



St. Charles Parish Public Schools
2025-2026 Annual Special Education Advisory Council (SEAC) Report
May 2026

Special Education Advisory Council

R.S. 17:1944 requires local public school systems to create a special education advisory council to provide advice and feedback regarding special education policies, procedures, and resources. The council shall also engage in outreach activities to the community at large to increase the level of knowledge, support, and collaboration with respect to special education.

Members and Roles

Member	Role
Mendy Van Hoven	Director of Special Education
Cierra Puryear	Parent Liaison
Candace Meyer	Vocational Specialist, The Arc of St. Charles
Brandy Landry	Assistant Principal
Brooke Stewart	Parent
Erin Baker	Parent
Melissa Pilotte	Parent
Andrea Savoie	Parent
Jeremy Angle	Parent
Amber Pinero	Parent
Tomacenia Hill	Parent
Trishawn Whitley	Parent
Rachel Whitener	Parent

General Meeting Information

The St. Charles Parish Special Education Advisory Council (SEAC) established a quorum for each meeting date. Meeting agendas (including date, time, and location) were posted to the district website two weeks before the meeting date and emailed to all council members.

Wednesday, September 24, 2025 9:00AM - 10:30AM	Professional Learning Center 12727 US-90 Luling, LA 70070	Agenda & Minutes
Wednesday, December 3, 2025 9:00AM - 10:30AM	Professional Learning Center 12727 US-90 Luling, LA 70070	Agenda & Minutes
Wednesday, March 18, 2026 9:00AM - 10:30AM	Professional Learning Center 12727 US-90 Luling, LA 70070	Agenda & Minutes

Executive Summary

Overview of Special Education

During the 2025–2026 school year, St. Charles Parish Public Schools provided special education services to more than 1,300 students with disabilities. Some of the data presented in the categories below reflect the previous school year, as this is the reporting format used by the state.

Performance Data

St. Charles Parish Public Schools students with disabilities showed improvement in early literacy performance, with the percentage scoring at or above benchmark on the Early Literacy Screener increasing from 46% at the end of the 2024 school year to 55% at the end of the 2025 school year. During the 2024–2025 school year, 16% of students with disabilities achieved Mastery or above on LEAP assessments across grades 3 through high school and all subject areas. The 2025 cohort graduation rate for students with disabilities was 93%. In addition, students earned workforce credentials through Strength of Diploma indicators, including 44.2% earning a Basic Industry-Based Certification and 2.3% earning an Advanced Industry-Based Certification.

Financial Data

St. Charles Parish Public Schools annually allocates local funding to support special education initiatives, including \$135,300 in local funds for FY 2026. In addition, the district received initial federal grant awards of \$2,055,513 through IDEA 611 Part B and \$61,206 through IDEA 619 Preschool for FY 2026. These federal funds are issued annually by the U.S. Department of Education, pass through the Louisiana Department of Education, and are intended to supplement—not replace—local funding. State and federal funds help ensure students with disabilities ages 3–21 continue to receive a free appropriate public education, including special education and related services. Funding allocations are based on the annual IDEA Child Count reported in eSER, and all expenditures must comply with federal guidelines regarding allowable uses of funds.

Compliance Data

Compliance date is based on the previous year's reporting (25-26 SY)

IDEA Monitoring

A self-review audit of the implementation of the Individuals with Disabilities Education Act (IDEA), Part B indicators was conducted in December of 2025. No areas of systemic noncompliance within the IDEA Part B program in the St. Charles Parish School System were found. Some student-specific findings were identified and promptly corrected by school personnel within the required timeline.

Indicator 10: Disproportionate Representation—*the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Any LEA with a risk ratio greater than 2.0 with a minimum n-size of 25 is flagged as disproportionate.*

- Race/Ethnicity: Black or African American; Risk Ratio: 3.01*; Identification Category: Emotional Disturbance
- Race/Ethnicity: Black or African American; Risk Ratio: 2.25; Identification Category: Specific Learning Disability

Alternate Assessment: *The Every Student Succeeds Act (ESSA) requires school systems exceeding 1.0 percent participation in LEAP Connect to submit information to the LDOE and take certain actions. Additionally, State Board of Elementary and Secondary Education (BESE) Bulletin 111 requires school systems exceeding 1.0*

percent participation in the alternate assessment, in any content area, to request an alternate assessment participation review from the LDOE.

