



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
King Salmon, AK 99613
907-246-4280

1617 S Industrial Way #1
Palmer, AK 99645
907-745-7090



September 17, 2026

To: Board of Education
Lake and Peninsula School District

From: Marjorie Waggoner
Contracting Special Education Director

Re: Special Education Report

Getting Off to a Successful Start!

It is exciting every fall to welcome our students back to school and help them get restarted working toward their IEP goals and objectives. It is also exciting to welcome students who moved to LPSD from other districts in the state and country. Sped teachers are amending out-of-district IEPs to meet student needs in LPSD schools, reviewing ESERS and IEPs, and making necessary amendments to keep IEPs in line with state and federal regulations. Along with all of this it is our goal to instill in our student a sense of belonging and an atmosphere of fun, challenge, and success!

Welcome to our New-to-District Special Education Teachers!

We are fortunate to have Kathy Freeman and Kristen Farrante joining our team of special education teachers this year. Kathy will be our South itinerant SPED teacher working with Chignik Lagoon, Chignik Lake, and Perryville. Kristen will be our SPED teacher for Nondalton and Igiugig. We welcome these two fine teachers to the LPSD family.

August Inservice

The special education teachers participated in the August teacher inservice "smorgasbord" in the areas that were pertinent to their positions. We also held a special session for sped teachers in which we discussed many topics which included the new Embrace special education records system, intensive criteria, science based strategies for dyslexia, special education procedural review related to upcoming state monitoring, home school IEPs, transition plans and using alternate courses for students to earn credits toward graduation. Moon McCarley also joined us to talk about Testing Accommodations and the Essential Elements (standards) required to be used for students taking the Alternate Assessment.

Related Services

Paulene Manning and I have been working with Presence to get caseloads set up and providers assigned to each school site for speech and OT services. We are also contracting with Clover Therapy to provide speech services at some of our sites. This was necessary to provide flexibility of scheduling allowing students to receive speech therapy at times other than those scheduled for core subject instruction. I have been working with Mary Olson, our contracted PT, to schedule her site visits. I have also been working with Vince Henry, our contracted school



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psychologist, outlining the testing that he will need to complete this year, discussing evaluation needs of individual students, and developing an assessment calendar for the busy school year.

State Monitoring

The State Special Education Department monitors each district every four years on a rotating basis. 2026/27 is our turn to be monitored again. They will be doing a “desk monitoring” starting in October, looking at the documents that are saved on PowerSchool and/or Embrace to determine compliance with Special Education law. I always look forward to the monitoring because the emphasis is on finding areas in which a district needs improvement and supporting the district in developing new practices to better meet the regulations and better serve the sped students.

I am happy to be a part of LPSD again this year (my 12th year with LPSD)! I look forward to a challenging and rewarding year.



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2024-2025 Disproportionality Report Lake and Peninsula Borough School District

Disability Identification 2024-2025 Data							
Race / Ethnicity Categories							
Areas of Analysis	Hispanic	Am. Indian /Native Alaskan	Asian	Black	Pacific Islander	White	More than One Race/Eth.
	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio
Identification for Special Education		1.27		2.65**		0.40	1.15
Identification for Autism		0.00		0.00		0.00	0.00
Identification for Emotional Disturbance		0.00		0.00		0.00	0.00
Identification for Cognitive Impairment		4.25**		0.00		0.00	13.1**
Identification for Specific Learning Disability		1.89		5.89**		0.59	0.59
Identification for Speech Impairment		2.41		0.00		0.00	1.02
Identification for Other Health Impairment		0.93		0.00		1.22	1.30

Least Restrictive Environment 2024-2025 Data							
Race / Ethnicity Categories							
Areas of Analysis	Hispanic	Am. Indian /Native Alaskan	Asian	Black	Pacific Islander	White	More than One Race/Eth.
	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio
Placed in Regular Classroom <40% of Day		0.19		0.00		0.00	0.00
Placed in Separate Sch. Home/ Hospital & Residential Facility		3.7**		0.00		0.00	0.00

Discipline 2023-2024 Data							
Race / Ethnicity Categories							
Areas of Analysis	Hispanic	Am. Indian /Native Alaskan	Asian	Black	Pacific Islander	White	More than One Race/Eth.
	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio	Risk Ratio
Number of Students with ISS Suspension <=10 Days*		0.37		10.55**		0.00	0.00
Number of Students with ISS Suspension >10 Days*		0.00		0.00		0.00	0.00
Number of Students with OSS Suspension/Expulsion <=10 Days*		0.00		0.00		0.00	0.00
Number of Students with OSS Suspension/Expulsion >10 Days*		0.00		0.00		0.00	0.00
Total Number of SPED Disciplinary Removals*		0.15		4.09**		0.00	0.00

