

Approved 8/19/26

SEAC Meeting Minutes - April 30, 2026
Ascension Special Education Advisory Council

April 30, 2026

5:00 p.m.

In-Person Meeting (with virtual option)

ITTC - Central Middle School campus

Call to Order

(5:01 pm) by Dr. Jennifer Vicknair, co-chair

Roll Call - Julie Sancho, administrative assistant

Quorum Met:

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

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

Dr. Jennifer Vicknair (Sped Director) went over procedures for public comment, Roberts Rule of Order, and AP SEAC Purpose and Responsibilities.

Old Business

1. **Approval of minutes from February 25, 2026 SEAC meeting** - (Action Required)
Lynette White - Pierce stated there is an error/typo stating that she helped Dr. Lewis with the grant, but that is incorrect.
Motion to amend: White-Pierce
2nd: M. Reed

New Business

2. SEAC Agenda Items:

2.a. Updates on suggestions from SEAC regarding SEAC positions and the discussion of the 2026-2027 SEAC membership process

Vicknair - We are not going to freeze positions. The deadline for applications is May 22nd. Can only reapply if your child is in AP Schools at the time of service. Can reapply if it's your 2nd year on the council.

2.b. SEAC Corner - Ashleigh Seneca - Suggestions and considerations on the policy/procedures for kindergarten students transitioning into the APSB school setting with current ABA therapy - teacher and student support, FBA determination

Seneca - Would like to suggest Process when student enters schools and has a history of behaviors reported by parent, ABA Provider, etc. Can we sharpen? During initial IEP meetings parents often share symptoms like elopement, aggression, etc. There is not always a BIP (Behavior Intervention Plan) put into place or follow-up. The first few weeks of school are critical, want preventive vs reactive strategies. I propose that if a BIP isn't implemented, there be a mandated review at 30 days and 60 days to review data to keep from sliding through the cracks. Proactive early intervention prevents routines from forming into habits; want to get ahead of it. Asking that we can potentially pilot a standard 30 and 60 review.

Vicknair - This has come up before and we are open to looking at this.

Edwards (Pupil Appraisal Coordinator) - I think this is a great idea. We have a surge of students coming in with more challenging needs. The overall challenge is that clinical descriptions don't always equal 1508. We (school system) have done outreach, public relations with agencies that are local and requested that if they have a student graduating from the clinic into school that parents reach out to us in February; a great place to start. We are interested in coming up with procedures to transition them as appropriately as possible.

Rollins to Seneca - Are you referring to kids who already have an IEP?

Seneca - Not necessarily. If the ABA provider is recording behaviors, that should be acknowledged. If it's not mandated for it to be revisited, it can continue to get swept under the rug.

Rollins - We need more Behavior Team members. They are phenomenal, but need more. Can the provider be invited to IEP?

Piazza (Sped Coordinator) - There was an example this school year of a student coming into kindergarten from an ABA provider. We were able to start collaborating with the provider early and we met with them weekly to share data and collaborate.

Seneca - If we had a target date, I'm with Early Steps. We can blast that info to parents.

Rollins - Can go into one of our committees and we can reach out to centers.

Edwards - Want to make sure that local centers know that behavior students need to be looked at with transparency and honesty. Alerting centers is crucial. We do have a problem/solution process; SBLC which is designed to 'catch' issues and there is no rule against signing students in during the school year.

Seneca - Appreciate this. I feel like this would be a targeted check-in.

Ammons - Want to add that as a principal, I always welcome parents calling me and meeting with me ahead of time. I want to hear what works at ABA center; open communication.

Pierce - As a parent, I have a lot of deadlines already; what do we have right now to keep parents aware of what they need to do? Do parents know what to say/do each time?

Tarver - Last year was the 1st time I heard about a BIP. Can we make parents aware of what is out there?

Edwards - It's specific to the child... sometimes its sensory related, sometimes disciplinary, should be studied and individualized. We now have a 5 man Behavior Team. They have training specific to behavior.

Rollins - Not every child needs a BIP, but if there is a Behavioral Goal, usually they need a BIP. Schools also have PBIS, RTI.

Piazza - Our Behavior Team goes in to train staff. They can monitor students' data on the students that they support. If there is a spike in behavior, they are able to see through the data collection and reach out to the school or check in to support the student

Seneca - Trying to avoid just 'seeing how it goes'

Tarver - My child never got a chance to do things that would show she needed a BIP, so we told them but didn't get listened to.

Rollins - Having SEAC who is proactive will help. Maybe make a committee to target that?

Seneca - A procedure is needed.

Vicknair - We have a new staff member for ECH (Early Childhood). She is our newest behavior facilitator, Melissa Gisclair.

2.c. SEAC Corner- Lynette White Pierce Annual Parent Deadline Calendar addressing how parents often miss critical deadlines such as ESY, LEAP accommodations, and transition planning due to the lack of centralized information; the proposal is to create a comprehensive annual calendar of all special education deadlines to be published on the district website, distributed during IEP meetings, and included in newsletters, with an action request for a commitment to develop the calendar for the 2026-27 school year, along with SEAC review of a draft and feedback on timeline and resources needed, as this effort is important to prevent families from missing entitled services and to support compliance with Individuals with Disabilities Education Act.

White Pierce - In the interest of removing burden from parents, there are several assessments throughout the school year, there are deadlines but parents don't always understand or are aware. Lots of things parents need to know and they are better supported if they know what's coming up. LDOE has assessment calendars but they are hard to find. Can we make this more accessible?

