



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



To: Board of Education
Lake and Peninsula School District

May 1, 2025

From: Marjorie Waggoner
Contracting Special Education Director

Re: Special Education Report

Disproportionality Report

We have not yet received the Disproportionality Report required by IDEA in which DEED conducts its annual analysis to identify disproportionality in identification of special education students and LRE. I have contacted DEED and learned that the reports have not been completed at this time. They have assured me that since our district has an earlier closure than most, we will be allowed to complete any required corrective action or training in the fall. Alaska determines disproportionality using a risk ratio methodology. The following is a repeated definition from last year's Board report; however, it is complicated enough to warrant repeating. A risk ratio, when applied to a category of 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?" Last year, and for several consecutive years, Lake and Peninsula School District was identified as having disproportionality in the area of Speech/Language eligibility for Alaska Native and American Indian students. We have made significant efforts to correct the risk ratio through study of district practices; training of related service providers, special education teachers, and general education teachers; and the use of pre-referral interventions. It is difficult to determine whether speech issues are caused by a disability, or just of difference of speech in homes and communities. Therefore, if a student is shown to need speech services, we error on the side of providing services, rather than not. We are making progress every year and had a significant number of students "graduate" from speech services this year. The efforts of our LPSD special education team, classroom teachers, and our Speech and Language related service providers are to be applauded.

Determination Notice

We just received from DEED the special education determination ratings. These determinations are based primarily on data reported to the department by the district and information collected from DEED internal systems. The determination status listed at the top of the attached document (just under the district name) indicates the level of support the district will receive from the state department. LPSD is in the category of "Meets Requirements" which means we will be given availability of webinars, central location training, and telephonic support. This is the lowest level of state support. In order to fall into this category a district is required to meet at least nine of the eleven State Targets. The targets LPSD did not meet were in the areas of SPED student graduation, and SPED student dropping out of school. These two areas are closely related. One of the



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



strategies we are focusing on is using alternative courses in academic areas to meet graduation requirements. This is highly encouraged by DEED. We are also focusing keeping students on the diploma track rather than the non-diploma track. This determination is made on the IEP. I have seen our teachers use creative plans tailored to a specific student's needs to encourage a him/her to complete the graduation requirements. Unfortunately, there are instances when, despite our efforts, the student drops out before they meet graduation requirements.

ESY

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the regular school year when these services are necessary for provision of a free and appropriate public education (FAPE). Historically districts have decided ESY eligibility by considering the following factors:

1. Regression/Recoupment—Whether the student's regression on skills and behaviors relevant to IEP goals and objectives is significantly more, and the amount of time needed to recoup these skills and behaviors is significantly longer than what would be expected
2. Emerging Skill--The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted
3. Self-sufficiency—The extent to which it is crucial for the student to continue working on a skill or behavior to meet the IEP goals of self-sufficiency and independence from caretakers.

ESY is not summer school, child care, respite care, a summer recreation program, or any other programs or services which, while they may provide educational benefit, are not required to ensure the provision of FAPE. The ESY decision is made by the IEP team based on data that shows ESY services are required in order to provide a free and appropriate public education. This year we have 3 LPSD students who will be receiving ESY services. Individual ESY plans are developed by the IEP team to meet the specific needs of the student, for example, IEP objectives included, number of weeks required, materials required, etc. Paraeducators are hired to implement the ESY plans over the summer. A copy of the LPSD ESY guidelines and a form sample are attached.

Busy Until the End!

The special education teachers have been busy completing re-evaluations and new referral evaluations, ESER and IEP meetings, and of course, providing special education services to their students up to the last minute! They were also tasked with doublechecking all the special education student information in PowerSchool and providing information to me for the end of year reports. This school year has been busy and productive in special education. Several of our students who receive special education services have participated in CTE activities this year. Thanks to those teachers and CTE staff that made this possible. LPSD continues to include sped students in cultural projects, sports, academic contests, robotics, and many other extra-curricular activities. LPSD truly is an example of inclusion at its best! As in previous years, I appreciate the support of the Board and the District level administration, and site Principals. I also appreciate the dedicated and talented special education teachers and paraeducators that I work with and the gifted regular education teachers who work with us to provide special education services to the students of LPSD.



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



EXTENDED SCHOOL YEAR (ESY) GUIDELINES

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the regular school year when these services are necessary for provision of a free and appropriate public education (FAPE). Historically districts have decided ESY eligibility by considering the following factors:

1. Regression/Recoupment—Whether the student's regression on skills and behaviors relevant to IEP goals and objectives is significantly more, and the amount of time needed to recoup these skills and behaviors is significantly longer than what would be expected
2. Emerging Skill--The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted
3. Self-sufficiency—The extent to which it is crucial for the student to continue working on a skill or behavior to meet the IEP goals of self-sufficiency and independence from caretakers.

