

LaSalle Parish
2024-2025 Annual Special Education Advisory Panel (SEAP) Report



May 30, 2025

What is the purpose of [LEA]’s 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
Barby Jackson	Parent
Karianna Lurry	Parent
Kelly Skye	Parent
Vacant	Parent
Candace Hudnall	Teacher
Jennifer Peters	Assistant Principal
Ethel Smith	Community Member
Jenene Bignar*	Entity That Serves Students with Disabilities

[*Indicates which member is the chair.]

2024-2025 Meetings, Agendas, Minutes [Insert links to any agendas and minutes.]

May 28, 2025 @ 1:00 PM	LaSalle Special Education Dept.	Link to agenda/minutes
May 29, 2025 @ 10:00 AM	LaSalle Special Education Dept.	Link to agenda/minutes
May 30, 2025 @ 10:00 AM	LaSalle Special Education Dept.	Link to agenda/minutes

Quorum was met at all meetings. Members are notified of meeting dates through phone calls and email reminders.

Executive Summary

The LaSalle Parish Special Education Department serves 348 students, representing approximately 13% of the district's total enrollment. This population includes a diverse range of exceptionalities, with the largest groups identified as Specific Learning Disability (111 students), Developmental Delay (59), and Speech Impairments (62 combined across articulation, language, and fluency). The department also serves students with Autism, Intellectual Disabilities, Other Health Impairments, and Gifted or Talented.

Budget and Funding Overview

For the 2024–2025 school year, LaSalle Parish has been allocated \$792,250 through IDEA Part B (ages 3–21) and an additional \$34,968 through IDEA Preschool 619. These funds support instruction, personnel development, administrative costs, and targeted interventions. A significant portion (\$506,840) is directed toward instructional services, underscoring the district’s commitment to direct support for students with disabilities.

Performance and Academic Outcomes

State assessment data for 2023–2024 shows continued challenges and progress in academic achievement for students with disabilities. For grades 3–8, the percent of students scoring Mastery and above increased from 11% to 13%. High school assessment results also saw an increase from 10% to 11%. Despite these gains, the achievement gap between general and special education students remains an area of focus, particularly in ELA and math proficiency.

In alternate assessments, outcomes were mixed. The district met or exceeded the state target in 8th-grade math (66.7%) but fell below targets in other grade levels and subjects, particularly 10th-grade proficiency.

Graduation and Dropout Rates

LaSalle Parish exceeded state targets for graduation, with over 95% of students with disabilities earning a high school diploma—well above the state average of 76.06%. The dropout rate for special education students was reported at less than 5%, surpassing the state goal of keeping it below 16%.

Least Restrictive Environment

Most students with disabilities (76.6%) are educated in general education classrooms for 80% or more of the school day, exceeding the state target of 66%. Placement in more restrictive settings remains minimal and aligns with federal expectations.

Early Childhood Outcomes

Preschool data revealed strong outcomes in functional behavior development, with 71% of students showing substantial growth in meeting needs—exceeding the state target. However, growth in social-emotional and cognitive skills fell below the state expectations, signaling a need for targeted early intervention efforts.

Discipline and Equity

LaSalle Parish reported no significant discrepancies in suspension/expulsion rates for students with IEPs, including when disaggregated by race or ethnicity. Additionally, there were no findings of inappropriate identification related to disproportionality in special education placement.

Compliance and Timely Evaluation

The district met all required timelines for initial evaluations (Indicator 11), with more than 95% of evaluations completed within state guidelines. Postsecondary transition planning and follow-up (Indicators 13 and 14) demonstrated strong results, with 100% of students engaged in postsecondary education, training, or employment within one year of leaving high school.

Parent Engagement and Monitoring

The district was not selected for formal monitoring during the reporting year.

Conclusion

LaSalle Parish Special Education Department demonstrates strong compliance and commitment to inclusive education. Graduation rates, placement in least restrictive environments, and transition outcomes reflect systemic strengths. However, ongoing efforts must target academic achievement, early

childhood outcomes, and expanded professional development to ensure all students with disabilities have access to high-quality, individualized instruction and support.

How to Join

LaSalle Parish SEAP Website:

<https://sites.google.com/d/1SXaXM78UH-rmadTWEmDfP4bcCA5dFyc3/p/18mEkkstu6lu5zkY8NJzPMZBbKykWU4Me/edit>

LaSalle Parish SEAP Handbook:

<https://drive.google.com/file/d/1L-7RBoSLNAtOVuRi3ituKZ1fAL-e1ETF/view?usp=sharing>

LaSalle Parish SEAP Application:

<https://forms.gle/mKcavRpAjhd3JKPA9>