

SEAC Meeting Minutes- February 25, 2026 (Revised 5/1/26)

Special Education Advisory Council

February 25, 2026

12:00 p.m.

In-Person Meeting (with virtual option)

LeBlanc Special Services Center

Call to Order

(12:00 pm) by Dr. Nicole Grimes, acting co-chair

Roll Call - Dr. Grimes

Quorum Met:

1. Marvin Reed - Present
2. Shelton Williams- Present
3. Lorene Phillips-Present
4. Jeremy Tarver- Present
5. Lynette White-Pierce-(Virtual)
6. Ashleigh Seneca-Present
7. Sanora Cole-Not Present
8. Sadie Wilks- Not Present
9. Sandy Hanna- Not Present
10. Marlene Dominique-(Outside agency)-Not Present
11. Kimberly Ammons-Not Present

Chairpersons - Dr. Jennifer Vicknair and Jodi Rollins (both present)

Dr. Nicole Grimes (Sped supervisor) went over procedures for public comment cards and explained Roberts Rule of Order.

Old Business

1. Approval of minutes from December 18, 2025 SEAC meeting - (Action Required)

Motion to approve: M. Reed.

It was stated that some members didn't receive minutes.

Jamekco Lewis said an email was sent.

Dr. Edith Walker stated that the meeting can continue and back to minutes later.

New Business

2. SEAC Agenda Items:

2.a. New Director of Special Education , Dr. Jennifer Vicknair's Mission and Vision

Dr. Grimes introduced the new Director.

Dr. Jennifer Vicknair - I am excited to return here. Please forgive any hiccups that may occur during transition. I do have a lot of experience in the district, and I am returning from LDOE. I have several initiatives we will be working toward. Compliance is the foundation, but now our ceiling. We want to see to it that every learner thrives. I've already met with teams. My goal is to create a better culture, build trust with transparency and collaboration. I want to thank our 2 supervisors as well as Dr. Walker.

Dr. Walker - I am in full support. She brings knowledge and a love for children. We want to do the right thing and work together with LSSC. Dr. Vicknair, you have a great team and a lot to look forward to.

Jodi Rollins - Welcome Dr. Vicknair. I've gotten a chance to meet with her already, I'm happy to work with her.

2.b. Presentation by Ms. Kim Smith "Child Search Information"

Kim Smith is the district's Child Search Facilitator. She gave a presentation about Child Search.

She reviewed her role, ways children are identified. The following data was shared:

2025-2026 Non-enrolled screenings = 115; Non-enrolled evaluations = 68 (completed so far this year)

2025-2026 Early Steps screenings = 72; Early Steps evaluations = 29 (completed so far this year)

J. Rollins - If a child has had ABA services, would that change the way LSSC would evaluate them?

K. Smith - It wouldn't change but we take information from centers.

J. Rollins - Sometimes there are children who begin kindergarten with behaviors.

K. Smith - We do look at behaviors as a component. We also get parent feedback. If behaviors are at risk, school psychologists would become involved. Not always an FBA, school psychologist would test.

J. Rollins - How do we help with behavior when a child gets to school? If we already know there are ABA services, would they automatically get an FBA?

K. Smith - When a child comes to LSSC prior to starting school and they have behaviors, they are invited to a Social Skills group that is staffed with LSSC personnel. There are sessions modeled after a preschool class, it is a 6 week program where we collect data. At the end of 6 weeks, it will either warrant an evaluation or not. Parents are meeting with parent facilitators during these sessions.

J. Rollins - If we know the child will need services, what should parents do?

K. Smith - They will be assigned a preschool sped teacher. School would already know, already identified.

JR - If a child is starting K, but hasn't been in PK, maybe ABA. Do we wait for them to enter and then give FBA, BIP?

K. Smith - On my end, ABA center is instructed to contact me prior to K. If they start K and have behaviors, they would go through SBLC.

JR - They have IEP that clearly defines that behavior as a risk. When would parents request FBA?

Margo Edwards - K. Smith is responsible for just one area. We are certainly in a crisis situation with our younger children when it comes to behaviors. When we look at an FBA, WE have to have data describing severity. Sometimes the task is huge. We sometimes aren't allowed information from daycare centers, etc. I agree - we may need to consider more for our younger students.

J. Rollins - I agree. When a child enters school, parents don't know what to ask, so I usually recommend that they reopen the eval.

