

THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-80 / Fax (907) 246-4473



To: Board of Education
Lake and Peninsula School District

February 6, 2025

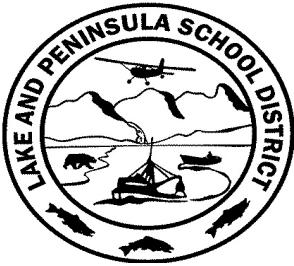
From: Marjorie Waggoner
Special Education Director (Contractor)
Re: Special Education Report

Special Education Professional Development

Three of our special education teachers, Chelsea Nelson, Rick Rohlman, and Tracey Thomas attended the annual Alaska State Special Education Conference February 2,3, and 4. The theme of the conference was: From Mixtapes to Mastery—Turning Up the Volume on Student Success. Tracey Thomas and Colter Barnes presented a session titled Mixed Tapes to Mastery—Round Knowledge vs Square Knowledge in Indigenous Rural Alaska. 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 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. Thanks to the Board for supporting our special education teachers in attending this learning event.

Indicators 8 and 14

It's that time of year that districts are asked to compile 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 2024-2025. 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



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state is February 20st. The Indicator 8 and 14 reports are two of the many reports for which special education directors, registrars and other district staff provide information and input to the state throughout the year.

Move from PowerSchool to Embrace

LPSD is in the process of changing from PowerSchool to Embrace for special education document development and storage. All districts across the state will be changing to Embrace by the end of the 2026/27 school year, as the state will no longer pay for PowerSchool special programs. LPSD was chosen to be in the 2nd cohort of districts which will implement the change this semester. District administration determined that it was an opportune time to complete the changeover rather than at the beginning of the school year when we are all scurrying to get things in place for the start of school and welcoming our students back. Paulene Manning, Sam Rigby, and I are heading up the Embrace team with support of our talented registrar, Cassie. At this point in time, we are working through the process of transferring the special education documents from PowerSchool to Embrace. Special Education teachers will be participating in thorough training in the use of the new platform this spring.

Regulation Changes Concerning Supervision of Special Education Services

The State Board of Education recently approved amendments to 4AAC 52.250 and 4 AAC 52.252 to require monthly supervision for staff whose supervisory requirements are identified in a student's IEP. Previously the supervision was required only as often as quarterly in some instances. Another helpful change to the regulations added to flexibility of using video conferencing to satisfy the supervision requirement rather than requiring on-site visits as the only option for supervision. I have included the letter from the State outlining these changes.

LPSD is on the schedule to be monitored by the state in the 2026/27 school year. The state has given us some leniency in bringing our IEPs into compliance with the new regulation. IEPs that currently specify quarterly supervision will need to be amended or update in the scheduled annual review by the close of the 2025/26 school year.



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

INNOVATION AND EDUCATION EXCELLENCE
SPECIAL EDUCATION
P.O. Box 110500
Juneau, Alaska 99811-0500
Office: 907.465.2972

December 15, 2025

TO: Special Education Directors

RE: Regulation changes concerning supervision of special education services

Dear Colleagues,

The State Board of Education recently approved amendments to 4 AAC 52.250 and 4 AAC 52.252. In brief, these revisions now require **monthly supervision** for staff whose supervisory requirements are identified in a student's IEP. Under the previous regulations, supervision could occur once every three months in certain circumstances. This option is no longer permitted. Accordingly, any IEPs that currently specify quarterly supervision will need to be amended or updated at the students' next IEP meeting.

A second and particularly helpful change to the regulation is the newly added flexibility allowing **video conferencing** to satisfy the supervision requirement.

The updated regulations read as follows:

“4 AAC 52.250. Special education aides

- (a) A person employed as a special education aide shall be trained by a special education teacher or specialist certificated under 4 AAC 12.330 or 4 AAC 12.365, or licensed under AS 08.11, AS 08.84, or AS 08.86 to provide the services with which the aide will assist.
- (b) Before a special education aide assists in providing direct special education or related services to a child, or concurrent with providing direct special education or related services to a child, the district shall provide and document a minimum of six hours of annual training, in the aggregate, to the aide regarding
 - (1) the child's disability;
 - (2) the content of the child's IEP;
 - (3) the instructional and safety procedures to be used; and (4) confidentiality procedures.
- (c) Each special education aide employed by the district to assist in providing special education to a child shall be supervised, by video conference or on-site, by the certificated special education teacher responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each program. A district shall provide for video conference or on-site supervision at least once every month.
- (d) Each special education aide employed by the district to assist in providing related services to a child shall be supervised, by video conference or on-site, by the certificated or licensed related

services provider responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each related service. A district shall provide for video conference or on-site supervision at least once every month.

4 AAC 52.252 Program supervision.

(a) Each special education program provided to a child through the assistance of a certificated regular education teacher must be reviewed, by video conference or on-site, by the certificated special education teacher responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each program. A district shall provide for video conference or on-site supervision at least once every month.

(b) Each related services program provided to a child through the assistance of a certificated regular or special education teacher must be reviewed, by video conference or onsite, by the certificated or licensed related services provider responsible for the child's program. The child's IEP team shall make an individualized determination of the frequency of video conference or on-site supervision for each related service. A district must provide for video conference or on-site supervision at least once every month.”

Once these regulation changes are official, any noncompliant supervision identified during a compliance monitoring review will result in a finding and a required corrective action. Because compliance monitoring for the current school year has concluded, the earliest these findings may occur is during next year's monitoring cycle.

If you have any questions or concerns regarding these regulatory changes, please do not hesitate to contact the Department.

Thank you,



Donald E. Enoch Jr.
Program Administrator