- St. Charles Parish reports 1.3% of students qualify and participate in alternate assessment.

Restraint & Seclusion

Data reported to SEAC at the March 2026 meeting reflects S/R reports submitted as of March 13, 2026. Final end-of-year data will be collected, verified, and submitted to LDOE to reflect the 2025–2026 totals.

- St. Charles Parish Public Schools has one designated seclusion room for the 2025-2026 school year. This seclusion room meets state requirements and district guidelines.
- 25 Restraints are reported for students with disabilities.
- 3 Seclusions are reported for students with disabilities
- 11 students account for these restraints/seclusions

Summary of SEAC Highlights and Accomplishments

The Special Education Department’s latest initiatives were shared with the council, showcasing collaborative partnerships with external providers aimed at fostering growth among students, teachers, and paraprofessionals.

Transition

The council was provided an update on school-to-school and year-to-year transition plans that began to take place beginning in March. SpEd teachers, SpEd staff, instructional facilitators, and principals began collaborating to best support students as they transition either from grade to grade or school to school. In regards to transition, council members were able to provide parent feedback to ensure all parents and students are provided a smooth transition experience. Parent feedback will be shared with the administration

Parent Communication

The council provided suggestions on how to improve effective communication strategies between parents and teachers. Parents gave suggestions of daily, weekly, and beginning of the year information parents would like to be updated on about their child’s day/progress. Parent suggestions will be shared with instructional facilitators, teachers, and administration.

Parent Resources

- Chip Morrison, J.D., of Morrison Law Group provided an overview of what happens when a child with a disability turns 18. Mr. Morrison explained the legal role of parents once a child reaches adulthood, discussed tutorship versus interdiction, reviewed strategies for protecting SSI and Medicaid benefits, and provided an overview of special needs trusts. Mr. Morrison plans to present on continuing tutorships versus interdiction during the 2026–2027 school year.
- Louisiana Autism Spectrum and Related Disabilities (LASARD) presented a family training on everyday executive functioning with simple, practical skills for use at home. The training was designed to help families and caregivers understand executive functioning skills and how they impact daily life across all ages, from early childhood through adulthood. Participants learned easy-to-use strategies to support focus, attention, emotional regulation, organization, and independence in both home and community settings.

- SCPPS Special Education Behavior Interventionists presented on noncontingent reinforcement and token systems. The behavior interventionists explained what noncontingent reinforcement are and how proactive support strategies can reduce problematic behaviors before a child engages in challenging behaviors. Participants also learned how token systems can be used to encourage positive behaviors and increase motivation at home and in the school setting.

Parent Engagement

Parent engagement across the district is elicited by social media platforms and electronic communication. Parents of students with disabilities have the opportunity to participate in multiple Parent Meetings with various topics to support their child in the school and at home. The Special Education Parent Liaison routinely provides parents with school-based and community-based resources and information, including but not limited to Special Olympics, LASARD Parent Supports, grade-to-grade and school-to-school transition support, Early Steps Transition information, and monthly calendars highlighting resources and events taking place within St. Charles Parish and surrounding areas.

Areas of Improvement, Next Steps, and Possible Initiatives for the 2026-2027 School Year

- Identify ways that SEAC members can be involved in more outreach opportunities to encourage parent engagement.
- Continue parent meetings throughout the school year, including at least one meeting offered as an evening session
- Pupil Appraisal will continue to include *A Parent's Guide to Navigating the IEP Process* and *A Parent's Guide to Navigating the Evaluation Process* in initial evaluation and reevaluation packets that are sent home to parents.

How to Join

There are currently no vacancies at this time. All appointed seats are for a two-year term. New appointments will be selected for the 2027-2028 school year by May 2028. For those wanting to apply, the application will be shared via email to administrators, teachers, parents of students with disabilities, and posted to the district's social media by April 2028. Applications will also be available online on the district's website ([St. Charles Parish Public Schools](#)) and paper copies will be available at the front desk of Central Office.