sample) were judged to reflect noncompliance for this IDEA requirement. This reflects systemic noncompliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)(1)(i)(2)(i)- Definition of Individualized Education Program</b></p>	<p>IEP must include a statement of the child’s present levels of academic achievement and functional performance (PLAAFP), including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</p>	<p>Three (3) of ten (10) student files reviewed (30% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systematic noncompliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program</b>.</p>



## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Lake Forest Elementary School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 10 - 11, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for Lake Forest Elementary.</p> <p>There were ten (10) of ten (10) student records (100% of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Ten (10) of ten (10) student files reviewed (100% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)(1)(i)(2)(i)- Definition of Individualized Education Program</b></p>	<p>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>	<p>Five (5) of ten (10) student files reviewed (50% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program</b>.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.320(a) (2) Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>Eight (8) of ten (10) student files reviewed (80% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program.</b></p>
	<p><b>§300.320(a)(4) and (7) - Definition of an Individualized Education Program</b></p>	<p>Related services are being provided to the student in the types and frequency specified in the student’s IEP.</p>	<p>Three (3) of ten (10) applicable student files reviewed (30% of the sample of students receiving related services in addition to IDEA supports) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(4) and (7) - Definition of an Individualized Education Program.</b></p>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Langston Hughes Academy	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		April 15, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<b>2020-2021 SPLC Monitoring</b>			<p>A review of ten (10) student records with supporting documentation and staff interviews were conducted for Langston Hughes Academy.</p> <p>Eight (8) out of ten (10) student files reviewed (80% of the total sample) were judged to reflect non-compliance for this IDEA requirement. This reflect systemic non-compliance for IDEA.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Eight (8) of ten (10) student files reviewed (80% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic area of non-compliance for IDEA. <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a) (2) Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>Six (6) of ten (10) student files reviewed (60% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic area of non-compliance for IDEA. <b>§300.320(a)(2) - Definition of Individualized Education Program</b>.</p>

Review Period	Regulation Reference	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.320(a)(1)(i)(2) (i)- Definition of Individualized Education Program</b></p>	<p>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>	<p>Seven (7) of ten (10) student files reviewed (70% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic area of non-compliance for IDEA. <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE).</b></p>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Mary D. Coghill Elementary School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 5-6, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and staff interviews was conducted for Mary D. Coghill Elementary School</p> <p>Although no findings of systemic non-compliance in the area of Enrollment were observed during the desk review, there were student-specific IDEA concerns observed for nine (9) students.</p> <p>These specific areas of IDEA non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring	§300.320(a)(1)(i)(2)(i)- Definition of an Individualized Education Program	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.	One (1) of ten (10) student files reviewed (10% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects student specific non-compliance for IDEA §300.320(a)(1)(i)(2)(i) - <b>Definition of an Individualized Education Program.</b>
	§300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of Individualized Education Program	A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.	Two (2) of ten (10) student files reviewed (20% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects student specific non-compliance for IDEA 300.320.(a)(2) and 300.160(5a)(b2ii)(c-9) - <b>Definition of Individualized Education Program.</b>
	§300.320(a)(4) and (7) - Definition of an Individualized Education Program	IEP include data for beginning of services, modifications, and anticipated frequency, location and duration of services and modifications.	Seven (7) of ten (10) student student files reviewed (70% of the sample) were judged to reflect non-compliance for IDEA in the area of adapted physical education provisions. However, 100% compliance was observed for this IDEA mandated across all other areas of related service provisions.



## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		New Orleans Accelerated High School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 5 - 6, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for New Orleans Accelerated High.</p> <p>There were nine (9) of ten (10) student records (90% of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Nine (9) of ten (10) student files reviewed (90% percent of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)(1)(i)(2)(i)- Definition of Individualized Education Program</b></p>	<p>IEP must include a statement of the child’s present levels of academic achievement and functional performance (PLAAPF), including how the child’s disability affects the child’s involvement and progress in the general education curriculum.</p>	<p>Nine (9) of ten (10) student files reviewed (90% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program</b>.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring	§300.320(a)(2) Definition of Individualized Education Program	A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.	One (1) of ten (10) student files reviewed (10% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects student-specific non-compliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program.</b>
	§300.321 (a)-(b)	The appropriate team members were present at the IEP team meeting (signature provided at the IEP team meeting).	One (1) of ten (10) student files reviewed (10% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects student-specific non-compliance for IDEA <b>§300.321 (a)-(b) - Definition of Individualized Education Program.</b>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		New Orleans Charter Science and Math	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 10 - 11, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for New Orleans Charter Science and Math.</p> <p>There were ten (10) of ten (10) student records (100% percent of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Ten (10) of ten (10) student files reviewed (100% percent of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)-(b)- Definition of Individualized Education Program</b></p>	<p>The appropriate team members were present at the IEP team meeting (signature provided at IEP team meeting).</p>	<p>Three (3) of ten (10) student files reviewed (70% percent of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)-(b) - Definition of Individualized Education Program</b>.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring	§300.320(a)(1)(i)(2)(i)- Definition of Individualized Education Program	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.	Ten (10) of ten (10) student files reviewed (100% percent of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program.</b>
	§300.320(a)(2) Definition of Individualized Education Program	A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.	Three (3) of ten (10) student files reviewed (70% percent of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program.</b>
	§300.322(a) IDEA Parent Participation	The LEA must ensure parents are afforded an opportunity to participate in IEP team decisions.	One (1) of ten (10) student files reviewed (10% percent of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects student-specific concerns for IDEA <b>§300.322(a) - IDEA Parent Participation.</b>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Success at Thurgood Marshall	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 3 - 4, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for Success at Thurgood Marshall.</p> <p>There were nine (9) of ten (10) student records (90% of the total sample) reviewed that contained issues of non-compliance regarding the enrollment of students with disabilities.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Nine (9) of ten (10) student files reviewed (90% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)(5) Definition of Individual Education Program</b></p>	<p>The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class and the LEA ensured that to the maximum extent possible the student was educated with nondisabled students.</p>	<p>Two (2) of eight (8) applicable files reviewed (75% of the applicable sample) was judged to reflect systemic non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(5) - Definition of Individualized Education Program</b>.</p>



## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		The Net 2 Charter High School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		April 15, 2021	
<b>SERVICES MONITORED</b>		Related Services	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for The NET 2 Charter School.</p> <p>There were eight (8) of ten (10) student records (80% of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Eight (8) of ten (10) student files reviewed (80% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA. <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE).</b></p>
	<p><b>§300.320(a)(1)(i)(2) (i)- Definition of Individualized Education Program</b></p>	<p>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>	<p>Eight (8) of ten (10) student files reviewed (80% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA. <b>§300.320(a)(1)(i)(2)(i) - Definition of Individualized Education Program.</b></p>

Review Period	Regulation Reference	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021</b> <b>SPLC Monitoring</b></p>	<p><b>§300.320(a) (2)</b> <b>Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>One (1) of ten (10) student files reviewed (10% percent of the sample) was judged to reflect noncompliance for this IDEA requirement. This reflects on student-specific noncompliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program.</b></p>

## 2020 – 2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		New Orleans College Prep -Walter L. Cohen College Prep	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		April 12, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and a staff interview was conducted for Walter L. Cohen College Prep.</p> <p>There were ten (10) of ten (10) student records (100% of the total sample) reviewed that contained issues of non-compliance regarding provision of related services.</p> <p>IDEA violations of non-compliance are addressed below.</p>

Review Period	Regulation Reference	CITATIONS	DESCRIPTION OF FINDINGS
<p><b>2020-2021 SPLC Monitoring</b></p>	<p><b>§300.17(a.-d.) Free Appropriate Public Education (FAPE)</b></p>	<p>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 Sec. <b>§300.320</b> through <b>§300.324</b>.</li> </ul>	<p>Ten (10) of ten (10) student files reviewed (100% of the sample) were judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.17(a.-d.) - Free Appropriate Public Education (FAPE)</b>.</p>
	<p><b>§300.320(a)(2) Definition of Individualized Education Program</b></p>	<p>A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p>	<p>Seven (7) of ten (10) student files reviewed (70% of the sample) was judged to reflect non-compliance for this IDEA requirement. This reflects systemic non-compliance for IDEA <b>§300.320(a)(2) - Definition of Individualized Education Program</b>.</p>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		Walter L. Cohen College Prep	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		May 12-13, 2021	
<b>SERVICES MONITORED</b>		Child Find	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
<b>2020-2021 SPLC MONITORING</b>	<b><i>Bulletin 1508</i> §303 – School Building Level Committee (SBLC)</b>	Required Participation in SBLC - The School Building Level Committee (SBLC) that discussed the student’s academic needs was comprised of at least a classroom teacher, the teacher who referred the student to the SBLC and the principal of the school or a designee of the principal.	<p>A review of ten (10) students records with supporting documentation and an interview were conducted for Walter L. Cohen Prep.</p> <p>Four (4) out of 10 (ten) records reviewed (40% of the sample) were judged to reflect problems and received a score of zero. This reflects systemic issues.</p> <p>IDEA/<i>Bulletin 1508</i> violations of non-compliance are addressed below.</p>

## 2020-2021 IDEA SPLC MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION</b>		George Washington Carver High School	
<b>DATE(S) OF COMPLIANCE REVIEW</b>		April 13, 2021	
<b>SERVICES MONITORED</b>		Enrollment	
Review Period	Regulation Reference # - IDEA	CITATIONS	DESCRIPTION OF FINDINGS
2020-2021 SPLC Monitoring			<p>A review of ten (10) student records with supporting documentation and staff interviews was conducted for George Washington Carver High School.</p> <p>Although no findings of systemic non-compliance in the area of Enrollment were observed during the on-site monitoring visit, there were student-specific IDEA concerns observed for one students.</p>