

S.E.A.C. Meeting Notes – April 30, 2025

Attendees:

- Christopher Dennis
 - Marshall Dubois
 - Angel Kerrigan
 - Alexandra Sabha (parent)
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Meeting Opening:

Mr. Dennis opened the meeting with a review of the previous session. Each team member introduced themselves to the parent in attendance. He expressed appreciation for everyone's participation. Members then shared their knowledge of the evaluation process, specifically as it pertains to determining student eligibility for alternate assessment (L.E.A.P. Connect).

Agenda Items:

1. Recap
 2. Classification
 3. Assessment
 4. Placement/Curricula Implications
 5. Implications for S.P.S.
 6. "Wish List" for the Board Report
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Student Achievement and Special Education:

Why Intellectual Disability?:

- It is the only pathway to alternate testing
 - Autism can be used if cognitive testing is done.
 - Before 5th grade – below 3 standard deviations
 - After 5th grade –below 2.2 standard deviations

Qualifying for Intellectual Disability:

- Cognitive (I.Q.) deficits
- Adaptive Deficits
 - Independence
 - Functional Behavior

Alternate Testing:

- L.E.A.P. Connect
 - Implications on graduation
 - Louisiana Extended Standards
 - Alternate Curricula
 - Unique Learning
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Alternate Placement:

- Our M.O. is usually to only have students in an alternate setting if they are or project to be on track for alternate assessment
 - Capacity
 - Physical space
 - Human Capital
 - Access to Content (Standardized Assessment)
- Based on historical needs, this grant can be an essential resource but is not always immediately accessible due to procedural hurdles.
- Always lags due to it being based on previous years' needs.

Round Table:

- Pros/Cons of Resource-Based vs. Inclusion-Based Service Delivery
 - Mr. Dubois stated socialization is a concern when mixing a span of ages in a special education class. He would like to see more opportunities for special education students to participate in regular classes.
 - Mrs. Kerrigan stated a concern for standards within the inclusion class being lowered for typical students. Reading continues to be an issue for our special education students. Students need to have inclusion opportunities, but also need specialized instruction in reading.

- Mr. Dennis stated behavior is a concern with inclusion based delivery. It is important to put “student must receive specialized instruction in reading” in IEP.
 - Sp. Ed. Expertise in Content for Higher Grades
 - Breaking Culture of Social Promotion
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In Practice:

- It is known that there are students whose needs are not being met in an inclusion setting.
 - Teacher conflicts with W.I.N.
 - Least Restrictive Environment
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Graduation Rates:

- Approximately 83% overall
 - Approximately 77% Students with Disabilities
 - April Dunn Act
 - Jump Start/Technical/Certificates
 - Stay in School Past 18
 - Teacher conflicts with W.I.N.
 - Least Restrictive Environment
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How is S.P.S. Calculated?:

- Points for Students “Proficient” (Advanced and Mastery)
 - “Accelerators”
 - L.E.A.P. Connect Goals
 - E.L.P.T. Proficiency
 - Credit Accumulation for Alums
 - Growth Index: Individual Goals set by L.D.O.E.
 - Bottom 25%: New this year
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Barriers:

- L.E.A.P. Connect
 - Students Inappropriately Classified
 - Myths/Stigmas
 - Bottom 25%
 - No Resource Instruction
 - High School Graduation
 - Data/Knowledge of April Dunn Act
 - Tracking Alums
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“Wish List” for Board Report:

- Placements and Settings
 - Improving “Accelerator” for S.P.S.
 - Preparing Students for Pathways to Graduation
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Wish List Items Identified by Attendees:

- Special education teachers with expertise in specific content areas
- Inclusive practices for all students, including those in self-contained settings
- Alternatives to or improvements upon the Unique Learning System
- Dedicated staff member to support high school placement and April Dunn Act compliance
- Enhanced parent and high school education regarding student progress and tracking

Meeting Time:

- Start Time: 4:30 PM End Time: 5:30 PM

Next Meeting:

- May 21st at 4:30 pm.
- Presentation to the Board