

Ascension Public Schools

2024-2025 Annual Special Education Advisory Council (SEAC) Report



May 2025

What is the purpose of Ascension Public Schools' Special Education Advisory Council?

R.S. 17:1944 requires local public school systems to create a special education advisory council to provide advice and feedback regarding special education policies, procedures, and resources. The council shall also engage in outreach activities to the community at large to increase the level of knowledge, support, and collaboration with respect to special education.

Members and Roles

Member	Role
Kheri Monks	Parent
Natalia Dickson	Parent
Adrienne Kelly	Parent
Marvin Reed	Parent
Jasmine Gray	Parent
Shelton Williams	Parent
Lorene Phillips	Parent
Jeremy Tarver	Parent
Lynette White-Pierce	Parent
Melissa Rollins	Parent (Resigned- February 11, 2025)
Jodi Rollins (Co-Chair)	Parent
Raven LaBiche	Outside Agency Representative
Jacqueline Paige	APS Educator
Dr. Adrina Million (Co-Chair)	APS Director of Special Education

2024-2025 Meetings, Agendas, Minutes

Meeting Dates & Times	Location	Link to Agenda & Minutes
August 21, 2024 - 12 pm	Instructional Technology Center	Agenda Minutes
October 23, 2024 - 5 pm	Instructional Technology Center	Agenda Minutes
December 11, 2024 - 12 pm	LeBlanc Special Services	Agenda Minutes
February 19, 2025 - 5 pm	Instructional Technology Center	Agenda Minutes
April 16, 2025 - 12 pm	Instructional Technology Center	Agenda

Quorum was achieved at all of the 2024-25 Special Education Advisory Council Meetings. Meeting notices were widely advertised through the district website, social media platforms, phone calls, email reminders, and inclusion on school calendars. To encourage greater participation, meetings were scheduled during both evening and lunchtime hours, and a virtual option was made available to ensure accessibility for all parents. A qualified Deaf interpreter was provided as an accommodation as needed to ensure effective communication access.

Executive Summary

1. Overview of special education in Ascension Public Schools
 - a. Overview of students with disabilities' academic performance data and subgroup performance

Spring 2023-24 LEAP Connect Data

LEAP Connect (Grades 3-11)	Number of Test Units				Subject Weight	Total Points Weighted	Total Test Units Weighted	Assessment Index by Subject
	Performance Levels							
	Level 4 (150)	Level 3 (100)	Level 2 (80)	Level 1 (0)				
ELA	45	69	36	30	2	33060	360	91.8
MATH	59	58	22	41	2	32820	360	91.2
SCI	37	11	17	12	1	8010	77	104
LEAP Connect Assessment Index*						73890	797	92.7

The LEAP Connect assessment results for Grades 3 through 11 demonstrate a solid overall performance across English Language Arts (ELA), Mathematics (Math), and Science, reflecting both the engagement of students with significant cognitive disabilities and the effectiveness of instructional support provided to them.

Performance Overview by Subject:

English Language Arts:

A total of 180 students participated in the ELA assessment, distributed across performance levels as follows:

- Level 4 (Above Goal): 45 students
- Level 3 (At Goal): 69 students
- Level 2 (Near Goal): 36 students
- Level 1 (Below Goal): 30 students

This data reflects a strong distribution of students achieving Mastery or above.

Mathematics:

In Math, 180 students also took part:

- Level 4: 59 students
- Level 3: 58 students
- Level 2: 22 students

- Level 1: 41 students

Although a slightly higher number of students scored at Level 1 compared to ELA, the majority still demonstrated Mastery or Advanced performance.

Science:

The Science assessment involved fewer students (77 test units total), with the following distribution:

- Level 4: 37 students
- Level 3: 11 students
- Level 2: 17 students
- Level 1: 12 students

This data suggests particularly strong student outcomes in Science.

Spring 2023-24 LEAP Data

Grades 3-8 and High School

LEAP (Grades 3-8 and HS tests)	Number of Test Units					Subject Weight	Incentive Points		Total Points	Weighted Test Units	Assessment Index by Subject
	Performance Levels						Advanced/Excellent (5)	Mastery / Good (2.5)			
	Advanced / Excellent (10)	Mastery/Good (100)	Basic (80)	Approaching Basic / Fair / Needs Improv	Fair / Needs Improv						
ELA / English I / English II	39	201	234	246	219	2			90365	1878	48.1
MATH / Algebra I / Geometry	28	172	219	348	173	2			78690	1880	41.9
SCI / Biology	44	137	196	296	266	1			35980	939	38.3
SS / U.S.History	44	137	196	296	266	1			35980	939	38.3
LEAP Assessment Index*									241015	5636	42.8

The LEAP (Louisiana Educational Assessment Program) assessment data for grades 3–8, as well as high school end-of-course tests, reveals critical insights into student performance across four core academic subjects: English Language Arts, Math, Science, and Social Studies.

Performance by Subject:

- ELA / English I / English II
This data reflects a relatively strong performance, with notable numbers of students achieving Mastery and Advanced levels.
- Math / Algebra I / Geometry
While fewer students reached Advanced performance compared to ELA, the distribution remains solid.
- Science / Biology
Performance distribution skews more heavily toward Basic and Approaching Basic levels,

indicating a need for improvement in this area.

- Social Studies / U.S. History

Like Science, a significant proportion of students are not reaching mastery, signaling a need for continued work in this area.

- b. Overview of special education financial data

Ascension Public Schools received a combined total of \$9,305,364.00 of IDEA funding.

