



LOUISIANA DEPARTMENT OF EDUCATION

Lagniappe Academies of New Orleans Monitoring Report – CONFIDENTIAL REPORT

March 3, 2015

Executive Summary

Lagniappe Academies is a Type-5 charter school operating in New Orleans. Lagniappe is currently being considered for renewal of its charter in order to continue operations for Fall 2015. At the January 2015 Board of Elementary and Secondary Education (BESE) meeting, BESE requested that prior to BESE issuing a renewal decision for Lagniappe Academies, the Department of Education compile a report providing more context for the November 2014 Lagniappe Academies IDEA monitoring report.

The school opened in 2010 and since its opening, five years ago, has been housed in a modular campus in the Iberville neighborhood. The grade configuration of the school has changed each year, but Lagniappe has served no more than 200 students in any given school year. For the 2014-15 school year, Lagniappe is serving 180 students as of October 1, 2014.

Through the compilation of this report, the Department has developed significant concern about the competence of the school leadership to manage the basic operations of the school. A preponderance of evidence provided by families and teachers and collected by the Department of Education suggests that the school administration is not able to adequately manage the needs of the students within the building. This incompetence has manifested in the set of findings outlined below.

The findings fall into four main categories. Detailed documentation is provided in the pages that follow.

I. Failure to Provide an Appropriate Education for Students with Special Needs

1. The school lacked proper protocols for identifying students with special needs for multiple years. The administration ignored requests for student evaluations made by parents and failed to provide any notification of the decision to not conduct the evaluation. The administration also did not convene the School Building Level Committee to make decisions about which students would or would not receive evaluations per Bulletin 741.
2. The school leadership directed teachers not to provide students with the special education services mandated in their IEPs.
3. Families of students with identified and suspected special needs were discouraged from attending school and/or returning to the school in subsequent years by the school leadership.

II. Fraudulent and Inaccurate Documentation Related to Special Education Services

1. Lagniappe staff members were asked to produce or sign documentation confirming they provided services when they had not. Service logs were submitted by Lagniappe with names of staff alleging that these staff members provided services that were not in fact provided.
2. Multiple Lagniappe staff members were asked to set up physical space within the school to suggest that a classroom was available for small group instruction prior to an LDE monitoring visit.
3. The school submitted service logs for students that falsely suggest services were provided to students on days when the school was on Fall Break or when students were absent.

III. Retention of Students to Prior Grades

1. Lagniappe retained a disproportionate number of students compared to schools in New Orleans and around the state.
2. Lagniappe retained students without making appropriate adjustments to student IEPs per Bulletin 1706. Bulletin 1706 requires that an IEP team revises the IEP to reflect 'any lack of expected progress toward the annual goals.'
3. Lagniappe retained students without notifying families.

IV. Testing Violations

1. A significant number of students were assigned 504 read-aloud accommodations who did not receive those accommodations during the school year.
2. A teacher was asked to fabricate testing data for three kindergarten students to report to the state.

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Process for Compiling the Report

In compiling this report the Department considered the following pieces of evidence:

Prior Reports/Site Visit Notes

- 2015 Site Visit Notes – Department staff conducted a site visit to Lagniappe Academies to review additional information.
- 2014 IDEA Monitoring Report – Department of Education staff conducted an IDEA monitoring site visit to Lagniappe Academies.
- 2014 Renewal Report – Department of Education staff conducted a charter renewal visit as directed in the Charter School Performance Compact.
- 2011 Monitoring Report - Department of Education staff conducted a routine monitoring visit.

Data Collected

See Appendix A for all data analyzed and used in this report, including:

- General demographic data – including the grade levels served by Lagniappe, the number of students enrolled at Lagniappe each year of operation, daily attendance, number of students with exceptionalities and number of students with Section 504 accommodation plans.
- Student stability – rate at which students returned year-over-year from the LDE’s LEADS (Louisiana Educational Accountability Data System) database
- Student retention – rate at which students are retained in their current grade (vs. promoted to the next grade) from the LDE’s LEADS database
- Student transfer summary – percentage of students who transferred/did not return, including the percentage of those students who had IEPs/504 status from the LDE’s LEADS database
- Testing irregularities – Any irregularities identified by the Department at the school in its routine reviews of standardized testing data

Parent/Staff Accounts

- 12 interviews with current or former staff; 7 affidavits, 1 signed statement
- 12 interviews with current or former parents/guardians of students; 6 affidavits, 1 signed statement

Findings

I. Failure to Provide an Appropriate Education for Students with Special Needs.

Federal IDEA law and BESE policy (Bulletin 1508) require that Local Education Agencies (LEAs) have processes for identifying students with disabilities. [IDEA regulations](#) state that evaluations may be requested by parents and must be completed within 60 days of a parent's consent. Federal IDEA law also requires that students receive a [Free and Appropriate Public Education \(FAPE\)](#). An appropriate education is defined as one that meets the individual needs of students with disabilities as defined by their Individualized Education Plan (IEP). In addition, the School Building Level Committee (SBLC) should make all decisions about whether a student will receive an evaluation. Bulletin 741 mandates that the SBLC be comprised of a principal/designee, a classroom teacher and the referring teacher.

Statements from teachers and families and documentation from LDE reports suggest that:

1. The school lacked proper protocols for identifying students with special needs for multiple years. The administration ignored requests for student evaluations made by parents and failed to provide any notification of the decision to not conduct the evaluation nor the process for appeal. The administration also did not convene the School Building Level Committee to make decisions about which students would or would not receive evaluations per Bulletin 741.
2. The school leadership directed teachers not to provide students with the special education services mandated in their IEPs.
3. Families of students with identified and suspected special needs were discouraged from attending school and/or returning to the school in subsequent years by the school leadership.

The school lacked proper protocols for identifying students with special needs for multiple years. The administration ignored requests for student evaluations made by parents and failed to provide any notification of the decision to not conduct the evaluation. The administration also did not convene the School Building Level Committee to make decisions about which students would or would not receive evaluations per Bulletin 741.

- Prior Reports
 - A 2011 visit by LDE staff resulted in a recommendation that “Lagniappe Academies should formalize their Child Find process, including how to make parents, guardians, and the community aware of the Child Find process as well as procedures for identifying students within the school who are suspected of having a disability.” [Appendix D: IV]
 - In a subsequent October 2014 IDEA monitoring visit, the Department found that Lagniappe Academies did not have a Child Find process in place to identify and evaluate students suspected of having disabilities. [Appendix D: II]
- Parent statements
 - The parent/guardian of three students that attend Lagniappe Academies was contacted multiple times this year during the day and asked to pick up Student A, a kindergarten student. The school did not consistently provide documentation for the suspensions as is outlined in its discipline policy. [Appendix E: V] Repeatedly, the parent/guardian requested an evaluation for Student A, who had previously been diagnosed with ADHD and bipolar disorder

- by an outside professional. The parent also offered to have the Student A's outside social worker provide him with services at the school; however, this offer was refused by the school. As of February 19th 2015, Student A does not have an IEP in the Special Education Reporting database. [Appendix B: V]
- The parent/guardian of Student B reports that the student was frequently sent home early from school without proper documentation of the suspension per the school's discipline policy and without prior notice of due process procedures. [Appendix E: V] During the 2012-2013 school year, Student B was removed from school for ten school days. The parent/guardian of Student B was told by the school administration that the student could not return to school until the student obtained a blood test indicating that the student was consistently taking medicine for the student's behavior. The parent/guardian of Student B asked that the student be evaluated for an IEP but no evaluation was completed and no prior written notice was provided. At year's end, Student B was retained after having not passed iLEAP that year, but also having missed a significant number of instructional days that year. [Appendix B: II]
- Staff statements
 - Staff Member 1, former Special Education Coordinator during the 2014-15 school year at Lagniappe reports:
 - Staff Member 1 was told by Lagniappe's leadership that there was only funding for five evaluations during the 2014-2015 school year and that the teacher must limit the number of evaluations to that amount. [Appendix C: I]
 - Staff Member 2, former Lagniappe teacher, reports:
 - Student C displayed clear speech development issues. When Student C's parent/guardian took the student to get evaluated by a physician, the physician provided the parent/guardian with documentation suggesting the student be evaluated by the school and provided with speech services. That request was ignored by the administration and prior written notice was not provided to the parent. The SBLC was not convened per Bulletin 741. This student is currently repeating the first grade at Lagniappe.
 - Student D was a kindergarten repeater with noticeable development delays. The student displayed severe speech challenges, and at the end of the second year in kindergarten the student could only write 3 letters. Student D also showed violent behaviors towards other students. The student's teacher from the prior year repeatedly requested that the school leadership conduct an evaluation. The requests were not met and prior written notice was not provided. Staff Member 2 repeatedly requested support and was ignored despite data showing limited academic growth. An IEP was developed for the student in January 2014. [Appendix C: IV]
 - Staff Member 3, former Lagniappe teacher reports;
 - Student E was a student with clear developmental delay. Prior teachers voiced concerns as early as Kindergarten. By second grade, Student E was still not receiving any services nor had an evaluation been completed.

- No formal policies for referring, tracking or evaluating students with special needs were observed. [Appendix C: III]
- Staff Member 4, former Lagniappe teacher, reports:
 - Staff Member 4 was directed by Lagniappe's leadership not to refer students for evaluations.
 - According to this staff member, Lagniappe failed to provide evaluations for students despite repeated requests for evaluation from teachers and parents. The administration also failed to convene the SBLC to make a formal decision about evaluating students. [Appendix C: V]
- A teacher who has requested to remain anonymous reports that asking for two students, Student E and Student F, to be evaluated. This teacher claims that Student F's parent/guardian also asked for the student to be evaluated. The administration did not evaluate the students.
- Staff Member 5, former Lagniappe teacher reports that Lagniappe Academies did not have a Response to Intervention or Child Find process in place to identify students suspected of having disabilities. This teacher says that students were referred for evaluations and teachers were never notified about a decision to not conduct an evaluation. BESE Bulletin 1508, *Pupil Appraisal Handbook*, requires that the SBLC include the referring teacher. [Appendix C: VI]

The school leadership directed teachers not to provide students with the special education services mandated in their IEPs.

- Prior Reports and Site Visits
 - The LDE's 2014 IDEA Monitoring Visit resulted in a finding of non-compliance related to the implementation of IEPs. At the time of the visit, Lagniappe had 8 students with special needs. Specifically:
 - Five of eight students were not receiving special education services in the area of English/Language Arts as determined by the IEP Team committee. (Student G, Student H, Student I, Student E, Student J)
 - Four of eight students were not receiving special education services in the area of mathematics as determined by the IEP Team committee. (Student G, Student I, Student E, Student J)
 - Eight of eight students were not receiving Speech Therapy services as determined by the IEP Team. (Student G, Student K, Student H, Student I, Student M, Student E, Student J, Student L)
 - One of eight students did not receive Adapted Physical Education services as determined by the IEP team. (Student G)
 - Eight of eight students did not have Special Education Progress Reports completed every 9 weeks and sent to the parents. The requirement for these progress reports was outlined within the IEP. (Student G, Student K, Student H, Student I, Student M, Student E, Student J, Student L). [Appendix D: II]
- Parent statements
 - The parent/guardian of Student N, a kindergarten student in 2013-2014, reports that the student had an IEP that required individual and small group instruction, modification of assignments, breaks during work periods, speech services and

increased time to complete assignments and tests. Student N was not provided any of these accommodations while at Lagniappe Academies despite being listed in the IEP and the parent/guardian's requests for these services to be provided. [Appendix B: III]

- Staff statements
 - Staff Member 6, former Lagniappe teacher, was instructed by Lagniappe's leadership not to modify student lessons or provide accommodations to any students. This staff member describes one specific student, Student O, who was not receiving accommodation or services. This staff member was told by Lagniappe leadership that, "Student O did not need additional accommodations because our classes were small with approximately twenty (20) students." [Appendix C: VII]
 - Staff Member 2, former Lagniappe teacher, reports:
 - Lagniappe's leadership consistently failed to provide Staff Member 2 with access to student accommodation pages from their IEP despite repeated requests.
 - This teacher was directed by Lagniappe's leadership not to provide accommodations as required by students' IEPs.
 - Student K, a student with a pre-Kindergarten IEP, struggled academically throughout the year. Each time this teacher raised concerns about Student K not receiving the appropriate services, the teacher was ignored. Ultimately, Staff Member 2 was forced to sign a document claiming Lagniappe had provided students with services even though the teacher indicated the services had not been provided.
 - The teacher was not provided with a copy of Student N's accommodations page from the student's IEP for several months into the school year. When the teacher received a copy of the IEP, it was clear that Student N was not provided any of the services required. Lagniappe's leadership ignored the staff member's request to comply with the accommodations required by the IEP. [Appendix C: IV]
 - Staff Member 3 reports being assigned to teach the higher achieving of two leveled 2nd grade classes. This teacher reports that three students were removed from the teacher's class part way through the year despite the teacher's protests. These students were removed due to their behavior challenges and despite their high academic performance. The teacher asked for behavioral interventions and support in lieu of removal of the students from the class. The request was denied and the students were moved. In 2013-2014, Staff Member 3 indicates that Student P was placed in this teacher's classroom with an IEP that was outdated and did not address many of Student P's suspected needs. Appendix III]
 - Staff Member 4 was directed by Lagniappe's leadership not to provide accommodations, including IEP service minutes, for Lagniappe students with special needs. During this teacher's tenure at Lagniappe Academies, no accommodations or inclusion services were provided for any students in the teacher's classroom. [Appendix C: V]
 - Staff Member 5 describes multiple students with IEPs who were not receiving services or accommodations:

- Student P was not receiving mandated speech services until the mother repeatedly complained to school leadership.
 - Student Q, an 8th grade special needs student was assigned to spend all day in a 2nd grade classroom for about half of the year. The teacher was not provided any guidance on how to address the specific needs of this student or notified of what the student’s educational goals were. [Appendix C: VI]
 - Staff Member 1 reports:
 - This teacher reports that Lagniappe’s leadership refused to secure an adaptive physical education teacher despite one student’s IEP mandating that adaptive physical education services be provided. This student did not receive Adaptive Physical Education for the duration of Staff Member 1’s time at the school.
 - The staff member was told to not complete behavior plans (BIPs and FBAs) for students who needed these types of plans.
 - The staff member was in charge of Response to Intervention (RTI) at the school but was not permitted to hold meetings to address the needs of students and these meetings were not held by other administrators.
 - Staff Member 1 was instructed by the school administration to co-teach a 3rd grade class that did not have more than 1 special education student in the class.
 - Staff Member 1 was not allowed to consistently provide accommodations to students with required services outlined in their IEPs. [Appendix C: I]
 - Staff member 7, former assistant to the school administration, reports that two students, Student R and Student Q, were provided no instruction for an extended period of time in an unsupervised setting. These students were moved to various locations throughout the school and were infrequently provided academic assignments. [Appendix C: II]

Families of students with identified and suspected special needs were discouraged from attending school and/or returning to the school in subsequent years by the school leadership.

- Parent Statements
 - Parent/guardian of Student P reports that Lagniappe deliberately avoided phone calls from the parent/guardian. The parent/guardian would call from the number on file with the school and receive no answer. When the parent/guardian would then call from another number, the calls were answered. This is consistent with staff reports that the school maintained a list of parents not to contact or from whom the school would not take calls. [Appendix B: IX]
 - The parent/guardian of Student B, reports that the student attended Lagniappe for multiple years. The student had behavioral challenges and was often sent home for poor behavior without a documented suspension. During March 2014, this parent/guardian re-registered the student to return to Lagniappe for the 2014-15 school year. In July the parent/guardian returned to the school and was told by the school administration that the student could not be enrolled at Lagniappe because the parent/guardian was not the student’s legal guardian.

The student's folder contained documentation granting the parent/guardian authority to handle the student's school needs. The student has since transferred to another school. [Appendix B: II]

- Teacher Statements
 - Staff Member 7 reports that a "Do Not Call" list was developed by the school administration. According to this staff member, this was a list of families that the school administration did not want to return to the school. Staff Member 7 cites specific students who were on this list. This staff member also reports that the school administration stated that if these parents were not informed of Summer Academy and registration procedures, they would accrue enough absences to warrant disenrollment from the school. [Appendix C: II]
 - Staff Member 3 reports that students who likely had undiagnosed special needs did not receive needed services or differentiated instruction and subsequently performed poorly. Lagniappe often retained these students. Parents who asked for services often left the school. [Appendix C: III]

II. Fraudulent and/or Inaccurate Documentation related to Special Education Services

Statements from teachers and families, documentation from Lagniappe's 2014 Corrective Action Plan, and data from school/LDOE databases demonstrate that:

1. Lagniappe staff members were asked to produce or sign documentation confirming they provided services when they had not. Service logs were submitted by Lagniappe with names of staff alleging that these staff members provided services that were not in fact provided.
2. Multiple Lagniappe staff members were asked to set up physical space within the school to suggest that a classroom was available for small group instruction prior to an LDE monitoring visit.
3. The school has service logs for students that falsely suggest services were provided to students on days when the school was on Fall Break or when students were absent.

Lagniappe staff members were asked to produce or sign documentation confirming they provided services when they had not and service logs were submitted by Lagniappe with staff names that attest to providing services.

- Teacher statements
 - Staff Member 3 had Student P placed into the teacher's third grade class. The school administration asked the teacher to sign an IEP that was two years old. The teacher asked that the IEP be updated as the student had additional needs not included in the outdated IEP. The teacher's concerns were not addressed and the teacher did not sign the IEP. [Appendix C: III]
 - Staff Member 8 was asked to forge service logs for a particular student for the previous year, during a time this teacher was not employed at Lagniappe. The teacher refused and turned in a letter of resignation. [Appendix C: VIII]
 - In addition, Staff Member 8 reviewed a set of special education documents included in Appendix E: IV that indicate Staff Member 8 was the teacher of

record for multiple years. Staff Member 8 only worked at Lagniappe for a short period of time and here are periods of time prior to the teacher's employment and subsequent to the teacher's employment where the teacher is falsely listed as the teacher of record.

- Staff Member 5 was instructed by Lagniappe's leadership to sign a form acknowledging that the teacher had provided IDEA services after only 4 weeks of providing small group pull-out accommodations. The teacher was instructed to sign the form in December, though was told to stop providing services 4 weeks after the start of the school year. [Appendix C: VI]
- Staff Member 2 was asked during the 2012-13 school year to sign a document stating that the school provided special education services to Student K when the required services had not been provided for the student. [Appendix C: IV]
- Staff Member 1 did not provide services for Student H, Student K and Student L, as indicated on the service logs submitted to the Recovery School District as part of Lagniappe's Corrective Action Plan. This staff member was instructed by the school administration to not provide services for these students. [Appendix C: I]

Multiple Lagniappe staff members were asked to set up physical space within the school to suggest that a classroom was available for small group instruction prior to an LDE monitoring visit.

- Staff Member 2 and Staff Member 3 indicate they were told by the school administration to convert a storage space to look like it was being used as a special education pull out classroom ahead of an LDE monitoring visit. [Appendix C: III]

The school has IEP documentation and service logs for students that falsely suggest services were provided to students when this was not possible

- Lagniappe IDEA monitoring Corrective Action Plan: Service minutes recorded on documents submitted for students on dates when they were absent or school was not in session. [Appendix E: I, II, III]
 - Student E has service minutes log entries for 10/1/14 and 10/3/14 on days in which attendance records show the student as absent.
 - Student L has service minutes log entries for 10/7/14 and 10/20/14 on days in which the attendance record shows the student as absent.
 - Student I has service minutes log (Kickboard log) entries for 11/19/14 on a day in which the attendance record shows the student as absent.
 - Student M has service minutes log (Kickboard log) entries for 11/19/14 on a day in which their attendance record shows the student as absent. Log is for speech-language pathology with Staff Member 9- McCormick, Speech invoice provided indicates student was absent.
 - Student E and Student J have service minutes log entries for 10/10/14 on a day in which the school (according to the posted school calendar) was not in session for Fall Break.

III. Retention of Students to Prior Grades

Statements from parents and teachers and data from LDE databases suggest that:

1. Lagniappe retained a disproportionate number of students compared to schools RSD schools in New Orleans all schools statewide.
2. Lagniappe retained students without making appropriate adjustments to student IEPs per Bulletin 1706. Bulletin 1706 requires that an IEP team revises the IEP to reflect 'any lack of expected progress toward the annual goals.'
3. Lagniappe retained students without notifying families.

Lagniappe retained a disproportionate number of students compared to RSD schools in New Orleans, and all schools statewide.

- Students retained at excessive rates compared to other schools in the RSD and statewide
 - In 14-15, 31.8% of students were retained compared to 5% throughout RSD and 4% statewide.
 - In 13-14, 10% of students were retained compared to 5% of students throughout RSD and 5% statewide.
 - In 12-13, 13% of students were retained compared to 6% throughout RSD and 5% statewide.
- Students with special needs retained at excessive rates
 - In 14-15, █████ of SPED students were retained.
 - Of the 49 students retained in 14-15, 34.7% were SPED students, while SPED students comprised only 4.2% of the overall student population (as of Feb. 1, 2014)
- Students who were retained left the school in high numbers
 - In 14-15, 55.1% of the students who were retained in the same grade found a different school the following year.

Lagniappe retained students without making appropriate adjustments to student IEPs per Bulletin 1706. Bulletin 1706 requires that an IEP team revises the IEP to reflect 'any lack of expected progress toward the annual goals.'

- Lagniappe CAP Verification Findings [Appendix D: I]
 - Proper documentation missing for retention process.
 - Student K was retained in 1st grade for 2014-15 school year and IEP meeting was not held to reflect any lack of progress toward annual goals. Parent conference form included in folder and signed by parent, but IEP not reconvened.
 - Student H was retained in Kindergarten for 2014-15 school year and IEP was not revised to reflect lack of expected progress. Last IEP meeting was 3/20/14.

Lagniappe retained students without notifying families. Families who were dissatisfied with their placement were not provided a copy of their rights per Bulletin 1508.

- Parent statements
 - The parent/guardian of Student N, reports the student had an IEP that made the student eligible for a variety of accommodations. These accommodations and services were never provided at Lagniappe. Instead, Student N was placed in a regular class with no accommodations or services. Student N was retained in Kindergarten for the 2014-2015 school year for failure to make adequate academic progress. [Appendix B: III]
 - The parent/guardian of Student S, reports that Student S was retained after 1st grade, because Lagniappe claimed the student was not meeting expectations for a 1st grader. The student repeated the first grade and then was promoted to the second grade. When Student S moved to the second grade, the student received a report card from Lagniappe stating that Student S passed 2nd grade in the 2013-2014 school year and would be promoted to third grade, Lagniappe sent the parent/guardian a letter in September 2014 stating that Student S would be placed back in 2nd grade because the student was “not learning.” The parent/guardian transferred Student S to KIPP NOLA upon receipt of the retention letter, where Student S was placed in the 3rd grade. [Appendix B: VII]
 - The parent/guardian of Student P, reports that the student was initially promoted to 3rd grade after the 2012-2013 school year and then returned to 2nd grade at the beginning of the 2013-2014 without the parent/guardian being consulted. The student’s grades and report cards reflect no prior problems. The parent/guardian was repeatedly told by the school leadership that the school did not have to provide the parent/guardian with information. After the student was retained, the parent/guardian worked with the teacher to receive regular updates on the student’s progress. Eventually, the teacher told the parent/guardian that the teacher was no longer allowed, per instruction from the school administration, to provide these updates. In response to requests for updates and inquires as to why the school neglected to share information, the school administration stated, “we don’t have to tell you anything.” Ultimately, the parent/guardian had the student transferred. [Appendix B: IX]
 - The parent/guardian of Student I, reports that the student had an IEP and transferred to Lagniappe Academies for the 2014-2015 school year. At the prior school, Student I passed kindergarten and was to be promoted to the 1st grade. Once at Lagniappe, Lagniappe placed Student I back in Kindergarten, claiming that the student “was unable to keep still that [the student] had behavioral issues.” Ultimately, the student was returned to 1st grade after the parent contacted the Louisiana Department of Education. [Appendix B: IV]
 - The parent/guardian of Student A was told by the school administration that the student was not ready for Kindergarten and that Lagniappe could not serve the student but did not provide interventions or differentiated instruction to meet the student’s needs. The parent/guardian repeatedly requested an evaluation for Student A but did not receive an evaluation or prior written notice. [Appendix B: V]
 - The parent/guardian of Student J, stated that the student completed the 2nd grade at Martin Luther King Charter School and transferred to Lagniappe in the

3rd grade for the 2013-14 school year. Student J was retained in the 3rd grade for the 2014-15 school year without the parent/guardian's consent. The parent/guardian was notified by the school administration that Student J was retained because the student was not ready for the next grade. The student was in the midst of an evaluation process at the time the retention decision was made. [Appendix B: I]

IV. Testing Violations

Teachers reported additional areas of concern related state testing protocols:

1. A significant number of students were assigned 504 read-aloud accommodations who did not receive those accommodations during the school year.
2. A teacher was asked to fabricate testing data for three kindergarten students to report to the state.

A significant number of students were assigned 504 read-aloud accommodations who did not receive those accommodations during the school year.

- Data
 - In 2013-14, Lagniappe had 4.2% of students with special needs. The RSD average is 12.9%.
 - In 2013-2014, of the 38 students who took the iLEAP exam in the spring of 2014, 22 of the students were given 504 accommodations. 100% of those students were given the accommodation of read aloud.
- Statements
 - Staff Member 7 reports that 7th grade students in the 2013-14 school year did not receive read-aloud accommodations during the school year but all of them received read-aloud accommodations on the iLEAP test. [Appendix C: II]
 - Staff Member 3 indicates that the staff member was asked to fill out paperwork for 2 students Student T and Student U, so that they could receive 504 test accommodations, but they were not given accommodations throughout the school year prior to the iLEAP test. [Appendix C: III]

A teacher was asked to fabricate testing data for three kindergarten students to report to the state.

- Staff Member 2 reports that the school administration asked the teacher to make up Diagnostic Skill Checklist (DSC) data for three kindergarten students. The teacher refused to do so. [Appendix C: IV]

Conclusion

After carefully considering the evidence compiled by this report and the response submitted by Lagniappe Academies, the Department has significant concern about the ability of the school leadership to meet the needs of all students, particularly students with special needs. A preponderance of evidence provided by families and teachers and collected by the Department of Education suggests that the school administration is not able to adequately manage the needs of the students within the building.

Lagniappe Academies' response attempts to refute details outlined in affidavits provided by teachers and staff members, primarily explaining evidence from statements as misunderstandings and incorrect interpretations. However, the school does not provide any explanation for some of the most egregious of the findings including the failure to consistently provide appropriate education and services for students with special needs and a student retention rate that is six times that of the state and city average. In addition, no explanation is provided for the 'Do Not Call List' that included a list of parents that the school did not want attending the school or the very high rate of students receiving 504 testing accommodations.

While Lagniappe has asked for additional time to respond to this report, the Department has been in dialogue with Lagniappe concerning deficiencies in the school's special education programs since November of 2014 and does not have confidence that any additional information would change the overall conclusion regarding the competence of the school leadership to manage the challenges of running a school in New Orleans.

Lagniappe Academies of New Orleans Response

Please see Appendix F for Lagniappe Academies' response.

Appendices

Appendix A: Lagniappe Academy Data

Appendix B: Statements from Parents

Appendix C: Statements from Staff

Appendix D: Prior Lagniappe Academies Reports

Appendix E: Other Supporting Documentation

Appendix F: Lagniappe Academies of New Orleans Response

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Percent of Special Education Students as part of Total Student Population (As of Feb 1, 2014)

	Percent Sped
Lagniappe	4.2%
Recovery School District	12.9%

Student Stability:

Percent of Students who Returned to the School the Following Year (October 1 enrollment from one year to October 1 enrollment from the next year)

School Year	Stability Rate
2010-11	85%
2011-12	64%
2012-13	56%
2013-14	54%

Student Retention

Percent of Students Retained in their Current Grade (vs. not Promoted to the Next Grade)*

School Year	Retention Rate	Counts
2011-12	2%	1 out of 54 retained
2012-13	13%	12 out of 90 retained
2013-14	10%	11 out of 113 retained
2014-15	31.8%	49 out of 154 retained

*This data reflects the most current information in the Department's LEADS Student Information System database

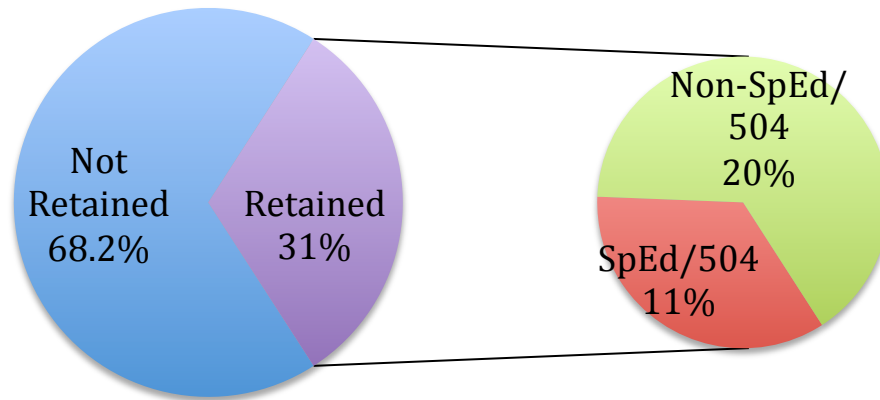
2014-15 Retention Statistics:

Retained Students: Transfers		
Total Retained	Total Transferred	% Transferred
49	27	55.1%

Retained Students: Sped and 504		
Total Retained	Total Sped/504	% Sped/504
49	17	34.7%

Retained Students		
Total Students	Total Retained	% Retained
154	49	31.8%

Lagniappe Student Retention (Students retained in same grade from 2013-14 to 2014-15)



Percent of Students Retained (% of regular education and special education students retained in the same grade enrolled in the previous year)

2014-15		
	Regular Ed	Sped
K	37.5%	████████
1	30.3%	████████
2	24.1%	████████
3	35.7%	████████
7	████████	-
8	0.0%	████████
Total	30.1%	████████

2013-14		
	Regular Ed	Sped
K	9.4%	████████
1	0.0%	████████
2	19.2%	████████
6	18.2%	████████
7	5.0%	████████
Total	10.3%	████████

2012-13		
	Regular Ed	Sped
K	21.1%	████████
1	12.5%	████████
5	23.1%	████████
6	3.7%	████████
Total	13.3%	████████

Note*: "Students" only includes records where student was enrolled at Lagniappe Academies at end of previous year and an enrollment exists anywhere in state in current year (current year = year not promoted). Both enrollments are necessary to determine promotion status.

