

Morehouse Parish Schools

Special Education Services

1607 Martin Luther King S

P.O. Box 872

Special Education Advisory Council Minutes

September 6, 2022/ Small Conference Rm.

SEAC Members

Dr. Dana Boockoff, Crystal Brandon, Marilyn Taylor, Sharivia Coleman, Ky'Ren Johnson, Evon Johnson, and ShaToria Wilson

Absent: Marilyn Taylor, Ky'Ren Johnson

Agenda

Overview of Special Education

Dr. Dana Boockoff calls meeting to order

Notes

- Introduction of each committee members
- Crystal Brandon explains the purpose of the advisory committee, how the team is formed and explanation of the policy; ACT 274 and MPSB Policy; discuss ideas and issues gaining input from the community.
- Members agreed to be notified by email for further meeting times and dates.
- Next item on agenda is Ethics training for SEAC members, confidentiality, education for our non- students with disabilities (sensitivity training), parental workshop (IEP bootcamp) request *Families helping Families* to schedule accommodations, and equity vs equality education equality for everyone
- Helpful resources and websites for parents, teachers and students.

Upcoming SEAC Meeting Dates:

September 27, 2022 (5pm-6pm)

January 17, 2023

April 4, 2023

**MOREHOUSE PARISH SCHOOLS
SPECIAL EDUCATION ADVISORY COUNCIL
HANDBOOK (SEAC)
2022-2023**



Morehouse Parish School District SEAC Handbook

The purpose of this handbook is to provide operational guidance for the Morehouse school district's Special Education Advisory Council (SEAC) regarding its statutory purpose and related functions. Louisiana law¹ requires each local public school superintendent and the administrative head of each charter school or other public school to create a SEAC not later than January 1, 2020.

Vision

- All learners, including students with disabilities, are respected and provided equitable opportunities to meet challenging educational expectations.

Statement of Purpose

- To provide advice and feedback regarding special education policies, procedures, and resources and engage in outreach to the community at large to increase the level of knowledge, support, and collaboration with respect to special education. The intent of the SEAC is to provide thoughtful insight in support of students with disabilities.²

Focus

- Promote communication, collaboration, and trust among educational service providers, students, parents, and school district administrators
- Serve as a connection to the community at large regarding the role of public schools in addressing the needs of students with disabilities
- Assist with development of annual report to the Superintendent (or administrative head of the charter school or other public school) in May of each year regarding SEAC activities.

¹ Act 274 of the 2019 Louisiana Legislature.

² References to students with disabilities and special education are specific to eligible students with disabilities identified in accordance with Louisiana Department of Education Bulletin 1508. The operation of SEAC does not apply to students identified under Bulletin 1508 only as Gifted or Talented without a qualifying disability.

Chairperson

- The Superintendent shall designate the Chairperson of the SEAC. (The Superintendent has designated the Special Education Supervisor as Chairperson of the SEAC.)
- The Chairperson shall be responsible for calling the Council's meetings, presiding over the meetings, and establishing the agendas for the meetings.

Membership Service

- All members must meet SEAC attendance and other requirements outlined in this Handbook.
- The Superintendent shall be responsible for selecting a council member in the event of a vacancy.
- A member may be removed and the member's seat declared vacant if
 - absent from two of the three scheduled meetings without reasonable notice to the Chairperson;
 - the parent representative and his/her child are no longer residents in the boundaries of the school district; or
 - the member is no longer employed by the organization or agency he/she was appointed to represent.
- The Superintendent also reserves the right to remove a member who exhibits repeated disregard for the SEAC ethical standards, other procedures established in the SEAC Handbook, or any other behavior which the Superintendent deems contrary to the safety or well-being of SEAC members or those who attend the SEAC meetings.

Membership Qualifications

No special skills are required to be a SEAC member. However, each SEAC member must agree to the following:

- **Put children first.** A qualified SEAC member should believe that every student deserves an equal, quality education and should have a true commitment to the successful future of all students in the district.
- **No personal or political agenda.** SEAC members may not promote their own personal or political agendas. SEAC members must have a passion for public education and believe that all students with disabilities are entitled to a quality education.
- **Provide leadership.** A SEAC member must be committed to engaging in respectful dialogue, building consensus, and working collaboratively with other SEAC members.
- **Appreciate diversity.** A SEAC member respects the diversity of cultures and abilities across the district and demonstrates a willingness to address the needs of all children their families.
- **Follow applicable policies, laws, and regulations.** A SEAC member must agree to follow federal, State, and local school district requirements, including confidentiality rules and district safety policies.
- **Demonstrate integrity.** A SEAC member must be a person who demonstrates honesty, integrity, and trustworthiness and adheres to SEAC ethical standards.
- **Engages in community outreach.** A SEAC member understands the importance of sharing information regarding special education and engaging the community at large in educational discussions and planning for special education students in the district.

