

SEAC Meeting Minutes - April 16, 2025
Ascension Special Education Advisory Council

April 16, 2025

12:00 PM

In-Person Meeting (with virtual option)

Central Middle School – ITTC

Call to Order

12:00 p.m. by Director Adrina Million

Roll Call - (12:02 pm) Quorum

Met:

Kheri Monks - Not Present

1. Natalia Dickson - Present
2. Adrienne Kelly -Not Present
3. Raven LaBiche - Not Present
4. Jacqueline Page - Present
5. Marvin Reed - Present
6. Jasmine Gray - Present
7. Shelton Williams - Present
8. Melissa Rollings - Resigned - Vacancy
9. Lorene Phillips - Present
10. Jeremy Tarver - Present
11. Lynette White-Pierce - Present

Chairpersons -

Dr. Adrina Million - Present

Jodi Rollins – Present

Dr. Million reviews Public Comment Procedures and SEAC Purpose and Process, reviews Robert's Rules of Order

Public comment card submitted before the meeting

AM- If you have a public comment card based on the agenda, you can submit to Julie Sancho, and we will call public comment when we get to that item (reads from screen) - you will have three minutes to respond. Our SPED advisory council is a result-- adhere to the requirement that each district has a special education advisory council-- we provide (reads from screen)

AM- We will do old business, we had our last meeting on Feb 19, 2025. Minutes were sent Can we get a motion for approval?

Motion by Dickson Can

we get a second?

I second- Williams

No Public comment cards as of yet.

New Business-

2a. 2024-25 Promoting Access and Connections Fair- Mrs. Delatte and Mrs. Recile (No Action Required)

AM- "I'd like to recognize the hard work of so many. We received lots of feedback that it was a great success, so I would like to thank our team and our board members who gave their time, sought donations. Ms. Ginger, do you have any comments?"

Ginger: "I am thankful because I could not do it without the support of the committee, and I am so glad that you all had the idea to do this. We hope to get better each year."

ND- SEAC will have a table next year.

AM "We are looking forward to having this in the future."

2b. LDOE Parental Involvement Survey (No Action Required)

AM- We had a meeting yesterday with LDOE about the parental survey. It will be open to June 30th. There is a unique and individual code, we have 2,280 students who need to complete the parental survey, it does not go to our gifted and talented students- The IT department is working on creating those based on unique items/numbers that the state has created- We want this to be clean and easy for families to complete. We do not know if this will be before Spring break, but we will do call-outs to families to ensure that the links are working and they can complete these.

2C APS 25-26 SEAC Board- Applications (No Action required)

We have one more meeting for the 24-25 school year, which is our June meeting, scheduled for June 25, 2025, at 5:00 p.m. We are asking for some information. Members of the board, there is a document that asks for information as we prepare for next year. At our last meeting, members asked if board members could serve two terms...if this is your first term, and you want to indicate whether or not you want to return. We will have some vacancies to fill. The process will begin in May. We will be sending out applications. We will hold interviews towards the end of May. Recommendations to the superintendent will be completed by June.

AM- I forgot to mention that none of the items listed do not require motions.

2D Louisiana Parent Training & Information Center (No action required)

AM- One of the feedback that we get about our board is providing feedback to parents:

- Families Helping Families is mentioned on many of our documents. We are sharing this link so that parents can have it readily available. (shows on screen the FHF website). FHF has luncheons and sessions, they are very good about updating. The information is

very informative. Questions that they can address include the following: “What if you have questions about the IEP?” “What if I suspect that my child’s IEP is not being followed?”

AM- Ms. Delatte, is there a way that we can link this to our website (LSSC website) for families to have?

Ginger- “Yes, we should be able to link that.”

Lynette White- Pierce- When I was transferring to my last school district, they were very helpful and foundational in ensuring that I understood the IEP process...they even linked up with another organization, and even my son was paired up with them that promotes advocacy for himself.”

2E Updates on Recommendations to Superintendent from 2/19/2025 SEAC Meeting (No Action Required)

Wanted to give the board an update bc there were 5 items we recommended to the superintendent:

1. Colored Paper-- accepted (this only pertains to documentation from the special education department- example: if you see yellow, pink, or blue, then this is coming from the special education department). Color has not been decided at this time.
2. Flowchart on website to notify whom to contact- accepted- We are not able to identify specific names.
 - a. ND- What was the reason for the names again? Million- I’m unsure, we can provide the roles but not the names, and I am not sure where this originates from. Natalia- So the parent can call Leblanc? Million- Yes and we can give that name.
3. Parent Communication, Social Media- accepted- Task a Leblanc team member to have this information on the school and district calendars.
4. Two recommendations below- BOTH rejected because paraprofessionals are tasked with supporting, and certified teachers are liable.
 - a. Paraprofessionals attending IEP meeting
 - b. Paraprofessionals communicating with parents
 - i. The suggestion will be that the information the paraprofessionals → concern from Lorene Phillips, “If they have a question, can they reach out to me? I do not want them to get in trouble, but if they want to know if my student is having a seizure, I want them to be able to reach out to me THEN and not have to wait.”
Million- “We can’t say that paras can not reach out to you, but we do not have to require that because that was not communicated when they took the job. We need to make sure that the communication is appropriate and if it is something that needs to involve the teacher or administrator, then we are taking those avenues.”