Student Transfers:

Of the Students who Transferred out of Lagniappe, Percent of Students with IEPs and 504 Plans

Year	Number Transferred	Percent with IEPs	Percent 504	Percent IEP or 504
2010-2011	18	5.6%	0.0%	5.6%
2011-2012	58	10.3%	3.4%	13.8%
2012-2013	59	5.1%	0.0%	5.1%
2013-2014	90	5.6%	0.0%	5.6%

Testing:

Students with 504 Plans and Accommodations, Spring 2014

Test	Number of 504 Students Tested	Number with 'Read Aloud' Accommodations	% With 'Read Aloud' Accommodations
iLEAP	22	22	100%
LEAP			

504 Students, Spring iLEAP 2014 Testing

Grade	Total Enrolled in Grade Level	Total 504 Students	Students With Read Aloud
3	34	17	17
7			

Appendix B: Parent Statements

- I. Affidavit of [REDACTED] Parent J
- II. Affidavit of [REDACTED] Parent B
- III. Affidavit of [REDACTED] Parent N
- IV. Affidavit of [REDACTED] Parent I
- V. Affidavit of [REDACTED] Parent A
- VI. Supporting documentation: [REDACTED] Parent A
- VII. Affidavit of [REDACTED] Parent S
- VIII. Supporting documentation: [REDACTED] Parent S
- IX. Statement of [REDACTED] Parent P

AFFIDAVIT OF [REDACTED] Parent J

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

1. My name is [REDACTED] I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I am the parent of [REDACTED] (hereinafter [REDACTED]), a 3rd Grade student at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. [REDACTED] completed 2nd grade at Martin Luther King Charter in the 2012-2013 school year and transferred to Lagniappe for 3rd grade in the 2013-2014 school year.
4. Lagniappe retained my daughter in 3rd grade for the 2014-2015 school year without my consent. During the 2013-2014 school year, I received no prior notice from Lagniappe that [REDACTED] was headed towards retention.
5. On or about the end of the 2013-2014 school year or going in the summer, Alison McCormick, an administrator, said Lagniappe was going to retain [REDACTED] because she was not ready for the next grade.

6. While I disagreed with the decision to retain [REDACTED] Lagniappe gave me no other option except retention.
7. I feel that Lagniappe retains many students.
8. [REDACTED] was going through the IEP process when she was retained by Lagniappe.
9. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 11th day of February, 2015.




WITNESS
Kristine Brach

[REDACTED]



WITNESS Treave' Proffice



NOTARY PUBLIC
PAUL B. UNKAUF
Bar Roll No. 19816

AFFIDAVIT OF [REDACTED]

Parent B

STATE OF LOUISIANA
PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

1. My name is [REDACTED] I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I am the grandparent of [REDACTED] (hereinafter [REDACTED]) who was a student at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana for three (3) years. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. Approximately two (2) years ago, Lagniappe removed [REDACTED] from school for ten (10) days. [REDACTED] return to school was conditioned upon a requirement for her to get a blood test to prove that she was taking her medication. [REDACTED] was taking her medicine the whole time. When I told Kendall Petri, Principal of Lagniappe, they were violating [REDACTED] rights, Lagniappe let her back in school.
4. At the end of the 2013-2014 school year, Lagniappe sent [REDACTED] home for behavior issues. I asked Lagniappe to begin an evaluation for an Individualized Education Program (IEP). Lagniappe did not evaluate [REDACTED]

5. While attending Lagniappe, [REDACTED] had behavior problems and was frequently sent home from school. Occasionally, [REDACTED] would be removed from class however, she received no other accommodations.
6. [REDACTED] was retained in the 3rd grade for the 2013-2104 school year. [REDACTED] last report card said that she passed all of her classes. However, Lagniappe said [REDACTED] was going to be retained again because she did not pass the iLEAP.
7. I registered [REDACTED] to return to Lagniappe for the 2014-2015 school year in March 2014. In July, I was told that Kendall Petri said [REDACTED] was not registered for this school year because I was not her legal guardian. [REDACTED] folder contained written permission from her mother stating I have the authority to handle [REDACTED] school needs. Because of this situation, [REDACTED] mother decided to place her at Craig for the 2014-2015 school year.
8. [REDACTED] is repeating the 3rd grade again this school year at Craig Elementary School.
9. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 11th day of February, 2015.

[Signature]
WITNESS

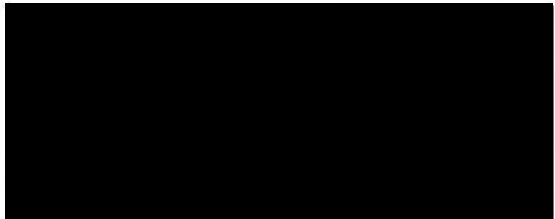
Kelvin Baker

[Signature]

WITNESS Treva Profice

[Signature]
NOTARY PUBLIC

PAUL B. UNKAUF
Bar Roll No. 19816



AFFIDAVIT OF [REDACTED] Parent N

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:


[REDACTED]

who, after being sworn, did attest as follows:


1. My name is [REDACTED] I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I am the parent of [REDACTED] Student N [REDACTED] hereinafter [REDACTED], a 2013-2014 school year Kindergarten student at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. In 2011, [REDACTED] gained eligibility for special needs services and accommodations during an evaluation and received an Individualized Education Program (hereinafter IEP).
4. In subsequent IEPs, [REDACTED] received eligibility for individual and small group instruction, modified assignments, breaks during work periods, speech services and increased time to complete assignments and tests.
5. While [REDACTED] was in Kindergarten at Lagniappe, none of the above mentioned IEP mandated accommodations and services were provided despite my requests to the Lagniappe school staff.

6. Contrary to [REDACTED] IEP, he was placed in a regular class with no accommodations or services given by Lagniappe.
7. [REDACTED] did not receive IEP eligible accommodations or services while attending Lagniappe during the 2013-2014 school year.
8. [REDACTED] did not receive IEP eligible thirty (30) minutes of speech services each week while attending Lagniappe during the 2013-2014 school year.
9. [REDACTED] was retained in Kindergarten at the end of the 2013-2014 school year.
10. I was very unhappy with Lagniappe and decided to transfer [REDACTED] to another school before the 2014-2015 school year started.
11. If called to testify at trial, I would testify as set forth herein.

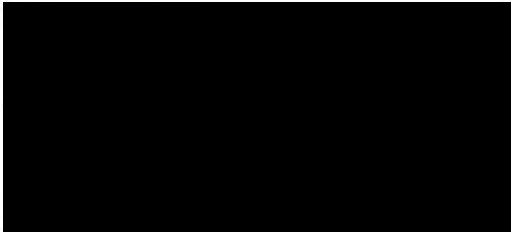
SWORN TO AND SUBSCRIBED BEFORE ME this 6th day of February, 2015.

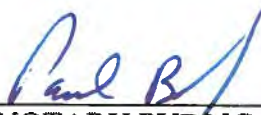


WITNESS
Patrick Walsh



WITNESS
Kristine Erickson





NOTARY PUBLIC
Paul B. Unkauf
Bar Roll No. 19816

AFFIDAVIT OF [REDACTED] Parent I

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:


[REDACTED]

who, after being sworn, did attest as follows:


1. My name is [REDACTED]. I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I am the parent of [REDACTED] (hereinafter [REDACTED]), a ^{Student I} student at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. [REDACTED] has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and has an Individualized Education Program (IEP).
4. During the 2013-2014 school year, [REDACTED] graduated from Kindergarten at Benjamin Banneker Elementary School in New Orleans, Louisiana and was promoted to the 1st grade.
5. During the 2014-2015 school year, [REDACTED] transferred from Benjamin Banneker Elementary School to Lagniappe.
6. Once [REDACTED] started school at Lagniappe, an issue developed with him being in the 1st grade level.

7. Ali McCormick, an administrator at Lagniappe, told me that [REDACTED] needed to be retained in Kindergarten.
8. I told Ms. McCormick that I objected to retaining [REDACTED] in Kindergarten and asked for an explanation.
9. Ms. McCormick told me that [REDACTED] could not keep up. She also told me that because [REDACTED] was unable to keep still that he had behavioral issues and needed to be retained in Kindergarten.
10. I contacted Ms. Kendall Petri, the Principal and CEO at Lagniappe, who told me that she would not change Ms McCormick's decision to retain [REDACTED] in Kindergarten.
11. After contacting Ms Kristine Barker of the Recovery School District Charter Accountability Team, [REDACTED] was placed in the 1st grade.
12. If called to testify at trial, I would testify as set forth herein.

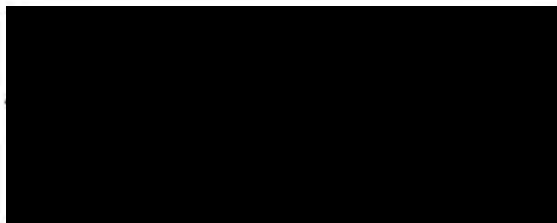
SWORN TO AND SUBSCRIBED BEFORE ME this 6th day of February, 2015.




WITNESS
KRISTINE BARKER



WITNESS
Patrick Walsh





NOTARY PUBLIC
Paul B. Unkauf
Bar Roll No. 19816

AFFIDAVIT OF [REDACTED] Parent A

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]


who, after being sworn, did attest as follows:


1. My name is [REDACTED] I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I am the parent of three children that attend Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana. My youngest child, ^{Student A} [REDACTED] (hereinafter [REDACTED]) is a Kindergarten student at Lagniappe. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. [REDACTED] has Attention Deficit Hyperactivity Disorder (ADHD) as well as bipolar disorder [REDACTED] has had a number of problems with Lagniappe this school year.
4. Alison McCormick (hereinafter McCormick), an administrator, at Lagniappe has frequently called me this school year to pick up [REDACTED]. When [REDACTED] was sent home, I was not provided suspension documentation for every incident.
5. McCormick told me that my son was not ready for Kindergarten and that Lagniappe could not serve [REDACTED].

6. Lagniappe would not allow [REDACTED] outside social worker to work with him at the school.
7. I repeatedly asked Lagniappe for [REDACTED] to receive an evaluation. It took months for Lagniappe to ~~complete~~ ^{commence 10/11} the evaluation.
8. I am very concerned about the way I was treated as a parent by the administration at Lagniappe and very frustrated how the administration at Lagniappe has treated [REDACTED]
9. In my opinion, Lagniappe does not treat students with special needs fairly.
10. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 12th day of February, 2015.


WITNESS Troave Profice


WITNESS CATHERINE WESTBROOK


NOTARY PUBLIC
Paul B. Unkauf
Bar Roll No. 19816



Administrative Actions

CONFERENCE

- Return to Class
- Quiet Room _____ Minutes
- ISS Remainder of Day, Parent Called
- Sent Home _____ am/pm, Parent Called
- OSS _____ Days, Return on ____/____/____, Return on ____/____/____ With Parent

FOLLOW-UP

- Conference with Student
- Student Reflection Form
- Meeting with Teacher and Student
- Behavior Log Until ____/____/____
- Check-In/Check-out Daily Until ____/____/____
- Parent Follow-Up Call

OTHER CONSEQUENCES

- Detention
- Verbal Apology
- Written Apology
- Referral to SST for BIP
- Loss of Privileges for _____ Days
- Conference re: K reading and handwriting

Administrator Notes

Teacher contacted the mother for assistance in attempting to leave the classroom & dismissed. This creates a safety issue for A/E students as dismissal is delayed and parents are inconvenienced. Conference re: K reading and handwriting recommendation that student

- Parent Conference Required (By _____)

Parent Comments

has not yet developed the skills necessary for K placement at this time

Parent Request(s)

- Phone Call With Teacher/Administrator Date: ____/____/____ Time: _____ am / pm
- Conference with Teacher/Administrator Date: ____/____/____ Time: _____ am / pm

Kpis

Administrator Signature

[Signature]

Teacher Signature



Kendall Petri

Administrator Name

8/12/14

Date

M. K. Horn

Teacher Name

8/12/14

Date

Parent/Guardian Name

Date

cc

- Administrator
- Sp Ed Director (504/504)
- Social Worker/Specialist
- Behavioral File

- Teacher
- Parent
- Other _____

CONFERENCE REPORT
 Date: ____/____/____
 by: _____
 Title: _____

Student	Teacher	Admin	Parent/Guardian	Sp Ed Director	Social Worker	Behavioral

Subject: Re: [REDACTED]
Date: Monday, October 13, 2014 at 8:57:45 AM Central Daylight Time
From: Kristine Barker
To: Kendall Petri
CC: Ali McCormick, Troave' Profice

Thank you Ms. Petri,
I appreciate your response. I believe the parent would still like to meet with you in particular when you return. Please keep me updated and have a good trip.
Kristine

Kristine Barker
Charter Accountability
Louisiana Department of Education
Mobile: (225) 200-3839
Office: (504) 373-6200, x20106
Email: kristine.barker@la.gov
www.louisianabelieves.com

From: Kendall Petri <kpetri@lagniappeacademies.org>
Date: Friday, October 10, 2014 at 2:47 PM
To: Kristine Barker <kristine.barker@la.gov>
Cc: Ali McCormick <amccormick@lagniappeacademies.org>, Troave' Profice <Troave.Profice@la.gov>
Subject: [REDACTED]

Kristine,

Thanks for your email. I am out of town meeting with our board chair and fundraising for the school's facility this week, and typically Ali McCormick, our 2nd-in-command, stands in for me when I am unavailable. Before I listened to your VM on my phone, Ali had filled me in on her conversation with you and neither of us had realized that you were still seeking to speak with me directly, so I apologize for any miscommunication.

I am unable to review [REDACTED] file from San Francisco and don't want to respond without doing so, but am aware that school administrators and teachers have been working on plans for this student and plans to meet with the parent. I return to the school on October 15 and will make it a priority to review the file and meet as necessary with all concerned to make progress on this matter.

Thanks,

Kendall

Hi Ms. Petri,
I wanted to loop you in on a student issue and make sure you are up to date on a complaint I got from a parent earlier this week. I tried to get in touch with you Tuesday and Wednesday and left messages with the front office and on your cell. Yesterday evening I called Ms. McCormick and she was able to speak to the parent concerns, but I would still like you to be aware of the situation. I know you have been involved with this student so you know the background (I attached the conference letter that the

mother sent me).

I received a call from [REDACTED], the parent [REDACTED] a 5 year old Kindergartener, who had concerns that [REDACTED] was being sent home most days around 8am sometimes as a result of a suspension, but sometimes not. She said she has frequently been told by school staff that the school is not able to serve her son and she has requested an evaluation several times but has not heard any updates on the progress. She wants to make sure that [REDACTED] is not sent home frequently and that he has an evaluation started. She understands that he can be challenging, but wants him to still get instruction.

When I spoke to Ms. McCormick, she informed me that there was a BIP being developed and interventions are in place to try to help serve him but it is challenging because he acts out violently. I suggested to the parent and Ms. McCormick that they sit down with yourself and the teacher to come to an understanding of what can be expected of both parties (the school and the parent) and to finalize the BIP and start the process towards an evaluation.

The mother is willing to give that plan a chance, given that [REDACTED] is not sent home without first going through the discipline process and being suspended.

Please keep me updated on the situation and let me know if I can help in any way to make sure that both the school and the child are able to successful. Please feel free to call me if you would like to discuss further.

Thank you,
Kristine

Kristine Barker

Charter Accountability

Louisiana Department of Education

Mobile: (225) 200-3839

Office: (504) 373-6200, x20106

Email: kristine.barker@la.gov

www.louisianabelieves.com

<SubstandardFullSizeRender.pdf>

AFFIDAVIT OF [REDACTED] Parent S

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

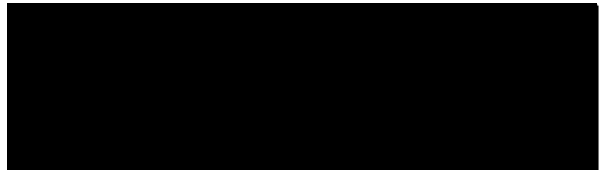
1. My name is [REDACTED] I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I am the grandmother of [REDACTED] (hereinafter [REDACTED]), a former student at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. [REDACTED] attended Lagniappe until ^{September 2013} July 2014.
4. [REDACTED] attended Kindergarten through 2nd grade at Lagniappe.
5. [REDACTED] was retained in 1st grade because Lagniappe claimed he was not meeting their standards of a 1st grader.
6. For the school year of 2013- 2014, [REDACTED] performed good work in 2nd grade.
7. I received a report card from Lagniappe stating that [REDACTED] passed 2nd grade and was promoted to 3rd grade. A copy is attached hereto as Exhibit "A".
8. In ^{September 2013} July 2014, I received a letter from Lagniappe stating [REDACTED] was actually retained in the 2nd grade because he was not learning. A copy is attached hereto as Exhibit "B".

9. Subsequent to receipt of the letter from Lagniappe retaining [REDACTED] in 2nd grade, I registered [REDACTED] at KIPP NOLA.
10. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 5th day of February, 2015.




WITNESS
PATRICK J. WAUGH





WITNESS
Olin G. Parker



NOTARY PUBLIC
Paul B. Unkoff
Bar Roll No. 19816

Lagniappe Academies

Student Report Card



2nd Grader
Jun 20, 2014

Student Academic Performance Summary

Class	Tri1 2013	Tri2 2014	Tri3 2014
Math	61%	63%	62%
Physical Education	-	80%	84%
Reading 2	51%	79%	78%
Reading/Writing	92%	84%	95%
Science	63%	71%	78%
Social Studies	-	78%	61%

Student Attendance Data

Behaviors for this Period

Unexcused Absences	1 this period, 2 this year
Unexcused Tardies	7 this period, 26 this year
Excused Absences	4 this period, 5 this year
Excused Tardies	0 this period, 0 this year

Cumulative Results

Math:	62%
Reading/Writing:	90%
Reading 2:	69%
Science:	71%
Social Studies:	70%

Teacher Comments & Recommendations

■■■■■ brings a lot of energy to the classroom, and he gets excited when he masters a new skill. ■■■■■ energy can sometimes cause him to become distracted and he struggles to turn his negative behavior around. Please work with him on learning to bounce back quickly from small setbacks. ■■■■■ has made a lot of improvement in math this year, and he was able to learn some basic 2nd grade skills like adding and subtracting with multiple-digit numbers, rounding, and telling time. In ELA, ■■■■■ struggles to read without stopping, but he is able to spell his weekly spelling words. In science, Hassan has shown that he can explain different

General
Comments

systems and science processes like the water cycle, the life cycle of insects, and the location of planets in our solar system. In social studies [REDACTED] still struggles with the spelling of continents and oceans, and identifying basic geographic landmarks in Louisiana. [REDACTED] would benefit from writing about his behavior each day to recap how he can turn negative behaviors into positive behaviors. Also [REDACTED] should read everyday for 30 minutes. While he is reading he should have a dictionary by him to look up unknown words, and to find the definitions of words. Physical Education: This trimester students participated in a variety of physical activities including Cooperative Games, Body Management Tasks, Educational Dance, Physical Fitness Development, FitnessGram Physical Fitness Testing, and Sports Motor Skill Tasks in Hockey, Soccer, and Basketball. [REDACTED] loves being active and trying new skills and games. He is learning to work well with others during Cooperative Games. He has improved his sportsmanship and can often be found cheering for others. He needs to continue to improve on following directions the first time.

Student

Grade

Level

Placement 3rd Grade

for the Next

School

Year

Excessive

Homework YES

Deficiencies

Have a great summer!

If you have questions or concerns regarding your child's performance or grade level placement for the next school year, please do not hesitate to contact the school at (504) 355-0950.

Please note that the school office will be closed June 23-27.

PARENT SIGNATURE _____

Lagniappe Academies

1501 St. Louis Street

New Orleans, LA 70112

Phone: 504-355-0950 Fax: 504-355-0959

www.LagniappeAcademies.org



LAGNIAPPE ACADEMIES

PARENT CONFERENCE REPORT

Student Information

Student Name: [Redacted]
Student Grade Level: K / 1 / 2 / 3 / 4

Student in attendance:
 Yes
 No
 For a portion

Conference Information

Date: Sep / 2nd/2014 Time: 10 : 20 am/pm

Type of Conference:
Paren _____

Staff present: Ms. Petri and Ms. McCormick _____

Other(s) present: Mr. Beal and Ms. Beal MS. Jones joined meeting to provide data.

Purpose of Conference [Redacted] requested meeting to discuss what was agreed in the previous meeting.

Follow-Up Steps	Individual(s) Responsible
<u>Re-assess Sept 26 and meet Oct 1st</u>	<u>AM</u>

Proposed Follow-Up Meeting

Date: Oct 1st / 2014 Time: TBD am/pm

Attendees: KP, AM, [Redacted]

Summary:

Parent/Guardian Signature

Parent/Guardian Name

Date

Administrator Signature

Administrator Name

Date

Other Signature

Other Name

Date



Conference Notes:

██████████ said he thinks that he can tutor ██████████ to get on 3rd grade level. Ms. Petri explained we have evaluated ██████████ on 167 grade entry level skills for 3rd grade. ██████████ does not have the skills that his peers have. We agreed to place ██████████ in 3rd grade for 30 days with extra tutoring from ██████████. We have outlined a program for ██████████ to follow including a Study Island login and a Reflex Math login. Both programs are online and will track ██████████ actual progress and every minute he spends on each study activity.

Ms. Petri explained ██████████'s behavior has recently become more challenging. Typically students exhibit challenging behavior when they are struggling with their academic work. Ms. Petri reminded ██████████ and ██████████ that all the children are assessed during Summer Academy and placed accordingly.

Ms. Petri explained how to work on 6 minute solutions oral reading fluency starting with passage 301. Time ██████████ for 1 minute per page and note his errors to calculate his number of correct words read per minute. Use flashcards to support his automaticity of math facts. This will work together with his Reflex Math.

Get ██████████ to read a grade level book then ask him some questions about the text –(see Ms. Petri's hand written notes)

██████████ Login to Study Island and work on ELA and Math Common Core skills and 2014-2015 retired.

We concluded that ██████████ will be placed in 3rd grade for 30 days then we will re-assess.



Results of Math Facts Intervention

Dear Parent or Legal Guardian of _____

Your child completed partially completed did not complete the Math Facts Intervention held from Aug. 25th-Sept. 2nd. In reviewing academic data, it has been determined that additional intervention is is not needed. Below are RTI (Response To Intervention) groups and your child's assignment(s):

- Computer-based Intervention during breakfast
- Small-Group Pullout sessions
- Academic Intervention during 4-5 pm

Please let us know if you have any questions. Please sign and return this letter at the bottom indicating that you understand your child will be receiving additional academic support during the school day. The attached data sheets are for your records.

Sincerely,

Kendall J. Peter
 Academic Team
 Lagniappe Academies of New Orleans

Parent Name	
Parent Signature	Date
<div style="background-color: black; width: 100%; height: 30px;"></div>	
<div style="text-align: right; font-size: 1.2em;">9/2/14</div>	
<small>1501 St. Louis St. New Orleans, LA 70112 Phone: (504) 355-0950 Fax: (504) 355-0959 www.LagniappeAcademies.org</small>	



LAGNIAPPE ACADEMIES

Parent Conference Follow-Up

Dear [REDACTED]

On September 28, 2014 the School's Academic Placement Team met with you to discuss your child's academic placement for the 2014-2015 school year. The Academic Placement Team informed you that the appropriate grade level placement for your child for the 2014-2015 school year was 2nd grade. Based on academic performance data collected during Summer Academy intervention, this is the grade level at which your child would best be able to access instruction in English Language Arts, Math, Science and Social Studies. More information about appropriate student placement can be found in the school's Pupil Progression Plan.

In light of your concern regarding appropriate placement, we have agreed that your child will attend classes at the 3rd grade level for the period from September 3 – September 26, 2014. At the end of this period, your child will be re-assessed using standardized tests and other measures and the students placement will be adjusted as necessary and finalized at that time. We have scheduled a meeting with you on October 1, 2014 at 10:00 AM to discuss the results of re-assessment.

We encourage you to work with your child to provide the following academic support during the month of September. Progress with essential grade level skills will maximize your child's success and help him/her close current learning gaps.

Each Night for 30 minutes and Both Weekend Days for 4 Hours

- ① Twenty minutes: work with subtraction and addition flash cards
2. 10 minutes: Oral reading from grade level text
3. 10 minutes: independent reading in grade level text *2nd grade chapter*
4. Study Island online learning and Reflex Math practice. Logins are available at the school.

*Reflex
Lark green -
as mastered the
act*

*Reading
writing
ocial Studies
cience*

Kendall J Petri K J Petri 9 / 2 / 14
 [REDACTED] Administrators Name Date
 [REDACTED] Parent Name 9 / 2 / 14
 [REDACTED] Parent Signature Date

Questions

1. Retell what you've just read

2. Characters

Settings

Theme - morals in story

3. Nonfictions: main idea

"What was the chapter mostly about?"

Combination -

- nonfiction

- fiction

Individual Summary Report (By Program)

U
 School: Laghiappe Academies of New Orleans
 Program: 2nd Grade - Louisiana Standards Mastery
 Subject: All Subjects
 User's Start Date: 09/24/2011

Report Period: 08/25/2014 - 09/29/2014

Math (Common Core)

Session Type	Sessions	Time Spent	Correct / Total	% Correct	Grade
Practice Mode	1	21:02	13 / 30	43.3%	U
Game Mode	0	00:00	0 / 0	0%	-
CRS Mode	0	00:00	0 / 0	0%	-
Total	1	21:02	13 / 30	43.3%	U

Benchmark Tests	Tests	Time Spent	Points / Total	% Earned	Grade
Benchmark Total	0	00:00	0 / 0	0%	N/A**

ELA (Common Core) - Updated

Session Type	Sessions	Time Spent	Correct / Total	% Correct	Grade
Practice Mode	28	02:02:42	210 / 304	69%	AB
Game Mode	1	00:04	1 / 1	100%	A
CRS Mode	0	00:00	0 / 0	0%	-
Total	29	02:02:46	211 / 305	69.1%	AB

Benchmark Tests	Tests	Time Spent	Points / Total	% Earned	Grade
Benchmark Total	0	00:00	0 / 0	0%	N/A**

Math (Retire: July 2015)

Session Type	Sessions	Time Spent	Correct / Total	% Correct	Grade
Practice Mode	2	03:44	2 / 11	18.1%	U
Game Mode	0	00:00	0 / 0	0%	-
CRS Mode	0	00:00	0 / 0	0%	-
Total	2	03:44	2 / 11	18.1%	U

Benchmark Tests	Tests	Time Spent	Points / Total	% Earned	Grade
Benchmark Total	0	00:00	0 / 0	0%	N/A**

Reading (Retire: July 2015)

Session Type	Sessions	Time Spent	Correct / Total	% Correct	Grade
Practice Mode	8	25:09	61 / 75	81.3%	M
Game Mode	4	10:38	12 / 14	85.7%	M
CRS Mode	0	00:00	0 / 0	0%	-
Total	12	35:47	73 / 89	82%	M

Benchmark Tests	Tests	Time Spent	Points / Total	% Earned	Grade
Benchmark Total	0	00:00	0 / 0	0%	N/A**

ELA (Common Core) (Retire: July 2015)

Session Type	Sessions	Time Spent	Correct / Total	% Correct	Grade
Practice Mode	26	01:53:54	297 / 284	72.8%	B
Game Mode	1	00:04	1 / 1	100%	A
CRS Mode	0	00:00	0 / 0	0%	-
Total	27	01:53:58	298 / 285	72.9%	B

Benchmark Tests	Tests	Time Spent	Points / Total	% Earned	Grade
Benchmark Total	0	00:00	0 / 0	0%	N/A**

Overall

Session Type	Sessions	Time Spent	Correct / Total	% Correct	Grade
Practice Mode	65	04:46:31	493 / 704	70%	B
Game Mode	0	10:46	14 / 16	87.5%	M
CRS Mode	0	00:00	0 / 0	70.0%	B
Total	71	04:57:17	507 / 720	70%	B

Benchmark Tests	Tests	Time Spent	Points / Total	% Earned	Grade
Benchmark Total	6	00:00	0 / 0	0%	N/A

Practice checked boxes
for Individuals lesson

20 or 30 questions same lesson

Individual Summary Report (By Subject)

Report Filters

User: [Redacted]
 Program: 2nd Grade - Louisiana Standards
 Mastery
 Subject: Reading (Retire: July 2015)
 User's Start 09/24/2011
 Date:

Report Period: 08/25/2014 -
 09/02/2014
 Time Filter: 12:00 - 12:00
 Day Filter: All Days

2nd grade
reading

[Redacted] - Reading (Retire: July 2015) Summary

Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade	
1. Pretest - Reading	0	00:00	0 / 0	0%	-	
2. Vocabulary (Standard 1)						
<input type="checkbox"/> a. Phonics - Expectation	12	35:47	73 / 89	82%	M	View Sessions
<input type="checkbox"/> Blending Sounds	3	07:23	27 / 34	79.4%	B	View Sessions
b. Prefixes and Suffixes - Expectation	0	00:00	0 / 0	0%	-	
✓ c. Synonyms and Antonyms - Expectation	0	00:00	0 / 0	0%	-	
✓ d. Homonyms - Expectation	0	00:00	0 / 0	0%	-	
e. Reference Aids - Expectation	0	00:00	0 / 0	0%	-	
3. Elements of Text (Standard 1)						
✓ a. Characters - Expectation	0	00:00	0 / 0	0%	-	
✓ b. Setting - Expectation	0	00:00	0 / 0	0%	-	
✓ c. Story Events - Expectation	0	00:00	0 / 0	0%	-	
✓ d. Literary and Sound Devices - Expectation	0	00:00	0 / 0	0%	-	
✓ e. Sequence of Events - Expectation	0	00:00	0 / 0	0%	-	
✓ f. Main Idea and Supporting Details - Expectation	0	00:00	0 / 0	0%	-	
g. Using Prior Knowledge - Expectation	0	00:00	0 / 0	0%	-	

12/16/2014

To Whom It May Concern:

My daughter attended Lagniappe Academies from her kindergarten year until this current year, when I transferred her to a new school in DPSB. My daughter, ^{Student P} [REDACTED] was in second grade in 2012-13. At the end of that school year during an annual meeting with myself (^{Parent P} [REDACTED]), [REDACTED]'s teacher Alley McCormick (who also held a supervisory position), and [REDACTED]'s speech therapist. During the meeting we discussed [REDACTED]'s progress, and goals for speech and academics for her upcoming 3rd grade year. During the summer [REDACTED] attended Lagniappe's mandatory "Summer Academy" in which she was in 3rd grade, however, on the first day of school they put her in the second grade again. I tried to reach out to her teacher and the principal but no one would talk to me about why they held her back. They did not tell me this was going to happen. When I did get in touch with the school, they said that [REDACTED] was not ready for third grade. [REDACTED] has an IEP and her grades (ie report cards, nor A. McCormick at any time during the school year) did not reflect this change. There was no evidence to keep her back. I was also told [REDACTED] could not comprehend what she was being taught- that was never any evidence of this, nor was it brought to my attention.