Minutes

- Minutes of each meeting will be recorded by a school district staff person who will also type the minutes and arrange for distribution to SEAC members in the packet provided for the next SEAC meeting.
- Minutes will be posted on the district's website.

Ethical Considerations

- Meeting discussions must respect different perspectives
- Provide members the opportunity to speak
- Conform to the SEAC Ethical Standards.

Ground Rules for Discussion

- The Chairperson will call the meeting to order, guide discussion, and adjourn the meeting.
- Only one member may speak at a time.
- Member requests for the floor must be made by raising one's hand and awaiting acknowledgment and permission to speak by the Chairperson.
- Extended discussion may be carried over to the next meeting.
- Only items listed on the current agenda will be addressed at a meeting.
- Topics not on the current agenda may be placed on future agenda for discussion.

Confidentiality

- All SEAC members are bound by strict confidentiality requirements.
- Members will be instructed regarding FERPA and State law requirements relating to prohibitions on the disclosure of personally identifiable information.
- When appropriate and necessary, documents shared with SEAC may be redacted to protect sensitive personal information.
- SEAC members are not authorized to release, share, publicize, or otherwise disclose SEAC-related documents, reports, and other information to the public through any means (verbal, video, written communication, electronic transmission, social media, etc.) without the express written consent of the Superintendent or Superintendent's designee.

Decision Making

- The SEAC membership serves in an advisory capacity.
- SEAC is not a decision-making body and has no voting authority.
- Accordingly, advice, suggestions, and other information considered by SEAC members will be shared with the Superintendent in its annual report.
- Decisions regarding special education programs and services will be made by school district officials, consistent with IDEA and other applicable requirements.



Special Education Advisory Council

AGENDA

March 22, 2023

- ♣ Welcome/Sign-in – Dr. Dana Boockoff
- ♣ Introduction of Members of Advisory Council
- ♣ Overview Minutes (Previous Meeting) – Crystal Brandon
- ♣ Parent Spotlight
- ♣ Parental Workshop (IEP Bootcamp)- Konstance Causey (Families Helping Families)
- ♣ Discussion of Next Agenda
- ♣ Wrap-up/Questions- Dr. Dana Boockoff
- ♣ Adjourn

Morehouse Parish Schools

Special Education Services

1607 Martin Luther King S

P.O. Box 872

Special Education Advisory Council Minutes

March 22, 2023/ Small Conference Rm.

SEAC Meeting

-Marilyn Taylor, Shrivia Coleman, ShaToria Wilson, Evon Johnson, Kyren Johnson, Dr. Dana Boockoff, Crystal Brandon, Ms. Konstance Causey (Families Helping Families)

Absent: Marilyn Taylor, Janice Crossely,

Agenda

Families Helping Families- Understanding IEPs (parents) and Transition Services for postsecondary students with disabilities.

Dr. Dana Boockoff calls meeting to order

Notes

- Opening by Dr. Dana Boockoff, welcome and introduction panel, meeting begins at 5:04 pm
- Overview of Transition services for students with disabilities; Mrs. Causey reviews LRS, Northeast Delta Louisiana Humanity Services~ Angel's tracking device for runner's, hotel accommodations, Family support is bases on funding support may be put on a waitlist for roll-over- starting services at 3 yrs old- Go FAR Louisiana early childhood development 0-5 to help with policy recommendations to help systems run more smoothly- website: guaexfarla.com (Region 8 Leader) LA CAN Youth Leadership Forum Louisiana currently; celebrate autism awareness, with best buddies at the end of the month
- Discuss for Autism Awareness event scheduled for April 24, 2023
- Parents will work on flyers for the event and notify via social media
- School staff will ensure all schools, teachers, staff are aware of the event

Upcoming Events/Meeting

- Autism Awareness Event will be held on April 24, 2023
 - Last meeting will be held on May 22, 2023
-



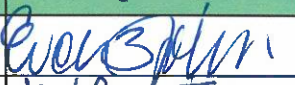






Special Education Advisory Council
Documentation/Resource List
2022-2023 SY

1. Ethic Training: <https://laethics.net/EthicsTraining/login.aspx>
2. Confidentiality forms reviewed/signed

Special Education Advisory Council
Member Sign-in
2022-2023

March 22, 2023

Team Members: Dr. Dana Boockoff, Marilyn Taylor, Evon Johnson, Kyren Johnson, Sharivia Coleman, LaToria Wilson, Konstance Causey (Families Helping Families) Crystal Brandon

