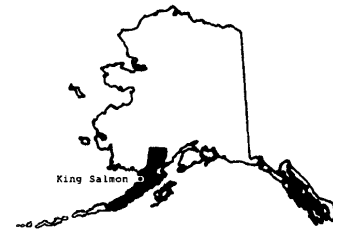


THE LAKE AND PENINSULA SCHOOL DISTRICT

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To: Board of Education
Lake and Peninsula School District

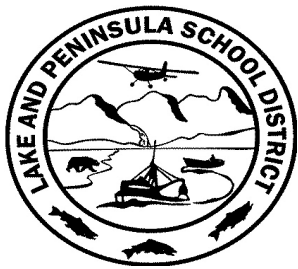
February 6, 2025

From: Marjorie Waggoner
Special Education Director (Contractor)
Re: Special Education Report

Special Education Professional Development

Paulene Manning, Kimberly Good, and I attended the annual Alaska State Special Education Conference February 3, 4 and 5. The conference had a wide menu of session topics which included information about specific disabilities and teaching practices that are effective in helping students master their IEP goals and objectives, as well as a review of special education law and procedures. The keynote speakers included Molly Kennedy, a motivational speaker. The theme of her keynote was “Reclaim Your Joy & Enthusiasm”. Jordan LeVan presented “The Power of Me: From Self-Acceptance to Self-Advocacy”. The final keynote was delivered by Dani Bowman and entitled “My Life Journey Growing up with Autism and 15 years of DaniMation” (her animation company). All three of the keynotes spotlighted people who are living successful and exceptional lives while experiencing disabilities. The conference was a great opportunity to network with teachers and administrators across the state and get a look at the newest ideas in special education that were displayed by vendors and agencies. We appreciate the Board’s support and the opportunity to attend this event.

The conference theme this year was *Interstellar Inclusion: Breaking Barriers to the Future*. Inclusion has long been a foundational belief and a standard by which special education programs are measured. The word “inclusion” itself is a broad concept of the belief that all students belong in our schools and are equally valued. Inclusion practices



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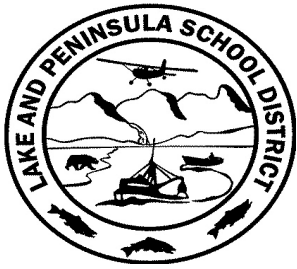


are the strategies that schools implement to break down barriers and add supports that result in success for all students. I have worked in several districts across the state and in several districts in other states. It is my observation and belief that LPSD is one of the finest examples of a district that practices inclusion. In LPSD both regular education and special education teachers, along with their support staff, believe that all students belong and share the responsibility of helping students meet their educational goals together with their peers. I am attaching a Memo from Donald Enoch, State Special Education Administrator about Alaska's position as an inclusion focused state.

Indicators 8 and 14

It's that time of year and I am working on compiling data for Indicators 8 (Parent Involvement) and 14 (Post School - Outcomes). This data is provided to the state yearly to enable the department to conduct surveys that determine the post-school outcomes of special education students, and measure parent involvement with special education students. The Post-School Outcomes Survey is for all students who left school in 2023-2024. The Parent Involvement Survey is sent to all parents or guardians who currently have a student (Pre-kindergarten through 12th grade) on an IEP. This data is due to the state is February 21st. The Indicators 8 and 14 report is one of the many reports for which special education directors, registrars and other district staff provide information and input to the state throughout the year. I have attached a graphic that illustrates the yearly reporting responsibilities of districts and the state which was share with special education directors by Mr. Enoch.

I want to give my sincere thanks to the Board for their leadership and support.