- ii. Lynette White-Pierce- “He could have communicated with someone in those three minutes when he knew he was going to have a seizure, but they were loading buses and there was no one for him to communicate this to, so it is important that communication is stamped out.”
- iii. Natalia Dickson- “I knew it was not going to fly as far as paras communicating with para but I do think it is beneficial for the para to attend the IEP because they have very important information that would help other people in the IEP to provide our students with a better education, so I understand that they are not required but it would be beneficial.” Million- “Some of our students have very sensitive information in their IEPs.... We have an obligation to protect our students’ information because we would not want a paraprofessional to sit through an IEP and hear all of this info that does not pertain to their work with the student. ND- “Who deems the appropriateness, and can a parent request that a para attend?”
- iv. Marvin Reed- “As a parent, I have requested a para to attend an IEP meeting and have been told that this is impermissible, and other times they...these have been negated by what you’ve just said.” Million- “Let me clarify, a parent can request, but we can not require. Do we want to eliminate the para’s information? Absolutely not, there are situations where the para would be valuable.
- v. Jodi Rollins- “If you are getting most of your info from your para then you need to talk to administration because you should be getting the story from the teacher. I personally feel uncomfortable with the teacher and the para being together in the IEP because they have to work together and I would not want them not to see eye to eye. So do we need more points of contact or a better flow of information?”
Million- What Ms. Rollins is saying is valid, and that is why we are saying we can not make this a recommendation....” Jodi Rollins- “The paras should not have more info about your child than the SPED staff.” Million- “I can not police para communication...” vi. Lynette White-Pierce- “I heard parents saying they want the para, but I think what we are saying is that we want the information....what can we do to make sure we have streamlined communication?” Million- “The bottom line is that there needs to be collaboration between the para and the teacher- it is so individualized because some of us do it well, but the expectation is that the teacher is communicating with the parent.”
- vii. Jeremy Tarver- Our para works at our house and she knows my child inside and out. What is the hiring process for paras, because I was looking for ways that we could better pick paraprofessionals to be fitted for the job they are going to do. AM- “This is how staffing works, we give numbers to say how many teachers and how many paras they will get, but principals are responsible for hiring and not the special education department...what the principals will do is they will reach out to

coordinators and ask if they know people. Principals do reject people. Paras do have to have an associate and a para pro.” JT- “So if a person gets hired, is there any on-the-job training being done to determine if it is a good fit for the child? A situation happened and I asked about the protocol because I did not find out until a year later.”

- viii. Jodi Rollins- “Can we make a recommendation to Dr. Walker that our principals and assistant principals have some type of special education training because they look to people like Shannon when they are ODR at a meeting.” AM- “5x this year, we have brought our principals in to provide trainings on different things like going into SWSD classrooms, what should be in an IEP, and we do this with schools we’ve monitored and will continue, and we will have a consultant who will support us in this. It would help all of us if these principals felt more responsible for their own schools.” AM- “We are trying to educate them.” JT- “I even tried to educate them like maybe there needs to be a class for paras to let them know that these are the types of things you need to report and here is how.” AM- “Let me just say this, we do have trainings, and we are trying to be strategic in more opportunities, and our thing is holding people accountable and getting them to implement these things.” JR- “I do not always agree with the district, but the training is there, there just requires so much oversight-- if you think there is something that could be done better then find a state who does it better, call a legislation because there are things that are beyond Dr. Million’s authority. You might have ideas that they haven’t thought of.”
- ix. We do have a comment from a teacher, a board member, Jaquelune Paige, “It is our responsibility to know about our students, to communicate with parents, and to ensure relationship building from start of the year, and communicate often.”

AM: recaps the three things passed and the two things rejected.

JR- To Tarver- “Create a communication sheet, go to your principal and ask if it was okay, get Leblanc to help you with it.”

LWP: “So I can get a daily communication plan for my student?”

AM: It is not for every student in the district, but for special cases. JR:

“You can request this in the IEP.”

3. Parent Agenda Items-

Special Needs Parents Group

ND- I am passing the baton to Lynette and sharing information with her because I am busy at work

Parent Training Sessions

JR- She has spoken to Sara Recile. Additionally, I have been holding private sessions on my own. This is based on what parents say they want to know more about on Facebook. I think this is going to have to come from the district level.

AM- I love that you are collaborating with Sara Recile, thank you, Mr. Williams, for volunteering...

Volunteer Opportunities for General Education Students

LWP- Not all schools are progressing at the same rate in providing these opportunities...

AM- Special Olympics, Don Trail Ride are some of the best things to see when our gen ed students are able to volunteer.

Our next SEAC meeting will be June 25th→ not here due to renovations. The meeting will be held at Leblanc→ we will be moving forward with our process for the Board for next year

Dickson- I would like to make one last motion since March is Autism Awareness Month and I would like this to be added to the district calendar. For my son's school, I did a display and recommended books, etc. Having this in the calendar could bring awareness to typically developing students.

SA- I will say this does happen at a lot of our schools throughout the district. However, this is not at a district level.

AM- If you make a motion to Dr. Walker, because of DEI, there are different things we may or may not be able to do. This topic was brought up at a district level to determine what things could be done. We need to determine how this falls in line with mandates.

NG- We were doing some things in the community, but then there were questions, "can we use words like acceptance, inclusion?" You would have to get together and determine what this would look like.

Lynette- Conversations need to occur at different levels. Before we second that, can we just ensure that everyone is included, like epilepsy?

AM- I am still learning the Robert's Rules, so we can not just make motions, but we can table these and based on these discussions, we can bring this up at the district level. They will decide....are we at the point where we want to recommend?

Dickson- I would like to motion that April be added as autism awareness month

Marvin Reed- I second

Motion Passed

Meeting adjourned

Motion by ND

Second by MR