SEAC Member	Signature	Sign-In Time	Sign-Out Time
Evon Johnson		5:00	6:00
Kyren Johnson		5:00	6:00
Sharivia Wilson		5:00	6:00
Shanika Wilson		5:00	6:00
Cynthia Bello		5:00	6:00
Konstance Causey		5:00	6:00
Dr. Boockoff		5:00	6:00

IEP Training Resources

- 1. [IEP Training for Educators](#)
- 2. [IEP Training for Parents](#)
- 3. [IEP Training for Administrators](#)
- 4. [IEP Training for Service Providers](#)
- 5. [IEP Training for Community Members](#)
- 6. [IEP Training for State Officials](#)
- 7. [IEP Training for School Boards](#)
- 8. [IEP Training for Disability Rights Advocates](#)
- 9. [IEP Training for Legal Professionals](#)
- 10. [IEP Training for Researchers](#)
- 11. [IEP Training for Journalists](#)
- 12. [IEP Training for Public Health Officials](#)
- 13. [IEP Training for Non-Profit Organizations](#)
- 14. [IEP Training for Government Contractors](#)
- 15. [IEP Training for International Organizations](#)
- 16. [IEP Training for Academic Institutions](#)
- 17. [IEP Training for Industry Professionals](#)
- 18. [IEP Training for Trade Association Members](#)
- 19. [IEP Training for Labor Union Members](#)
- 20. [IEP Training for Religious Leaders](#)
- 21. [IEP Training for Faith-Based Organizations](#)
- 22. [IEP Training for Veterans Affairs](#)
- 23. [IEP Training for Military Personnel](#)
- 24. [IEP Training for Law Enforcement](#)
- 25. [IEP Training for Corrections Officers](#)
- 26. [IEP Training for Social Workers](#)
- 27. [IEP Training for Child Welfare Workers](#)
- 28. [IEP Training for Family Court Judges](#)
- 29. [IEP Training for Probation Officers](#)
- 30. [IEP Training for Parole Officers](#)
- 31. [IEP Training for Mental Health Professionals](#)
- 32. [IEP Training for Substance Abuse Counselors](#)
- 33. [IEP Training for Addiction Specialists](#)
- 34. [IEP Training for Crisis Intervention Specialists](#)
- 35. [IEP Training for Peer Support Specialists](#)
- 36. [IEP Training for Case Managers](#)
- 37. [IEP Training for Intake Coordinators](#)
- 38. [IEP Training for Assessment Specialists](#)
- 39. [IEP Training for Treatment Planning Specialists](#)
- 40. [IEP Training for Progress Monitoring Specialists](#)
- 41. [IEP Training for Data Collection Specialists](#)
- 42. [IEP Training for Quality Improvement Specialists](#)
- 43. [IEP Training for Compliance Officers](#)
- 44. [IEP Training for Policy Development Specialists](#)
- 45. [IEP Training for Program Evaluation Specialists](#)

Content of the IEP

- o **Present Levels of Academic Achievement and Functional Performance**
 - Current Performance, including both academic achievement and functional performance
 - How the child's exceptionality impacts his/her access to and progress in the general education curriculum
 - Baseline data (specific, objective, measurable, and able to be measured frequently)
 - For students age 14+, age-appropriate transition assessment information about the student's needs, strengths, preferences, and interests
 - o **Measurable Postsecondary Goals (for children with disabilities age 14+)**
 - Education/training
 - Employment
 - Where appropriate, independent living skills
 - Based on student's needs, strengths, preferences, and interests
 - o **Measurable Annual Goal(s)**
 - Goal includes the Behavior, Condition, Criterion, and Timeframe
 - How progress toward measurable annual goals will be measured
 - When progress reports will be provided to parents
 - Aligned with measurable postsecondary goals for students with disabilities age 14+
 - o **State Assessments**
 - Which State and District Assessments the student will participate in for each content area (for children with disabilities only)
 - Accommodations that are necessary on State and District-Wide Assessments or a statement that no accommodations are needed (for children with exceptionalities)
 - If the child participates in the alternate assessment
 - Why the child cannot participate in the regular state assessment
 - Why the particular assessment selected is appropriate for the child
 - For children with disabilities participating in the alternate assessment, short-term objectives or benchmarks for each goal
 - o **Statement of Special Education, Related Services, Supplementary Aids and Services, Program Modifications, and Supports for School Personnel**
 - Projected date for beginning of each of the services
 - Frequency/Location/Duration of each of the services
 - Documentation that the IEP team considered each type of service, even if it was decided that service was not needed
 - Explanation of the extent to which the child will not participate with children without disabilities in the general education class and in extracurricular and nonacademic activities
 - o Gifted children shall be permitted to test out, or work at an individual rate, and receive credit for required or prerequisite courses, or both, at all grade levels, if so specified in the child's IEP
 - o Transition Services, including Courses of Study, for children with disabilities age 14+
 - o Transition Services, including Interagency Responsibilities and Linkages, for children with disabilities age 16+
-