- 2. Compliance violations

- a. Indicator 11 - Child Find (2023-24 SY)

- b. Indicator 12 - Early Childhood Transitions (2023-24 SY)

- 3. Highlights and Accomplishments of the Council

Monthly Highlights and Accomplishments:

August 2024

During the SEAC meeting on Wednesday, August 21, 2024, the advisory committee reviewed and approved the minutes from the previous meeting, followed by the introduction of new members. The group engaged in a discussion on Act 745 and explored possible focus areas for the upcoming year.

October 2024

The meeting held on Wednesday, October 23, 2024, began with the review and approval of the minutes from the previous meeting. The committee discussed recommendations to Superintendent Dr. Edith Walker and welcomed Dr. Adrina Million, the newly appointed Director of Special Education. Key topics included plans for a new web series and several upcoming events: a presentation from LASARD, coffee chats, and the Special Education Resource Fair. Additionally, based on the parent-submitted agenda, the committee engaged in a discussion regarding the formation and direction of Focus Area Committees.

December 2024

The meeting on Wednesday, December 11, 2024, opened with the review and approval of the previous meeting's minutes. A presentation was delivered by the Louisiana Autism Spectrum and Related Disabilities (LASARD) Project, focusing on essential supports for home such as visual schedules, cues, transition supports, and priming strategies. The committee received updated information regarding the 2024–25 Special Education Resource Fair and discussed the role of a Special Education Consultant. Additional topics included the LDOE's Alternate Assessment Participation Waiver, currently open for public comment. In response to a parent agenda item, the committee also reviewed updates

related to the 2024–25 focus areas for the Special Needs Parent Group, including parent training sessions and volunteer opportunities for general education students.

February 2025

The February 19th SEAC meeting began with the approval of minutes from the December 11, 2024, meeting. Under new business, the committee heard a presentation from Ms. Cormanda Grace and Ms. Courtney Altman of G.R.O.W.T.H. Services on transition services in the high school setting. Mrs. Delatte and Mrs. Recile provided updated information about the 2024–25 Special Education Resource Fair. The district also shared initiatives aimed at improving communication, including the use of special colored paper for special education correspondence and a new flow chart to help parents identify special education staff at both the district and school levels. Additional updates included plans for incorporating special education events into school calendars and using school social media platforms to promote these activities. The council was informed of a current vacancy on the Special Education Advisory Council. During the parent agenda portion, Mr. Jeremy Tarver raised concerns regarding the hiring and screening process for paraprofessionals, as well as staffing inconsistencies among teachers, therapists, and school nurses. The committee also discussed ongoing updates to the 2024–25 focus areas, including the Special Needs Parent Group, parent training sessions, and volunteer opportunities for general education students.

April 2025

The SEAC meeting on Wednesday, April 16, 2025 began with the approval of the minutes from the February 19, 2025, meeting. Under district agenda items, Mrs. Delatte and Mrs. Recile provided an overview of the Promoting Access and Connections Fair that occurred on March 13, 2025. Additional updates included information on the LDOE Parental Involvement Survey, the application process for the 2025–26 SEAC Board, and a presentation on resources from the Louisiana Parent Training & Information Center. The committee also received updates on the recommendations previously submitted to the superintendent during the February meeting. During the parent agenda portion, the committee reviewed ongoing efforts related to the 2024–25 focus areas, which include the Special Needs Parent Group, parent training sessions, and volunteer opportunities for general education students. *Overall Highlights and Accomplishments:*

A key highlight and accomplishment of the Special Education Advisory Council this year was the successful organization of the Special Education Resource Fair, which served as a vital event for providing families with important information and fostering meaningful connections among community members and stakeholders. In addition to the fair, the council made significant strides by establishing parent focus groups, creating a platform for ongoing dialogue, collaboration, and support centered around the needs and priorities of families navigating special education services. Additionally, the council facilitated

informative presentations for families from LASARD and GROWTH Services, further enhancing access to valuable resources and expert guidance.

4. Areas of Improvement, Next Steps, and Timeline of Upcoming Activities

Areas for improvement include the need to clearly define the roles and responsibilities of the Focus Subgroup committee members to ensure greater clarity, accountability, and efficiency in collaborative efforts. As next steps, the council will begin accepting applications for the 2025–26 board, conduct interviews, and submit recommendations to the superintendent for the appointment of new members. Upcoming events include the final council meeting in June, continued planning and implementation of parent engagement events, and the annual Special Education Resource Fair, which remains a key initiative for supporting families and strengthening community connections.

5. Explain how parent engagement is encouraged throughout the school system and what activities sought to promote parent engagement

Parent engagement is actively encouraged throughout the school system through a variety of inclusive and supportive initiatives aimed at fostering meaningful family involvement. The Special Education Resource Fair serves as a cornerstone event, offering families access to valuable resources and connections with community partners. The creation of Focus Group Committees provides parents with a platform to share their perspectives and contribute to planning efforts. To accommodate diverse schedules and needs, parents are encouraged to participate in meetings both in-person and virtually. Additional opportunities for engagement include school-sponsored activities, Individualized Education Program (IEP) meetings, and informative presentations from organizations such as LASARD and GROWTH Services. The District Preschool Parent Group further supports early involvement by connecting families with resources and guidance tailored to young learners. Together, these efforts reflect the district's ongoing commitment to building strong partnerships with families in support of students with special needs.

How to Join

Current members who have not yet completed two years of service have the option to serve an additional year. Applications for new council members will be distributed in May through email, accompanied by a phone call reminder, and will also be posted on the district website. Vacancies have not posed a significant issue; at present, there is only one open position due to a recent resignation. Applicants will be notified of their acceptance or non-selection by Dr. Adrina Million via email.

[APSB SEAC WEBSITE](#)