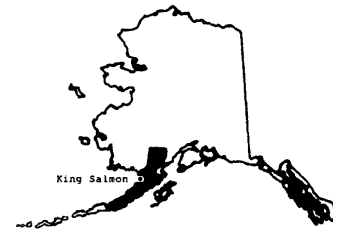


THE LAKE AND PENINSULA SCHOOL DISTRICT
101 Jensen Drive
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Phone (907) 246-4280 / Fax (907) 246-4473



To: Board of Education
Lake and Peninsula School District

October 7, 2021

From: Marjorie Waggoner
Special Education Director (Contractor)

Re: Special Education Report

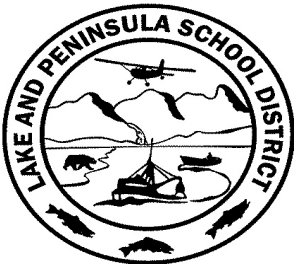
Update

Special education teachers have been busy completing the necessary paperwork and parent meetings required for students to be counted in the October 2nd sped student count. I will be working with the registrar on the Fall Oasis during the two weeks. The report is due November 10.

October 27 is the count day for students who receive intensive services. I will submit a letter to the state listing LPSD's students for the intensive count. We have three students whose names will be submitted for continued verification. We have one new intensive claim that will be submitted for verification.

Special Education Directors' Training

I attended DEED's training for special education directors on October 11, 12, and 13. The first day included a refresher on student transition from Part C (Infant Learning Programs) to Part B (the Local Education Agency). We had the opportunity of collaborating with the ILP programs that work with our students and planning together for smooth transitions from infant learning to the district preschools and/or special education services. LPSD works with ILP providers, Bristol Bay Area Health Corporation based in Dillingham, and Programs for Infants and Children, based in Anchorage.



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On second day Ann M. Alexander, Ph.D., Esq. presented an overview of the complaint investigation process with a focus on areas of recurring complaints. We had time as directors to network and discuss the joys and challenges inherent in special education administration.

Highlights of the third day included training about the Reads Act and working with students who experience dyslexia.

The LPSD Disproportionality Team met several times during October to discuss ways to decrease the number of Alaska Native and American Indian students who are found eligible for special education under the category Speech/Language Impairment. We discussed strategies such as regular education interventions in language and parent/family conversations to help school teams ascertain whether a student has a difference in his/her speech or whether the student truly has a disability. The Disproportionality Team completed the Addressing Success Gaps self-assessment to address the strengths of the district and look at ways to improve our practice as teachers and administrators.