After a meeting with McCormick, and the principal (Ms. Petri) [REDACTED] was placed in the 3rd grade, yet from day 1 [REDACTED]'s every move was noted and often times exaggerated, for example [REDACTED]'s first day of in her 3rd grade class a note was sent home stating she was not "social ready" for the third grade. [REDACTED] had never before shown signs of, nor was it ever mentioned or suggested that [REDACTED] was socially delayed; and [REDACTED] knew all the students in her class since the vast majority had been there since kindergarten.

Her third grade teacher at this point was [REDACTED] who I immediately had a conference call with. During the call I stated that I wanted to be kept abreast of [REDACTED]'s progress via weekly test grades, she agreed [REDACTED] and I spoke every week and sometimes her grades

were sent through text messaging, [REDACTED] at this point was doing fine. After a while the grades stopped and so did [REDACTED] answering when I called. I did finally speak with [REDACTED]

to inquire why; she stated that she was not allowed to give me [REDACTED] grades anymore and that they were locked in the office. When I asked why she could not give me [REDACTED] grades and more importantly why were they locked up she responded "I don't know". During the first report card conference I asked about [REDACTED] grades and why [REDACTED] stated I was not allowed to see them, [REDACTED] stated she never made that statement and that the conversation had been recorded; I requested that she produce the recording so we could all hear it, she did not. McCormick politely stated that I could see [REDACTED] grades at any time yet they were never made available to me, yet I would call the school with no answer ever unless I called from a number different from my cell phone and then be placed on hold for 20-30 minutes at a time until I hung up. I did schedule numerous meetings with the principal that would be cancelled or they have no record of it.

Throughout the school year various things went on i.e. [REDACTED] was placed with a special education teacher for part of the day without prior knowledge or consent, and that she was placed in another 3rd grade class. When I inquired why I wasn't notified McCormick stated "we don't have to tell you anything".

Because [REDACTED] has an IEP, I did solicit help from a company called **Families Helping Families**(Shanida Mathieu Jefferson Office, and Ranatta Harris Orleans Office) and because of my concerns about statements that had been made suggested that I have [REDACTED] reevaluated. I did also solicit Allen Porter who works at RSD for Lagniappe Academy. Mr. Porter never returned my numerous phones call unless I contacted his supervisor Mr. Wright; even then Mr. Porter offered no help or steps to a resolution, but he would regurgitate what I told him and then say "feel free to call me at any time".

I believe Lagniappe Academy used whatever evidence they could build to use against [REDACTED] [REDACTED] was not evaluated within 60 days of when I requested it as well. I feel like they created paper trails after she was held back.

Sincerely, [REDACTED]

[REDACTED]
Parent P

[REDACTED]
[REDACTED]
New Orleans, LA 70119

Appendix C: Staff Statements

I.	Affidavit of [REDACTED]	Staff Member 1
II.	Affidavit of [REDACTED]	Staff Member 7
III.	Affidavit of [REDACTED]	Staff Member 3
IV.	Affidavit of [REDACTED]	Staff Member 2
V.	Affidavit of [REDACTED]	Staff Member 4
VI.	Affidavit of [REDACTED]	Staff Member 5
VII.	Affidavit of [REDACTED]	Staff Member 6
VIII.	Statement of [REDACTED]	Staff Member 8

AFFIDAVIT OF [REDACTED] Staff Member 1

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

1. My name is [REDACTED]. I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I was employed by Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana from July 14, 2014 to October 7, 2014 as the Special Education Coordinator. As such, I have personal knowledge of all the facts and circumstances set forth in this affidavit.
3. When I started employment at Lagniappe, I was told by Kendall Petri (hereinafter Petri), the Principal at Lagniappe, that my first priority was to focus on LEAP test preparation for 3rd grade. My second priority was teaching a decoding class to students who struggle, but can still pass the test. My third priority was providing special education services to students. Ms. Petri's exact words were, "Students with minutes can be squeezed in".
4. I was instructed to co-teach by Kendal Petri a third grade class that did not have more than one special education student in the class.

5. On multiple attempts, I had made a schedule to provide services to all special education students that had to be approved by Petri (this was in the second week of September). During this time, I was not consistently giving minutes; rather I was used as a test administrator, giving the DIBELS to grades 1-3 and DSC to Kindergarten.
6. I was in charge of the Response to Intervention (RTI) program, but was not allowed to have formal meetings and had to defer all decisions to Petri and Allison McCormick (hereinafter McCormick), an administrator at Lagniappe.
7. I was frequently told not to complete behavior plans for students when I knew it was necessary. FBAs and BIPs were to be completed by McCormick. However, I started the process with some teachers and the Dean of Students.
8. During my time of employment, I witnessed Individualized Education Plans (IEPs) that were finished without completed evaluations. On two accounts, Dr. [REDACTED] told me that the speech portion of the evaluation had not been completed because she was waiting for that information to complete the evaluation.
9. I was also informed by the school administration that there was only enough funding in the budget for five evaluations that year and therefore must limit the recommendations for evaluations to no more than five for the entire school year.
10. I was not given full access to the Special Education Reporting System to gather the information I needed to provide services for students or update IEPs.
11. There was only one student that the contracted Speech teacher was allowed to work with and McCormick serviced all the other students.


12. The Lagniappe administration would not hire an Adapted Physical Education (hereinafter APE) teacher for a student whose IEP required APE services. The Kendal Petri asked an uncertified coach to provide the minutes. When the uncertified coach told the Lagniappe administration that she was not qualified to do so, they asked why it would be necessary to even provide the service.

13. I was also frequently asked to type up notes from meetings with parents unrelated to special education services. I also witnessed a very condescending manner of McCormick dealing with families, using mostly educational jargon. I was told to make sure to type these forms in a manner that clearly stated the parent/guardian agreed with the schools decision – usually dealing with retention.


14. On January 21st, 2015 I was shown service logs by Kristine Barker, Department of Education, that had my name on them for [REDACTED], [REDACTED] and Students H, K, L [REDACTED]. I did not provide services for any of the above students. Petri instructed me that I was not permitted to provide special education services to any of the above students.

Sworn to and subscribed before me, this 11th day of February, 2015.


WITNESS KRISTINE BARKER


WITNESS Trave' Profice

[REDACTED]


NOTARY PUBLIC
Paul B. Unkrouf
Bar Roll No. 19816

AFFIDAVIT OF [REDACTED]

Staff Member 7

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]


who, after being sworn, did attest as follows:

1. My name is [REDACTED]. I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. From February 2013 until October of 2014, I was employed by Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana, as an Executive Assistant to Kendall Petri, CEO. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. Kendall Petri taught 7th and 8th grade during the 2013-2014 school year. Some of my duties included assisting Ms. Petri with lesson plans and iLEAP/LEAP test preparation. During the 2013-2014 school year, her 7th grade students did not receive read-aloud accommodations in class or on tests. However, all of her 7th grade students received read-aloud accommodations on the iLEAP test, which is a violation of state testing policy. That same year, I reported several testing irregularities to the school test coordinator, which included Ms. Petri's failure to turn in her cell phone while proctoring the iLEAP test, repeating test questions in detail to the students while administering the iLEAP test, and writing and passing notes to me while she was proctoring the LEAP for 8th grade students.

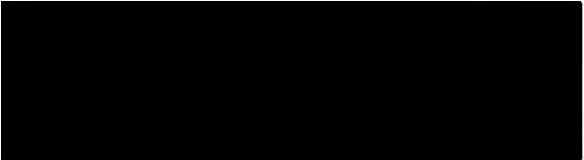
4. In the spring of 2014, Ms. Petri created a “Do Not Call” list indicating certain students and children from certain families that she did not want admitted to Lagniappe Academies for the upcoming school year. Many of the students named on this list were significantly below grade level and/or had challenging behaviors. The list included the following students: [REDACTED]¹ Ms. Petri directed staff not to call the families of these students or inform them of re-enrollment and Summer Academy, which requires students to attend a three-week session of school in July. Ms. Petri told me that if we did not inform the parents of re-enrollment and Summer Academy, their children would miss enough days of Summer Academy to warrant their disenrollment from Lagniappe due to absenteeism.
5. Lagniappe placed middle school students, [REDACTED] and [REDACTED], in an “Independent Study” program that provided almost no educational instruction. These children were placed in continuously changing locations outside of classrooms and were seldom given academic assignments. [REDACTED] and [REDACTED] were often unsupervised and did not receive one-to-one time with a special education certified teacher. Their assignments were seldom tracked or graded and they often slept or sat with nothing to do.
6. If called to testify at trial, I would testify as set forth herein.


¹ I have used the students’ initials to protect their privacy and maintain their confidentiality.

SWORN TO AND SUBSCRIBED BEFORE ME this 20 day of February, 2015.




WITNESS
PATRICK WACST





WITNESS
KRISTINE BARLOW



NOTARY PUBLIC
KATHER R. ZELMAN
Bar Roll # 30125

AFFIDAVIT OF [REDACTED]

Staff Member 3

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

1. My name is [REDACTED]. I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. From July of 2012 until June of 2014, I was employed by Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana, as a second and third grade teacher. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. During my tenure, I observed that Lagniappe did not have any formal policies for referring, tracking, or evaluating students with special needs.
4. Lagniappe's leadership team repeatedly told me to email concerns that I had about specific students, but Lagniappe's leadership failed to follow up about the many students to which I alerted the administration about academic and behavioral concerns.
5. When students who likely had undiagnosed special needs did not receive needed services and subsequently performed poorly, Lagniappe often retained these students. Parents who protested the retention decisions often withdrew

their students from the school. Data on the frequency of student retention and students leaving the school each year supports this claim.


6. In the summer of 2012, Lagniappe's leadership assigned me to teach the higher of two leveled 2nd grade classes during the school's Summer Academy. When explaining the rationale behind creating two tiered classes, Allison McCormick, a member of the Lagniappe leadership team, told me and another 2nd grade teacher that my class contained the students who would pass the iLEAP exam in 3rd grade. As I continued to teach the higher 2nd grade class in the fall, Ms. McCormick and CEO Kendall Petri removed three students from my class who exhibited extreme behaviors, despite their high academic performance and my protests and requests for behavior support or tracking instead. Ms. McCormick reiterated that my class was the class that would pass iLEAP and the school could not afford to have any distractions in my classroom.
7. In December of 2012, I contacted the Recovery School District about my concerns for specific students who I felt were underserved at Lagniappe, including [REDACTED].¹ Although [REDACTED] has a clear developmental delay and [REDACTED]'s former teachers had voiced concerns about [REDACTED]'s performance as early as kindergarten; *by 2nd grade, to my knowledge,* ~~this student never received any formal services initiated by Lagniappe.~~ *she was not receiving any services.* When I contacted the SUNS Center about [REDACTED], they informed me that a case had been opened for [REDACTED] but had not been completed at that time. [REDACTED] received read aloud accommodations prior to third grade iLEAP testing.

¹ I have used initials for student names to protect their privacy and maintain confidentiality.

8. During the 2012-2013 school year, Lagniappe had its annual visit conducted by the state. Prior to the review, Ms. McCormick instructed me and other teachers to clear out a small classroom that was being used for storage. We moved desks and tables into this room because, as McCormick instructed, it needed to look like a special education pullout classroom. Lagniappe did not provide small group education pullouts for students and this pullout classroom was only used as a model.
9. At the beginning of the 2013-2014 school year, Ms. McCormick and Kendall Petri placed [REDACTED] in my third grade class. [REDACTED] had a speech IEP for which [REDACTED] received services, but [REDACTED] had many other challenges not addressed by [REDACTED]'s IEP. Based on [REDACTED]'s academic performance, this child should have been placed in the lower of the two leveled third grade classes. However, [REDACTED] was placed in my higher class. Ms. McCormick provided me with [REDACTED]'s IEP and asked me to sign it. When I reviewed the IEP, I noted that it had been written when [REDACTED] was in first grade and was out of date. I also expressed to Ms. McCormick that the document needed to be updated to better meet [REDACTED]'s present needs. When Ms. McCormick did not address these concerns, I refused to sign the IEP.
10. In early 2014, Ms. McCormick and a former special education teacher asked me to fill out paperwork for two of my students, [REDACTED] and [REDACTED], so that they could receive 504 read aloud accommodations for the April iLEAP exam. These students did not receive read aloud accommodations earlier in the year, because they did not have 504 documentation and I wanted to remain in compliance in my classroom.


11. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 20th day of February, 2015.

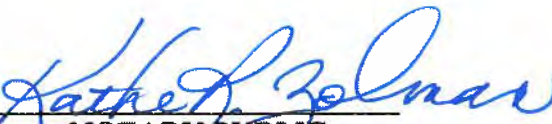


WITNESS
PATRICK WALSH





WITNESS
KRISTINE BARKAL.



NOTARY PUBLIC
KATHIE R. ZOLMAN
Bar # 30125



AFFIDAVIT OF [REDACTED]

Staff Member 2

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned personally appeared:

[REDACTED]

and who, after being sworn, did attest as follows:

1. My name is [REDACTED] I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. From July of 2012 until June of 2014, I was employed by Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana, as a kindergarten teacher. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. At the beginning of the 2012-2013 academic school year, [REDACTED]¹ came to Lagniappe with an Individualized Education Program (hereinafter IEP) . I did not see [REDACTED]'s IEP until the winter of that year. The only accommodation or service provided to [REDACTED] was weekly speech therapy. I raised concerns over [REDACTED]'s low level of academic gains and social-emotional struggles to Kendall Petri and Ali McCormick repeatedly throughout the year. Both Kendall Petri and Ali McCormick ignored my requests for support and provided no support to [REDACTED] or myself. At the end of the 2012-2013 school year, I was

¹ I have used the initials of the students to protect their privacy and maintain their confidentiality

forced to sign a document stating that Lagniappe Academies provided special education services to [REDACTED] when, in fact, Lagniappe had not provided the required services for that child.

4. During the 2012-2013 academic school year [REDACTED], another student with a low level of academic performance, displayed clear speech development issues. [REDACTED]'s mother had [REDACTED] evaluated by a physician, which resulted in a written request for an evaluation to be conducted by the school and a request for speech services. This request was provided to Kendall Petri and Ali McCormick. Kendal Petri and Ali McCormick failed to provide the evaluation or the speech services for [REDACTED] despite the parent's request.
5. During the 2012-2013 academic school year, [REDACTED], was a kindergarten repeater with a noticeable developmental delay. The Lagniappe teacher from the previous year repeatedly requested an evaluation for this child. Despite repeated requests for an evaluation supported by copious data and notes, Lagniappe failed to initiate an evaluation for this child. I also requested an evaluation for this child, which Lagniappe failed to provide despite DIBELS, Fountas & Pinnell Benchmark Assessments, and other sources of academic performance data showing little to no growth.
6. During the 2013-2014 school year, [REDACTED] entered my kindergarten class with an IEP.. After repeated requests spanning several months, Lagniappe's leadership team failed to provide me with a copy of [REDACTED]'s IEP until several months into the school year. When I reviewed the IEP, I realized that [REDACTED] was not receiving the services outlined in the IEP. Lagniappe's leadership ignored my requests to comply with [REDACTED]'s IEP. [REDACTED]

received one month of “special education minutes” as designated by Lagniappe. During those minutes, [REDACTED] was placed in a classroom with three third grade students, given religious coloring sheets, and supervised by an uncertified teacher. For the remainder of the year, Lagniappe did not attempt to provide [REDACTED] with small-group special education instruction despite that accommodation on [REDACTED]’s IEP.

7. I was never included in the IEP process for [REDACTED] or [REDACTED]. Despite being their full time classroom teacher, I was not allowed to attend their IEP meetings or contribute to the process.
8. Ali McCormick repeatedly told me that [REDACTED] and [REDACTED] “will always be behind” whenever I raised concerns about their lack of academic growth.
9. [REDACTED] was both academically substantially behind his peers and needed behavioral plan modifications. I worked with my Teach for America support staff, who is special education certified, to create a personal system for him in my classroom. When Ali McCormick observed my class, she took him from his table and put him back with the rest of the class. He immediately started scribbling all over the curriculum-required worksheet. I told Ali McCormick that I was trying to meet his needs and she responded, “[REDACTED] has to do the worksheet even if [REDACTED] scribbles. [REDACTED] will always be behind.”
10. For the 2012-2013 and 2013-2014 academic years, Kendall Petri took all of the summer DSC and DIBELS testing, and placed the students that scored in the bottom 50% of the kindergarten students in my classroom. I was not allowed to deter from the planned

curriculum or give students any additional services despite IEP-required accommodations or other accommodations based on my assessment of student need. Kendall Petri failed to provide me with any professional development or support to help meet the students' needs. When I expressed concerns to Kendall Petri or Ali McCormick about the academic growth of my class, Kendall Petri and Ali McCormick responded, "Lagniappe is an RTI Tier 1 school with small 15-student class sizes." During the two years I taught at Lagniappe, I never observed RTI RTI documentation for any students in my class. In addition, I never had less than 16 students in my classroom. During the 2013-2014 year, I had 23 students in my classroom.


11. While I was at Lagniappe, I was directed to administer DSC, DIBELS, and Fountas & Pinnell Benchmark Assessments tests for reporting to the state without receiving any formal training.
12. While I was at Lagniappe, three students did not have DSC test scores from summer testing. Ali McCormick directed me to "make up" their test scores. I refused and she told me "I am your boss and am telling you to do something." She relented after I told her that I would report the incident to the state if forced to create the test scores. Those three students were never pulled from the classroom for make-up testing.
13. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 20th day of February, 2015.

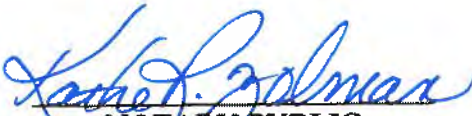


WITNESS
KRISTINE BARKEL





WITNESS
Patricia JWAUSH



NOTARY PUBLIC
KATHIE R. ZOLMAN
Bar Roll No. 30125

AFFIDAVIT OF

Staff Member4

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:


1. My name is [REDACTED]. I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I was employed as a 1st grade teacher by Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana from the 2012-2103 school year until April 2014. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. I was expressly told by Kendall Petri, the Principal at Lagniappe, and Ali McCormick, an administrator at Lagniappe, not to provide accommodations, including IEP service minutes, for Lagniappe students with special needs.
4. I was prohibited from referring Lagniappe students for Interventions.
5. Evaluations for Lagniappe students were not provided even when a family requested an evaluation for special education.
6. At no time during my employment at Lagniappe were inclusion services provided in my classroom.

7. I witnessed teachers administering medication to students.
8. Kendall Petri's mother was employed at Lagniappe and taught an intervention class.
9. If called to testify at trial, I would testify as set forth herein.

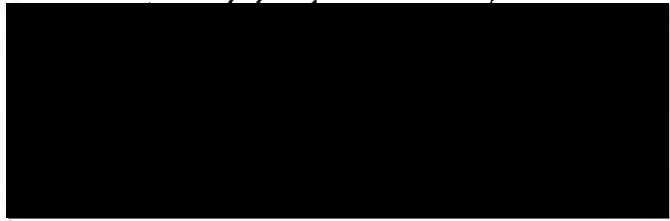
SWORN TO AND SUBSCRIBED BEFORE ME this 9th day of February, 2015.

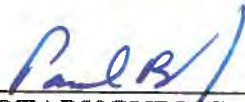


WITNESS
K. B. ...



WITNESS
Patrick Walsh





NOTARY PUBLIC
Paul B. Unkauf
Bar Roll No. 19816

AFFIDAVIT OF [REDACTED]

Staff Member 5

STATE OF LOUISIANA

PARISH OF ORLEANS

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

1. My name is [REDACTED]. I am a person of the full age of majority and reside in the Parish of Orleans, State of Louisiana.
2. I have been a teacher for over ten (10) years. I worked at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana for the 2013-2014 school year as a 2nd grade teacher in Social Studies, English, Language and Arts. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. Initially, I was told that Lagniappe had a lot of students with Individualized Education Plans (hereinafter IEP) and was told that Lagniappe specialized in IEPs.
4. Approximately four (4) weeks after I commenced employment with Lagniappe, I was told to no longer provide accommodations and services for students with special needs.
5. On December 10, 2013, Ninh Tran asked me to sign an IDEA form verifying that I was providing services for special education students. I originally did not want to sign the form however, Ninh Tran told me that was how Lagniappe got paid and my salary was tied to signing the form.

6. I had students with severe learning disabilities in my classroom but was directed by Kendall Petri, Principal at Lagniappe, not to provide official interventions or accommodations.
7. Several students in my classroom were not getting their services, including but not limited to, [REDACTED] who was not provided speech therapy until her mother complained to Lagniappe. The speech therapist contracted with Lagniappe then temporarily provided speech services.
8. [REDACTED] (hereinafter [REDACTED]), an 8th grader, was assigned to my 2nd grade classroom all for approximately one-half of the 2013-2014 school year. [REDACTED] was not provided 8th grade classroom material. [REDACTED] has an IEP with a placement determination of participation inside a regular class eighty (80%) percent or more a day. [REDACTED]'s accommodations were not met by Lagniappe.
9. In my opinion, standardized test scores were not accurate. New employees with no experience were hired to administer the tests. Students told me they were upset because the administrators gave answers to some students during the test.
10. I was not allowed to speak to parents of students at report cards nights.
11. Lagniappe did not have a formal Child Find or Response to Intervention Process in place to identify students who needed additional support and accommodations.
12. I was not involved in any retention meetings for the students in my class. Kendall Petri, Principal at Lagniappe, and Alison McCormick, an administrator at Lagniappe, were the only Lagniappe representatives allowed in retention meetings. I was never asked for input on retention of students in my classroom.

13. Lagniappe had a high retention rate. It seemed like only the highest performing students were advanced to the next grade.
14. I referred Lagniappe students for evaluations but no evaluations were initiated.
15. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this ^{11th} day of February, 2015.

[Signature]
WITNESS *Kristine Baker*

[Signature]
WITNESS *Troave' Profice*



[Signature]
NOTARY PUBLIC
Paul B. Unkauf
Bar Roll No. 19816

AFFIDAVIT OF [REDACTED]

Staff Member 6

STATE OF LOUISIANA

PARISH OF JEFFERSON

BEFORE ME, the undersigned authority, personally appeared:

[REDACTED]

who, after being sworn, did attest as follows:

1. My name is [REDACTED]. I am a person of the full age of majority and reside in the State of Louisiana.
2. I was a 2nd grade teacher at Lagniappe Academies (hereinafter Lagniappe) in New Orleans, Louisiana from July 2012 to October 2012. As such, I have personal knowledge of all of the facts and circumstances set forth in this affidavit.
3. I voluntarily left my teaching position at Lagniappe because, in my opinion, students were being treated in an unethical manner.
4. I was not allowed to modify lessons or to provide accommodations for children with special needs.
5. Even when accommodations were in a Lagniappe student's Individualized Education Program, (IEP), I was told by Kendall Petri, the Principal at Lagniappe, and Alison McCormick, an administrator at Lagniappe, not to modify student lessons and not to provide accommodations.
6. I had a Lagniappe student in my class, [REDACTED] with an IEP requiring an accommodation of small group instruction. I was told by Lagniappe school leadership

that [REDACTED] did not need additional accommodations because our classes were small with approximately twenty (20) students.

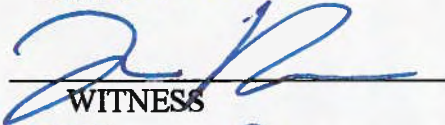
7. If called to testify at trial, I would testify as set forth herein.

SWORN TO AND SUBSCRIBED BEFORE ME this 9th day of February, 2015.



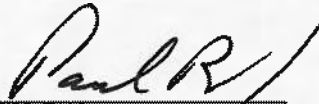
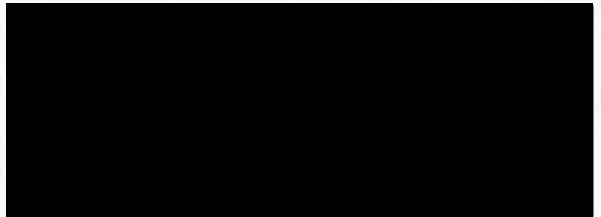
WITNESS

Patricia Walsh



WITNESS

Terrance Perkins



NOTARY PUBLIC

Paul B. Unkauf
Bar Roll No. 19816

I worked at Lagniappe Academies from July 2012 to November, 2012.

When I first arrived at Lagniappe, there were many IEP's that were out of compliance.

I was asked to forge a phone log and service logs which I did not do. Upon being asked to do this, I chose to leave the school and turned in my resignation.

Students were taken out of their least restrictive environments without proper cause, which went directly against their IEP's.

Two students in particular were pulled out for small group instruction because of behavior challenges.

I was not given "permission" to give special education students small group or individualized instruction in their areas of need.

I was not able to serve students in the way that they needed.

In addition, I have reviewed the attached documentation. I was not the teacher of record as falsely reported to the state by the school in 2011, most of 2012, 2013 or 2014.



Staff Member 8

Appendix D: Prior Lagniappe Academies Reports

- I. 2015 Site Visit Notes
- II. 2014 IDEA Monitoring Report
- III. 2014 Renewal Report
- IV. 2011 Monitoring Report

2015 Site Visit Notes:

Review of information submitted by Lagniappe as part of Corrective Action Plan on site by Charter Accountability Team on January 28th, 2015.

■■■■ has service minutes log entries for 10/1/14 and 10/3/14 on days in which her attendance record shows her as absent.

■■■■ has service minutes log entries for 10/7/14 and 10/20/14 on days in which her attendance record shows her as absent.

■■■■. has service minutes log (Kickboard log) entries for 11/19/14 on a day in which his attendance record shows him as absent.

■■■■ has service minutes log (Kickboard log) entries for 11/19/14 on a day in which her attendance record shows her as absent. Log is for SLP with K. Eschman-McCormick, Speech invoice provided indicates student was absent.

■■■■ and ■■■■ have service minutes log entries for 10/10/14 on a day in which the school (according to the posted school calendar) was not in session for fall break.



LOUISIANA DEPARTMENT OF EDUCATION

NOTICE OF ACTION

**Certified Mail
Return Receipt Requested**

November 12, 2014
Kendall Petri, School Leader
Lagniappe Academies of New Orleans
1501 St. Louis Street
New Orleans, Louisiana 70170

Dear Ms. Petri :

The Louisiana Department of Education pursuant to fulfilling the general supervision requirements under 20 U.S.C. Section 1412 conducted an on-site compliance monitoring visit of programs for students with disabilities at Lagniappe Academies on October 21, 2014. Enclosed is a report that includes a general summary of the visit and a description of each finding of non-compliance identified during the on-site visit.

Results of the on-site monitoring visit revealed some specific and systemic areas of non-compliance. Upon receipt of the report, the LEA will have 20 business days from the date of receipt of the report to respond to any findings, and 15 additional business days to develop a plan of corrective action to address findings of non-compliance described in the summary.

Included with this correspondence is a sample CAP format that can be used when developing your plan. The plan must address the activities the school will implement to correct all areas of identified non-compliance, as rapidly as possible, and in no case longer than one year from the date of this letter. The draft CAP will be reviewed by the appropriate staff in the Office of Statewide Monitoring to ensure the activities and timelines are systemic and measurable.