ESY is not summer school, child care, respite care, a summer recreation program, or any other programs or services which, while they may provide educational benefit, are not required to ensure the provision of FAPE. The ESY decision is made by the IEP team based on data that shows ESY services are required in order to provide a free and appropriate public education.

The first step in the ESY decision-making process is to gather the information and data that will be used by the IEP team to make the ESY decision. This may include:

- Progress toward goals on consecutive IEPs
- Progress reports maintained by teachers, related service providers, and others having direct contact with the student before and after interruptions in education
- Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services
- Results of tests including criterion-referenced tests, curriculum-based assessments, life skills assessments and other appropriate measures
- Data collected while monitoring student progress

Information on a student's progress on IEP goals and objectives should be collected all year long, especially just before and just after interruptions in educational programming.

The ESY program for each eligible student will be developed by the special education teacher in collaboration with other team members as appropriate. An IEP meeting is required to complete the Extended School Year Plan, document the data upon which the ESY determination is made, specify the annual goals and short-term objectives that will be taught during ESY, and develop the ESY schedule. The special education teacher is responsible for supervision which includes preparing or supplying any materials that are needed to implement the ESY plan, working with the classified person in preparation for the implementation, and reviewing data and progress toward ESY goals and objectives.

If an IEP team determines that a student is not eligible for ESY at the annual review meeting and it becomes apparent from information and data gathered after the annual review IEP that the student requires ESY to receive FAPE, an IEP amendment must be held and a PWN provided to the parents documenting the decisions made in the amendment meeting. In any event, if the IEP team decides ESY is necessary, the Extended School Year Plan form must be completed, shared with your principal, and sent to the Special Education Director. **Use titles (ie. Paraeducator) rather than specific names as the provider on the ESY Plan, PWN, or other documents. The District will hire providers after the positions have been advertised and hiring protocol has been followed.**

To facilitate hiring of ESY providers and completing other ESY logistics, it is strongly suggested that the ESY decision be made and the ESY form shared with your principal and sent to the HR Director, Bill Cornell, and to the Special Education Director by April 15. If a team makes an ESY decision after that date, please contact your principal and the Special Education Director right away. PLEASE UPLOAD THE COMPLETED, SIGNED ESY PLAN FORM TO POWERSCHOOL.

ESY contracts in LPSD are for classified positions. A certificated person can apply for the classified position with the understanding that he/she will be paid on a classified wage schedule.

Chignik Bay • Chignik Lagoon • Egegik • Iguigig • Ivanof Bay • Kokhanok • Levelock • Newhalen
Nondalton • Chignik Lake • Perryville • Pilot Point • Port Alsworth • Port Heiden • Pedro Bay



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



EXTENDED SCHOOL YEAR (ESY) PLAN

Student

Name: _____ DOB: _____ School: _____

Parent

Name: _____ Address: _____ Phone: _____

The IEP team has considered and discussed ESY services and determined that the student is eligible for Extended School Year based on the following information or data reviewed by the IEP team:

The Annual Goals and Short-term Objectives from the IEP that will be addressed in the student's ESY Program are:

Provider	Location	Days per Week	Hours per Day	Beginning Date	Ending Date
Paraeducator					

Parent Signature: _____

Sped Teacher Signature: _____

District Rep. Signature: _____

Reg. Ed. Teacher Signature: _____

Notes:



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



Alaska District Determination Matrix - 2025 (2023-24 Data)**

District: Lake and Peninsula Borough School District

Final District Determination: Meets Requirements

Final Score: 9/11

Element	Less than 5 Students	Met State Target	District Percent	State Percent	Score
1. Did the district meet Uniform Grand Guidance (UGG) requirements so there are not audit findings?		Yes			1
2. Did the district correct noncompliance within one year?		Yes			1
3. Did the district submit timely, complete, and accurate data?		Yes			1
4. Did the district meet the state compliance targets and requirements for the specified procedural indicators?					
<i>Section 4(a) Procedural Sub Indicators: 4b**, 9, 10</i>					
APR4b - Significant Discrepancy in Suspension & Expulsion**		Yes			1
APR9 - Disproportionality in Special Education		Yes			1
APR 10 - Disproportionality in Specific Disability Categories		Yes			1
<i>Section 4(b) Procedural Sub Indicators: 11, 12, 13, *Only available for monitored districts this year</i>					
APR 11 - Evaluation within 90 Calendar Days (Target 100%)~		Not Applicable	Not Applicable	Not Applicable	~
APR 12 - Part C to B Transition/IEP by 3 (Target 100%)~	0	Not Applicable	Not Applicable	Not Applicable	~
APR 13 - Secondary Transition (Target 100 %)~	0	Not Applicable	Not Applicable	Not Applicable	~
5. Did the district meet the state targets and requirements for the Student System and Results Indicators: 1, 2, 3B, 5A, 6A?					