

Student Services



EXCELLENCE
IS THE
STANDARD

Golden Apple Award of Excellence



Leslie Stemp

August 2024



Golden Apple Award of Excellence



Katherine Gifford

September 2024



Golden Apple Award of Excellence



Mike Anderson

October 2024



Golden Apple Award of Excellence



Tami Schleusner

November 2024



Golden Apple Award of Excellence



Lorna Porter

December 2024



Golden Apple Award of Excellence



Maizie Patterson

January 2024



Golden Apple Award of Excellence



Amanda Schoolland

February 2024



Golden Apple 2024-2025

Golden Apple Award of Excellence



Ryan Nelson

March 2024



Golden Apple Award of Excellence



Jamie Guthrie

April 2024



Golden Apple Award of Excellence



Linnea Milligrock

May 2025





Golden Apple Award of Excellence



Colton Fagerholm
Most Nominated 24-25



Golden Apple Award of Excellence



Katrina Anderson
Most Nominated 24-25




SUMMER

EXTENDED SCHOOL YEAR 2024-2025

ESY is identified as a need by the IEP team at the time of the IEP meeting. Students who qualify for ESY will work on targeted IEP goals/objectives on the times and dates indicated on the invitation. Invitations have been mailed and permission slips can be submitted to RJES front office through June 2.

June 2-June 20


WATER SAFETY TIPS



For more information, please check out these three organizations!

American Red Cross Survival Steps


1. Identify and recognize the signs of drowning and call for help.
2. Rescue and remove person from water.
3. Ask someone to call 911.
 - a. If alone, provide 2-minutes of care, then call.
4. Begin rescue breathing and CPR.



Scan the QR code to learn more. to find CPR classes in Alaska.


The National Autism Association

- *Be Ready Booklet for Caregivers* offers a free Wandering Emergency Plan on page 16-18.
- Scan the QR code to download your free copy.




Alaska Office of Boating Safety

- To schedule a class, or pool session, contact Annie Grenier at (907) 269-6041 or scan the QR code. Classes offered include:
 - Alaska Water Wise class.
 - Cold Water Paddling classes.
 - Kids Don't Float classes and pool sessions for schools and other groups statewide.



www.alaskaarc.org
Consultation | Resources | Training

WATER SAFETY TIPS



By the numbers

- Drowning is the leading cause of death for children and adults with autism.
- People with autism spectrum disorder are nearly 40x as likely to die from drowning as compared to the general population.
American Red Cross, 2025.
- 49% of children with autism attempt to elope from a safe environment.
- Drowning accounts for more than 70% of wandering-related fatalities.
National Autism Association, 2025.

Wear a LIFE JACKET!

- Cold water immersion is the leading cause of drowning.
- 9 out of 10 drowning victims were not wearing a life jacket.
- 5 of 6 drowning incidents followed a capsized, swamping, ejection or fall overboard into Alaska's cold water.
Alaska Native Health Tribal Consortium, 2025.

Stay Alert and Check!

- Alaska has more than 40% of the nation's surface water resources.
- Alaska has more than three million lakes, over 12,000 rivers, thousands of streams and creeks, and an estimated 100,000 glaciers.
Alaska Dept. of Natural Resources, 2025.
- Water temperatures
- River and ocean currents
- Shallow water
- Murky water
- Sea life

Alaska Fish and Game, 2025.



Appreciating our Uniqueness

Wednesday April 30th

Open Swim Dedicated to Autism Awareness
Join us at the pool with a Specialist from
Alaska Autism Resource Center
5:45pm-7:15pm

Brought to you by Daniel & Jamie Brendible, Annette Island Service Unit,
Annette Island School District, & Moms on a Mission

ALL ARE WELCOME TO JOIN!



Department of Student Services



Thank you to Daniel and Jamie Brendible, Annette Island Service Unit-Susan Guthrie, Annette Island School District-Chelsea Martinez, and Mom's on a Mission for sponsoring this event. We also appreciate Autism Awareness Center Specialist, John Barrowman.

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

District: Annette Island School District

Final District Determination: Meets Requirements

Final Score: 10/11

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?					
Section 4(a) Procedural Sub Indicators: 4b**, 9, 10					
APR4b - Significant Discrepancy in Suspension & Expulsion**		Yes			1
APR9 - Disproportionality in Special Education		Yes			1
APR 10 - Disproportionality in Specific Disability Categories		Yes			1
Section 4(b) Procedural Sub Indicators: 11, 12, 13, *Only available for monitored districts this year					
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?					