The CAP shall be submitted for approval to the LDE within 35 business days of receipt of the monitoring report. However, upon receipt of the report, the LEA shall immediately begin correcting the findings of non-compliance documented in the report. The plan will address the activities the LEA will implement to correct the areas of non-compliance identified during the on-site visit as soon as possible, but in no case more than one year from the date of the notification report from the LDE.

The monitoring staff will hold an exit conference call with your agency at your convenience to discuss the monitoring results. Please contact me at the address below to arrange an exit conference.

Please note that Lagniappe Academies must immediately begin correcting the student-specific findings of non-compliance as well as systemic issues of non-compliance. Neither the 20-day period for review of the report nor the additional 15-day CAP development

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

period should impede your progress in immediately taking steps to achieve compliant status on the student-specific and systemic areas identified as non-compliant.

We appreciate your cooperation during the on-site visit, and we hope that the monitoring process will assist you in improving educational outcomes for students with disabilities and their families. If you have any questions about the enclosed report or how to achieve correction through your CAP, please contact me at (504) 920-6882 or via email at Patrick.walsh@la.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Patrick J. Walsh".

Patrick J. Walsh
Executive Director, Statewide Monitoring

PJW:ar

Enclosure(s)

- c. Dan Henderson, Acting Chair, Lagniappe Academies of New Orleans
Ninh Tran, Chief Operations Officer, Lagniappe Academies
Kunjan Narechania, Chief Operating Officer, LA Department of Education
Joan Hunt, Executive Counsel, LA Department of Education

Louisiana Believes

SUMMARY OF FINDINGS

Lagniappe Academies of New Orleans

Ms. Kendall Petri, School Leader

Mr. Dan Henderson, Chair

Date of On-Site Monitoring

October 21, 2014

On-Site Monitoring Team Members

Angela Randall

Melodie Sparks

Iris Jones

Introduction

A team of three monitors conducted an on-site visit on October 21, 2014 as part of the Department's General Supervision responsibilities. Lagniappe Academies was selected under the Random category of special education monitoring.

Monitoring Strategies, Methods and Activities

- Review of 8 student records, including random and purposeful reviews of students' IEPs, service logs, progress notes, evaluation reports, cumulative education folders, and other relevant documents.
- Interviews with 3 school-site personnel, including administrators and a general education teacher.
- Evidence of services being provided to students through classroom observations and student discussions.
- Evidence of Child Find activities through evidence provided and information shared during school-site personnel interviews.
- Interview by telephone with one parent.

Pursuant to Bulletin 1706—Regulations for Implementation of the Children with Exceptionalities Act:

Specific Evidence of Systemic Non-Compliance was found in the following areas:

- **§101 Free Appropriate Public Education (FAPE).** A free appropriate public education shall be available to all students residing in the state between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school.
- **§111.A.2. Child Find.** Each public agency, in accordance with the requirements of these regulations, shall document that on-going identification activities are conducted to identify, locate, and evaluate each student who is suspected of having a disability, in need of special education and related services.

Summary of Findings Part 2 Lagniappe

Reg. Ref. # Bulletin 1706	Description of Findings	Supporting Evidence	Comments
§101 FAPE	A free appropriate public education shall be available to all students residing in the state between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school.	<p>Non-compliance was found relative to the implementation of the Individualized Education Programs for 8/8 student programs currently enrolled at Lagniappe Academies:</p> <ul style="list-style-type: none"> ▪ 5/8 students were not receiving special education services in the area of English Language Arts as determined by the IEP Team committee. ([REDACTED]) ▪ 4/8 students were not receiving special education services in the area of Mathematics as determined by the IEP Team committee. ([REDACTED]) ▪ 8/8 students were not receiving special education services as determined by the IEP Team. ([REDACTED]) ▪ 1/8 students did not receive Adapted Physical Education services as determined by the IEP team. ([REDACTED]) ▪ 8/8 Students did not have Special Education Programs updated to the parents. ([REDACTED]) ▪ 1/8 triennial evaluations were out of timelines. ([REDACTED]) ▪ 1/8 Individualized Education Programs had not been updated within the annual timeline. ([REDACTED]) 	Lagniappe Academies does not have a dedicated Special Education teacher assigned to the school. Results of file reviews, interviews with School leaders, one teacher, students, and classroom observations revealed that students have not been consistently receiving special education and/or related during the 2014-2015 school term. No evidence of progress reports or service logs consistent with individualized needs as indicated on the IEP was available.

Summary of Findings Part 2 Lagniappe

Reg. Ref. # Bulletin 1706	Description of Findings	Supporting Evidence	Comments
§111A.2. Child Find	The public agency did not, in accordance with the requirements of these regulations, shall document that on-going identification activities are conducted to identify, locate, and evaluate each student who is suspected of having a disability, in need of special education and related services	<ul style="list-style-type: none"> ▪ Lagniappe Academies was unable to show evidence of on-going identification activities to identify, locate, and evaluate each student who is suspected of having a disability, in need of special education and/or related services 	Results of an interview conducted with the Lagniappe Academies School Leader, the school currently does not have Child Find Procedures in place.

School: LAWLAPPE LDE Representative: KERRIN

Visit Type: Extension Renewal Annual Date: 10/20/14

Area of Concern	Policy/Procedure	Document Submission Status (to be completed by LEA)	Outcome of LDOE Review	Notes (Optional)
Health and Safety	School provides hearing & vision screening as outlined in Bulletin 741, Bulletin 1508, and R.S. 17:2111	<input type="checkbox"/> Submitted Electronically <input checked="" type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	<u>ELECTRONICALLY</u>
	School provides nursing services as outlined in R.S. 17:28 and BESE Policy	<input type="checkbox"/> Submitted Electronically <input type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input checked="" type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	<u>REFER STUDENTS TO NEARBY CLINIC</u>
	School follows immunization regulations	<input checked="" type="checkbox"/> Submitted Electronically <input type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	
	School Conducts background checks for all employees as outlined in R.S. 17:15 and R.S. 15:587.1	<input type="checkbox"/> Submitted Electronically <input checked="" type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	<u>ELECTRONICALLY</u>
Governance	School provides follows bus safety protocols & transportation policies	<input type="checkbox"/> Submitted Electronically <input checked="" type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	
	Board structure meets Bulletin 125 Requirements	<input checked="" type="checkbox"/> Submitted Electronically <input type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	
	Board's bylaws adhere to Louisiana Code of Governmental Ethics	<input type="checkbox"/> Submitted Electronically <input checked="" type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	
Discipline	School has developed and adheres to BESE Model Master Discipline Plan	<input type="checkbox"/> Submitted Electronically <input checked="" type="checkbox"/> Review on-site	<input checked="" type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	
Enrollment (Type 2 & 4 Charters Only)	Student Enrollment & At-Risk Percentage meets contract specifications	<input type="checkbox"/> Submitted Electronically <input type="checkbox"/> Review on-site	<input type="checkbox"/> Policy/Procedure in place <input type="checkbox"/> Policy/Procedure not in place <input type="checkbox"/> Other	<u>N/A</u>

School: Assisape LDE Representative: K. BRUCE

Visit Type: Extension Renewal Annual Date: 1/200

The items listed below will not be considered in the Extension or Renewal decision-making process.

Area of Concern	Item	Status	Notes (optional)
Cafeteria / Kitchen	Current Permit to Operate posted	<input checked="" type="checkbox"/> Posted <input type="checkbox"/> Not Posted	
	Kitchen Ansul status	<input type="checkbox"/> Green Tag <input type="checkbox"/> Yellow Tag <input type="checkbox"/> Red Tag	Service Date: <u>N/A</u>
	DHH Inspection Report posted	<input checked="" type="checkbox"/> Posted <input type="checkbox"/> Not Posted	
	Fire Alarm status	<input checked="" type="checkbox"/> Green Tag <input type="checkbox"/> Yellow Tag <input type="checkbox"/> Red Tag	Service Date: <u>MT 01-2014</u>
Fire Safety	Sprinkler System status	<input type="checkbox"/> Green Tag <input type="checkbox"/> Yellow Tag <input type="checkbox"/> Red Tag	Service Date: <u>N/A</u>
	Fire Extinguishers tagged & stamped w/ service date within the past 12 months	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	# Untagged: <u>2</u> # Expired Service Date: <u>1-1-2014</u>
	Fire Evacuation Routes posted and Exit Signs illuminated	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Bathrooms are clean, in working order, & stocked w/ supplies (soap, toilet paper, paper towels/hand-drying device)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Public Health	Water Fountains in working order	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	# Not Working: <u> </u>
	Lights in classrooms & stairwells are in working order	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	# Not Working: <u> </u>
	Elevator in working order with current/valid permit	<input type="checkbox"/> Yes <input type="checkbox"/> No	<u>N/A</u>
Maintenance	Annual Integrated Pest Management Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Facility is clean and free of debris	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Entry/doors are free from blockage or improperly chained	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

w/ K. Petri, N. Tranh, w/ McCormick

Visit Type:	<input type="checkbox"/> Extension	<input checked="" type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date:	10/20/14
School:	Lagniappe Academy			LDE Representative:	T. Profice

Leadership Team and Board Chair Discussion Guidance

- What are you most proud of?
- What is your primary area of focus?
- What parent engagement strategies are you using?
- What does communication with families and community members look like?
- What is your school doing to build culture among students and staff?
- How are you ensuring the needs of your students with special needs are being met?
- Describe you're ELL/LEP student population and how you're meeting the needs of those students and families.
- How can the LDE office better support you?

- trying to fill-in language gap.

- interventions include pull-outs. whole program approach ^{reflex, manage high} (decoding) ^{lemin-solutions}

- Interim assessments - Study Island. DRP, GMADE periodically

- Several sets of goals for student performance of interim assessments

- much success using lemin-solution program

- entire uses math fact fluency program.

- Big focus on automaticity for basic ELA/Math ^{foundational} skills.

- Using ~~Engage~~ ^{Engage} Math & Eureka Math.

- want to create a non-threatening HSW support system for parents. Haven't done much engagement around PARCC/common core parent engagement.

- all 4th graders have laptop/chrome book.

- taught keyboarding this summer in an effort to get students prepared to take online PARCC.

- allow the parent to see what actually the PARCC is & what the school is preparing the student to do/take.

School Culture

teachers share lesson plan planning responsibility which encourages teacher collaboration

Quite a mix of teacher experience level

Giving teachers more control

- building tolerance around mistakes ~~that~~ ^{professional} so growing can continue
- investigating ways to continue to work w/ TFA.
- better conducting teacher commitments/training work-school/bring certification responsibilities

School has subject matter leaders

~~Goal for 11~~ 3-4th grade

Proud of 100% students passing LEAP

- School growth plan

- highly dictated by facility restrictions.
- K-12 charter. currently serving K-4 next up will be K-5
- Several plans
- Short-term plan is to continue to grow 1 grade level @ a time.
- School working to purchase this lot.
- majority of students come from neighboring community

Visit Type:	<input type="checkbox"/> Extension	<input checked="" type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date:	10/20/14
School:	Lagniappe Academics			LDE Representative:	D. Parker

Leadership Team and Board Chair Discussion Guidance

- What are you most proud of?
- What is your primary area of focus?
- What parent engagement strategies are you using?
- What does communication with families and community members look like?
- What is your school doing to build culture among students and staff?
- How are you ensuring the needs of your students with special needs are being met?
- Describe you're ELL/LEP student population and how you're meeting the needs of those students and families.
- How can the LDE office better support you?

- 3rd grade is weakest - only one returning student. Makes it difficult to get all S acclimated. Also uses 5 minute solutions.
- Ally is in K for "punching language skills." Also just recently implemented recess intervention.
- Use Study Island & Built tests for diagnostic. Also two star exams.
 - Three sets of goals - one for new S, one for S who have been here X amount of time, one for S who have been at Lagniappe for a long period of time.

***Math**

- Math fact fluency program w/ grade level benchmarks. Timed drills implemented every day to build math fluency. This program ran during summer school.
- Outcomes are outstanding. Interventions excelled them to ~90th percentile.
- Kids are wildly proud of their numbers - they know how many problems they have right.
- Has assisted kids in prep for common core - not hung up on small operations & able to focus on more detailed response.
- Using "Garrison" program. Kids like having objective of agenda on board.

***Common Core**

- School thinks its great, parents are concerned.
- Would like to have parent homework support to help acclimate them to CC, would love to collaborate more w/ other schools.
- Guides for parents are needed from the state.
- All 4th grade students have laptops

Parent Engagement

- 1-on-1 orientation w/ all parents, then had a great showing before during school orientation. Large showing ~~for~~ any event
- Parents ~~of~~ of children who are biggest disruptives are invited to watch in school. In general, parents are receptive to this.
- We require a lot of S, but it is usually for that reason.
- Create parent resource for what PARCC/KEAP look like so parent can understand what is being asked
- Want to build in work on Gen² based on Duckworth's research. Seeing it built organically in 3rd/4th graders, want to spread it across schools.

CULTURE

- Build grade-level team learning time - Ts review UPs together
- Assign more seasoned teachers w/ new teachers. How do we give them autonomy but support them as well?
- Highly structured program - interested in innovation, but only systematic innovation.
- Need to get more feedback/surveys from faculty.
- Trying to give T more control over what they're learning, while also coordinating w/ TFA to ensure that Ts are not overloaded.
- Staff is very willing to learn, even if some PDs need to be repeated.

PROUD

- Having 100% of ~~that~~ ~~8a~~ pass everything was huge
- This grade ~~is~~ have only 4 failed, even though a lot are new to learn apps.
- Successful crucial conversations w/ parents. Kids invested in amount of work they are completing.

DIFFERENTIATION

- Pull kids individually during second half of lesson, diff small-group reading
- Will move student back of both
- Science ~~for~~ T for K-1, math pull-out for 3rd & 4th online intervention from 4:00-5:00pm
- Diff looks different in 3rd & 4th grade. Break/lunch enrichment used ~~to~~ for 3rd & 4th grade.

KAY SWART 203-984-0333

KENDALL

Board Questions:

-How would you describe the diversity of backgrounds and expertise on the board?

- TRULIFUL BOARD - NEED WOULD LIKE 2 MORE.
- DAN HENDERSON ~~STANDS IN~~ STANDS IN WHEN NEEDED
- LAWYER, PR, FUNDRAISING, NETWORKING

-How would you describe your board's vision alignment with that of Kendall?

- 15 YEARS TOGETHER - SHE HAS HIGH STANDARDS.
- SAME VISION, HIGH STANDARDS

-How do you evaluate your leaders?

- INFOVIAZ - LOOKS TO ATTEND / STAFF / FAMILIES.
- BC SO MUCH BACKGROUND REVISION - RESULTS

-What do you see the school looking like in 5 or 10 years - what are your goals?

- KEEP SMALL - 300-400 STUDENTS, DEPENDENT ON FACILITIES.
- FAMILY-BASED SCHOOL / FAMILY PROGRAM MAKE TEACHERS ARE UP

-Anything you would like to change or see improve in relation to the board?

- FULL 12th GRADE PROGRAM, ADDING 1 YEAR AT A TIME.
- NOT CONSIDERING ~~FOR~~ ADDITIONAL SCHOOLS

- BOARD SINCE BEGINNING - IN NEW HAVEN, CN

- PROBLEMS w/ CANDIDATE


- IN CALIFORNIA

- THANKS TO KENDALL DAILY

School:		LDE Representative:	
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Visit Type:	<input type="checkbox"/> Extension	<input type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date:	
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Classroom Visit			
Grade: <u>4th</u>	Objective:	Subject: <u>ELA</u>	Teacher:
<ul style="list-style-type: none"> - 4 STUDENTS IN CLASS - CIRCLES AND VERBS ON WORKSHEETS - GOING OVER WORKSHEET/SKILL SHEET - 'WHAT DOES IT MEAN TO BE ANTI-TRUST' - STUDENTS ON TASK 90% OF THE TIME 			

Classroom Visit			
Grade: _____	Objective:	Subject: <u>MATH</u>	Teacher: 
<ul style="list-style-type: none"> - 'WHAT IS 1 MORE THAN 8.' - 'SILENT HANDS' - THUMBS UP IF YOU AGREE. - 5-6 STUDENTS NOT ON TASK. - CHANGE WHEN WORKING INDEPENDENTLY - TEACHER GOING AROUND TO HELP. 			

School:	LDE Representative:
----------------	----------------------------

Visit Type:	<input type="checkbox"/> Extension	<input type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date:
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Classroom Visit			
Grade: <u>2</u>	Objective:	Subject: <u>READING</u>	Teacher: 
<ul style="list-style-type: none"> - READING ALOUD FROM BOOK. - 'TRACKING FINGERS DOWN' - HE RESTATED THE QUESTIONS - 'HAVE SOME QUESTIONS ON WHO WAS THINKING WHILE READING.' - WHAT IS A SETTING. <li style="margin-left: 20px;">- VOCALS ON ONE STUDENT. - 'WHAT DO YOU SEE' - 95% OF STUDENTS WERE FOLLOWING. - 'WHAT A GOOD QUESTION' 			

Classroom Visit			
Grade: _____	Objective:	Subject:	Teacher:

School:	Lagniappe Academy	LDE Representative:	O. Parker
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Visit Type:	<input type="checkbox"/> Extension	<input checked="" type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date:	10/20/14
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Classroom Visit

Grade: <u>1</u>	Objective: Apply the commutative property to count from a larger addend.	Subject: Math	Teacher: [REDACTED]
-----------------	--	---------------	---------------------

- "[REDACTED] can you tell me what we're going to do?" S cannot answer.
- S partaking in activity w/ expression. Procedures are implemented w/ success after some talking. S walking around matching expressions ($2+6$, $8+2$). Roughly 50% of S completing activity w/ success. Others not engaged or wandering.
- 21 S in class, 7 on green, 10 on yellow, 4 on red.
- S find partner expressions, then sit together on carpet to write a true number sentence ($6+2=2+6$)
- 1 S has head down on desk
- S on carpet has " $5+3=3+5$ " & six smiley faces on each side to show her work."
- S sitting on carpet for > 3 minutes, instructed by Ms. [REDACTED] to "Just hold it." Now there 75 children
- All students off task except those speaking immediately w/ T

Classroom Visit

Grade: _____	Objective:	Subject:	Teacher:
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School: <u>Lagniappe Academy</u>	LDE Representative: <u>O. Parker</u>
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Visit Type: <input type="checkbox"/> Extension <input checked="" type="checkbox"/> Renewal <input type="checkbox"/> Annual	Date: <u>10/20/14</u>
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Classroom Visit

Grade: <u>1</u>	Objective: <u>S reviewing homework from non-fiction assignment</u>	Subject: <u>ELA</u>	Teacher: _____
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- S giving short-cuts to S from last week. S then give "Who Rocks the Horse?" chant.
- T: "I love ~~the~~ this community I'm seeing today." T then shouts out student who had hand up for shouting out others.
- Who can tell me what their idea is? 50% of S raise hands. T
- "Tyree, why didn't you do your homework individually? Hmm? Why didn't you do your homework?"
- T to S, whole group. S who didn't finish their story in during recess
- T: "Can you tell me why you picked that answer using evidence from the story?" S does with success.
- Sometimes whole group responses are opposites, & goes ~~down~~ addressed. (Two times the for.)
- T inconsistent w/ implementing behavior "clip-downs," though she is implementing them at some points with commentary such as "I need more professionalism from you."
- Only 40% of class paying attention at any given time w/out T intervention.

Classroom Visit

Grade: <u>K</u>	Objective: <u>Direct instruction of i, j, o vowel sounds</u>	Subject: <u>Reading</u>	Teacher: _____
-----------------	--	-------------------------	----------------

- "I'm asking _____, where's the answer going to be?" Whole class responds again, not just Shelby.
- "Fi" vs "Fan" - Whole class responds correctly. S shirking each other on for correct answer
- ~60% raise hand to answer Q even before it is asked.
- S having trouble when to speak whole group vs. respond individually.
- In this class, 10 of 14 clips are on green (Blue, Green, Yellow, Red), in 1st grade class only 2 were on green.
- _____ "I can see how well you've been listening..."
- "What sound is this?" Most say "Duh," or say "Cuh"
- High Five, everyone say "Good job _____"
- S shirking on w/out prompting
- S says "Maan - Aaaa - Tuh, Mad."

School:	Wagnon Academy	LDE Representative:	T. Proffice
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Visit Type:	<input type="checkbox"/> Extension	<input checked="" type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date:	10/20/14
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Classroom Visit			
Grade: 4	SWBAT use place value to decompose to smaller units up to 3 times Objective: using the standard subtraction algorithm apply the algorithm to solve word problems using tape diagrams.	Subject: Math	Teacher:
<p>~16 students</p> <p>Students use "white board"</p> <p>Teacher calls out a problem students begin to solve using the whiteboard.</p> <p>Teacher circulates & provides whole class feedback.</p> <p>Students use inverse operation (+) to solve problem.</p> <p>1 student works the class verbalizes how she solved the problem. $22397 - 3745$.</p> <p>Several students participate.</p> <p>Students now solving using a word problem projected on the board. question is projected in English & Spanish.</p>			

Classroom Visit			
Grade: 3	SWBAT to apply the distributive property to decompose units	Subject: Math	Teacher:
<p>7 students</p> <p>Teacher gives instruction/feedback in both English & Spanish</p> <p>Teacher does thumb check for understanding. Students w/ thumbs down go to back to work 1:1 w/ teacher. Others work on worksheet</p>			

School: Lagrange	LDE Representative: T. Proffice
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Visit Type:	<input type="checkbox"/> Extension	<input checked="" type="checkbox"/> Renewal	<input type="checkbox"/> Annual	Date: 10/20/14
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Classroom Visit

Grade: 3	Objective: SWBAT solve 2-step word problems involving multiplication & division based on the ^{of their context.} real-world context	Subject: Math	Teacher:
-----------------	--	----------------------	-----------------

13 students

Students are reminded to give responses in complete sentences. Teacher does an understanding check after class solves word problem.

Classroom Visit

Grade: _____	Objective:	Subject:	Teacher:
---------------------	-------------------	-----------------	-----------------

Met with: Kellie Lee (Special Education Coordinator)

Narrative Summary

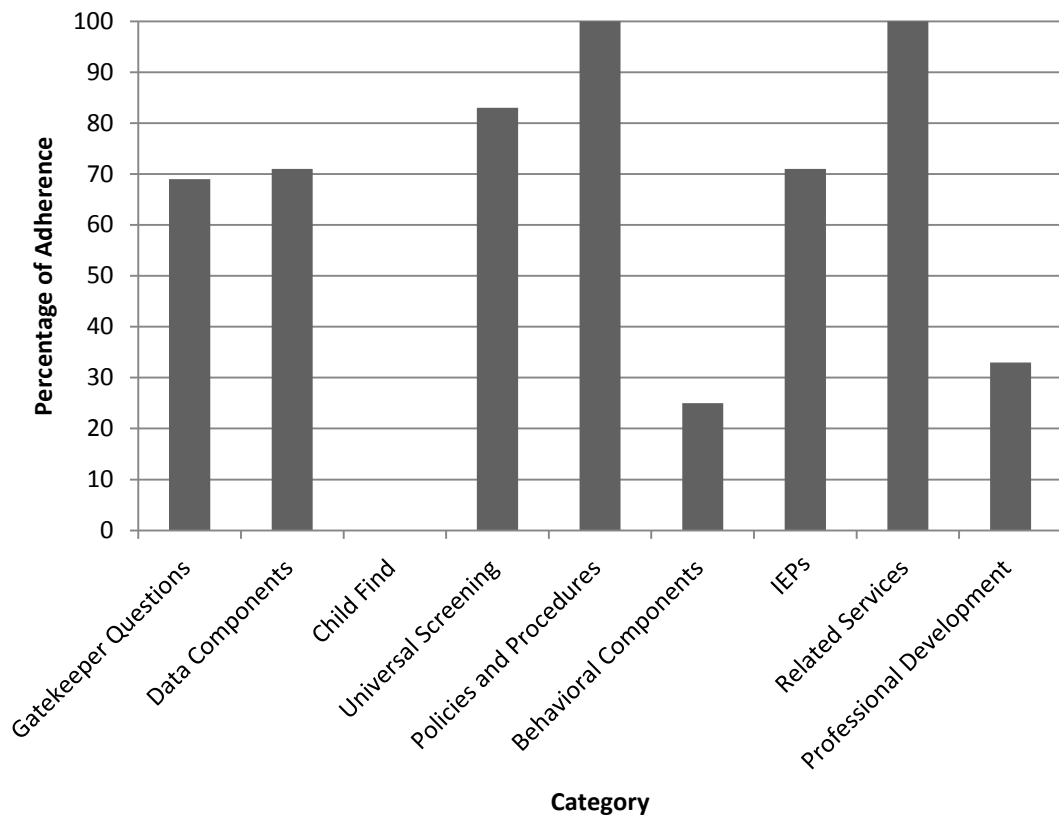
Strengths: Lagniappe Academies has related services support through contracted services with a licensed social worker, the Suns Center, and the Center for Developmental Learning. Universal screening in the areas of literacy and numeracy is in place. Lagniappe Academies is in the process of developing a Student Support Team (SST) to help teachers address academic and behavior concerns in the classroom. Well-defined discipline procedures are in place for all students at Lagniappe Academies. The school has some fundamentals of a school-wide positive behavior support program in place. Staff is provided with ongoing professional development.

Recommendations:

- a. Lagniappe Academies **should formalize their Child Find process**, including how to make parents, guardians, and the community aware of the Child Find process as well as procedures for identifying students within the school who are suspected of having a disability.
- b. The staff could not produce any FBA/BIPs. **Lagniappe Academies should provide staff with professional development in FBA/BIPs**, including the purpose, scope, and links to students' IEPs (if applicable). In addition, Lagniappe Academies **should create and routinely use a customized checklist** for the school that delineates all the necessary components as well as those individuals responsible for the completion of FBA/BIPs.
- c. Lagniappe Academies **should develop and implement a process to monitor the integrity of all interventions** in place for students through the use of intervention integrity checklists.
- d. **A crisis intervention plan should be developed** specifically for Lagniappe Academies.
- e. The staff explained the REACH rubric as part of the School-Wide Positive Behavior Support program. Lagniappe Academies would benefit from **forming a School-Wide Positive Behavior Support team in order to develop a manual that outlines the**

process for students, teachers, and parents. The program's written principles and processes should be easily accessible to families, students, and personnel of the school.

Category of Questions	Percentage
Gatekeeper Questions	69
Data Components	71
Child Find	0
Universal Screening	83
Policies and Procedures	100
Behavioral Components	25
IEPs	71
Related Services	100
Professional Development	33



Data Components	Yes/No
Show me the data system school staff use in your school.	Y
Show me data that indicates the current total enrollment of your school.	Y
Show me data that indicates the current total enrollment of students with disabilities of your school.	Y
Show me data that indicates the total number of students in each disability category.	Y
Show me data that indicates the total number of students that currently have FBAs in your school.	N
Show me data that indicates the total number of students that currently have BIPs in your school.	N
Show me data that indicates how many students applied for enrollment in your school for the 2011-2012 school year.	Y
Show me data that indicates how many students with disabilities applied for enrollment in your school for the 2011-2012 school year.	Y
Child Find Components	
Show me your school's procedures for child find.	N
Show me how you make parents, guardians, and the community aware of the child find process.	
Show me the form that teachers use to make a referral to the problem solving committee.	*
Show me the form that the problem solving committee uses to document that a student's concerns have been discussed.	
Show me an agenda of a problem solving committee meeting that has occurred.	
Show me how the SBLC progress monitors students who are in the Response to Intervention (RtI) process.	
Show me an example of how an identified student was referred through the school's routine Child Find process.	

Universal Screening	
Show me how you screen students for problems in school.	Y
Show me how you universally screen all students for literacy 3 times a year.	Y
Show me how you screen all students in numeracy 3 times a year.	Y
Show me how you screen all students for behavior concerns 3 times a year.	N
Show me the data system your school utilizes to keep track of behavior discipline referral data.	Y
Show me how your school's data system tracks in-school suspensions.	Y
Show me how your school's data system tracks out-of-school suspensions.	Y
Policies and Procedures	
Show me your school's policies pertaining to all students.	Y
Show me how your school grants requests to make student records available to parents and/or guardians.	Y
Show me your school's written procedure for obtaining educational records of incoming students.	Y
Show me your school's written policies and procedures concerning discipline.	Y
Show me your school's written absentee policy.	Y
Show me your school's written policies on the use of in-school suspension.	Y
Show me your school's written policies on the use of out-of-school suspension.	Y
Show me your school's policies pertaining to students with disabilities.	Y
Show me how your school grants requests to make student records available to parents and/or guardians.	Y
Show me your school's written procedure for obtaining educational records of incoming students.	Y

Show me your school's procedure for ensuring appropriate teaching staff receive evaluations for students with disabilities.	Y
Show me your school's procedure for ensuring appropriate teaching staff receive IEPs for students with disabilities.	Y
Show me where parents or guardians of students with disabilities are informed of their rights.	Y
Behavioral Components	
Show me the school-wide approach to managing student behavior.	Y
Show me posted school-wide expectations.	N
Show me posted school-wide rules.	N
Show me posted classroom rules.	N
Show me your school's written policy for a system of reinforcement for appropriate behavior.	N
Show me your school's written level of consequences for inappropriate behavior.	Y
Show me where expectations and rules are taught to students.	Y
Show me how you document violations of school rules.	Y
Show me the form(s) your school uses to document discipline referrals.	Y
Show me the form(s) your school uses to document in-school suspensions.	Y
Show me the form(s) your school uses to document out-of-school suspensions.	Y
Show me the form(s) your school uses to document Manifestation Determination reviews.	Y
Show me your school's crisis intervention plan.	N
Show me how your teachers know how to implement the school's crisis intervention plan.	
Show me when you have implemented the school's crisis intervention plan.	

