

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** May 10, 2018

**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 twenty-two (22) 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 10, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Assumption Parish Schools</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	June 18, 2018
<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>RESULTS</b>
<b>IDEA, Part B</b>	<b>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment for Assumption Parish 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.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Avoyelles Parish School Board</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		April 3, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Avoyelles Parish School Board conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting a review of the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 6, 2018

**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	2017 - 2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Avoyelles Public Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	Baton Rouge College Preparatory Charter School
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	April 12, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Baton Rouge College Preparatory Charter School conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 6, 2018

**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	2017 - 2018	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 unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Better Choice Foundation – Mary D. Coghill Charter School</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	May 31, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment for Better Choice Foundation – Mary D. Coghill 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.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 14, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Bienville Parish Schools conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Bossier Parish Schools</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		May 18, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment for Bossier Parish 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.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Northeast Claiborne Charter</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	<b>June 28, 2018</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	SELF-ASSESSMENT REVIEW PERIOD	RESULTS
<b>IDEA, Part B</b>	<b>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment Northeast Claiborne Charter conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting a review of the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Celerity Crestworth Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** September 18, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Crestworth 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.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Celerity Lanier Charter School</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 1,2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment. Celerity Lanier Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Central Community School System</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		April 11, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Central Community School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Choice Foundation – Esperanza Charter School</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	June 5, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment Choice Foundation – Esperanza Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Choice Foundation – Lafayette Charter School</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	June 5, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Choice Foundation – Lafayette Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. City of Baker School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** March 1-8, 2018

**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 twenty-two (22) 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 March 1-8, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Collegiate Academies: Abramson Sci-Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 1, 2018

**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	2017-2018	<p>The LDOE monitoring staff received and reviewed the results of the self-assessment for Abramson Sci-Academy 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.</p> <p style="text-align: center;">-</p>

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Community School for Apprenticeship Learning, Inc. - La Virtual Charter

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Community School for Apprenticeship Learning, Inc. - La Virtual Charter 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.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** April 25, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Concordia Parish conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Crescent City Schools-Harriet Tubman Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Crescent City Schools-Harriet Tubman 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.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** March 15, 2018

**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 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>	The March 15, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	D'Arbonne Woods Charter School
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	March 6, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment D'Arbonne Woods Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 14, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Desoto Parish School System conducted in fulfillment of second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** April 25, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for East Carroll Parish School System conducted in fulfillment of the second IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Education Explosion, Inc., Impact Charter Elementary

**DATE(S) OF SELF-ASSESSMENT REVIEW:** August 28, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Education Explosion, Inc., Impact Charter Elementary 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.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Evangeline Parish School Board</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		March 5, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment for Evangeline Parish School Board conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>Friends of King -Dr. Martin L. King Charter School for Science and Technology</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		June 20, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Friends of King - Dr. Martin L. King Charter School for Science and Technology conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** April 30, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Grant Parish School Board conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** May 30, 2018

**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 twenty-two (22) 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 30, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Jackson Parish School Board
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		March 6, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Jackson 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.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP Central City Primary Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 13, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. KIPP Central City Primary Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP East Community Primary Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 13, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. KIPP East Community Primary Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP Ernest N. Dutch Morial Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 13, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for KIPP Ernest N. Dutch Morial Charter School conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** KIPP New Orleans Leadership Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 13,2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for KIPP New Orleans Leadership Academy 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.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 13,2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for KIPP Renaissance High School 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.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Lafayette Charter Foundation-Lafayette Renaissance Charter

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Lafayette Renaissance Charter 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.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>LaSalle Parish School System</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	April 17, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment LaSalle Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	Louisiana Achievement Charter Academies - Willow Charter Academy
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	June 7, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Willow Charter Academy submitted 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.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** July 17, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Lycee Francais de la Nouvelle Orleans conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting a review of the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** April 11, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Madison Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting a review of information submitted on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** April 7 - 27, 2018

**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 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>	The April 7 - 27, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** New Beginnings Schools- Pierre Capdau Learning Academy

**DATE(S) OF SELF-ASSESSMENT REVIEW:** September 18,2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Pierre 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.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 14, 2018