Steps to Developing a Measurable Annual Goal

Steps	Key Elements to Consider
<p>1. Select a need from the PLEP that will be addressed by a goal.</p>	<ul style="list-style-type: none"> • What are the high-priority needs? • Will they be addressed through a goal, related service, accommodation, other?
<p>2. Consider the general education standards and curriculum for the student's grade level, age or expectations for other performance skills</p>	<ul style="list-style-type: none"> • What are the local district and/or state standards or outcomes? • What skills are required to demonstrate proficiency on assessed state indicators? • What are the prerequisite skills required (including job and adult world skills)? • Are there other unique needs such as behavior or communication?
<p>3. Identify the performance that will be monitored.</p> <p style="text-align: center;">(Behavior)</p>	<ul style="list-style-type: none"> • How will the learned skills be exhibited? • Is the behavior being monitored related to appropriate curriculum or standards?
<p>4. Specify how progress toward the goal will be measured.</p> <p style="text-align: center;">(Condition)</p>	<ul style="list-style-type: none"> • This refers to the measurement conditions, not the instructional conditions. • What materials will be used? • What is the setting? • With how much support or assistance?
<p>5. Determine to what level the behavior must occur.</p> <p style="text-align: center;">(Criterion)</p>	<ul style="list-style-type: none"> • Where do you want the student to be a year from now? • How does the student respond to new material or instruction? • Is the criterion challenging but realistic? • Have you considered the criterion in relationship to the grade level outcomes? • Where do the state standards expect the student to be one year from now?
<p>6. Specify the amount of time needed to reach the criterion.</p> <p style="text-align: center;">(Timeframe)</p>	<ul style="list-style-type: none"> • The maximum length of a goal is one year. • There is no minimum length. • Goal should specify the anticipated growth that will occur as a result of specially designed instruction.

SERVICES DEFINITIONS

A. Special Education Services

- a. Special Education Services are specially designed instruction to meet the unique needs of a student who is identified as having an exceptionality.
- b. This means adapting, as appropriate to the needs of each child with an exceptionality, the content, methodology, or delivery of instruction for the purpose of addressing the unique needs of the child that results from the child's exceptionality AND ensuring access of any child with a disability to the general curriculum, so that the child can meet the educational standards that apply to all children.

B. Related Services

- a. Related services are developmental, corrective, and supportive services that are required to assist a child with a disability to benefit from special education.
- b. Related services are available for students with disabilities, but not all related services apply to students who are identified as gifted. Related services do not include the provision of any medical device that is surgically implanted or services that require medical intervention.

C. Supplementary Aids and Services

- a. Supplementary aids and services, or other supports (including accommodations) are services provided in the general education classroom or other education-related setting that enable the child with a disability to be educated with non-disabled children to the maximum extent appropriate.
- b. Accommodations (a type of Supplementary Aids and Services) are changes in procedures that DO NOT change what is being taught or measured. An example of an accommodation is a change in mode of instruction (e.g., visually, tactually, orally, etc.). Gifted students are eligible to receive accommodations.

D. Program Modifications

- a. Modifications are changes in procedures that DO change what is being taught or measured.
- b. An example of a modification is reducing the number of distractors for a multiple answer question on a course quiz or providing reading instruction at the student's instructional level instead of at grade level.

E. Supports for School Personnel

- a. Supports for school personnel are professional development or training for staff members that is beyond what is provided to all staff members.
- b. Some examples might be consultation by an itinerant teacher, learning a communication program that the student uses, materials, and modifications to the environment.

Prior Written Notice and Consent Requirements

Prior Written Notice and Parent Consent is required:

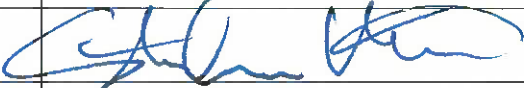
1. to conduct an initial evaluation
2. to conduct a reevaluation
3. for the initial provision of services on the IEP
4. to make a substantial change in placement (more than 25% of school day)
5. to make a material change in services (25% or more of any one service)
6. to add a new service or delete a service completely
7. to add or delete an accommodation or modification
8. for evaluation/reevaluation for services for children placed in a private school

IEP binder checklist

Put the newest items on top in each section.