Show me a student's completed Functional Behavior Assessment (FBA) report.	N
Show me who conducts FBAs for your school.	*
Show me what training the individual responsible for conducting FBAs has received.	*
Show me any forms the individual responsible for conducting FBAs is currently using.	
Show me a teacher interview used to complete FBAs.	
Show me classroom observation(s) used to complete FBAs.	
Show me a student's completed Behavior Intervention Plan (BIP).	N
Show me who develops Behavior Intervention Plans (BIPs) for your school.	*
Show me any forms the individual responsible for conducting BIPs is currently using.	*
Show me how the individual responsible for conducting FBAs at your school has linked that assessment to the development of a BIP.	
Show me what training the individual responsible for conducting BIPs has received.	
Show me documentation how teachers are trained to implement interventions listed on a BIP.	
Show me intervention integrity checklists.	
Show me how data are collected to indicate intervention implementation.	
Individualized Education Program	
Show me the forms your school utilizes to write Individualized Education Programs (IEP).	Y
Show me how you use electronic IEPs.	Y
Show me a teacher of record's individual caseload.	Y

Show me an IEP with a measurable goal.	Y
Show me how Multidisciplinary Evaluations are linked to a student's IEP.	Y
Show me how BIPs are linked to a student's behavior goal(s).	N
Show me how BIPs are linked to a student's social goal(s).	N
Show me how a student's IEP goals reflect a student's educational placement.	Y
Related Services	
Show me a list of related services your school provides.	Y
Show me a schedule of one of your related services staff.	Y
Show me a sample caseload of your related services staff.	Y
Show me a student's IEP that specifies the need for school psychological services.	Y
Show me evidence that school psychological services have been provided.	Y
Show me a student's IEP that specifies the need for social work services.	Y
Show me how you provide social work services.	Y
Show me a student's IEP that specifies the need for physical therapy services.	Y
Show me how you provide physical therapy services.	Y
Show me a student's IEP that specifies the need for occupational therapy services.	Y
Show me how you provide occupational therapy services.	Y
Show me a student's IEP that has an Individualized Health Plan.	Y
Show me how you provide services for a student's health plan.	Y
Show me an IEP that specifies the need for speech therapy.	Y
Show me how you provide speech therapy services.	Y

Show me an IEP that specifies the need for counseling services.	Y
Show me how you provide counseling services.	Y
Professional Development	Y
Show me documentation of the professional development that the school has received in the past year.	Y
Show me how you account for individual teachers' participation in professional development.	Y
Show me what kind of resources your school utilizes when creating academic programs for students with disabilities.	N
Show me what kind of resources your school utilizes when creating behavior and/or social programs for students with disabilities.	N

Appendix E: Supporting Documentation

- I. Student Attendance Logs (from Lagniappe local Student Information System) acquired on January 28th, 2015
- II. Lagniappe 2014-15 Calendar
- III. Special Education Logs
- IV. Special Education Reporting System Logs showing teacher of record
- V. Lagniappe Student Code of Conduct

Student I

Student	Behavior	Behavior Date
	Absent - Unexcused	1/26/15
	Absent - Unexcused	1/23/15
	Absent - Unexcused	1/9/15
	Absent - Unexcused	1/8/15
	Tardy - Unexcused	12/19/14
	Early Check Out	12/17/14
	Tardy - Unexcused	12/11/14
	Tardy - Unexcused	12/4/14
	Absent - Unexcused	11/19/14
	Early Check Out	11/12/14
	Absent - Unexcused	10/16/14
	Tardy - Excused	9/22/14
	Tardy - Unexcused	9/15/14
	Tardy - Unexcused	9/12/14
	Tardy - Unexcused	9/11/14
	Tardy - Unexcused	9/9/14
	Early Check Out	9/8/14
	Absent - Unexcused	8/15/14

POSSIBLY RECEIVED SERVICES.

Student M

Student	Behavior	Behavior Date
[REDACTED]	Absent - Unexcused	1/22/15
	Early Check Out	1/21/15
	Absent - Unexcused	1/9/15
	Early Check Out	1/8/15
	Absent - Excused	12/17/14
	Early Check Out	12/11/14
	Absent - Unexcused	11/19/14
	Absent - Unexcused	11/18/14
	Early Check Out	11/13/14
	Tardy - Unexcused	11/4/14
	Absent - Excused	10/30/14
	Early Check Out	10/23/14
	Absent - Excused	10/6/14
	Absent - Unexcused	9/26/14
	Absent - Excused	9/25/14
	Tardy - Unexcused	9/15/14
	Absent - Unexcused	8/15/14

POSSIBLY
REQUIRES
SERVICES

Student L

Student	Behavior	Behavior Date
[REDACTED]	Absent - Unexcused	1/23/15
	Early Check Out	1/22/15
	Absent - Unexcused	1/14/15
	Absent - Unexcused	1/9/15
	Absent - Unexcused	1/8/15
	Absent - Unexcused	1/7/15
	Absent - Unexcused	1/6/15
	Absent - Unexcused	12/19/14
	Absent - Unexcused	12/18/14
	Absent - Unexcused	12/17/14
	Early Check Out	11/21/14
	Tardy - Unexcused	11/10/14
	Absent - Unexcused	8/1/14

→ LOGS SHOW SERVICES PROVIDED

Student E

Student	Behavior	Behavior Date
[REDACTED]	Absent - Unexcused	10/3/14
	Absent - Unexcused	10/1/14
	Early Check Out	9/30/14
	Early Check Out	9/29/14
	Absent - Unexcused	7/28/14

SERVICES PROVIDED

Student J

Student	Behavior	Behavior Date
[REDACTED]	Early Check Out	1/13/15
	Absent - Unexcused	1/8/15
	Tardy - Unexcused	12/9/14
	Absent - Unexcused	11/20/14
	Tardy - Unexcused	11/5/14
	Early Check Out	10/30/14
	Tardy - Unexcused	10/27/14
	Absent - Unexcused	10/20/14 - RECEIVED SERVICES
	Absent - Unexcused	10/7/14 - RECEIVED SERVICES.
	Tardy - Unexcused	9/23/14
	Tardy - Unexcused	9/12/14

LAGNIAPPE ACADEMIES 2014 – 2015* STUDENT CALENDAR

July 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Important Dates			
SUMMER			
July 28: First Day Summer Term			
August 15: Last Day Summer Term			
August 14: Fall Orientation & Summer Celebration			
August 18 – Sept. 2: Summer Break			
FALL			
September 3: First Day Fall Term			
October 10 – 13: Fall Break			
November 14: Last Day Fall Term			
November 17: First Day Winter Term			
November 20: Report Card Night			
WINTER			
November 21: Early Dismissal (ED) 12:45PM			
November 24 – 28: Thanksgiving Break			
December 19: Holiday Celebration (ED: 12:45PM)			
December 22 – January 3: Winter Break			
January 5: No School			
January 19: Martin Luther King Day			
February 13: Mardi Gras Celebration (ED: 12:45PM)			
February 16 – 20: Mardi Gras Break			
February 27: Last Day Winter Term			
March 2: First Day Spring Term			
March 5: Report Card Night			
SPRING			
March 16 – 20: PARCC Phase I (Grades 3, 4)			
April 2: Spring Celebration (ED: 2PM)			
April 3: Good Friday (No School)			
April 14 – 15: iLEAP / LEAP testing			
April 17: Early Dismissal (ED) 12:45PM			
April 20 – 24: Spring Break			
May 4 – 8: PARCC Phase II			
May 22: No School			
May 25: Memorial Day			
June 4: Last Day Spring Term; Last Day of School			

October 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

	School Day		Saturday School 3 rd , 4 th
	School Closed		2 PM Dismissals
	12:45 PM Dismissal		iLEAP/LEAP/PARCC Testing

*Note: Calendar is subject to change

Special Education Minutes Log

In-Class Support (Collaboration)

Collaboration is direct service provided to students with disabilities the general education classroom

External Support (Consultation)

External Support is conversation between the general and special education teachers

PRINT STUDENT'S NAME	(LAST)	(FIRST)	(MI)	STUDENT ID. NO.	GRADE
SpEd TEACHER		GEN. ED. TEACHER			
SUBJECT(S)		WEEKLY SERVICE MINUTES TO BE PROVIDED			

SpEd TEACHER: **JILL WEBB**
 GEN. ED. TEACHER: **Ms. Pike-Vassell**
 SUBJECT(S): **SLP**
 WEEKLY SERVICE MINUTES TO BE PROVIDED: **2 x 30**

Special Education Support Services Provided:

- | | |
|--------------------------------|-------------------|
| 1. Instructional Planning | 7. Accommodations |
| 2. Instructional Delivery | 8. Modifications |
| 3. Instructional Support | 9. Other: _____ |
| 4. Behavioral Intervention | 10. Other: _____ |
| 5. Monitoring Student Progress | |
| 6. Observation/Data Collection | |

Directions: Complete columns 1-3 when documenting services provided.

DATE	SERVICE #	SUBJECT/GEN. ED. TEACHER	ADDITIONAL COMMENTS
9/17/14	1	SLP / Ms. Pike-Vassell	30
9/22/14	1+2	↓	60
9/23/14	2		30
9/24	2		30
9/25	2		30
10/6/14	2		30
10/7/14	2		30
10/8/14	2		30
10/22/14	1		40

Special Education Minutes Log

In-Class Support (Collaboration)

Collaboration is direct service provided to students with disabilities the general education classroom

External Support (Consultation)

External Support is conversation between the general and special education teachers

PRINT STUDENT'S NAME (LAST)	(FIRST)	(M)	STUDENT ID NO.	GRADE	3
SpEd TEACHER			GEN. ED. TEACHER Mr. (Thomas) Mickley-Doyle		
SUBJECT(S) Math					
WEEKLY SERVICE MINUTES TO BE PROVIDED					

Special Education Support Services Provided:

- | | |
|--------------------------------|-------------------|
| 1. Instructional Planning | 7. Accommodations |
| 2. Instructional Delivery | 8. Modifications |
| 3. Instructional Support | 9. Other: _____ |
| 4. Behavioral Intervention | 10. Other: _____ |
| 5. Monitoring Student Progress | |
| 6. Observation/Dota Collection | |

Directions: Complete columns 1-3 when documenting services provided.

DATE	SERVICE #	SUBJECT/GEN. ED. TEACHER	ADDITIONAL COMMENTS
9/29		Math/ Thomas Mickley-Doyle	Provide same instruction as regular classroom.
9/30			
10/1			
10/2			
10/3			
10/6			
10/7			
10/8			
10/9			

Student E

Lagniappe Academies New Orleans

Special Education Department

1501 St. Louis Street | New Orleans, Louisiana 70112 | 504.355.0956

LAGNIAPPE ACADEMIES

Special Education Minutes Log

In-Class Support (Collaboration)

Collaboration is direct service provided to students with disabilities the general education classroom

External Support (Consultation)

External Support is conversation between the general and special education teachers

PRINT STUDENT'S NAME	LAST	FIRST	(M)	STUDENT ID NO.	GRADE	3
SpEd TEACHER				GEN ED. TEACHER		
				Mr. (Thomas) Mickley-Doyle		
SUBJECT(S) Math						
WEEKLY SERVICE MINUTES TO BE PROVIDED						

Special Education Support Services Provided:

- | | |
|--------------------------------|-------------------|
| 1. Instructional Planning | 7. Accommodations |
| 2. Instructional Delivery | 8. Modifications |
| 3. Instructional Support | 9. Other: _____ |
| 4. Behavioral Intervention | 10. Other: _____ |
| 5. Monitoring Student Progress | |
| 6. Observation/Data Collection | |

Directions: Complete columns 1-3 when documenting services provided.

DATE	SERVICE #	SUBJECT/GEN. ED. TEACHER	ADDITIONAL COMMENTS
10/10		Math/ Thomas Mickley-Doyle	Provide same instruction as regular classroom.
10/14			
10/15			
10/16			
10/17			
10/20			

Student J

Lagniappe Academies New Orleans

Special Education Department

1501 St. Louis Street | New Orleans, Louisiana 70112 | 504.355.0956

LAGNIAPPE ACADEMIES

Special Education Minutes Log

In-Class Support (Collaboration)

Collaboration is direct service provided to students with disabilities in the general education classroom

External Support (Consultation)

External Support is conversation between the general and special education teachers

PRINT STUDENT'S NAME		(M)	STUDENT ID. NO.	GRADE	3
SPEL TEACHER		GEN ED TEACHER Mr. (Thomas) Mickley-Doyle			
SUBJECT(S) Math					
WEEKLY SERVICE MINUTES TO BE PROVIDED					

Special Education Support Services Provided:

- | | |
|--------------------------------|-------------------|
| 1. Instructional Planning | 7. Accommodations |
| 2. Instructional Delivery | 8. Modifications |
| 3. Instructional Support | 9. Other: _____ |
| 4. Behavioral Intervention | 10. Other: _____ |
| 5. Monitoring Student Progress | |
| 6. Observation/Data Collection | |

Directions: Complete columns 1-3 when documenting services provided.

DATE	SERVICE #	SUBJECT/GEN. ED. TEACHER	ADDITIONAL COMMENTS
10/10		Math / Thomas Mickley-Doyle	Provide same instruction as regular classroom
10/14			
10/15			
10/16			
10/17			
10/20			

08/01/2014 - 12/21/2014

Date	This week's behaviors	Minutes
Mon 11/03	30 minutes pull-out/SC (30) (SLP with K.Eschman. - McCormick)	30
Wed 11/05	30 minutes pull-out/SC (30) (SLP with K.Eschman. - McCormick)	30
Wed 11/12	45 minutes pull-out/SC (45) (with Ms. Smith - Augusta-Gaines) 30 minutes pull-out/SC (30) (SLP with K.Eschman. - McCormick)	75
Thu 11/13	50 minutes pull-out/SC (50) (w/ L. Smith - Augusta-Gaines) 45 minutes pull-out/SC (45) (with L. Smith - Augusta-Gaines) 45 minutes push-in/RC (45) (w/ L. Smith - Augusta-Gaines)	140
Mon 11/17	30 minutes pull-out/SC (30) (SLP with K.Eschman. - McCormick) 45 minutes push-in/RC (45) (w/ Ms. Smith - Augusta-Gaines)	30
Wed 11/19	45 minutes pull-out/SC (45) (w/ Ms. Smith - Augusta-Gaines) 30 minutes pull-out/SC (30) (SLP with K.Eschman. - McCormick)	120
Tue 12/02	45 minutes push-in/RC (45) (w/ Ms. Smith - Augusta-Gaines)	45
Wed 12/10	30 minutes push-in/RC (30) (Augusta-Gaines)	30
Thu 12/11	30 minutes push-in/RC (30) (Augusta-Gaines)	30
Fri 12/12	30 minutes push-in/RC (30) (Augusta-Gaines)	30
Mon 12/15	30 minutes push-in/RC (30) (Augusta-Gaines)	30
Tue 12/16	30 minutes pull-out/SC (30) (Augusta-Gaines)	30
Wed 12/17	30 minutes push-in/RC (30) (Augusta-Gaines)	30
Thu 12/18	30 minutes pull-out/SC (30) (Augusta-Gaines)	30

Student J

Lagniappe Academies New Orleans

Special Education Department

1501 St. Louis Street | New Orleans, Louisiana 70112 | 504.355.0956

LAGNIAPPE ACADEMIES

Special Education Minutes Log

In-Class Support (Collaboration)

Collaboration is direct service provided to students with disabilities the general education classroom

External Support (Consultation)

External Support is conversation between the general and special education teachers

PRINT STUDENT'S NAME (LAST)	(FIRST)	(M)	STUDENT ID. NO.	GRADE	3
[REDACTED]			GEN. ED. TEACHER	Mickley-Doyle	
SPEED TEACHER			Mr. (Thomas)		
SUBJECT(S) Math					
WEEKLY SERVICE MINUTES TO BE PROVIDED					

Special Education Support Services Provided:

- | | |
|--------------------------------|-------------------|
| 1. Instructional Planning | 7. Accommodations |
| 2. Instructional Delivery | 8. Modifications |
| 3. Instructional Support | 9. Other: _____ |
| 4. Behavioral Intervention | 10. Other: _____ |
| 5. Monitoring Student Progress | |
| 6. Observation/Data Collection | |

Directions: Complete columns 1-3 when documenting services provided.

DATE	SERVICE #	SUBJECT/GEN. ED. TEACHER	ADDITIONAL COMMENTS
9/29		Math / Thomas Mickley-Doyle	Provide same instruction as regular classroom
9/30			
10/1			
10/2			
10/3			
10/6			
10/7			
10/8			
10/9			



08/01/2014 - 12/21/2014

Date	This week's behaviors	Minutes
Wed 11/05	30 minutes pull-out/SC (30) (SLP services from KE - McCormick)	30
Mon 11/10	30 minutes pull-out/SC (30) (SLP with K. Eschman - McCormick)	30
Wed 11/12	30 minutes pull-out/SC (30) (McCormick)	30
Thu 11/13	30 minutes pull-out/SC (30) (McCormick)	30
Mon 11/17	30 minutes pull-out/SC (30) (SLP with K. Eschman - McCormick)	30
Wed 11/19	30 minutes pull-out/SC (30) (SLP with K. Eschman - McCormick)	30

This Minute Total is 0 Minutes

Your yearlong weekly average is 60 Minutes

Your weekly average for this period is 60 Minutes

Your yearlong total is 180 Minutes

Parent Signature: _____

Special Education Minutes Log

In-Class Support (Collabaration)

Collabaration is direct service provided to students with disabilities the general education classroom

External Support (Consultation)

External Support is conversation between the general and special education teachers

PRINT STUDENT'S NAME (FIRST) _____ (M) _____	STUDENT ID. NO. _____	GRADE K
SpEd TEACHER JILL WEBB	GEN. ED. TEACHER _____	
SUBJECT(S) SLP		
WEEKLY SERVICE MINUTES TO BE PROVIDED 2 x 30		

Special Education Support Services Provided:

- | | |
|--------------------------------|-------------------|
| 1. Instructional Planning | 7. Accommodations |
| 2. Instructional Delivery | 8. Modifications |
| 3. Instructional Support | 9. Other: _____ |
| 4. Behavioral Intervention | 10. Other: _____ |
| 5. Monitoring Student Progress | |
| 6. Observation/Data Collection | |

Directions: Complete columns 1-3 when documenting services provided.

DATE	SERVICE #	SUBJECT/GEN. ED.TEACHER	ADDITIONAL COMMENTS
9/18/14	1		30
9/22/14	2		30
9/23/14	2		45 Ax
9/24/14	2		45 Ax
9/25/14	1		60
10/6/14	2		30
10/7/14	2		30
10/8/14	2		30
10/22/14	2		40

IDEA Child Count

Alphabetical Student Listing by Teacher

** Count Date: 10/03/2011 **
Official

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	Student ID / Local ID	School Code	Date of Birth	Age as of 10/03/2011	Exceptionality	Dissemin Date / Waiver	IEP/Service Plan Date	Place, SRV Determ.	Profile Grade	Iep Grade
		366001		11	Specific Learning Disabilities	5/23/2011	06/06/2011	02	6th - Sixth	5th - Fifth

Alphabetical Student Listing by Teacher

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	State ID Number	Local ID	School Code	Other School Attend.	Date of Birth	Exceptionality	IEP/IFSP Date - Serv. Plan DT	Top Grade	Student Profile Grade
[REDACTED]	[REDACTED]	[REDACTED]	366001		[REDACTED]		06/06/2011	5th - Fifth	6th - Sixth

IDEA Child Count

Alphabetical Student Listing by Teacher

** Count Date: 10/01/2012 **
Official

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	Student ID / Local ID	School Code	Date of Birth	Age as of 10/01/2012	Exceptionality	Dissem Date / Waiver	IEP/Service Plan Date	Place, SRV Determ.	Profile Grade	Iep Grade
		366001		13	Specific Learning Disabilities	6/11/2010	09/16/2012	01	7th - Seventh	6th - Sixth
		366001		12	Specific Learning Disabilities	5/23/2011	06/05/2012	01	7th - Seventh	6th - Sixth
		366001		07	Specific Learning Disabilities	6/14/2012	09/12/2012	01	2nd - Second	2nd - Second
		366001		15	Specific Learning Disabilities	8/10/2011	09/04/2012	01	7th - Seventh	7th - Seventh

State MFP Child Count

** Count as of 02/01/2013 **
Official

Alphabetical Student Listing by Teacher

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	State ID Number	Local ID	School Code	Other School Attend.	Date of Birth	Exceptionality	IEP/FSP Date -Serv. Plan DT	Iep Grade	Student Profile Grade
			366001			Specific Learning Disability	09/10/2012	6th - Sixth	6th - Sixth
			366001			Specific Learning Disability	06/05/2012	6th - Sixth	7th - Seventh
		10075	366001			Specific Learning Disability	09/12/2012	2nd - Second	2nd - Second
			366001			Specific Learning Disability	09/04/2012	7th - Seventh	7th - Seventh

IDEA Child Count

Alphabetical Student Listing by Teacher

** Count Date: 10/01/2013 **
Official

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	Student ID / Local ID	School Code	Date of Birth	Age as of 10/01/2013	Exceptionality	Dissem Date / Waiver *	IEP/Service Plan Date	Placé, SRV Determ.	Profile Grade	Iep Grade
[REDACTED]	[REDACTED]	366001	[REDACTED]	13	Specific Learning Disabilities	5/23/2011	06/04/2013	01	8th - Eighth	7th - Seventh
[REDACTED]	[REDACTED]	366001	[REDACTED]	08	Specific Learning Disabilities	6/14/2012	09/12/2013	01	3rd - Third	3rd - Third
[REDACTED]	[REDACTED]	366001	[REDACTED]	16	Specific Learning Disabilities	8/10/2011	09/04/2013	01	8th - Eighth	8th - Eighth

Alphabetical Student Listing by Teacher

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	State ID Number	Local ID	School Code	Other School Attend.	Date of Birth	Exceptionality	IEP/IFSP Date (Serv. Plan DT)	iep Grade	Student Profile Grade
			366001			Specific Learning Disability	06/04/2013	7th - Seventh	8th - Eighth
		10075	366001			Specific Learning Disability	09/12/2013	3rd - Third	3rd - Third
			366001			Specific Learning Disability	09/04/2013	8th - Eighth	8th - Eighth

** Count as of 01/31/2014 **
Official

Alphabetical Student Listing by Teacher

School System: 366 - RSD-Lagniappe Academies of New Orleans

Teacher: MILLER, NICOLE M. SSN: XXX-XX-2617

Name	State ID Number	Local ID	School Code	Other School Attend.	Date of Birth	Exceptionality	IEP/IFSP Date - Serv. Plan DT	Iep Grade	Student Profile Grade
N			366001			Specific Learning Disability	06/04/2013	7th - Seventh	8th - Eighth
		10075	366001			Specific Learning Disability	09/12/2013	3rd - Third	3rd - Third
			366001			Specific Learning Disability	09/04/2013	8th - Eighth	8th - Eighth



Student Code of Conduct

INTRODUCTION

Dear Parent(s),

Welcome to the 2014-2015 school year! Lognioppe Academies' Student Code of Conduct is designed to foster a positive learning environment for all students by outlining clear policies and expectations for all members of the school community.

In this handbook, you will find information regarding the school's expectations for student behavior, interventions used to support positive behavior, and consequences for students who engage in inappropriate behavior. The Code of Conduct applies to students' actions on the way to and from school, while on the school's campus, while riding in school-sponsored vehicles, and while attending school-sponsored events.

Please take the time to read this document and discuss it with your child. Lognioppe Academies' school leadership is available to answer any questions you may have about the Student Code of Conduct or any other aspect of your child's education. Please call (504) 355-0950 with any questions or to arrange to meet with the school's administration or faculty.

We look forward to a great school year with your child.

Kendall Petri
Principal

Mission of Lagniappe Academies of New Orleans

The mission of Lognioppe Academies is to promote **academic excellence, resilience,** and **self-awareness** in New Orleans' children. By partnering with families, community organizations, and other institutions that share our core beliefs, Lognioppe Academies will inspire students to celebrate their cultural heritage and embrace new opportunities.

Lognioppe Academies has a unique culture focused on high academic and personal achievement. Drawing on research from the field of positive psychology, the school also seeks to promote wellbeing, healthy relationships, and good habits for school and life. As a small school with a highly structured program run by a very dedicated team of caring educators, Lognioppe Academies offers families a unique educational setting and "something extra" for children.

Goals of the Student Code of Conduct

- Create a clear and consistent set of high expectations for student behavior
- Outline interventions and consequences used when students engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students and parents in a safe, positive, and supportive learning environment

Scope of the Student Code of Conduct

The Student Code of Conduct outlines a range of appropriate responses to inappropriate behaviors based on a core set of beliefs:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct is not intended to discipline students for poor academic achievement.
- Parents' /legal guardians' refusal or inability to support a child's education appropriately should not be considered misconduct on the part of the child.
- All students can learn and achieve and should be held to high standards. Discipline for students with disabilities shall be administered with empathy and in accordance with federal and state law.
- The Student Code of Conduct applies to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by Lagniappe Academies of New Orleans and during all school-sponsored events.

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ATTENDANCE POLICY

The School Day

Lognioppe Academies' expects all students to be present from **7:45 AM – 5:00 PM** Monday – Thursday and from 7:45 AM – 2:00 PM on Fridays.

For safety reasons, the school's front gates are locked promptly after buses unload. Students who arrive late (after 7:45 AM) must be signed in by a parent in the Main Office. Please ring the intercom bell and wait for assistance with sign-in. Office personnel will collect the student's homework folder and escort the child to class.

Breakfast is served from 7:45 AM – 8:10 AM. Students wishing to eat breakfast must be in the cafeteria by **8:00 AM**.

Students are expected to remain in school until the end of the school day. Medical and other appointments should be scheduled outside of school hours. Departures that occur before 12:00PM will result in an absence for the school day.

A student who misses school for a medical appointment that could not be scheduled outside of school hours is excused for three (3) hours unless the physician's notice indicates that notice that the student was unable (for medical reasons) to report to school before or after the appointment. All medical excuses must be submitted to the Main Office within **72 hours** of the student's absence.

Only a parent/guardian or other authorized adult who is listed on the student's Early Release Form may sign a student out before the end of the school day. Students may not sign out during the last **30 minutes** of the school day. An early release counts as a "tardy."

In calculating school attendance, **3 tardies (and/or instances at early releases) = 1 absence**.

The Law

The laws of the State of Louisiana require that all children between the ages of 7 and 18 attend school each day. Parents who violate this law (LRS 17:221) may be fined up to \$250 or imprisoned up to 30 days or both.

It is the parent's responsibility to promote regular attendance. Regular and punctual school attendance is critical to success in the classroom. Good attendance habits also prepare students for future success in the working world.

Students may miss no more than ten (10) school days per year. Students must meet the school's attendance requirements for promotion to the next grade level at the end of the school year. Should a student accrue three (3) unexcused absences, the parent will be contacted in writing by the Dean of Students to schedule a mandatory conference with the school's administration and social worker in an effort to problem solve. Upon the occurrence of a student's fifth unexcused absence, a School Attendance Review Team Meeting (SART) will be scheduled followed by an automatic referral to the Orleans Parish Juvenile Court via the Family in Need of Services (FINS) process. Parents can learn more about the FINS process by calling (504) 658-9590 or by visiting http://www.losc.org/court/managed_prog/FINS.asp.

Excused Absences

The Louisiana Department of Education distinguishes between **excused and unexcused** absences. Only the following absences will be excused:

- Illness or injury (requires a physician's signed note)
- Medical appointment* (requires a physician's signed note)
- Funeral Services for a member of the immediate family (parent, child, sibling, grandparent) (requires a funeral service program or obituary notice)
- Court proceeding (requires documentation from the Clerk of Courts)
- Religious holiday (requires notice to the school in advance of the holiday)
- School cancellation (by government agency or the school's administration)

Excused Tardies

The Louisiana Department of Education distinguishes between **excused and unexcused** lateness. Late arrival is excused only when the student arrives late due to a medical appointment, court proceeding or funeral service.

Students who use the school's bus transportation services are NEVER considered tardy even if the bus arrives after 7:45.

TRANSPORTATION POLICY

Bus Service

Lognioppe Academies provides bus transportation free of charge for all students who live more than one mile from the school. A parent who desires bus transportation for the 2014-2015 school year must complete an Application for Transportation and file it with the Main Office before September 15, 2014. Routes will be set by the bus company, BCH, during the last week of August, and stop information will be available beginning August 28, 2014. If an application is completed after August 28, but before September 15, the student will be assigned to the closest existing stop.

Before the Fall Term begins, both the student and the parent must sign a copy of the Transportation Policy: Student and Parent Acknowledgement before transportation services will be provided.

Students must wear the school's uniform to ride Lognioppe's school buses.

Young Riders

Students in Kindergarten and the 1st and 2nd grades must be met by an adult at the bus stop each evening. The parent must arrive at the bus stop 10 minutes before scheduled arrival time. **The bus driver WILL NOT WAIT for a late parent.** If the parent is not waiting at the bus stop when the bus arrives at the stop, the driver will continue with the route and the student will need to be picked up at the BCH bus yard, located at 3847 Desire Parkway, New Orleans, LA 70119. BCH Dispatch may be reached at (504) 352-7752. A child who is not picked up from the bus yard when the driver completes his route will be taken to the **Fifth District Police Station**, located at 4015 Burgundy Street, New Orleans, LA 70117. If the parent fails to meet the bus on a second occasion, the child will lose bus privileges for 30 days. On the 3rd occurrence, the student will lose transportation privileges for the remainder of the school year.