**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	2017-2018	<p>The LDOE monitoring staff received and reviewed the results of the self-assessment. Orleans Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.</p> <p style="text-align: center;">-</p>

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 9, 2018

**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	2017 - 2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Ouachita 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 unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Red River Parish School System

**DATE(S) OF COMPLIANCE REVIEW:** June 1, 2018

**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 twenty-five (25) 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 June 1, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** March 15, 2018

**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 twenty-five (25) 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> <li>• Report cards</li> <li>• Current Individualized Education Program (IEP)</li> <li>• Transition Plan pages</li> </ul>	The March 15, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 14, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. St. Landry Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		<b>St. Martin Parish School Board</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		April 25, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment for St. Martin Parish conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 14,2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. St. Mary Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** The Maxine Giardina Charter School, Inc. – The MAX Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment The MAX Charter School in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Union Parish School Board</b>
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>	May 2, 2018
<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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment for Union Parish conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.  -

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** March 14,2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment. Vermillion Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Washington Parish System
<b>DATE(S) OF SELF-ASSESSMENT REVIEW:</b>		April 11, 2018
<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
IDEA, Part B	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Washington Parish School System conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 27, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Webster Parish School System submitted 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.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** West Baton Rouge Parish School Board

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 1, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for West Baton Rouge Parish conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting the audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.



## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Winn Parish

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Winn Parish 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.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Zachary Community School System

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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>2017-2018</b>	The LDOE monitoring staff received and reviewed the results of the self-assessment Zachary Community School System conducted in fulfillment of the third quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no unresolved areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Arise Academy (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 7, 2018

**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	2017-2018	<ul style="list-style-type: none"> <li>• On-site 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 March 7, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** December 4, 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	2017-2018	<ul style="list-style-type: none"> <li>• On-site 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 December 4, 2017 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Eleanor McMMain Secondary School (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 6, 2018

**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	2017-2018	<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 March 6, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** March 5, 2018

**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	2017-2018	<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 March 5, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** International High School of New Orleans(Follow-Up 2)

**DATE(S) OF COMPLIANCE REVIEW:** March 12, 2018

**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	2017-2018	<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 March 12, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>International School of Louisiana (Follow-Up)</b>
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	March 7, 2018
<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
<b>LDOE REVIEWER:</b>	<b>Melissa Anders</b>

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>• 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 March 7, 2018 compliance review monitoring indicated no areas of noncompliance.



## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** International School of Louisiana (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 7, 2018

**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	2017-2018	<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 December 7, 2017 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- (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the <u>SEA</u>, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or <u>secondary</u> 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 through §300.324.</b></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>§300.321(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> <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)(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 (Pages 3 of 3)
			<ul style="list-style-type: none"> <li> <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.         </li> </ul>

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Joseph S. Clark Preparatory High School (Follow-Up)</b>
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	March 5-6, 2018
<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	2017-2018	<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>	The March 5-6, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** December 6, 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	2017-2018	<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> </ul>	<p>The December 6, 2017 compliance review monitoring indicated <b><u>findings of noncompliance</u></b> in the following:</p> <p><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.</p> <p><b>§300.530.E. Discipline Procedures: Manifestation Determination</b> – Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child’s IEP Team must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct was caused by or had a direct relationship to the child’s disability OR if the conduct in question was the direct result of the LEA’s failure to implement the IEP.</p>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING	RESULTS (Pages 2 of 4)
			<ul style="list-style-type: none"> <li>• <b>§300.530.E.1. 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> <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>

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>• <b>§300.530.D. and F.1.(i) Discipline: Procedures</b> - IEP team must conduct a functional behavioral assessment unless the LEA had conducted an functional behavioral assessment before that behavior resulted in the change of placement occurred and implemented a behavioral intervention plan; or if a BIP was already developed, then LEA review the BIP and modify it to address behavior.</li> <li>• <b>§300.530(f) and (g) Discipline Procedures: Determination that behavior was a manifestation</b> – If the IEP Team determine that the conduct was a manifestation of the child’s disability, the IEP Team must either conduct a functional behavior assessment unless one was conducted before the behavior occurred that resulted in change of placement and implemented a behavior intervention plan (BIP) or if have a BIP in place then review, plan, and modify it as necessary AND return the child to the placement from which removed, unless the parent and LEA agree to the a change of placement.</li> <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> </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>• <b>§300.530(f)(1)(ii) – Determination that behavior was a manifestation</b> - If a behavioral intervention plan already has been developed, review the behavior plan, and modify it, as necessary to address the behavior.</li> <li>• <b>§300.530(d) and (f)(1)(i) – Discipline Procedures: Functional Behavioral Assessment.</b> If the student did not have a functional behavioral assessment (“FBA”) developed and a BIP implemented prior to the removal, and the behavior was determined by the IEP team to be a manifestation of the disability, the IEP team completed the FBA and developed a BIP as soon as practicable.</li> </ul>



## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Joseph A. Craig Charter School (Follow-Up 2)

**DATE(S) OF COMPLIANCE REVIEW:** March 13, 2018

**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	2017-2018	<ul style="list-style-type: none"> <li>• Onsite 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 March 13, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Lake Area New Tech Early High School (Follow-Up 2)	
<b>DATE(S) OF COMPLIANCE REVIEW:</b>		March 12, 2018	
<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	2017-2018	<ul style="list-style-type: none"> <li>• Onsite review of twenty-six (26) 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 March 12, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** McDonogh 42 Charter School (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 7, 2018

**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	2017-2018	<ul style="list-style-type: none"> <li>• On-site 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 March 7, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b> Mary Bethune Elementary Literature and Technology			
<b>DATE(S) OF COMPLIANCE REVIEW:</b> December 5, 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	2017-2018	<ul style="list-style-type: none"> <li>• Onsite Review of twenty-eight (28) 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 December 5, 2017 compliance review monitoring indicated no areas of noncompliance.</p> <ul style="list-style-type: none"> <li>• <b>Section 504: §104.35(b) Evaluations –</b> An LEA shall conduct an evaluation before taking any action with respect to initial placement and any subsequent significant change of placement of a person who has a handicap OR needs or believed to need special education or related services. The LEA shall establish standards and procedures for the evaluation and placement of persons who because of handicap need or are believed to need special education or related services.</li> </ul>

## 2017-2018 IDEA MONITORING RESULTS

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

**DATE(S) OF COMPLIANCE REVIEW:** March 5-6, 2018

**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	2017-2018	<ul style="list-style-type: none"> <li>• Onsite review of twenty-six (26) 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 March 5-6, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** NET Charter High School (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 5, 2018

**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	2017-2018	<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 March 5, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** New Orleans Military and Maritime Academy (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 6, 2018

**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	2017-2018	<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 March 6, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Sophie B. Wright Learning Academy (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 7-8, 2018

**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	2017-2018	<ul style="list-style-type: none"> <li>• Onsite review of twenty-six (26) 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 March 7-8, 2018 compliance review monitoring indicated no areas of noncompliance.



## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** William J. Fischer Accelerated Academy (Follow-Up)

**DATE(S) OF COMPLIANCE REVIEW:** March 8, 2018

**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	2017-2018	<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 March 8, 2018 compliance review monitoring indicated no areas of noncompliance.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Warren Easton Senior High School

**DATE(S) OF COMPLIANCE REVIEW:** December 6, 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	2017-2018	<ul style="list-style-type: none"> <li>• Onsite review of twenty-eight (28) 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>	<p>The December 6, 2017 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <li>• <b>Bulletin 1508: §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 3)
		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• <b>Bulletin 1508: §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>Bulletin 1508: § 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. Embedded in each tier is a set of unique support structures that help teachers implement with fidelity research-based curricula, instructional practices, and interventions designed to improve student achievement.</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>Bulletin 1508: §303. School Building Level Committee –</b> The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee’s options include ... refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.</li> <li>● <b>Section 504: §104.35(b) Evaluations –</b> An LEA shall conduct an evaluation before taking any action with respect to initial placement and any subsequent significant change of placement of a person who has a handicap OR needs or believed to need special education or related services. The LEA shall establish standards and procedures for the evaluation and placement of persons who because of handicap need or are believed to need special education or related services.</li> </ul>