Goal	To be updated	Date updated		
Communication				
School contact list	Yearly or as new members join the team			
Communication log	Every time you have a meeting, call, or other important interaction with the school			
Letters and emails to and from the school	As often as needed (File after noting them in communication log)			
Evaluations				
Request/referral for evaluation	Every three years or more often, if needed			
Consent to evaluate	(Tip: Keep this — and the referral — on top to help check if the evaluation is done in a timely manner)			
School evaluations	At least every three years			
Private evaluations (if any)	Every time your child is evaluated privately			
IEP				
Copy of parent's rights & safeguards	Yearly			
IEP	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)			
Prior written notice and meeting notes	Yearly or more often, as needed			

Light it up Blue Autism Awareness 4/24/2023

Signature	Signature
Dawelle & Phil Rity	Dr. Logan Bowdloche
Cynthia Moran	P-V-S NAKA
Brittain Yates	
Daniel Yates	
Judi Bennett	
Kyl Ren Johnson	
Evan Johnson	
Phicia Van	
Reggy Johnson	
Cynthia M. Steacy	
Shatoria Wilson	
Kamrin Norman	
Aniel Moore	
Annette Scott	
Christine De	
Kelsey-Jo Sharpe	
Ashonda Jones	
Yolanda Caldwell	
Demelia White	
For Ma	
Ciera Gunn	



Special Education Advisory Council

AGENDA

May 23, 2023

- ♣ Welcome/Sign-in – Crystal Brandon
- ♣ Introduction of Members of Advisory Council
- ♣ Overview Minutes (Previous Meeting) – Crystal Brandon
- ♣ Team Members Glows and Grows
- ♣ Discussion of Future Team Members
- ♣ 2023-2024 Application Process Ideas
- ♣ Wrap-up/Questions- Crystal Brandon
- ♣ Upcoming Meetings Options for 2023-2023 SY
- ♣ Adjourn

Morehouse Parish Schools

Special Education Services

1607 Martin Luther King S

P.O. Box 872

Special Education Advisory Council Minutes

May 23, 2023/ Small Conference Rm.

SEAC Members

Dr. Dana Boockoff, Marilyn Taylor, Sharivia Coleman, Kyren Johnson, [Evon Johnson](#), [ShaToria Wilson](#), Janice Crossley, Ms. Konstance Causey (Families Helping Families), [Crystal Brandon](#)

(conducted via phone)

Absent:

Agenda

Crystal Brandon calls meeting to order

Notes

- Mrs. Wilson started stating that she truly enjoyed being on the committee and learned a lot. She feels that the events with Families Helping Families and Autism went well. She stated that she would love to see more community involvement at the events and meetings that are put in place, stating that it is important to gain trust of the system and build relationships with the school system in order to promote growth in our children's lives.
- Mrs. Johnson stated that she event everything and had fun; stating that there were so many bright and new ideas that surfaced from us holding the meetings. She stated that she learned a lot and it was overall just a great experience and if we needed her next year she would be more than willing to serve on the council again.
- The question was asked by Mrs. Brandon about their take on future members. Mrs. Wilson responded that she thinks that it would be nice to have a core group of members that do not change, in order to build on the community trust and relationships and invite a certain number of new members each year. Mrs. Johnson stated that she would love to come back.
- Mrs. Brandon stated that she enjoyed the idea of having a core group of team members that are composed of both school personnel and parents, along with a selection of other

teams through an application process where the core team members, possibly determine the best candidates for the 2023-2024 school year. It was stated by Mrs. Wilson that it would be good to select candidates that are diverse. Mrs. Brandon stated that they should be from different grade levels (elementary, middle, high school), with different exceptionalities. Mrs. Brandon also stated that it would be nice to continue to have a student on the committee (possibly the President of Best Buddies)

- It was noted that the Autism Event was a great success and that everyone would like to see it continue to grow next year along with the interest of parents that were at the event that noted that they would love to Best Buddies expand to the elementary level; stating that their a lot of younger students that would benefit from such an opportunity.
- It was stated when asked that if there is a core member team that a meeting would need to be held before the start of school to discuss in detail candidate applications, and possible meeting dates for the new year.
- New ideas such as another IEP boot for parents that would last longer and have more time to promote the event; along with ideas for have parent PD's with groups such as Families Helping Families, AEMs (Louisiana Accessibility of Educational Materials) and LARD (Louisiana Autism Spectrum and Related Disabilities) and even special education personnel that would provide opportunities for trainings in areas such as study strategies and daily schedules, and transition ideas.

Meeting Adjourned

Next Meeting Agenda

To be announced for the 2023-2024 school year.