Safety

The safety of our students is the school's utmost priority. All students must comply with the Student Code of Conduct while traveling to and from school on a Lognioppe school bus or while traveling with the school to a school-sponsored activity.

All children are expected to follow the school's safety rules at all times when riding the bus. These rules are outlined in the *Transportation Policy: Student and Parent Acknowledgement*, a copy of which is included at the end of this section.

To promote safety, Lognioppe Academies' buses are equipped with **video surveillance**, and the Dean of Students regularly reviews footage. All disciplinary issues will be

addressed by the Dean and the school's administration after video footage and the *Bus Infraction Form* have been reviewed and

Consequences for Misbehavior on the Bus

If a student misbehaves on the school bus, the bus driver will complete a *Bus Infraction Form* and give a copy to the Dean of Students. The Dean of Students will contact the parent and, if a conference is necessary, schedule a telephone or in-person conference with the parent. **Failure to attend a parent conference will result in loss of transportation privileges.**

The following consequences typically apply to behavior problems in the bus. However, in the case of a serious infraction that jeopardizes the safety of the student, other students or the driver, the school reserves the right to revoke transportation privileges for the remainder of the school year.

1st Infraction: Mandatory Parent Conference

2nd Infraction: 3 school days' suspension (morning and evening route)

3rd Infraction: 7 day's suspension (morning and evening route)

4th Infraction: 30 day's suspension (morning and evening route) and assignment to a "One Shot" Pass

5th Infraction: **LOSS OF TRANSPORTATION PRIVILEGES FOR THE REMAINDER OF THE YEAR**

School Attendance During a Period of Suspension Off the Bus

It is the parent's responsibility to transport the student to school during any period of suspension off the bus. Suspension off of the bus will not excuse school attendance. An absence from school due to suspension off the bus is considered an **UNEXCUSED ABSENCE** in calculating the student's attendance record.

Transportation Policy: Student and Parent Acknowledgement

STUDENT

AS A STUDENT OF LAGNIAPPE ACADEMIES, I AGREE TO COMPLY WITH THE FOLLOWING RULES WHEN RIDING THE SCHOOL BUS TO AND/OR FROM SCHOOL.

I understand that failure to comply with these rules will result in loss of privileges to ride.

1. I will remain in my assigned seat at all times.
2. I will speak softly while on the bus.
3. I will use appropriate language while on the bus.
4. I will keep my hands and feet to myself.
5. I will not eat, drink, or chew gum while riding the bus.
6. I will keep my head and arms inside the bus.
7. I will not throw objects of any kind on the school bus or out the windows.
8. I will respect fellow bus riders.
9. If I witness any type of bullying, I will report it to an adult as soon as possible.

PARENT

AS A PARENT I AGREE TO COMPLY WITH THE FOLLOWING EXPECTATIONS:

I understand that my own or my child's failure to comply with the rules listed below will result in a loss of privileges to ride.

1. I will ensure my child arrives to his/her stop on time for pick-up in the morning.
2. I will arrive at the stop 10 minutes before scheduled drop off to pick up my child.
3. I will instruct my child to behave properly while riding the bus.
4. I will be courteous and use appropriate language when interacting with the bus driver or school administration regarding bus service.
5. I will inform the school immediately of any change in my physical address or phone number.

HOMWORK POLICY

Homework Policy: Student and Parent Acknowledgement

Lagniappe Academies believes that Homework is critical to student success and mastery of concepts. The Lagniappe Academies Homework Folder system helps students, parents, and school personnel work together to support students as they work to become the best student they can be. Homework Folders help students to achieve at high levels academically, develop great organizational skills, keep track of needed papers and take pride in their work. Parents are expected to support students in completing nightly assignments and in returning the Homework Folder to the school.

Students must turn in their Homework Folders every morning when they get off the bus, before breakfast. Students will drop Homework Folders in their advisory group's bin when they enter the MPR. Folders dropped in the bin after **7:50 AM** are considered "late."

Advisors will evaluate Homework using the following standards:

- **Assignment Completion** (all assignments must be completed, with name and date in the upper right-hand corner)
- **Neatness** (all assignments must be recorded neatly in the Homework Log, and all work must be neat—no scribbled, crumpled or stained papers)
- **On-time** (the folder and all assignments were submitted by 7:50 AM)
- **Parent signature** (the parent/guardian signed the daily log)

If a student forgets or loses his/her folder or doesn't complete an assignment, the parent will be notified and the student will need to complete the work outside of class time (during recess, lunch or the enrichment block). Lost or damaged folders must be replaced. An invoice for \$3.00 will be sent home, and the fee must be paid within one week. This ensures that the school can provide a streamlined, uniform system that supports all learners.

Homework scores factor into course grades in all academic subjects. Students who do not complete homework may therefore fail academic courses. Incomplete homework on two or more occasions during the same 5-day period will result in the loss of Friday Fun and other privileges.

Lagniappe Academies recognizes that certain students lack adequate home support with homework completion. To support these students and ensure that they progress academically, students with poor homework completion records or who appear to be struggling academically will be assigned to 4-5:00 PM Academic Intervention (Homework Club).

SCHOOL-ISSUED MATERIALS POLICY

RESPECT ❖ ENTHUSIASM ❖ ACHIEVEMENT ❖ COMMUNITY ❖ HARD WORK

Lagniappe Academies provides all materials and supplies to its students for free. Parents do not need to purchase any new supplies for the first day of school. So that we may continue to provide materials free of cost, students are held accountable for all supplies. The school encourages parents to talk with students about taking good care of all school tools.

The school will replace consumable items (such as pencils or glue) as necessary. If students lose or destroy non-consumable supplies (supplies that are expected to last all year), parents will need to replace these items through our School Store.

Students may also be assigned certain textbooks. If students lose or damage these books, parents will be charged the full replacement cost.

The school appreciates prompt payment when school property is lost or damaged. Students are considered ineligible for field trips and other privileges until payment is received.

UNIFORM POLICY

All students must come to school in the Lognioppe Academies uniform every day. School uniforms reinforce students' shared identity and sense of purpose as students of Lognioppe Academies. Uniforms de-emphasize individual differences (e.g., economic means, neighborhood affiliation, national background), allow all students the opportunity to be accepted as the individuals they are, and encourage a school-wide focus on good conduct and learning.

Parents/guardians are expected to monitor student dress to ensure compliance with the uniform policy and to make sure the uniforms are neat and clean. We also encourage families to guide their children in exercising good judgment in their choice of appropriate hairstyle. Coloring or temporarily dyeing hair in unnatural colors distracts from the learning environment.

Dress Code

NOTE: Parents of students whose dress does not comply with the school's Dress Code will be called to bring in proper clothing.

The Fall – Spring Uniform for BOYS consists of the following:

1. **SHOES:** Solid black oxford-style shoes with black shoestrings.
2. **SOCKS:** Solid white or navy blue socks. No designer, patterned, or logo (Nike, NBA or Polo) socks.
3. **PANTS:** The school's navy blue uniform pants. Pants must fit properly around the waist. The pants should maintain their navy blue color and have belt loops.
4. **SHORT PANTS:** The school's knee-length navy blue uniform shorts may be worn from September 3 – October 31, 2014, and from March 16 – June 4, 2015 **only**. Uniform shorts must fit properly around the waist.
5. **BELT:** A solid black or brown belt (no designer, patterns or logo) is required.
6. **SHIRT:** Long-sleeved or short-sleeved official Lognioppe Academies gold polo shirt with logo. Shirts must be *tucked in* before entering the gate in the morning and must remain tucked in throughout the day, including during P.E. and Enrichment activities. A solid **white** collarless undershirt (no Under-Armour or Dri-fit) may be worn under the short-sleeved uniform shirt. On cold weather days, students should wear a long-sleeved school uniform shirt. A solid **white** collarless long-sleeve shirt may be worn under the long-sleeved uniform shirt (no Under-Armour or Dri-fit). Only solid **white** undershirts may be worn and these must be tucked in along with the school shirt.
7. **OUTERWEAR:** Only school uniform outerwear (navy logo V-neck sweater or navy logo V-neck fleece) may be worn inside during classes. The sweater/cordigan must fit

properly. Non-uniform outerwear may be worn to or from school, but may not be worn in class.

8. **JEWELRY:** Boys are not allowed to wear jewelry, with the exception of a plain watch and school-issued REACH wristbands. **No chains, necklaces, earrings or hats are permitted.**

9. **HAIR:** Boys' hair must be clean, dry, and neat in appearance. Lagniappe Academies strictly prohibits distracting hairstyles (dyes, colors, excessive designs or accessories). Please address questions regarding permissible styles to the school's administration.

The Fall – Spring Uniform for GIRLS consists of the following:

1. **SHOES:** Girls' saddle-oxford shoes (black and white).
2. **SOCKS:** Solid white or navy blue socks. No designer, patterned, or logo (Nike, NBA or Polo) socks.
3. **JUMPER:** Lands' End knee-length plaid jumper, available only at LANO or at landsend.com.
4. **BLOUSE:** Solid white with pointed collar, long or short sleeves. On cold weather days, students should wear a long-sleeved school uniform shirt. Any shirt or undergarment worn under the uniform shirt must be solid white.
5. **STOCKINGS/TIGHTS:** Cold weather ONLY –November 1, 2014 to March 15 **only**. Girls may wear solid white or navy blue stockings, tights, or form-fitting leggings ONLY. (No sweatpants, designer, patterned or logo stockings or long socks.)
6. **OUTERWEAR:** Only school uniform outerwear (navy logo V-neck sweater or navy logo V-neck fleece) may be worn inside during classes. The sweater/cardigan must fit properly. Non-uniform outerwear may be worn to or from school, but may not be worn in class.
7. **JEWELRY:** Earrings cannot be dangling or larger than the earlobe. The earrings **MUST** be studs – no hoops; this is for the safety of the student. **NO EXCEPTIONS.** Only one pair of earrings may be worn at a time. Only one watch (plain) may be worn along with REACH wristbands.
8. **MAKE-UP/NAIL POLISH:** Absolutely no make-up or colored fingernail polish allowed. **ONLY** clear nail polish is allowed. Nails must be natural and uniform in length. No acrylic nails, plain or colored.
9. **HAIR:** Hair must be clean, dry, and neat in appearance. Hair dye, highlights or coloring must be natural in color. Hair extensions must be no longer than shoulder length and must not be noticeable or a different color than natural hair. Other than

plain ponytail elastics, no more than four accessories (i.e., ribbons, scrunchies, barrettes, hair balls, etc.) are allowed. Beads are not allowed. Any bows, headbands, or ribbons should complement the uniform or be a solid Lagniappe Academies uniform color. No hair "making a statement" or distracting items, colors or scarves will be permitted.

Discipline Procedures for Correcting Inappropriate Attire

Verbal Warning: Most inappropriate attire issues are easily and quickly corrected by immediate verbal warning by a staff member. When the issue is not immediately corrected, we will take the following actions:

1st Incident: The student will receive a Parent Notice of Dress Code Violation to be signed by the parent and returned the following day.

2nd Incident: The student will receive a Parent Notice of Dress Code Violation to be signed by the parent and returned the following day. The parent(s)/guardian(s) will be called for a conference, and the school's social worker may be advised.

3rd Incident: The parent(s)/guardian(s) will be called for a mandatory conference with the Student Support Team (SST), and the student will lose privileges. School personnel will determine if the school's social worker is needed to assist the child in obtaining a uniform and/or address related needs. If appropriate, administrator may refer to Level 1 Infraction (1.32).

Parent Notice of Dress Code Violation

Date: _____

Dear Parent/Guardian of _____,

Your child arrived at school today out of uniform, in violation of the School Dress Code as set forth in the 2014 – 2015 Student Code of Conduct.

The student was:

- not dressed in school uniform garments or shoes
- missing or wearing an inappropriate belt
- wearing inappropriate socks or tights
- wearing inappropriate or excessive hair accessories
- Other: _____

We ask that you correct the problem. Your child's compliance will prevent disciplinary action and/or referral to the Office of Social Services.

Please sign below to acknowledge your receipt of this notice and return it tomorrow in your child's Homework Folder. Should you have any questions, please contact the Dean of Students at (504) 355-0956.

Thank you,

Rodney Brown
Dean of Students

I have received the above Parent Notice of Dress Code Violation.

Parent/Guardian Signature

Date

TECHNOLOGY POLICY

RESPECT ♦ ENTHUSIASM ♦ ACHIEVEMENT ♦ COMMUNITY ♦ HARD WORK

Lagniappe Academies is focused on creating an environment of learning for all students. As a school, we are fully committed to offering the advantages of technology in the classroom, but recognize the need for emphasis on its proper and ethical usage. Because our technology choices affect everyone, and because the use of technology is a privilege – not a right – the expectation is that all students will abide by and support this policy both in and out of school.

Parents and students agree to the following:

1. Use LANO's technology resources responsibly
 - a. I will keep all personal login/password information to myself. I will not share this information with others.
 - b. I will use LANO technology only for assigned and intended school purposes. If I am unsure or need clarification, I will ask for teacher approval.
 - c. I will use my school email account solely for assignments and appropriate communication. I understand that I have no right or expectation of privacy in these electronic communications.
 - d. I will download only under teacher direction.
 - e. I will immediately inform my teacher if there are any concerns regarding software or hardware.
 - f. I will act safely by keeping all personal information off of the Internet. I understand that this includes any information that could help someone locate or contact me in person (my family name, email address, home address, identifying photos/videos, etc.)
 - g. I will not damage LANO hardware/software, delete or modify school files or those belonging to other students, use unauthorized technologies (cell phones, music players, USB drives, etc.), or attempt to bypass any school filters.
2. Be respectful of others
 - a. I will not participate in cyber-bullying by spreading gossip, "mess", insults, or any unkindness. I will not access any social media/website/blog with the purpose of creating, viewing, or participating in the humiliation of others.
 - b. I will not make, access, or forward any material that is obscene, profane, violent, discriminatory, and/or depicts/describes any illegal activities.
 - c. I will not trespass in another's folders or work files, or steal someone's password and/or identity.
 - d. I will treat all shared digital spaces as I would a classroom space, and I will use appropriate and respectful language.
3. Publish ethically
 - a. I will not plagiarize by representing the work of others as my own.
 - b. I will not manipulate technology to cheat (i.e., cut/paste other's writing).
 - c. I will obey all copyright and software licensing laws.

Technology Policy: Student and Parent Acknowledgement

Student

I have read, understand, and will adhere to Lagniappe Academies' Technology policy. I realize that violations may result in my loss of access to technologies, or other disciplinary actions, and that there may be legal consequences beyond LANO's control.

Parent

I have read this Technology policy and have discussed it with my child. My signature represents permission for my student to use the school's network/hardware, and to access the Internet while on school grounds. I realize that I am financially responsible for rectifying any *and all* damages that may be caused by my student.

DISCIPLINE POLICIES AND PROCEDURES

Lagniappe Academies is dedicated to providing a school culture that is safe, inviting, and positive. Through the use of our R.E.A.C.H. values and the school's goals and mission, we feel that our students will be successful at any level.

Disciplinary Procedures

Lagniappe teachers will use the following procedures:

1. Non-verbal cues
2. Verbal warnings
3. Time Out in the classroom
4. Student conference
5. Time Out or Cool Down in a different classroom
6. Recess Detention
7. Office Referral and Student Reflection Form
8. Parent Conference

Student Support Team (SST)

Lagniappe Academies' Student Support Team (SST) outlines systems and procedures, and processes to implement positive educational practices that support student success. This team meets periodically to address issues and concerns. Any parent wishing to meet with the Student Support Team should contact the school's main office.

Positive Behavior Tracking

Lagniappe's R.E.A.C.H. values support the school's Positive Behavior Intervention System (PBIS). Students are recognized for demonstrating these values and receive a variety of rewards through the R.E.A.C.H. program.

The Reach Values

- **Respect**
 - **Self-respect:** I take pride in how I present myself. I sit up straight. I wear my uniform correctly. I tuck my shirt in, pull my pants up, and keep my shoes tied.
 - **Respect for others:** I treat my teachers with total respect and I never talk back. I treat my classmates as I wish to be treated. I don't roll my eyes or suck my teeth. I never tease, laugh at or put down others.
 - **Respect for learning:** I raise my hand to speak during class. I contribute my thoughts and ideas. I don't distract others.
 - **Respect for things:** I take care of our school. I keep my desk organized and my space clean. I look after books, papers, furniture and equipment.
- **Enthusiasm**
 - **Jump to it:** I follow all directions the first time.
 - **Be focused:** I commit two eyes, two ears, and one big brain to learning.
 - **Decide to be great:** I give my best on everything I do. I believe I can do well if I work hard at my tasks and goals.
 - **Find solutions:** I look for and find solutions to problems. I try out different ways to find out what works.
- **Achievement**
 - **Be goal driven:** I remember my goals and I do everything I can to achieve them. I ask for help if I need it.
 - **Get smart:** I am constantly mastering new standards. My grades and test scores show dramatic gains.
 - **Make it top quality:** I never rush through my work. I take time to make sure my class work and homework are always complete and neat.
 - **Recognize success:** I celebrate and feel proud when I achieve my goals.
- **Community**
 - **Take responsibility:** I tell the truth. I recognize when I am wrong. I consider the impact of my behavior on others. I apologize to the people I let down.
 - **Be a team member:** I am nice to others. I give support where it is needed. I share. I make sure my teammates are never left out. I forgive others when they apologize to me.
 - **Be a good citizen:** I take my part in making my school a safe, clean and welcoming place. I pick up trash any time I see it.
 - **Celebrate others:** I celebrate the achievements of others and our school.
- **Hard Work**
 - **Be there:** I come to school every day.
 - **Be ready:** I come to class with all the necessary materials and my homework completed.
 - **Keep at it:** I try as hard as I can. I never give up even when things are difficult. I stay positive and calm even when things are tough or don't go the way I want them to.
 - **Manage yourself:** I can be trusted to work by myself. I get my work done without reminders. I do the right thing even when no one is looking.

Louisiana Law on Bullying

Definition of Bullying

Bullying is a pattern of any one or more of the following:

- gestures, including but not limited to, obscene gestures and making faces;
- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- electronic communication, including but not limited to, a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device;
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- repeatedly and purposefully shunning or excluding from activities; and
- where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, at any school-sponsored activity or event.

This behavior can physically harm a student, place a student in reasonable fear of physical harm, damage a student's property, place a student in reasonable fear of damage to their property, or be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, interfere with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Bullying hurts not only the victim, but also bystanders. Children who witness bullying are more likely to skip or miss school, have increased mental health problems, and to have increased use of tobacco, alcohol, or other drugs.

Reporting on Act of Bullying

Procedure for students and parents/guardians:

1. Report bullying incidents to the Dean of Students or Principal.
2. The Dean of Students or Principal will then complete the LDE Bullying Report Form.
3. The Schools will investigate the complaint and complete a written report.

A victim of bullying, anyone who witnessed an act of bullying, or anyone who has credible information that an act of bullying has taken place may file a report of bullying.

Retaliation and False Reports

Retaliation against any person who reports bullying in good faith, who files a complaint, or who participates in an investigation concerning an allegation of bullying is prohibited. Making false reports about bullying to school officials will result in appropriate disciplinary measures.

Investigating an Act of Bullying

- The Dean of Students or Principal will investigate the incident the business day after the report is received by a school official. The investigation will be completed no later than ten school days after the date the report was submitted.
- The investigation must include an interview of the reporter, victim, the alleged bully, and any witnesses.
- The Dean of Students or Principal will notify the parent or legal guardian of the student before the student can be interviewed and inform the parent of the right to attend the interview with the student.
- Interviews of the victim, alleged offender, and witnesses must be conducted privately, separately, and confidentially.
- The investigator will collect and evaluate the facts using the form developed by the LDE.
- If the parent or legal guardian refuses to attend a conference or meeting regarding the student's behavior, the Dean of Students or the Principal may (in accordance with Act 861 of 2012) file a complaint with the court of juvenile jurisdiction pursuant to Children's Code Article 730(8) and 731(1), or Children's Code Article 730(1).

The highest possible level of confidentiality will be upheld regarding the submission of a complaint or a report of bullying and the investigative procedures that follow.

Meetings with Parent/Guardian of the Victim and Alleged Offender

- Meetings with the parents or legal guardians of the victim and meetings with the parents or legal guardians of the alleged offender must be separate.
- Parents or legal guardians of the victim and alleged offender must be informed of all of the available potential consequences, penalties, and counseling options at the initial meeting with school officials.

Notification to Parents/Guardians of an Act of Bullying

The Dean of Students or the Principal will promptly notify the parents/guardians of all students involved of any incident of bullying as defined by this policy. The parent(s)/guardian(s) of all students involved will be notified on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with

the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Resolution of Investigation/Disciplinary and Criminal Consequences of Bullying

The Dean of Students or the Principal will write the findings of the bullying investigation after receiving input from the students' parent(s)/legal guardian(s). The document will be placed in the record of both students. The Dean of Students or the Principal will promptly notify the complainant of the finding at the investigation and the remedial action taken, if the release of the information does not violate the law.

If the school has determined that the discipline code has been violated, the school official will take prompt and appropriate disciplinary action pursuant to LA R.S. 17:416 and 17:416.1 and report criminal conduct to law enforcement, if appropriate. The results of the investigation will determine the level of interaction for the bullying incident(s).

Procedure for Appeal in Cases of Bullying

Failure to Act

A student, parent/guardian, or school employee may report a bullying incident to the LEA (city, parish, or local school board or local school governing authority) if the school official does not take timely and effective action to address the incident. The LEA or governing authority must begin an investigation of any complaint of bullying that is properly reported the next business day in which school is in session. If the governing authority does not take timely and effective action, the student, parent, or other school employee may report the bullying incident to the Louisiana Department of Education.

Parental Relief (Parents/Legal Guardians of a Victim of Bullying)

The parent/guardian of a bullied student may request a transfer to another school if a parent, legal guardian, teacher, or other school official has made four or more reports of separate instances of bullying and no investigation has occurred (Note: The OneApp Application Process will apply).

The LEA must make space available for the student at another public elementary or secondary school under its jurisdiction within ten school days of the transfer request. If no other school that serves the bullied student's grade level is available within fifteen days of the transfer request, the superintendent or head of the LEA must facilitate the student's enrollment in a statewide virtual school or offer the student placement in a full-time virtual program or virtual school. The LEA may enter into a memorandum of understanding with another LEA to secure placement and transfer for the bullied student.

If none of the options above are made available to the student within thirty days after the transfer request is made, the parent or legal guardian may request a hearing with the school's governing authority. The hearing must be granted for the next scheduled meeting or within sixty calendar days, whichever is sooner.

The parent/legal guardian may request at the end of any school year that the student be transferred back to the school in which the student was enrolled when at least three of the bullying reports were made. The district must make space available for the student at the school where the student was originally enrolled. No other school will qualify for the transfer back.

Behavior Consequences and Interventions

Minor infractions are handled by the teacher. Minor infractions that continue to occur should first be discussed between student and teacher. Teachers should complete the "Logioppe Academics Student Conference Form". When this form is completed a phone call home discussing the problem should be made as well. Teachers should go through the "7 Step Process" before referring the student to the Dean. If the problem persists, a "Logioppe Academics Disciplinary Referral" should be completed and given to the Dean of Students.

Any Mid-Level and/or Major Infractions should be referred to the Dean and accompanied with either Form A or Form B (Appendices B and C) of the Louisiana Department of Education School Behavior Report. Mid-Level Infractions will receive either on-site school detention or parent conference with the Dean.

Minor Infractions

1. Dress Code violations
2. Eating or drinking in non-designated areas
3. Chewing gum
4. Running in hallways
5. Failing to have school document, homework, or exam signed
6. Being off-task
7. Engaging in horse-play
8. Not being where the student is supposed to be in the building or at school event
9. Being unprepared for class
10. Failing to complete homework or other assignment

Mid-level Infractions

1. Making unreasonable noise
2. Refusing to follow directions
3. Stealing
4. Lying
5. Disrespecting faculty, staff, or other member of the school community
6. Vandalism
7. Mistreatment or inappropriate use of technology or school property
8. Misbehaving on school-provided transportation, on school grounds, or while walking to/from school or at school event
9. Possession of inappropriate property or technology

10. Any behavior deemed by school staff to be inappropriate or disruptive to the learning environment
11. Inappropriate language
12. Disrespecting a fellow student
13. Repeated Minor Infractions
14. Leaving the classroom without permission

Major Infractions

1. Leaving campus without permission of a school official
2. Teasing or harassment of another student or students over weekends
3. Multiple instances of academic dishonesty
4. Violation of disciplinary probation
5. Possession, distribution, or use of drugs, alcohol, or tobacco on campus or at school functions
6. Use or possession of a weapon or mock weapon on campus or at school functions
7. Disrespect or direct confrontation with any school official – administration, faculty, and staff
8. Repeated or excessive out-of-school suspensions
9. Repeated and fundamental disregard of school policies and procedures
10. Destruction or attempted destruction of school property, including arson
11. Assault against fellow students, staff, or other members of the school community
12. Student charged with or convicted of a felony
13. Damaging, destroying, or stealing personal or school property or attempting to do so
14. Committing sexual, racial, or any form of harassment or intimidation, including touching
15. Using abusive, vulgar, or profane language or treatment
16. Making verbal or physical threats, empty or otherwise
17. Fighting, pushing, shoving, or unwanted physical contact
18. Setting off false alarms or calling in groundless threats
19. Forgery of any sort, including parental signatures
20. Altering records
21. Cheating or plagiarism, or copying of anyone else's work
22. Failing to comply with school-imposed consequences
23. Indecent exposure
24. Other serious breaches of the school's rules

Suspension

A *suspension*, in which the student is not allowed to attend school for a designated period of time, is a *corrective strategy* a school may utilize if a student commits a mid-level or major infraction.

When a student is suspended for a second time within one school year, the principal will require that a counseling session be held with the parent(s)/guardian(s) and student by the dean of students.

Responsibilities of the school and the parent(s)/guardian(s) when a suspension is given are explained below in the section entitled, "Due Process Procedures for Suspensions."

Due Process Procedures for Suspension

All students will be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any *suspension* or *expulsion*. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

1. The principal or designee will conduct a student conference and school-level investigation within a 24-hour period.
2. Prior to any suspension, the school principal or dean of students will advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or designee.
3. The principal or dean of students, will contact by telephone or send a certified letter to the parent(s)/guardian(s) of the student, to give notice of the suspension, to provide the reason for the suspension, and to establish a date and time for a conference with the principal or designee as a requirement for readmitting the student.

a. The responsibility for a child's attending school lies with the parents or the legal guardian. If the child is chronically absent from school, the parent and/or child may be referred to Child Protection, Family Court, or the Local District Attorney's Office. The parent and/or child may also be referred to Families In Need of Services (FINS).

b. The principal or his/her designee shall notify the parent or legal guardian in writing upon the student's third unexcused absence or unexcused tardy. Tardy, for the purpose of notification, shall include, but not be limited to being late to school, or leaving or checking out of school unexcused prior to the regularly scheduled dismissal time of the end of the school day.

c. If on more than one occasion, the parent(s)/guardian(s) refuses to respond, the principal will determine whether readmitting the student is in the best interest of the student.

d. On any subsequent occasion in the same year, the student will not be readmitted unless the parent(s)/guardian(s), or other appointed representative responds. The Dean of Students will continue to monitor the case.

4. **IN CERTAIN CASES, THE STUDENT WILL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY, UNLESS RELEASED INTO THE CARE OF HIS/HER PARENT(S)/GUARDIAN(S).** However, if a student whose presence in a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises under the supervision of the crisis prevention team or appropriate legal authority without the benefit of the procedure described above. The necessary procedure will follow as soon as possible. **LAGNIAPPE ACADEMIES DOES NOT SEND STUDENTS HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR THE SUSPENSION.**
5. Any parent(s)/guardian(s) of a suspended student has the right to appeal a suspension to the LANO School Board, who will conduct a student hearing on the merits of the case.
6. In all cases of suspensions, the parent(s)/guardian(s), the LANO School Board, and the Dean of Students will be notified in writing of the facts concerning each suspension, including the reasons and terms of the suspension.
7. The decision of the LANO School Board on the merit of the case, as well as the term of suspension, is final. In certain cases, Lagniappe Academies may pardon any portion of the time of the suspension.

All students have the right to fair and reasonable treatment during disciplinary proceedings. **Your child has a right to bring a representative at his/her choice to all disciplinary proceedings.**

If you encounter a problem with discipline procedures or you feel that your child has not been treated fairly in resolving discipline issues, please contact the Lagniappe Academies Principal.

Appeal of Suspension

Any parent, tutor, or legal guardian of a suspended student has the right to appeal to a Lognioppe Academies Principal, who shall conduct a hearing on the merits of the case.

The parent(s)/guardian(s) of a student with disabilities who disagrees with any long-term removal of the student for disciplinary reasons has the right to request a *due process hearing*.

To appeal a suspension:

Submit a written statement of appeal request within five (5) days after the beginning date of the suspension to the Dean of Students with a copy of the disciplinary action form (Notification of Suspension). The school principal will contact the LANO Board of Directors and a hearing will then be arranged.

After formal notification of the request, the LANO Board of Directors will assess the merits of the case. The decision of the LANO Board of Directors will be final.

Expulsion

Expulsion is "any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently."