Edwards - I would hope the team has already begun collecting data. We have to have real-time data. It shouldn't take a parent to necessarily ask. School should be trying interventions, etc,

trying to mitigate antecedents. That is the ultimate goal. Taking a more formalized look is needed.

Rollins - I suggest a behavior team combining guidance. Many times general ed is affected, not always para support, and needs guidance from sped teachers. Appears to be younger children and I want to give parents the right guidance.

Edwards - I like the suggestion to have a bank of strategies based in research. I see the need for that.

A.Seneca - If a child is from ABA and there is no FBA. Can we revisit in 30 days from when school starts?

Edwards - A parameter should be documented and scheduled. Hard to predict what that will look like. Having the most up-to-date information is key to making best decision.

M. Reed - I agree. Sometimes the child hasn't been in daycare, or maybe they had to be removed from daycare, elopes possibly. How can we find preventative measures for parents to be heard when there is no data? Parents and medical professions know things - School will find out, but at what cost?

Edwards - I agree. Usually 1st few years are itinerant. Hard to give an example of every scenario, but agree to possible parameters through programming.

Rollins - Screeners say emotional/social behavior, but in IEP social is separate from behavior on IEP. Can we look at that?

Edwards - I did work with Child Find before. The district has purchased screeners to address concerns. Not a lot of instruments do that, we have tried multiple types.

Rollins - I am seeing evaluations where behavior comes up multiple times but no behavior goal. A year is a long time, risky. Need behavior goal in kindergarten when behavior is all over paperwork. What can alert a team that a behavior goal is needed? Can we ask for ABA Center's BIP?

N. Grimes - Can we table this and make it an agenda item so that we can deep dive?

Rollins - Can Behavior Team join too?

N. Grimes - Please send as agenda item.

Pierce (virtual) - I would like to hear specifics about the behavior profile that lists triggers. What

is the district using? This is a real issue.

Tarver - How does this transition to transportation? What's in place? Behavior issues are also on the bus.

S. Arceneaux - As far as the behavior team, if there are issues on the bus. They conduct bus observations, can implement BIP for bus and Crisis Plan if needed.

Rollins - If a child has BIP, everyone should be trained on it, including bus personnel.

Tarver - There is a need for more behavior support on buses for all kids. Not always my child.

Arceneaux - Process is similar to classroom setting

Rollins - Every bus has a camera. Can watch bus footage, reach out to the principal and ask to review.

Dr. Walker - If it's not your child, the school should review. We need to know. You can give me specifics if needed after this meeting.

2.c.SEAC Corner- Mr. Marvin Reed's Suggestions and Considerations for

"Inclusion"(Empowerment, Equip, Explore, and Examine)

M.Reed - One quick note, some of us SEAC members have been on the council for 2 years, but have been through 3 Sped Directors. He requests that members be able to continue for another year. He also reviewed the following (below). In red is what he read from.

1. EMPOWERMENT: While the LDOE provides a broad purpose and defined responsibilities

for SEAC teams, I recommend that APSB establish a concise, district-specific purpose statement for SEAC, along with comprehensive duties and responsibilities tailored to meet the unique needs of our district while remaining aligned with LDOE guidance.

Reed - Some of our efforts have not gotten off the ground. I want AP to be the flagship, but we need more organizational procedures for SEAC. Expectations should be clear. I'm willing to help.

Can we define what we do?

Vicknair - I agree. I want to get together and figure out the best ways to tackle it. Sky's the limit.

2. EQUIP: Although APSB provides regular training for SPED teachers, I recommend expanding professional development to include administrators and, in particular, inclusion teachers. This training should provide a detailed understanding of their roles and responsibilities within the classroom to ensure effective implementation and student support.

Reed - I've heard parents say that when they go to Parent/Teacher conferences, Reg Ed. I don't

know about Sped. We need to broaden our educational training to help reg. Ed. Administrators

also need to be educated and trained on sped processes as well as the students on their campus.

Tarver - I agree. Should be a yearly dose of training.

Arceneaux - This year we have made improvements. There have been ongoing training sessions

at the principal's meetings on behavior processes, seclusion, etc. Some include Dr. Mayfield

Reed - I request transparency in letting us know.

Seneca - Those are things I want to know.

Grimes - We can add that to our parent newsletter.

Rollins - Dr. Mayfield taught me everything I know. I hope the district will utilize it.

Vicknair - I'm meeting with her tomorrow.