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	Livingston Collegiate Academy
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	December 6, 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 (Pages 1 of 2)
IDEA, Part B	2017-2018	<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 December 6, 2017 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- (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></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 data-bbox="1247 477 1940 721"> <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="1247 763 1940 1114"> <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> </ul>

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	<b>Cypress Academy</b>
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	December 4, 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 (Pages 1 of 2)
IDEA, Part B	2017-2018	<ul style="list-style-type: none"> <li>• On-site 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> </ul>	<p>The December 4, 2017 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- (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>.</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>Transition Plan pages</li> </ul>	<ul style="list-style-type: none"> <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> <li><b>§300.320(a)(1)(i)(2)(i)-</b> 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.</li> <li><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.</li> </ul>



## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Edgar P. Harney Spirit of Excellence Academy

**DATE(S) OF COMPLIANCE REVIEW:** December 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	2017-2018	<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 December 7, 2017 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></li> </ul> <p>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>.</p>

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>● <b>§300.501(b) IDEA - Parent Participation.</b> If neither parent was able to attend the IEP team meeting, there is documentation of attempts to ensure parental participation.</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> <li>● <b>§300.320(a)(1)(2)(i) - Definition of an Individualized Education Program</b> The 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.</li> <li>● <b>§300.320(a)(2) and 300.160(5a)(b2ii)(c-9) - Definition of an 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 (Pages 3 of 3)
			<ul style="list-style-type: none"> <li> <p>● <b>§300.320(a)(5). IDEA - Definition of an Individualized Education Program</b> The 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>§300.320(a)(3)(i-ii) - IDEA - 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)(4) and (7) - IDEA - 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> </ul>

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>		Einstein Charter Middle School at Sarah Towles Reed	
<b>DATE(S) OF COMPLIANCE REVIEW:</b>		December 7, 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 (Pages 1 of 3)
IDEA, Part B	2017-2018	<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 December 7, 2017 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- (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>.</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>• <b>§300.322(a). IDEA - Parent Participation.</b> The LEA must ensure parents are afforded an opportunity to participate in IEP team decisions.</li> <li>• <b>§300.501(b). IDEA Parent Participation</b> If parent cannot participate in meeting, other methods must be used to ensure participation.</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> <li>• <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.</li> </ul>

PROGRAM	REVIEW PERIOD	PROGRAM REVIEW MONITORING STRATEGIES, METHODS, AND ACTIVITIES INCLUDED A REVIEW OF THE FOLLOWING DOCUMENTS:	RESULTS (Pages 3 or 3)
			<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</b> a 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)(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)(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>

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** ENCORE Academy

**DATE(S) OF COMPLIANCE REVIEW:** December 5, 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	<b>2017-2018</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 December 5, 2017 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></li> </ul> <p>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>.</p>

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>§300.321(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> <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> </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> <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> <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> </ul>

## 2017-2018 IDEA MONITORING RESULTS

<b>LEA/CHARTER/ORGANIZATION:</b>	Langston Hughes Charter Academy
<b>DATE(S) OF COMPLIANCE REVIEW:</b>	December 7, 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 (Pages 1 of 2)
IDEA, Part B	2017-2018	<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 December 7, 2017 compliance review monitoring indicated <b>findings of noncompliance</b> in the following:</p> <ul style="list-style-type: none"> <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> <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> </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.D. and F.1.(i) Discipline: Procedures</b>            IEP team must conduct a functional behavioral assessment unless the LEA had conducted an functional behavioral assessment before that behavior resulted in the change of placement occurred and implemented a behavioral intervention plan; or if a BIP was already developed, then LEA review the BIP and modify it to address behavior.         </li> </ul>

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Fannie C. Williams Charter School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** April 25, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment for Fannie C. Williams Charter School conducted in fulfillment of the second quarter IDEA monitoring requirements. After conducting an audit of information included on the self-assessment tool, no areas of non-compliance were identified.

## 2017-2018 IDEA MONITORING RESULTS

**LEA/CHARTER/ORGANIZATION:** Morris Jefferson Community School

**DATE(S) OF SELF-ASSESSMENT REVIEW:** June 7, 2018

**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	2017-2018	The LDOE monitoring staff received and reviewed the results of the self-assessment Morris Jefferson Community School 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.