Lognioppe Academies follows **Louisiana state law on all procedures involving expulsion from school**. Any student who has been suspended on three occasions for committing any of the infractions set forth in Lo. R.S. 17:416, during the same school year, will on committing the fourth such infraction, be expelled from all public schools of the parish or city school system where he/she resides until the beginning of the next regular school year, subject to the review and approval of the *LANO Board of Directors*.

Louisiana state law requires that any student, after being suspended for committing a Level 3 Infraction, be expelled upon recommendation by the school principal. The principal will immediately suspend and recommend for *expulsion* a student who is found guilty of possessing any of the following on school property, on a school bus, or at a school sponsored event:

Expellable Offenses:

- Drugs: Possessing, distributing, selling, giving or loaning any controlled dangerous substance
- Weapons: Carrying or possessing a firearm
- Weapons: Carrying or possessing a knife with a blade of 2 inches or longer
- Carrying or possessing any instrument for the purpose of lethal force
- Sexual assault
- Battery on a school staff member

- Battery on another individual that involves use of a weapon or other dangerous implement
- Burglary at school, staff, or student property with forced entry
- Theft of goods or money from a person or place on school property or at an official school activity
- Well-documented and/or on-going commission of acts that threaten the safety or well-being of oneself or others
- Possession of dangerous implements, or the use/display of any instrument appearing dangerous
- Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony

In such cases, the principal is required to immediately recommend the student's expulsion in accordance with Louisiana Revised Statutes (La. R.S. 17:416). In the case of a student in kindergarten through grade five who is found carrying or possessing a knife as described above, the principal may, but shall not be required to, recommend the student's expulsion in accordance with La. R.S. 17:416.

Note: According to Louisiana state law, no student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority at the school system to which he seeks admittance.

Due Process Procedures for Expulsion

A Lagniappe principal will not expel a student without due process. A principal can **recommend** a student for expulsion. If a principal recommends a student for expulsion, the student will be suspended pending a student hearing for a recommendation for expulsion. The student will have an expulsion hearing, in which the LANO Board Chairman will determine if the recommendation for expulsion is upheld, modified, or reversed.

The due process procedures for recommendations for expulsion and expulsion hearings are as follows:

1. The principal must conduct a student conference and school-level investigation within a 24-hour period. * Within 24 hours of completing the investigation, the appropriate paperwork must be submitted to the School Board of Directors and the Recovery School District. If the paperwork is not submitted to the Student Hearing Office within 24 hours, the student will be allowed to return to school (excluding special circumstances).
2. The principal and teacher as well as the student may be represented by someone of their choice at this hearing.
3. A hearing will be conducted by the LANO Board of Directors within ten (10) days.

4. The student will remain on suspension until the hearing takes place.
5. A determination of whether to expel the student is made by the LANO Board at Directors; Board Chairman communicates the Board's decision.
6. A hearing will be scheduled within five (5) days with the RSD hearing office, after the decision to expel the student has been made. *
7. The local educational governing authority, in reviewing the case, may uphold, modify, or reverse the decision of the Board at Directors. If a student is found guilty, the expulsion is effective immediately. If a student is found not guilty, he or she may return to school the following day. *
8. If the local educational governing authority upholds the decision of the LANO Board at Directors, the parent(s)/guardian(s) of the student may, within ten (10) days, appeal to the parish court in which the student's school is located. The parish court may reverse the ruling of the local educational governing authority. **

*RSD Policy

**Louisiana State Law

Hearing by LANO Board of Directors

A hearing will be conducted by the Lagniappe Academies of New Orleans' Board at Directors at the request of the principal for all recommendations for expulsion. This hearing will determine the facts of the conduct warranting the recommendation for expulsion and establish a finding of whether the student is guilty or not guilty.

The student will be informed of the particular misconduct of which he or she is accused and will be given the opportunity to defend his or her actions. The student may be represented by a person of the student's choice (parental consent is required). The victim, if any, shall be permitted to attend the hearing and shall be permitted to present relevant information. (If the victim is a minor, parental consent is required.) It is the responsibility of the principal or his or her designee to notify the victim, if any, of the date and time of the student hearing.

Until the date of the student hearing, the student shall remain suspended from school and all school related activities.

A hearing will be held for students with special needs when misconduct is not a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a Free Appropriate Public Education (FAPE) must be provided after the tenth (10th) day of removal, consecutive or cumulative.

Upon conclusion of the student hearing, the LANO School Board will determine whether the student shall be expelled or if other corrective or disciplinary action shall be taken. Disciplinary records shall be maintained in the Dean of Students' office and shall be made available upon request.

NOTE: The student must be dressed in his/her school uniform when attending a disciplinary hearing.

Direct Expulsion and Admission of Students from Juvenile Institutions

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the school board. The expulsion shall require the vote of two-thirds of the elected members of the school board.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act (whether committed in this state or outside this state), which had it been committed by an adult would have constituted a felony in this state, may be sufficient cause for LANO to refuse admission of the student. In such a case, the student may request admission to the LANO Board of Directors, which will review the application and determine whether the majority of the elected members of the school board will approve admission.

Appeal of Expulsion

Parents/legal guardians may request the Board of Elementary and Secondary Education (BESE) or its designee to review the findings of the LANO School Board, at a time set by the board. Otherwise, the decision of the superintendent or superintendent's designee will be final.

To appeal on expulsion:

1. Submit a written statement of appeal request to BESE within five (5) days after an expulsion decision is rendered.
2. The time for the student hearing shall be set by the school.

After formal notification of the request and after reviewing the findings of the LANO Board of Directors, it may uphold, modify, or reverse the superintendent's decision.

If the local educational governing authority upholds the decision of the superintendent, the parent(s)/guardian(s) of the student may, within ten (10) days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the local educational governing authority.

Discipline for Students with Disabilities

Individuals with Disabilities Education Improvement Act ("IDEIA 2004")

The IDEIA is a law ensuring services to children with disabilities. The law governs how states, public agencies and schools provide early intervention, special education and related services to eligible students. Students with disabilities may not be out of school for more than a total of ten (10) school days per school year as a result of disciplinary action.

Students with disabilities are subject to the same rules as other students, but with limitations. After the removal of a student with a disability for more than ten (10) school days (consecutive or cumulative) for any reason, the school MUST continue to provide the student with a FAPE (Free and Appropriate Public Education).

If a school district removes a student with a disability from the student's current educational placement for ten (10) school days in a school year, consecutively or cumulatively (regardless of the circumstances) beginning on the eleventh (11th) school day, the student MUST continue to receive all services related to his/her FAPE including, but not limited to:

1. Access to the general curriculum
2. Implementation of the student's IEP (Individual Education Program)
3. Access to statewide test preparation and/or remediation equal to those services provided to general education students
4. Services, accommodations, and modifications designed to prevent the behavior from recurring especially if the behavior involves drugs, weapons, or behavior causing serious injury to the student or others.

The following policy and procedures may be altered to ensure individualization of programming as required by federal mandate.

On the 11th day of out of school suspension, the IDEIA mandates that FAPE must be provided. The MDR ("Monitoring Determination Review") Committee must conduct a review to determine whether the behavior is related or not related to the student's disability. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability. The parent(s)/guardian(s) must be notified of the review and every effort must be made to have the parent(s)/guardian(s) participate in the decision. If the parent(s)/guardian(s) do/does not participate, this will be documented.

Suspension:

After the **first suspension** the school will:

1. Conduct a conference with the parent(s)/guardian(s).
2. Conduct a FBA if the student has a history of challenging behaviors.
3. Develop and implement an individual BIP ("Behavior Intervention Plan") to address the behavior that resulted in suspension.

After the **second suspension**, the school will:

1. Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs at the student.
2. Conduct a FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the suspendable behavior.
3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a civil law that prohibits discrimination against any person with a disability by any federally funded agency or organization. It requires states to provide programs for eligible students with disabilities that are equal to those for students without disabilities.

Lagniappe Academies may suspend a student who qualifies for Section 504 services. In such a case, the school will ensure that the student receives FAPE. The student can be suspended for no more than ten (10) consecutive days or a series of suspensions that create a pattern of exclusion totaling ten (10) school days before a significant change of placement occurs.

Before a significant change in a student's placement occurs, Lagniappe will conduct a re-evaluation and convene a MDR Committee that meets Section 504 requirements to determine whether the behavior is a direct manifestation of the student's disability. The decision will be based upon evaluation procedures that conform to Section 504 regulations.

If it is determined that the behavior is a direct manifestation of the student's disability, the student may **NOT** be suspended and an appropriate IAP ("Individual Accommodation Plan") must be developed. Parents/guardians have a right to request a due process hearing. If the behavior **IS NOT** a direct manifestation of the student's disability, the student may be excluded from school in the same manner that similarly situated students without disabilities are excluded. However, if the student has exhausted ten (10) days out-of-school due to disciplinary reasons, the student must "stay put." Again, the parent/guardian has the right to request a due process hearing.

An exception of Section 504 states that schools may take disciplinary action in situations where students who qualify for Section 504 services are "currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against a non-disabled student." **In such cases, the discipline policy requires a MDR for compliance.**

It is appropriate for the RTI and/or MDR Committee to consider adding a BIP to the IAP for some qualified students. A BIP is required for students who exhibit recurring behavior difficulties. All aspects of behavior plans developed on the student's behalf will be implemented.

NOTE: The parent(s)/guardian(s) of a student with disabilities, whether qualifying under IDEA or Section 504, has the right to a due process hearing and representation by counsel. Parents/ guardians also have the right to review the decision of the hearing officer.

Lagniappe Academies is obligated to take appropriate action to prevent teacher and student harassment and/or retaliation.

EXPULSION (LEVEL 3 INFRACTIONS/NOT-RELATED)

1. Students with disabilities may be recommended for expulsion when a Level 3 Infraction occurs.
2. When a student with a disability commits a Level 3 Infraction that involves guns, other weapons or drugs, and/or presents a danger to self and/or others, the school may contact law enforcement agencies.
3. All documentation submitted for any request for expulsion must be compliant. **Non-compliant Disciplinary Action packets are not processed for a student hearing** and the student will be returned to school. The recommendation for expulsion is then terminated. **A student may not be excluded from school during this period if the total number of days the student has been excluded for the year totals ten (10) school days.** Should the school pursue the Recommendation for Expulsion, the stay put provision remains in effect, FAPE continues to be provided, and the Student Hearing Officer will consider the recommendation on a case-by-case basis.
4. Following the behavior for which expulsion is considered, a Manifestation Determination decision will be made to determine whether the behavior is **RELATED** or **NOT RELATED** to the student's disability. This decision will be made by a MDR Committee consisting of at least one person who knows the student and one person familiar with the student's exceptionality. **NOTE:** Every effort will be made to include parents/guardians in this decision. If the parent/guardian does not participate, Lagniappe Academies will document all efforts to include them. The decision will be documented on a MDR Summary Form and the committee will have a right to make a determination without the parent(s)/guardian(s) ONLY if the parent(s)/guardian(s) has not participated by the tenth (10th) school day after the incident occurred.
5. If the MDR Committee determines the behavior is **RELATED** to the student's disability, the student shall **NOT** be recommended for expulsion. An Official Notice of Disciplinary Action Form (Form 474) is completed, signed by the MDR Committee and submitted to the Student Hearing Office along with a copy of the MDR Summary Form.
6. If the MDR Committee determines the behavior is **NOT RELATED** to the student's disability, an Official Notice of Disciplinary Action Form, along with the MDR

Summary Form, will be submitted to the Student Hearing Office within 24 hours with the student's current IEP, MDE ("Multi-Disciplinary Evaluation"), BIP, police report (if applicable), security report, and other pertinent information attached. A BIP is then developed and submitted. A BIP must be submitted on all students classified as Emotional Disturbance and on all students who have been suspended prior to the recommendation for expulsion. Students with disabilities who have no prior incidents or who are first time offenders will have a BIP developed during the MDR to address the behavior for which the expulsion was recommended. A BIP will be developed and implemented at all times for students with disabilities who are classified as Other Health Impaired ("OHI") due to Attention Deficit Disorder ("ADD"), Attention Deficit Hyperactivity Disorder ("ADHD"), Oppositional Defiant Disorder ("ODD"), and Intermittent Explosive Disorder ("IED").

NOTE: Neither the principal nor the authority figure involved in the incident with the student will serve as a member of the MDR Committee, though, he or she may participate in the MDR for informational purposes.

7. If the Manifestation Determination decision was **NOT RELATED**, a student hearing will be scheduled by the Student Hearing Office. **A student hearing will be scheduled once all required documents are received by the Special Education Discipline Office. A student will not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) school days.** The stay put provision and FAPE will continue until a hearing is scheduled. A current IEP (developed within the last thirty [30] school days) will be presented at the time of the student hearing to assist in making program/placement decisions.
8. If the Student Hearing Officer renders a **NOT-GUILTY** decision, the student will be returned to a traditional school setting by the Student Hearing Officer.
9. If the Student Hearing Officer renders a **GUILTY** decision, the length of the *expulsion* period will be determined by the Student Hearing Officer. The student will be placed, through the Student Hearing Office, in an appropriate *Interim Alternative Educational Setting (IAES)* for up to forty-five (45) school days (9 weeks or 1 quarter) if maintaining the student in the current placement is substantially likely to result in injury to the student or others (§ 1415(K) (2) (A)). In such cases, the Student Hearing Officer has found that the student represents a real danger and that the school system has "made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services." Any IAES for up to forty-five (45) days must provide FAPE. Accordingly, it must be designed to "enable the student to continue to participate in the general curriculum" and continue to receive services, accommodations, and modifications, including those documented in the IEP/IAP, "that will enable the student to meet the goals set out in that IEP/IAP" (§ 1415(K) (3) (B)). The placement will also include services to address the behavior for which the student is being excluded in the first place.
10. An expelled student who fails to register at the IAES within three (3) school days will

be reported to the Department of School Social Work Services and the Louisiana School Compulsory Attendance Law will become effective (Title 17, Section 221 of the Louisiana Revised Statutes; see pg. 21).

11. **STUDENT MUST SERVE HIS/HER FULL PERIOD OF EXPULSION. NOTE:** Students who exit the system immediately following their expulsion and attempt to re-enter after the *expulsion* has expired, will be required to serve the full length of their *expulsion* after re-entry. A placement letter is required for re-entry; the student will be referred to the Director of Multiple Pathways at 504-373-6200, extension 20022, before re-entering.

SCHOOL CONTACT INFORMATION

NAME	POSITION	PHONE NUMBER
Kendoll Petri	Chief Executive Officer & Principal	Office: 504.355.0950 Cell: 504.400.8278
Ali McCormick	Chief Academic Officer	Office: 504.355.0950 Cell: 504.715.3629
Ninh Tron	Chief Operations Officer	Office: 504.355.0954 Cell: 215.589.3413
Rodney Brown	Dean of Students	Office: 504.355.0956 Cell: 504.810.0767
Cossondro Yost	Parent Outreach Coordinator	Office: 504.355.0950 Cell: 504.355.6374
Felecia Bowers	School Social Worker	Cell: 504.905.1349

Appendix A: BEHAVIOR FORM A

This document is to be used to report the behavior of any student in all district schools/grades who is a member of the school community, or who is a visitor, volunteer, or substitute, elsewhere at the school or during school-related activities, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety, well-being or education of other students, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences.

Name of Student _____ Phone _____ Grade/Section _____
 Name of Teacher/Staff _____ Teacher/Staff Location _____
 Name of Principal _____ School _____
 Check One: Regular Education 504 Special Education Date of Incident _____ Time _____ Location _____

Time Code: _____	01 Before School on Grounds, 02 During Class, 03 Between Classes, 04 After Normal School Hours & Supervised, 05 To / From School, 06 At Bus Stop or Transfer Station, 07 During School Extracurricular / Assembly Event, 08 Recess, Club, Free Time, 09 Homeroom, 10 Breakfast/Lunch
Location Code: _____	01 Classroom, 02 Restroom, 03 Lunchroom, 04 Hallway, 05 Playground, 07 At Bus Stop or Transfer Station, 08 Parking Lot, 09 Locker Room, 10 Cell Phone, 11 Internet, 12 To or From School, 13 School Sponsored Event, 14 Home, 95 Offsite Program, 99 Other

- INFRACTION/REASON CODES (Check all that apply)**
- | | | |
|--|--|--|
| 01. <input type="checkbox"/> Wild disobedience | 12. <input type="checkbox"/> Writes profane and/or obscene language or draws obscene pictures | 36. <input type="checkbox"/> Cyber Bullying/Cyber Harassment (*complete Bully form) |
| 02. <input type="checkbox"/> Treats an authority with disrespect | 15. <input type="checkbox"/> Throws missiles liable to injure others | 38. <input type="checkbox"/> Forgery |
| 03. <input type="checkbox"/> Makes an unfounded charge against authority | 16. <input type="checkbox"/> Instigates or participates in fights while under school supervision | 39. <input type="checkbox"/> Gambling |
| 04. <input type="checkbox"/> Uses profane and/or obscene language | 17. <input type="checkbox"/> Violates traffic and safety regulations | 42. <input type="checkbox"/> Unauthorized use of Technology |
| 05. <input type="checkbox"/> Is guilty of immoral or vicious practices | 18. <input type="checkbox"/> Leaves school premises or classroom without permission | 43. <input type="checkbox"/> Improper dress |
| 06. <input type="checkbox"/> Is guilty of conduct or habits injurious to other associates | 19. <input type="checkbox"/> Is habitually tardy and/or absent | 44. <input type="checkbox"/> Academic dishonesty |
| 08. <input type="checkbox"/> Uses or possesses tobacco or lighter | 20. <input type="checkbox"/> Is guilty of stealing | 45. <input type="checkbox"/> Trespassing Violation |
| 09. <input type="checkbox"/> Uses or possesses alcoholic beverages | 21. <input type="checkbox"/> Commits any other serious offense | 46. <input type="checkbox"/> Failure to Serve Assigned Consequence |
| 10. <input type="checkbox"/> Disturbs the school or habitually violates any rule | 35. <input type="checkbox"/> Bullying/Harassment (*complete Bully form) | 47. <input type="checkbox"/> Misusing Internet/Violates Electronic Technology Policy |
| 11. <input type="checkbox"/> Cuts, defaces, injures any part of public school buildings/roadways | | 48. <input type="checkbox"/> False Report |

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY TEACHER OR OTHER SCHOOL EMPLOYEE

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

011 <input type="checkbox"/> Referred to Office	012 <input type="checkbox"/> Referred to Counselor	013 <input type="checkbox"/> Referred to Social Worker	014 <input type="checkbox"/> Referred to SBLC	018 <input type="checkbox"/> Secondary Referral (PBIS)
019 <input type="checkbox"/> Tertiary Referral (PBIS)	022 <input type="checkbox"/> Therapeutic Removal	025 <input type="checkbox"/> Intervention Room	080 <input type="checkbox"/> Assigned Remedial Work	
120 <input type="checkbox"/> Student Conference	140 <input type="checkbox"/> Student Reprimand	160 <input type="checkbox"/> Loss of Privileges	050 <input type="checkbox"/> Restorative Practices Implemented	
173 <input type="checkbox"/> Conference with Parents or Guardians		175 <input type="checkbox"/> Conference with Principal	999 <input type="checkbox"/> Other Action	

Y Contact Parent/Guardian Date: _____ Time: _____ Phone Call Letter Conference Date: _____ Time: _____

RECOMMENDATION(S) BY TEACHER OR OTHER SCHOOL EMPLOYEE

Signature of School Employee: _____ Date: _____

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action (s):

900 <input type="checkbox"/> No Action— only use if no reportable action was taken	160 <input type="checkbox"/> Loss of Privileges	020 <input type="checkbox"/> TOR (Time Out Room)
012 <input type="checkbox"/> Referred to Counselor	014 <input type="checkbox"/> Referred to SBLC	040 <input type="checkbox"/> In School Detention from _____ to _____
043 <input type="checkbox"/> After School Detention from _____ to _____	045 <input type="checkbox"/> Weekend Detention from _____ to _____	002 <input type="checkbox"/> Suspension Out Of School from _____ to _____
004 <input type="checkbox"/> Suspension In School from _____ to _____	006 <input type="checkbox"/> Suspension Alternative Site from _____ to _____	001 <input type="checkbox"/> Expulsion Recommendation
017 <input type="checkbox"/> Enforcement Referral (Arrest Resulted Y/N)	016 <input type="checkbox"/> Court Referral Date: _____	013 <input type="checkbox"/> Referral to Social Worker
080 <input type="checkbox"/> Assigned Remedial Work	999 <input type="checkbox"/> Other Action (s): _____	030 <input type="checkbox"/> Restorative Practices Implemented
140 <input type="checkbox"/> Student Reprimand	120 <input type="checkbox"/> Student Conference Date: _____	173 <input type="checkbox"/> Conference w/ Parents or Guardians on: _____
175 <input type="checkbox"/> Conference w/ Principal on: _____	180 <input type="checkbox"/> Corporal Punishment (if checked—complete "Corporal Punishment" Form)	

Circle Yes or No: Perpetrator: Serious Bodily Injury Y/N Medical Treatment Y/N Victim: Serious Bodily Injury Y/N Medical Treatment Y/N

Y Contact Parent/Guardian Date: _____ Time: _____ Phone Call Letter Conference Date: _____ Time: _____

SIS Primary Infraction/Reason Code Entered: _____ Signature of Principal: _____ Date: _____

COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN:

Signature of Student: _____ Signature of Parent/Guardian: _____ Current Date: _____

Check appropriate blocks as copies of the document are supplied: Parent/Guardian School's Pupil File Employee Filing this Report Principal

***NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (including**

Appendix B: BEHAVIOR FORM B

This information will be used to help the school and district to better understand the behavior of students and to provide appropriate support, intervention, and discipline. This information is for the use of school officials and is not to be shared with parents, other staff, or the community. This information is for the use of school officials and is not to be shared with parents, other staff, or the community. This information is for the use of school officials and is not to be shared with parents, other staff, or the community.

Name of Student _____ Phone _____ Grade/Section _____
 Name of Teacher/Staff _____ Teacher/Staff/Location _____
 Name of Principal _____ School _____
 Check One: Regular Education 504 Special Education Date of Incident _____ Time _____ Location _____

Time Code: _____	01 Before School on Grounds, 02 During Class, 03 Between Classes, 04 After Normal School Hours & Supervised, 05 To / From School, 06 At Bus Stop or Transfer Station, 07 During School Extracurricular / Assembly Event, 08 Recreational, Club, Free Time, 09 Homeroom, 10 Breakfast/Lunch
Location Code: _____	01 Classroom, 02 Restroom, 03 Lunchroom, 04 Hallway, 05 Playground, 06 School Bus, 07 At Bus Stop or Transfer Station, 08 Parking Lot, 09 Locker Room, 10 Cell Phone, 11 Internet, 12 To or From School, 13 School Sponsored Event, 14 Home, 98 Offsite Program, 99 Other

Infraction/Reason Codes (Check all that apply)

- | | | |
|--|--|--|
| 07. <input type="checkbox"/> Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Substances Law, in any form | 21. <input type="checkbox"/> Commits any other serious offense | 32. <input type="checkbox"/> Serious Bodily Injury |
| 13. <input type="checkbox"/> Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code. *Use of code 13 requires additional submission of the Weapon Type code. | 22. <input type="checkbox"/> Murder | 33. <input type="checkbox"/> Use of OTC medication in a manner other than prescribed or authorized |
| 14. <input type="checkbox"/> Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 1/2" - refer to code 31). | 23. <input type="checkbox"/> Assault and/or Battery | 34. <input type="checkbox"/> Possession of Body Armor |
| 15. <input type="checkbox"/> Throws missiles liable to injure others | 24. <input type="checkbox"/> Rape and/or Sexual Battery | 37. <input type="checkbox"/> False Alarm / Bomb Threat |
| | 25. <input type="checkbox"/> Kidnapping | 40. <input type="checkbox"/> Public Indecency |
| | 26. <input type="checkbox"/> Arson | 41. <input type="checkbox"/> Obscene behavior or Possession of Obscene Pornographic Material |
| | 27. <input type="checkbox"/> Criminal Damage to Property | 45. <input type="checkbox"/> Trespassing Violation |
| | 28. <input type="checkbox"/> Burglary | 48. <input type="checkbox"/> Sexual Harassment |
| | 29. <input type="checkbox"/> Misappropriation with violence to the person | 49. <input type="checkbox"/> False Report |
| | 30. <input type="checkbox"/> Discharge or use of weapon(s) prohibited by federal law | |
| | 31. <input type="checkbox"/> Possesses pocket knife or blade cutter with a blade length < 2 1/2" | |

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY TEACHER OR OTHER SCHOOL EMPLOYEE

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | | | |
|---|--|--|--|--|
| 011 <input type="checkbox"/> Referred to Office | 012 <input type="checkbox"/> Referred to Counselor | 013 <input type="checkbox"/> Referred to Social Worker | 014 <input type="checkbox"/> Referred to SBLC | 018 <input type="checkbox"/> Secondary Referral (PBIS) |
| 019 <input type="checkbox"/> Tertiary Referral (PBIS) | 022 <input type="checkbox"/> Therapeutic Removal | 025 <input type="checkbox"/> Intervention Room | 060 <input type="checkbox"/> Assigned Remedial Work | |
| 120 <input type="checkbox"/> Student Conference | 140 <input type="checkbox"/> Student Reprimand | 160 <input type="checkbox"/> Loss of Privileges | 030 <input type="checkbox"/> Restorative Practices Implemented | |
| 173 <input type="checkbox"/> Conference with Parents or Guardians | | 175 <input type="checkbox"/> Conference with Principal | 999 <input type="checkbox"/> Other Action | |

Y/N Contact Parent/Guardian Date: _____ Time: _____ Phone Call Letter Conference Date: _____ Time: _____

RECOMMENDATION(S) BY TEACHER OR OTHER SCHOOL EMPLOYEE

Signature of School Employee: _____ Date: _____

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|---|---|---|
| 000 <input type="checkbox"/> No Action - only use if no reportable action was taken | 160 <input type="checkbox"/> Loss of Privileges | 020 <input type="checkbox"/> TOR (Time Out Room) |
| 012 <input type="checkbox"/> Referred to Counselor | 014 <input type="checkbox"/> Referred to SBLC | 040 <input type="checkbox"/> In School Detention from _____ to _____ |
| 043 <input type="checkbox"/> After School Detention from _____ to _____ | 045 <input type="checkbox"/> Weekend Detention from _____ to _____ | 002 <input type="checkbox"/> Suspension Out Of School from _____ to _____ |
| 004 <input type="checkbox"/> Suspension in School from _____ to _____ | 008 <input type="checkbox"/> Suspension Alternative Site from _____ to _____ | 001 <input type="checkbox"/> Expulsion Recommendation |
| 017 <input type="checkbox"/> Enforcement Referral (Arrest Resulted Y/N) | 016 <input type="checkbox"/> Court Referral Date: _____ | 013 <input type="checkbox"/> Referral to Social Worker |
| 080 <input type="checkbox"/> Assigned Remedial Work | 999 <input type="checkbox"/> Other Action (s): _____ | 030 <input type="checkbox"/> Restorative Practices Implemented |
| 140 <input type="checkbox"/> Student Reprimand | 120 <input type="checkbox"/> Student Conference Date: _____ | 173 <input type="checkbox"/> Conference w/ Parents or Guardians on: _____ |
| 175 <input type="checkbox"/> Conference w/ Principal on: _____ | 180 <input type="checkbox"/> Corporal Punishment (if checked - complete "Corporal Punishment" Form) | |

Circle Yes or No: Possession of Serious Bodily Injury Y/N Medical Treatment Y/N Victim: Serious Bodily Injury Y/N Medical Treatment Y/N

Y/N Contact Parent/Guardian Date: _____ Time: _____ Phone Call Letter Conference Date: _____ Time: _____

315 Primary Infraction/Reason Code Entered: _____ Signature of Principal: _____ Date: _____

COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN:

Signature of Student: _____ Signature of Parent/Guardian: _____ Current Date: _____

Check appropriate blocks as copies of the document are supplied: Parent/Guardian School's Pupil File Employee Filing this Report Principal

*NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding



LAGNIAPPE ACADEMIES 2014 - 2015 STUDENT CALENDAR

Month	S	M	T	W	T	F	S
July 2014			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
August 2014						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
September 2014							
	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				
October 2014							
	1	2	3	4			
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	
November 2014							
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
December 2014							
	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
January 2015							
	1	2	3				
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
February 2015							
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
March 2015							
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
April 2015							
	1	2	3	4			
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		
May 2015							
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
June 2015							
	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

Important Dates

- SUMMER**
- July 28: First Day Summer Term
- August 13: Last Day Summer Term
- August 14: Fall Orientation & Summer Celebration
- August 18 - Sept. 2: Summer Break
- FALL**
- September 3: First Day Fall Term
- October 10 - 13: Fall Break
- November 14: Last Day Fall Term
- November 17: First Day Winter Term
- November 20: Report Card Night
- WINTER**
- November 21: Early Dismissal (ED) 12:45PM
- November 24 - 28: Thanksgiving Break
- December 15: Holiday Celebration (ED: 12:45PM)
- December 22 - January 3: Winter Break
- January 5: No School
- January 19: Martin Luther King Day
- February 19: Mardi Gras Celebration (ED: 12:45PM)
- February 16 - 20: Mardi Gras Break
- February 27: Last Day Winter Term
- March 2: First Day Spring Term
- March 5: Report Card Night
- SPRING**
- March 14 - 20: PARCC Practice (Grades 3, 4)
- April 2: Spring Celebration (ED: 2PM)
- April 3: Good Friday (No School)
- April 14 - 15: LEAP / LEAP Testing
- April 17: Early Dismissal (ED) 12:45PM
- April 20 - 24: Spring Break
- May 4 - 8: PARCC Phase 5
- May 22: No School
- May 25: Memorial Day
- June 4: Last Day Spring Term / Last Day of School

School Day	Saturday School 3 rd - 4 th
School Closed	2 PM Dismissals
12:45 PM Dismissal	LEAP/LEAP / PARCC Testing

*Subject to change at LAGNI's discretion

**LAW OFFICES OF
MARIE RICCIO WISNER
700 CAMP STREET
NEW ORLEANS, LA 70130
TEL: (504) 528-9500 EXT. 239
FAX: (206) 457-1945**

BY EMAIL AND U.S. POSTAL SERVICE
patrick.walsh@la.gov

March 2, 2015

Louisiana Department of Education
Mr. Patrick Walsh
Executive Director of State Wide Monitoring
P.O.Box 94064
1201 North Third Street
Baton Rouge, LA 70802-5243

RE: Extension for Response to Monitoring Report dated February 23, 2015

Dear Mr. Walsh:

On behalf of Lagniappe Academies, I am requesting an extension of the time within which to provide the invited response to the Department of Education's working "Draft" Monitoring Report (163 pp.) dated February 23, 2015. It is currently due today on March 2, 2015. I understand it was provided to my client by you on the 23rd, after the close of business, requesting a response by March 2. However by email on the 24th you advised Mr. Henderson, that a response should be submitted by March 6, 2015. My understanding is that after that, based on the BESE meeting schedule discussed in a subsequent phone call with Mr. Henderson, the March 2, date became once again the official due date.