Pierce (virtual) - We absolutely need bylaws, code of conduct, how we are operating as a SEAC,

more focused. Has been suggested at several meetings.

3. EXPLORE: I recommend that APSB explore the need for and potential development of an intermediate classroom setting for students with disabilities—positioned between full inclusion and SWLD environments—to better support student success. Additionally, APSB should consider exploring alternative measures of student progress beyond standard LEAP assessments and other traditional metrics at the primary and middle school levels, similar in concept to the personalized success measures utilized for

JumpStart students at the high school level.

Reed - Need an intermediate class.

Rollins - That's a lot. It is an IEP team decision.

Vicknair - IEP minutes would dictate that. Different for each student. April Dunn comes into play

in high school.

Arceneaux - Years ago we had La1 and La2. La2 was removed at state level.

Vicknair - Resource class for a bigger portion of the day. April Dunn replaced La2.

4. EXAMINE: I recommend examining the need for additional resource teachers to strengthen the learning environment and improve outcomes for all students. Special Education (SPED) resource teachers provide targeted academic, social, and life-skills instruction to students with IEPs in both pull-out and inclusion settings. To ensure their effectiveness, consideration should also be given to the need for additional paraprofessional support, including an examination of increasing paraprofessional compensation to a minimum of \$30,000 annually.

Reed - Every week I see 6 or 7 paras needed on the job board. Para pay is a big issue.

Dr. Walker - We've made improvements. Summers/holidays off are incentives. Also, many times

we are adding job openings, not always replacing. We will continue to work on pay in general.

Reed - Want to attract more. Get what you pay for.

(Someone asked about parent training)

Rollins - Families Helping Families, private group, We can consider our own training guide. I went to LDOE, but our district could have its own. We have continued to mention a quick reference guide. Also, teacher pay is a problem statewide.

Pierce (virtual) - I have suggested several parental training sessions. I want suggestions to be

utilized - FHF, COPAA.

Recile - We incorporate several topics that SEAC has mentioned/information into our monthly

newsletters. There are links to further information there as well as our district website. We also connect parents to resources via the Sped Resource Fair.

3. District Agenda Items-

3.a. Updates on Special Education Resource Fair (PAC)

Sara Recile, parent facilitator, gave a brief overview on the history of the Resource Fair, the collaboration with SEAC, the current day/time for 2026 Resource Fair which will be Wednesday, March 25th from 5:00-7:00 at the Gonzales Civic Center. There are currently over 50 agencies registered; including 5 post high-school transition programs.

3.b. Updates from Rain Will Bring the Flowers (Mental Health & Suicide Prevention) Grant Updates

Jamekco Lewis - Last SEAC meeting we had Mr. Tabor speak with us from the Rain will Bring Flowers Foundation. I wrote and submitted a grant proposal. We are hoping to bring in support for mental health awareness. We will keep you updated as we find out information.

3.c. SEAC Corner-Monthly Newsletter Participation: Remind Council of Monthly Newsletter(Feedback on new process for SEAC team)

Recile reviewed the process for getting topics included in the parent newsletter. She explained that Council member Sadie Wilks is now the point-person and she has submitted information for the SEAC Corner. Ms. Wilks is also the point-person for the SEAC table at the Resource Fair. Hoping she will have information to share with parents at the fair along with applications to be on the Council.

Old Business (Circling back from beginning of the meeting)

3. Approval of minutes from December 18, 2025 SEAC meeting - (Action Required)

Grimes - We need to circle back to the minutes from the December meeting. (J. Lewis distributed paper copies of the minutes to council members). Time was given for review.

Reed - 1st motion to adopt minutes.

Seneca - 2nd

Grimes - Minutes are approved.

Reed - Can we get minutes and agenda 2 weeks prior?

Grimes - Agenda 2 weeks prior. Minutes one week after meeting.

Seneca - Can I add - Can we possibly extend term limits due to turnover, etc?

Grimes - Can you send an agenda item?

Seneca - yes

Rollins - There also needs to be an expectation of attendance. Maybe put that in the email.

Pierce (virtual) -It is an issue about attendance.

Reed - Current application says you are removed if you miss 2 meetings.

Vicknair - Will look into it.

Motion to Adjourn - Seneca

2nd - Reed

1:12 Adjourned.

Next APS SEAC Meeting on Thursday, April 30, 2026 @ 5:00 p.m.

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