Key	At risk for disproportionality (between 2.0 and 2.49).	At risk for significant disproportionality (>= 3.5).
	Disproportionality (between 2.5 and 3.49).	Significant disproportionality (3 consecutive years >=3.5).
	* data analysis different from that used for indicator 4.	** Although risk ratio is >=2.5, this cell is not included in Federal reporting calculations due to data point(s) that did not meet the minimum cell size(s).
	ISS=In school suspensions, OSS=Out of school suspension	

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Disproportionality in Alaska

DEED conducts an **annual analysis** of data¹ to determine **disproportionality by race ethnicity** in the following areas:

- **Identification** of students for special education and related services;
- **Identification** of students in specific **disability categories**;
- **Placement** of students with disabilities in education settings; and
- **Discipline** of students with disabilities.

No Disproportionality
 $RR^2 < 2.0$

- DEED will provide each district with its disproportionality annually with notification of disproportionality or risk as appropriate.
- No review or action is required, but recommendations and resources are provided.

At Risk for Disproportionality
 $2.0 \leq RR < 2.5$

Disproportionality
 $RR \geq 2.5$

- DEED will notify each district and provide the data indicating disproportionality.
- The district is required to complete a self assessment (or selections from a self assessment) to determine whether the disproportionality is the result of inappropriate identification or noncompliant policies, procedures or practices.
- As needed, DEED conducts follow-up reviews to verify the information provided in the self assessment and review additional data.
- The district is required to correct any noncompliance identified during the self assessment and follow-up reviews.
- DEED considers these data and any results of subsequent reviews when making local determinations.
- DEED provides intensive TA to districts, upon request, to assist in improving policies, procedures and practices that may be resulting in disproportionality.

At Risk for Significant Disproportionality
 $RR \geq 3.5$

- In addition to all actions listed above for disproportionality:
 - The district is required to complete additional sections of a self assessment to determine the root cause of the disproportionality and develop an action plan for disproportionality.
 - DEED will provide intensive TA to each district.

Significant Disproportionality
 $RR \geq 3.5$ for three consecutive years

- In addition to all actions listed above for disproportionality and at risk for significant disproportionality:
 - The district will be required to use 15% of its Part B grant award for coordinated early intervening services for students who are not yet identified as special education students.
 - The district will report on the students who receive services and track them for two years.
 - DEED will conduct an onsite compliance review of policies, procedures and practices and require the LEA to report publicly on any required revisions.

¹ The data used for these calculations are data required under section 618 of IDEA. For discipline calculations, rates of suspensions and expulsions greater than 10 days are used.

² RR refers to the risk ratio calculation that DEED has chosen to use to calculate disproportionality. The equation used for the risk ratio is:

$$\text{risk ratio} = \frac{\text{risk for racial/ethnic group}}{\text{risk for all other students}}$$



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To: Marjorie Waggoner, Special Education Director
From: Colleen Shivers, Education Specialist II 
Date: May 15, 2025
Re: Annual Disproportionality Analysis and Report



As required by IDEA, DEED conducted its annual analysis to identify disproportionality in identification and LRE (2024-2025 data) and discipline (2023-2024 data). The results for Lake & Peninsula Borough School District are reported in the attached 2024-2025 Disproportionality Report. Please refer to the "DEED Disproportionality Definitions and Required Actions" enclosure for Alaska's disproportionality definitions and the actions required of districts for determinations of disproportionality and significant disproportionality.

While your district has not been identified as having disproportionality, DEED recommends that you review the data for any potential risk for disproportionality.

Alaska determines disproportionality using a risk ratio methodology. A risk ratio, when applied to a category of students in special education from a specific racial/ethnic group, answers the question, "What is a specific racial/ethnic group's risk of receiving special education and related services compared to the risk for all other students in the district?" So, if the risk ratio for Hispanic students is 3.0, that means that Hispanic students are three times as likely to be identified for special education. The equation used for the risk ratio is:

risk ratio =
$$\frac{\text{risk for racial/ethnic group for special education}}{\text{risk for all other students for special education}}$$

When a district did not have sufficient data to determine a risk ratio, Alaska calculated an alternate risk ratio that compares district data to statewide data.

Please contact Colleen Shivers at colleen.shivers@alaska.gov or 907-465-8705 with any questions.