The logistics of collecting the information essential to providing a complete and accurate response require that Governing Board and CEO, Kendall Petri meet with several administrative employees and teachers, to discuss the contentions contained therein, and to prepare, where necessary, supporting materials and affidavits especially given the contentiousness of the affidavits presented. The school's administrative individuals have made a Herculean effort to gather the appropriate information but that is still incomplete, while they are simultaneously engaged in preparing for PARCC and iLEAP and LEAP testing scheduled for March 16. This means that any response, if it is provided on March 2, 2015 as requested, would also be incomplete, and therefore runs the risk of being inaccurate. Additionally I understand that on February 24, 2015 you invited the Board to sit down and walk through the report and they did so. I believe it would be very helpful to do so with school representatives.

The school wants to find solutions for any areas that require remediation. That requires isolating the contentions that are valid from those that may be a result of misunderstanding. To demonstrate that the school is diligently investigating the allegations so as to fully explain their actions, I have attached an affidavit of one of the employees whose actions are referenced in the

Monitoring Report. This affidavit explains the circumstances underlying some of the contentions, and thus refutes the suggestion that the school employees are not trying to meet the needs of all the students in favor of just those who are academically higher achievers.

I can see no prejudice to the granting of this request for an extension of time to respond to the draft Monitoring Report. Although charter renewal should have been transmitted to Lagniappe Academies administrators by January 31, 2015, to my knowledge it has not yet been received by the school. However, ultimately there should be no real issue with respect to renewal of the charter. I do understand that Ms. Kira Jones of the Board of Elementary and Secondary Education ("BESE") has expressed her concerns regarding renewal of Lagniappe Academies. My client is very eager to personally meet with Ms. Jones and personally address her concerns with a goal toward reform or remediation in those areas that require it, should such a meeting be acceptable to Ms. Jones and other members of BESE. The same is true of the concerns of Patrick Dobard expressed with respect to the IDEA report on November 19, 2014. However, a vote of non renewal in my opinion would not be lawful at this time, under the governing statute and based on the school's proven academic performance.

Lagniappe Academies is a small non-profit charter school currently serving 178 students from the Treme population in grades Kindergarten through Fourth. It falls under the authority of RSD and BESE and therefore is governed by LSA-R.S.17:3992, and amendments effective August 1, 2012 respecting charter revision and renewal. The school did not receive a timely notice of non renewal with reasons (due January 31, 2015) as mandated by the statutory guidelines, LSA-R.S. 17:3992 (Effective: August 1, 2012).¹

Further to that issue, the school's achievement scores contraindicate any vote of non renewal under the provisions of the same statute and the Administrative Rules issued by BESE. As you know the school was established in 2010, is in its fifth year of a five year term and subject to its first renewal at this time, for the 2015-2016 school year. The initial first year school performance score was a 55.8 (an "F"), and the second year was a 58.2. However in its third year the school received a School Performance Score of 85.0 (Letter Grade B, Scores between 85 and 99.99) in 2012-2013 (Attachment A, School Performance Score). In the most recent evaluation, for 2013-2014, it received a School Performance Score of 82.3 (Letter Grade C, Scores between 70 and 84.9). (Attachment B). In that year it also received a score of 100 in Financial Performance Rating, and a 96 in Organizational Performance. Lastly, and significantly for the current expressed concerns, most of which seem to revolve around Special Education, in 2013-14 the School received "Full Credit" across the board in "Special Education 504 Accommodations and Other At -Risk Student Populations (Observed During Visit or Student

¹ LSA-R.S. 17:3992 (Effective: August 1, 2012)

§ 3992. Charter revision and renewal

A. (1) Unless revoked as provided for in Subsection C of this Section, an approved school charter shall be valid for an initial period of four years and may be extended for a maximum initial term of five years, contingent upon the results of a review conducted after the completion of the third year as provided in R.S. 17:3998. The charter may be renewed for additional periods of not less than three nor more than ten years after thorough review by the approving chartering authority of the charter school's operations and compliance with charter requirements. The chartering authority shall notify the chartering group in writing of any decisions made relative to the renewal or nonrenewal of a school's charter not later than January thirty-first of the year in which the charter would expire. A notification that a charter will not be renewed shall include written explanation of the reasons for such non-renewal.

Programs Monitoring"). (Attachment B). The 2014-2015 performance report has not yet been received.

Under Agency Regulations, La. Admin. Code Title 28, Education Part CXXXIX Bulletin 126 Charter Schools, CH 4. Sec. 411 Renewal of Certification for Local Charter Authorizers (Dec. 2014), the only restriction on the school with an average Grade C is respecting the opening satellite schools. The school does not intend at this time to request authorization of any additional schools under Part C.

My client is eager to meet and comply with ALL Department of Education and BESE requirements, once the issues are fully defined and the contentions validated through the internal review that is actively underway. They are acting expeditiously, and will provide a thorough response as soon as feasible.

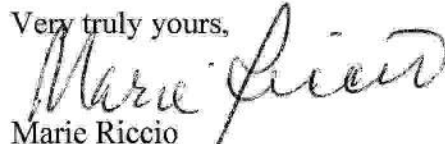
The school's administrators are diligently working to provide the response as soon as possible, and will not delay. I would suggest that a full and complete response could certainly be complete within thirty days. Therefore, to allow for this, my client requests a formal extension of the time until April 2, 2015, to submit their response to the Draft Monitoring Report dated February 23.

Between then and now, my client is eager to meet with you as needed to discuss the issues and resolve them.

Please respond as soon as possible to this request so that I may advise my client further with respect to the issues before you.

With kindest regards,

Very truly yours,



Marie Riccio

Law Offices of Marie Riccio Wisner
Counsel for Lagniappe Academies
of New Orleans and its employees
1501 St. Louis St.
New Orleans, LA 70112

:lg, mor

CC: Ray Smart, Chairman
Kendall Petri, CEO
Ninh Tran, COO
Kunjan Narechania, LDOE

Excellence.Equity.Community. Recovery School District

2013 BESE Charter Extension Recommendation Report

School Name	Non-Profit Organization	Grades	Site Code	Type
Lagniappe Academies of New Orleans	Lagniappe Academies of New Orleans, Inc.	K-2, 6-7	366001	5

EXECUTIVE SUMMARY

In developing this recommendation, the Louisiana Department of Education conducted a performance review to verify reported performance against criteria in BESE Bulletin 126. The performance review included a site visit, discussions with the school leadership team, and an analysis of academic, financial, legal and contractual data. Based on the evidence collected as part of the performance review, the Department recommends Lagniappe Academies of New Orleans receive a one year extension pursuant to the standards set forth in BESE Bulletin 126.

OVERVIEW OF PERFORMANCE

Overview of Performance (2012 - 2013)									
Academic Performance	School Performance Score - 85.0 Letter Grade - B								
Financial Performance	<table border="1" style="width: 100%;"> <thead> <tr> <th>Year</th> <th>Finding</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>No Action</td> </tr> <tr> <td>2011-2012</td> <td>No Action</td> </tr> <tr> <td>2010-2011</td> <td>Not Applicable</td> </tr> </tbody> </table>	Year	Finding	2012-2013	No Action	2011-2012	No Action	2010-2011	Not Applicable
	Year	Finding							
	2012-2013	No Action							
2011-2012	No Action								
2010-2011	Not Applicable								
Legal and Contractual Performance	No fundamental violation of legal and contractual standards.								
Recommendation and Term	The Recovery School District and Louisiana Department of Education recommend a one year extension pursuant to the standards set forth in BESE Bulletin 126.								



Lagniappe Academy of New Orleans

CMO: N/A

Non-Profit: Lagniappe Academies of New Orleans, Inc.

2013-2014
CHARTER SCHOOL
ANNUAL REVIEW



Year Opened: 2010

Renewal: 2014

Grade Configuration: K-8th

OVERVIEW

Academic Performance Score:	82.3	Financial Performance Score:	100	Organizational Performance Score:	96
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DETAILED PERFORMANCE FRAMEWORK

ACADEMIC PERFORMANCE FRAMEWORK

LETTER GRADE C	SPS Indicators 3-8 ACT EOC			Special Education Indicators		
	SCHOOL PERFORMANCE SCORE (SPS) 82.3	Assessment Index	82.3	N/A	N/A	Percentage of Students with Disabilities
SPS Progress Points Awarded			0	Students Graduating with HS Diploma	N/A	
Dropout Index (8th grade)			N/A	Students Dropping Out	N/A	
Cohort Graduation Rate (HS)			N/A	Students Performing Proficient in ELA	N/A	
Graduation Index (HS)			N/A	Students Performing Proficient in Math	N/A	
ACT Average (HS)			N/A			

FINANCIAL PERFORMANCE FRAMEWORK

FINANCIAL PERFORMANCE RATING Meets Expectations	Indicators	School Data	Points Earned	Points Possible
			30	30
FINANCIAL PERFORMANCE SCORE 100	Audit Findings	Unqualified Audit with No Findings	30	30
	Debt to Assets Ratio	0.73*	20	20
	Timely Reporting	All reports submitted timely	20	20
	Total		100	100

*2012-2013 audit data | CMO-level financial data used

ORGANIZATIONAL PERFORMANCE FRAMEWORK

ORGANIZATIONAL PERFORMANCE RATING Meets Expectations	Key Indicators	Points Earned	Points Possible
		16	20
ORGANIZATIONAL PERFORMANCE SCORE 96	Enrollment	16	20
	Facilities	12	12
	Discipline	8	8
	Special Education	28	28
	Health and Safety	12	12
	Governance	20	20
	Total	96	100

Exhibit
B

ORGANIZATIONAL PERFORMANCE SCORE INDICATORS

A. ENROLLMENT (TYPE 5 SCHOOLS)

Indicators	Points Earned	Points Possible	School Data	Requirement	Detail
i. School follows all components of the OneApp process including appropriate child welfare and truancy policies.	4	4			Full Credit
ii. School Follows Recruitment and Enrollment Plan, Lottery	4	4			Full Credit
iii. School Follows Attendance Laws, Truancy Policy, and Timely Transfer of Records	4	4			Full Credit
iv. School Re-Enrolls High Percentage of Students	0	4	67.0%	75.8%	
v. School Retains Students During the School Year	4	4	0.0%	<2%	
Total	16	20			

B. FACILITIES (OBSERVED DURING FACILITIES REVIEW)

Indicators	Points Earned	Points Possible	Detail
i. School Meets Local and State Fire and Life Safety Codes	4	4	Full Credit
ii. School Meets Public Health Sanitary Codes	4	4	Full Credit
iii. ADA Requirements	4	4	Full Credit
Total	12	12	

C. DISCIPLINE

Indicators	Points Earned	Points Possible	Detail
i. School Adheres to BESE Model Master Discipline Plan	4	4	Full Credit
ii. Suspensions and Expulsions are Handled Properly	4	4	Full Credit
Total	8	8	

D. SPECIAL EDUCATION, 504 ACCOMMODATIONS, & OTHER AT-RISK STUDENT POPULATIONS (Observed During Visit or Student Programs Monitoring)

Indicators	Points Earned	Points Possible	Detail
i. Enrollment and Retention	4	4	Full Credit
ii. Schools Identify At-Risk Students	4	4	Full Credit
iii. School Conducts Evaluations	4	4	Full Credit
iv. School Writes Required IEPs	4	4	Full Credit
v. School Provides Programming and Placement	4	4	Full Credit
vi. School Follows Discipline Procedures	4	4	Full Credit
vii. Assessments	4	4	Full Credit
Total	28	28	

E. HEALTH & SAFETY

Indicators	Points Earned	Points Possible	Detail
i. School Conducts Background Checks on All Employees	4	4	Full Credit
ii. School Provides Health Services to Students	4	4	Full Credit
iii. School Follows Bus Safety Protocols	4	4	Full Credit
Total	12	12	

F. GOVERNANCE

Indicators	Points Earned	Points Possible	Detail
i. Board Structure Meets Bulletin 126 Requirements	4	4	Full Credit
ii. Board Adheres to Louisiana Code of Governmental Ethics	4	4	Full Credit
iii. School and Board Adhere to Louisiana Open Meetings Laws	4	4	Full Credit
iv. Board Adheres to Public Records Act	4	4	Full Credit
v. Board Follows Public Bid Laws	4	4	Full Credit
Total	20	20	

AFFIDAVIT OF [REDACTED]

STATE OF LOUISIANA
PARISH OF ORLEANS

BEFORE ME, NOTARY PUBLIC, CAME AND APPEARED:

[REDACTED]

a person of the full age of majority and resident of the Parish of Orleans, State of Louisiana who, after being duly sworn, did depose and state, based upon her own personal knowledge, as follows:

1. I am currently employed at Lagniappe Academies in an administrative and teaching position. I have been an educator since 1991. I graduated in 1991 from City University, London with a BSC with honors in Clinical Communications Studies. I have an advanced degree from City University, London in Developmental Disabilities and a second advanced degree from University of Pennsylvania, Philadelphia in Positive Psychology (Masters degree earned 2010). I am certified in Louisiana as a Speech and Language Pathologist. I also have a Louisiana Teaching certificate and am pursuing my level 1 teaching certificate with Relay Graduate School of Education, New Orleans Campus, to be completed June 2015.
2. I report directly to Kendall Petri as an assistant principal and teacher. I work under the title of [REDACTED] Lagniappe Academies is a small open enrollment charter school in Tremé. Ms. Petri is the school co-founder and CEO. The mission of Lagniappe Academies, according to our mission statement, is to "promote academic excellence, resilience, and self-awareness in New Orleans' children". By partnering with families, community organizations, and other institutions that share our core beliefs, Lagniappe Academies inspires students to embrace new opportunities and realize their potential. Our core beliefs may be summarized as follows: all children have the ability to learn and improve academically when inspired by high quality teachers who hold them to high expectations.
3. I have reviewed the draft Monitoring Report dated February 23, 2015 submitted by the Department of Education, and have been asked by the School CEO Kendall Petri, my supervisor, to comment on the contentions contained therein. My comments, with reference to specific contentions are as follows:
4. In appendix C:1. paragraph 6 and 7, a special education teacher hired in July 2014, who left in October of 2014, Staff Member 1, states she was not allowed to have formal RTI meetings or complete Functional Behavior Analysis (FBAs) and Behavior Intervention

Plans (BIPs). This is not an accurate representation of the facts. Staff Member 1 was instructed by Kendall Petri to set up RTI services. I asked Staff Member 1 to complete the necessary FBAs and BIPs. I recall expressing concern to Staff Member 1 that these had not yet commenced. I believe Staff Member 1 became overloaded with other tasks related to teaching the third graders and for that reason I believe she was not able to comply. Our normal day is ten hours per day. We are expected to do some work at home and the long workday coupled with competing expectations possibly wore her down. However, at no time was she ever directed not to do the FBA's and BIP's.

5. In appendix C:1. paragraph 8, Staff Member 1 states that the speech portion of the evaluation was not completed before the Individual Education Plan (IEP) meeting. This is not a true representation of the facts. The facts are as follows: the full speech and language evaluation was completed in each case and students were correctly identified for speech and language services. The reports were added to the evaluations as attachments, as suggested by the evaluator, Dr. Lucinda DeGrange, our contract psychologist. At times due to ambitious workloads, the speech portions were typed on the day of the IEP meeting, but to my best recollection, all of the evaluations were complete at the time of the meeting.
6. In appendix C:1. paragraph 11, Staff Member 1 states "there was only one student that the contracted Speech teacher was allowed to work with and McCormick serviced all the other students". This is a cynical view of what was happening. A more accurate representation of the facts is that Kendall Petri directed me to serve the speech/language students during school year 2014-2015. Staff Member 9 was the speech and language pathologist contracted through the firm Hubbard and Tennyson. I wanted to ensure we had more than adequate resources to serve all students and knew that the caseload was likely to increase with the new evaluations. It would be very difficult to find speech therapists later in the year. I asked speech and language contractors, Hubbard and Tennyson, to provide a speech/language therapist to work with one student in the first instance, with a view to taking on others as the year progressed, evaluations were completed and in the event I was required to fulfill other duties directed by the school. I asked Kristen Eschman to take on more students as soon as Staff Member 1 resigned.
7. In appendix C:1. paragraph 12, Staff Member 1 states the school "would not hire an Adapted Physical Education (APE) teacher ...for a student whose IEP required APE services." This is not an accurate representation of the facts. A more accurate representation is that we tried valiantly to find an APE teacher. I asked our own PE teacher to track one down and to research if she could do the training to become one. As soon as we found Mr. Johnny Payton (certified Adaptive PE teacher) we hired him and contracted him to serve our students with immediate effect. This all occurred *before* the IDEA audit on October 21, 2014.
8. In appendix C:1. paragraph 13, Staff Member 1 states I was "very condescending" and used "educational jargon". This is a cynical view of the facts. As a parent of two children, I hold all parents in high regard and fully understand their dedication to their children. Staff Member 1 and I were asked by Kendall Petri to hold the parent meetings and Staff

Member 1 was asked to write up the meeting notes. She was asked to type up an accurate record of the discussion, not just the school's recommendations. The parents were fully informed of the reasons for the school's recommendations, and signed an acknowledgment of same in each instance. Their questions were always answered with concern and respect. In most instances those parents who did not wish their children to be retained went on to the next grade level, contrary to our best opinion as educators but out of respect for parent wishes. In each instance, I believe, parents were shown their child's assessment scores, work product, and other documentation supporting the recommendation.

9. In appendix C:1. paragraph 14, Staff Member 1 states she was shown Special Education Minute logs for Students H, K and L with her name as Sp.Ed. Teacher, but she did not provide those services to those students. These logs were clearly Speech/language logs (not academic services logs) as Kristine Barker (who showed them to her) has suggested. The service type was clearly written on the logs: they say SLP for "Speech and Language Pathology ". Staff Member 1's name is on the header because the form requires the name of the "Special Education Teacher" and Staff Member 1 was the special education teacher at that time. I am not a Special Ed teacher. This template was introduced by Staff Member 1. She changed the service log template when she joined the school. I in fact asked her where I should record my name on the logs. She said the log template she provided was compliant with state regulations and to complete the information on the header, as I did without my name. Under "Services" it says SLP, an acronym Staff Member 1 is familiar with. In hindsight, I should have pushed her to add a line and space for other service providers to be included.
10. In appendix C:III. Paragraph 6, Staff Member 3 (a Teach For America recruit) states, that she was told her class "contained students who would pass the iLEAP exam in 3rd grade". I do not know what Staff Member 3's is implying, however the rationale for giving her the more able students to teach was to provide her, who was an inexperienced teacher, and age 22 or thereabouts, at the time, a class of students she would be more able to manage and teach successfully. In the fall of 2012, Kendall Petri moved two students (who Staff Member 3 was really struggling to manage) into my 2nd grade classroom, as I have more experience teaching students who are struggling learners and/or have challenging behavior and struggling learners. As I recall, both students performed more successfully both academically and behaviorally after they moved.
11. In appendix C:III. Paragraph 8, Staff Member 3 states I instructed her to make a room "look like a special education pullout room". This is not an accurate representation of the facts. We routinely clean up the school and do so when expecting special visitors as we take great pride in our custom-designed school.. Our school-wide model is a standardized classroom set up, with minimal clutter in the classrooms so as to minimize distractions for the students. Some teachers find this hard to maintain. Our typical message to staff is "please tidy your classrooms and show the school-wide model at its best." I do not know which room she is referring to so it is difficult to address specifically her comment. There were speech/language, counseling and social work pull-outs (small rooms) during that time at the facility and they were commonly used.

12. In appendix C:III. Paragraph 9, Staff Member 3 states that I asked her to sign an IEP that was out of date. This is untrue. Student P had a current IEP at all times during Staff Member 3's time at the school. Her IEP was not out of date. I do not recall asking Staff Member 3's to sign Student P's IEP as the student was not taught by Staff Member 3 the previous year. I suspect I was asking Staff Member 3 to sign a document to acknowledging she had received a copy of Student P's IEP.
13. In appendix C:III. Paragraph 10, Staff Member 3 states I asked her to "fill out paperwork for two of my studentsso that they could receive 504 read aloud accommodations for the April iLEAP exam". This is not an accurate representation of the facts. As far as I can remember, Larry Baker, Sp.Ed. teacher at the time, met with Staff Member 3 and asked her which of her students were eligible for any accommodations. Staff Member 3 identified two students who were two or more years behind in reading, as measured by standardized assessment. These students were entitled to the read aloud accommodation according to staff member 3's data.
14. In appendix C:IV. Paragraph 3, Staff Member 2, a Kindergarten TFA teacher, age 22 or thereabouts, states she was offered "no support" for the student or herself. A more accurate version of events is that Staff Member 2 was struggling as a first year teacher to develop the classroom management skills and teaching skills to successfully run her classroom. In my opinion, Staff Member 2's attitude was dismissive and immature. She frequently resisted attempts by myself or other teachers to accept coaching or advice so as to help her develop skills to become more successful. I recall a conversation with her lead teacher in kindergarten grade level, who expressed the same concerns. Staff Member 2 was resistant to professional development provided by the school, and would typically work on her laptop in lieu of engaging in discussion with the team during team meetings with me. She also states she was working with TFA on "classroom interventions" rather than working with the school's administration on the tiered reports and standard, identified interventions used at the school. I never heard that before. She did not discuss this with the school but acted independently to introduce alternative methodology rather than implement the school-wide model. This conflict was evident at the time and I spoke with the TFA Manager of Teacher Development about this attitude at the time, who noted it was an issue that they had acknowledged with certain TFA teachers and that they were developing professional development measures to try to conquer it.
15. In appendix C:IV. Paragraph 4, Staff Member 2 states Kendall Petri and I "failed to provide the evaluation for speech services" for Student C. I do not recall a parental request for evaluation, and student C is currently enrolled at the school. The parent has no complaints as far as I am aware and no request has been made by the parent for an evaluation this school year. Rodney Brown, Dean of Students, told me on Friday February 27th, that this parent told him that she didn't want her child identified as having a disability and therefore refused to sign a Functional Behavior Analysis ("FBA") form.
16. In appendix C:IV. Paragraph 7, Staff Member 2 states she was not involved in the IEP process for two particular students. I have to review records which I have not had an

opportunity to do, before I can adequately respond to this contention. I believe she may be referring to Student H and Student N. As I recall, Staff Member 2's academic data regarding these students was used for the IEP review. I recall with respect to at least one student, Staff Member 2's overriding comment was the negative impact his chronic absenteeism had on his academic development, indeed his mother failed to attend two previously scheduled IEP meetings which is why in the final event Staff Member 2 was not available to attend. The overriding goal of the school and the student's social worker was to support his mother to significantly improve his attendance. Both of the children that I believe she is talking about did have intermittent academic special education services due to difficulty in hiring a special education teacher during this time period; however both students received their speech and language therapy /special education service minutes. A speech and language therapist was provided by an outside contractor.

17. In appendix C:IV. Paragraphs 8 and 9, Staff Member 2 states I expected that two particular students would "always be behind". This is a misunderstanding on her part. Both students had an IEP and merited a Special Education teacher. A more precise explanation is that for staffing reasons the two special education students in her class room were not receiving continuous Sp.Ed. services. As an interim measure I asked her to include the students in the intervention level, direct instruction program that she was teaching (designed for students that are behind and need intervention). I directed her to use the intervention level, direct instruction curriculum with the special education students and she was also serving them in the four o'clock until five o'clock block in a small intervention group. I feel that special education students can benefit from being included in the direct instruction intervention program. I firmly believe all students can learn but it requires hard work and dedication on the part of the teachers to create scaffolding and re-teach sessions ("check-ins") as necessary to continue to include them in the main stream of the lesson rather than to exclude them. Staff Member 2 gave me the impression that she felt that it wasn't her job to include the special education students in her instruction.
18. In appendix C:IV. Paragraph 12, Staff Member 2 states, I asked her to "make up" test scores. I never asked her to make up test scores. I believe the conversation was as follows: she was struggling to complete the Developmental Skills Checklist ("DSC") assessments, and expressing lack of confidence. I was reassuring her that she already has a lot of knowledge about the students that would help her to feel more confident to do the assessments. I recall consulting a DSC advisor Susan Seaford at "Ready Set Grow" to ensure we were compliant with correct procedures, and she advised me how to proceed in the event a student was absent, etc. She also confirmed teachers should use their professional knowledge to implement the assessment process.
19. In appendix C:V. Paragraphs 3, Staff Member 4 (teacher, not certified) states I told her not to provide accommodations, service minutes. This is untrue. To the best of my recollection Staff Member 4 did not have any "Individuals with Disabilities Education Act" ("IDEA") students in her classroom. I never told her not to provide services to any student.

20. In appendix C:VI. Paragraph 12, Staff Member 5 (teacher not certified) states he was not involved in retention meetings. Staff Member 5 was no longer employed at the school at the time the school conducted the parent meetings respecting retention.
21. In appendix C:VII. Paragraphs 5, Staff Member 6 (teacher for three months at Lagniappe) states she was told not to modify lessons for a child with an IEP. This is not true. I believe I know who the child was that she was referring to and I will refer to the child as child E. Staff Member 6 was a mainstream teacher and was asked to implement the school wide model, which she struggled to do. Nicole Miller (special education teacher, certified) was responsible for providing the special education services for the IDEA students at that time of which student E was one. Further, I feel that Staff Member 6 became disenchanted with Lagniappe because was not able to see the strengths in our students. For example, I received at least one parent complaint about Staff Member 6's direct comments regarding a struggling student, to the parent, in which Staff Member 6 refused to apologize for describing him to the parents "like a wind-up toy". Staff Member 6 insisted she was right.
22. In appendix B:1. Paragraph 5, Parent J purports to state in her Affidavit that I retained her daughter without her consent. This is untrue and I sincerely question whether Parent J properly understood what was contained in the Affidavit. I very specifically recall that she agreed with the recommendation, has made no complaint regarding her daughter's placements, signed the documentation agreeing to her daughter having another year in 3rd grade and in I was recently informed she signed a petition in support of the school.
23. In appendix B:III. Paragraph 5, Parent N states her child did not receive his IEP services. This reflects a misunderstanding of the facts. The student received all his speech services. The student did not receive all his academic services because he was taught by Special Ed teacher, Mr. Baker, hired as full time employee, who during the school year, became ill with cancer creating a staff shortage during the Mardi Gras season,. (He subsequently died at the end of the school year.) The disruption to his services was aggravated by staffing shortages in the Sp.Ed. department, but his chronic absenteeism also contributed to the fact he did not receive all his services. Based on my best recollection at this time, without reviewing the original attendance data, he had over 60 tardies and at least 44 absences.
24. In appendix B:IV. Paragraph 9, Parent I states I retained her child without her permission. This is untrue. She and I met and she agreed for her child to have another year in kindergarten and she agreed this would be a good thing for him. She went home, then returned a couple of hours later saying she had changed her mind, and asked me for the document she signed. I gave her the document, which she took with her. Later I received a call from Kristine Barker (LDOE). I explained to her that by the time of her phone call, it was already agreed that the student would be placed in 1st grade per Parent I demand.
25. In appendix B:V. Paragraph 4, Parent A states I called her numerous times. A more accurate view is Rodney Brown (Dean of Students) has been the main point of contact for [REDACTED] He called [REDACTED] several times to discuss her son's behavior, and how

we could collaborate with to help her child succeed at school. I only spoke with her on a couple of occasions.

26. In appendix B:V. Paragraph 7, (Parent A) states her son's evaluation is out of timeline. This is untrue. As soon as she requested the evaluation, the process commenced, and is still within timeline to be completed by mid-March. Parent A signed a 30 day extension as she was still gathering paperwork from her son's physician and the school needed more time to complete the process.

27. Parent A has also recently signed a petition in support of the school.


AFFIANT

SWORN TO AND SUBSCRIBED BEFORE ME,
NOTARY PUBLIC, THIS 2 DAY OF March, 2015.

Marie Riccio

NOTARY PUBLIC NAME:

Marie Riccio
700 Camp Street
New Orleans, La. 70130

NOTARY NUMBER:22265

MY COMMISSION IS FOR LIFE