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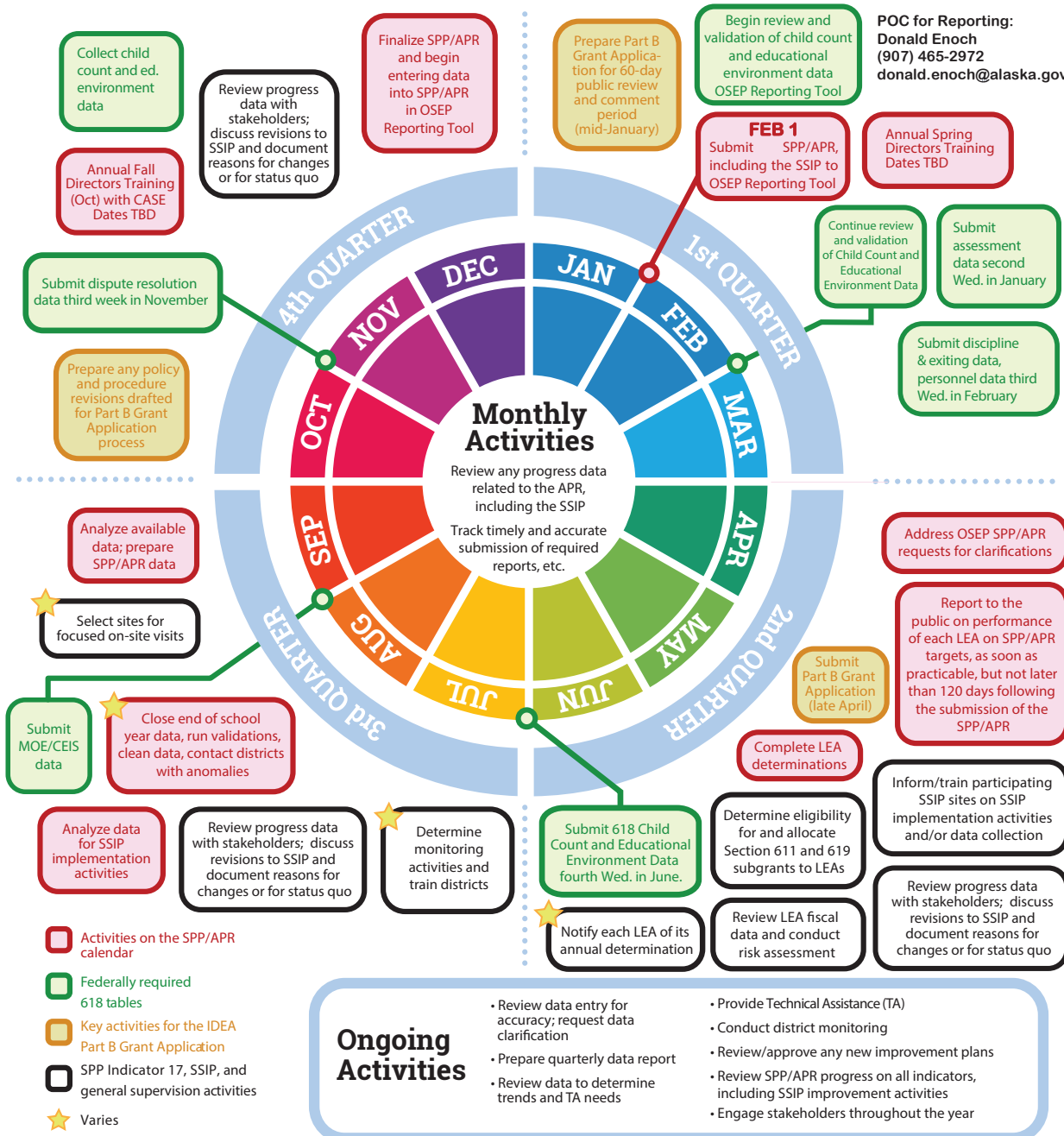


Alaska SPED Critical Reporting Activities*

An Integrated Timetable Updated 03/24

Note: Reporting activities specific to IDEA Part B 619 programs are embedded within the IDEA Part B reporting timetable. IDEA Part B 619 coordinators may use this timetable to identify the general supervision activities for which they are directly responsible.

POC for Reporting:
Donald Enoch
 (907) 465-2972
 donald.enoch@alaska.gov



* based on *The Wheel: A Tool for Developing an Annual Timetable for State General Supervision Systems* developed by Diefendorf, M., Lucas, A., and Reedy, K. (2008) in collaboration with the General Supervision Priority Team, NECTAC, NCSI, and RRCP.



MEMORANDUM

To: All Special Education Directors

From: Donald Enoch, State Special Education Administrator

Date: December 6, 2024

Subject: Alaska's Commitment to Special Education Inclusion

This memo is to affirm and emphasize Alaska's position as an inclusion-focused state in the realm of special education. Alaska is deeply committed to ensuring that students with disabilities have meaningful access to general education classrooms, alongside their peers, while receiving the individualized support they need to succeed.

What Does Inclusion Mean?

Inclusion reflects our belief that every child, regardless of ability, has the right to participate fully in their school community. It involves:

- **Integration of Students:** Students with disabilities learn in general education settings to the greatest extent appropriate.
- **Collaborative Efforts:** Teachers, specialists, and support staff work together to create a nurturing and accessible learning environment.
- **Personalized Support:** Individualized Education Programs (IEPs) guide instruction and ensure that students' unique needs are met without isolating them from their peers.

Why Inclusion Matters

- **Equity and Opportunity:** Inclusion aligns with our shared values of equity, respect, and opportunity for all.
- **Educational Benefits:** Research demonstrates that inclusive practices benefit both students with and without disabilities, fostering understanding, compassion, and academic growth.
- **Compliance with Federal Standards:** Alaska adheres to the Individuals with Disabilities Education Act (IDEA), which mandates access to the least restrictive environment (LRE) for students with disabilities.

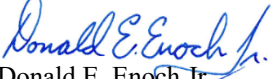
Our Shared Responsibility

To uphold Alaska's commitment to inclusion, all stakeholders—educators, administrators, families, and community partners—play a crucial role. We must:

- **Promote awareness and understanding** of inclusion principles.
- **Provide professional development** for staff to effectively implement inclusive strategies.
- **Encourage collaboration** among general education and special education professionals.

As we continue this vital work, let us strive to build classrooms and schools where all students feel valued, supported, and empowered to reach their full potential. Thank you for your dedication to fostering an inclusive educational environment in Alaska. Should you have questions or need additional resources on inclusive practices, please feel free to reach out to me at any time.

Best regards,


Donald E. Enoch Jr.
State Special Education Director