Vicknair - Committee maybe?

Pierce - A committee for this and policy review possibly... keep a watch of what's changing and would be refreshed every year.

Ammons - Maybe we could create a 1 or 2 pager to be given at an IEP meeting that includes deadlines for LEAP accommodations, etc.

Rollins - Can we also email Outside providers with LEAP dates because they can't be on campus?

Vicknair - ESY dates, etc.

Pierce - Can be printed as well as digital

3. District Agenda Items-

3.a. Update from Rain Will Bring Flowers Foundation (Mental Health and Suicide Prevention) Grant

Dr. Jamekco Lewis (Sped. Coordinator) - Grant was awarded \$1,000 to raise awareness with mental health concerns for SWSD students and others. The next step will be to form a committee. You guys are the 1st to be awarded this grant for children with special needs. With regard to outside agencies, contracts need to be renewed each year. Expires on June 1st. We are in the process of placing procedures/parent release forms on the website. I will meet with parent facilitators to brainstorm how to get information to parents.

3.c. Presentation by Shannon Arceneaux "APSB Updates on Behavior Supports"

(Shannon Arceneaux not available)

Farrah Piazza (Sped Coordinator speaking for Arceneaux) - Reviewed APSB Updates on Behavior Supports Jamekco Lewis (Sped Coordinator speaking for Arceneaux) Outside Agency Information and Concerns

We (Behavior Team) help teachers know what to track and get a baseline. While I do admit that sometimes it gets drug out too long, we do need to see them in an educational setting.

Rollins - Do ECH teachers get more guidance?

Edwards - ECH Behavior Facilitator does have ECH experience and also is a part of our Behavior Team.

Rollins - Any additional training to know what to look for?

Vicknair - We do have ECH team and supports

Piazza - Melissa Gisclar is ECH but also meets with the Kindergarten and Behavior Team. She also supports primary level students in the SWSD setting. The problem sometimes is the process and getting teachers to communicate with the Behavior Team.

Vicknair - There has been a directive to do more walkthroughs.

Piazza - Wrapping up Collaboration Meetings. Parents have to reach out, Dr. Lewis sets up for the next school year.

Lewis - I will reach out to our agencies who have currently signed MOU's with APSB about the need to update MOUs.

Tarver - What are the deadlines for Collaboration Meetings to start?

Piazza - They will be delayed next year until the parent reaches out.

Lewis - I am reaching out to all parents with outside agencies to inform them when the 2027 parent release form is available.

Rollins - Parents have a lot. The website isn't easy to navigate in my opinion. Parents should be encouraged to not pull kids out of ABA cold turkey just because they are starting school.

Piazza - I have found that Collaboration Meetings enlighten our teachers/staff a lot. They are generally thankful to be a part of the collaboration. Also important to note that the Behavior Team is not always needed because teachers can sometimes address behaviors as they learn more.

Rollins - Parents aren't always aware of collaboration/ABA transitions.

Seneca - Many times it's discouraged and parents are told they may not need it.

Rollins - Not all parents understand that if your child has been prescribed 30 hours ABA, there are significant behaviors.

Pierce - Partnering with schools saves time, what about older children with outside agency collaboration and children may be hesitant, what can it look like on a high school campus?

Rollins - Only BCBA could determine what it would look like

3.b. Presentation by Margo Edwards "Updates to Bulletin 1508"

Edwards - review highlights of 1508 changes, gave handouts, and gave overview of the chapters covered including:

1 - LEA Responsibilities

3 - Intervention and Screenings

5 - Evaluation Responsibilities

7 - Disability Categories

9 - Gifted and Talented

11 - Reevaluation Information

15 - Related Services

Notes included:

- Evaluations must look at the totality of concerns for a student.
- Autism - major overhaul in the criteria for eligibility. The definition is now closer to clinical definition. New = sensory concerns, adaptive behavioral assessment
- DD (Developmentally Disabled) - Added Self-Help Info
- OHI (Other Health Impaired) - Focus on medical based, less emotionally based
- Dyslexia - added to definition of Specific Learning Disability - no clear from state who identifies
- Reevaluations - conducted every 3 years, cautioned against consecutive data reviews, dismissal from related services must occur with reevaluation - formal or informal assessment is allowed

Rollins - Give me a list and I'll share with the state

Edwards - Continuing to look at Best Practices for exiting students from related services. Also needs to be a conversation with parents about needs. In the past, it has been only to check continuing eligibility, now looking at if additional testing is needed.

Rollins - There is a waiver, but it needs clarification. Parents don't know it's a waiver.

Edwards - Specific vocabulary needs to be used with parents. My goal is to come up with good guidance for staff in how we speak with parents.

Rollins - If a student hasn't achieved goals in 3 years, that's a problem. Putting things in writing and we need good data, it drives everything. Add a checkpoint for goals; need to educate administrators.

Vicknair - We have checkpoints, progress reports

Edwards - We are helping to plan Principal Institute this summer.

Tarver - Sometimes principals don't know but speak as if they do.

Rollins - complex issues. Principals are choosing lead teachers, some coordinators need training.

Vicknair - We are now choosing together

Edwards - new additions to 1508 does create accountability for administrators, and all stakeholders.

Pierce - Thank you everyone. It makes me feel good hearing the district is going out and learning.

Vicknair - Next meeting is June 25, 2026 at 12:00pm

Motion to dismiss - Seneca

2nd Motion - Reed

Adjourn at 6:38pm