Element	Less than 5 Students	Met State Target	District Percent	State Percent	Score
APR 1 - Students Exiting SPED through Graduation**	3	Yes	100%	64.3%	1
APR 2 - Students Exiting SPED through Dropping Out**	3	Yes	0%	30.4%	1
APR 3B - Participation on the State Assessments is at least 95% in both ELA and Math for All Students (Grades 3-9 Combined)		No			0
Participation ELA			93.5%	84.5%	
Participation Math			95.7%	84.1%	
APR 5A - LRE for Children Aged 5 in Grade KG through Age 21		Yes	69.9%	69.5%	1
APR 6A - LRE for Children Aged 3-5 (5 Year Olds not in Grade KG)	2	Yes	50%	16.6%	1

Scoring Codes:

Beginning SY 2023-2024, the scoring method has been updated when totaling the number of indicators where districts have “Met State Target” or “Meets Requirements”. There are a total of eleven (11) indicators to be counted towards the final score of your district. The Final Determination of your districts will rely on the following scoring guideline using the final score:

- Meets Requirements = 9-11/11 (At least nine (9) out of the eleven (11) State Targets and/or requirements have been met)
- Needs Assistance = 6-8/11 (Majority of the State Targets and/or requirements have been met)
- Needs Intervention = <=5/11 (Most of the State Targets and/or requirements have NOT been met)

Notes

- Score is 0 or 1, with 1 indicating that the district has met the State Target and/or requirement for that Element. Three consecutive years in Needs Intervention in any of the elements 1-4 may result in a determination of Needs Substantial Intervention.
- “Noncompliance” includes not meeting the requirements in dispute resolution, monitoring, and reporting.
- Timely, Complete, and Accurate Score is based on the timely, complete, and accurate submission of multiple data collection files submitted by the district to the department such as Fall & Summer OASIS, Participation Rate, Suspension & Expulsion, SPED Supplemental, and Indicators 8 & 14 Surveys. This score does NOT include GMS findings.
- “Yes” for indicators 4b, 9, and 10 indicates that the district met this indicator by either: not having disproportionality or a discrepancy OR having disproportionality or a significant discrepancy that was not the result of inappropriate identification
- or non-compliant policies, procedures, or practices.
- Information for indicators 11, 12, and 13 are only available when the district has been monitored and data has been validated for the school year. Although they are provided, these do NOT account towards the final score and determinations.”~”
- The <5 cells will appear empty unless the district had fewer than five students in the related population. For districts with cell sizes of fewer than five students in the Procedural Compliance Indicators or the Student and System Results Indicators, the state may examine each of the indicators individually.
- Data for Indicators 1, 2 and 4b are from the previous school year, noted by “**”.



ANNETTE ISLAND SCHOOL DISTRICT DEPARTMENT OF STUDENT SERVICES REFERRAL PROCESS



RECOGNITION

Student exhibits atypical needs compared to peers.



PRE-REFERRAL

Student receives RTI interventions developed by parents and school team.

If RTI is successful the process stops.



REFERRAL

A knowledgeable adult completes the referral form for special education evaluation.



EVALUATION

Parental consent is obtained. Student is assessed using multiple tools.

Evaluations are conducted by professionals with tools that are culturally and linguistically appropriate.



ELIGIBILITY

IEP team determines if the student is eligible for special education. If not, the process stops.



IEP PROCESS (IEP & LRE)

IEP team develops the plan and determines the Least Restrictive Environment.

If the process stops, interventions resume.



IEP IMPLEMENTATION

IEP is implemented by the team. The student receives a Free Appropriate Public Education.



IEP REEVALUATION

Annual review of the IEP's effectiveness and development of the next year's plan.



ANNETTE ISLAND SCHOOL DISTRICT STUDENT SERVICES

DOES MY CHILD QUALIFY FOR A 504 OR IEP?

School Teacher/Counselor should be contacted prior to contacting the Dept. of Student Services
IS THE STUDENT SUSPECTED OF HAVING A DISABILITY?



YES

NO

Contact your child's counselor
for intervention options.

Does the disability adversely affect the
student's educational performance?

NO

Is there the presence of an impairment that
limits one or more major life activities?

YES

YES

NO

Does the disability meet criteria for one of
the disability categories?

504 Eligible
The school team will determine eligibility.

Not eligible for 504 Protection

YES

NO

IEP Eligible

Contact the school counselor to complete a referral for evaluation.



ANNETTE ISLAND SCHOOL DISTRICT STUDENT SERVICES

EARLY EDUCATION SCREENING PROCESS

All students will be screened within the first 45 days of entering the **early education program (EEP)** if they have not already been screened by another agency.

AI SD CONDUCTS THE SCREENING IN ONE OR MORE OF THE FOLLOWING AREAS:

- Height/Weight
- Behavior
- Academic
- Fine Motor
- Vision
- Social Emotional
- Language
- Gross Motor
- Hearing
- Sensory
- Speech
- Academic Readiness

Screening indicates **no "At Risk"** findings.

*EEP and family are notified of results.

Screening indicates **2 or more "At Risk"** findings.

Meet with family and *EEP staff for a pre-evaluation meeting. Referral is completed by the team.

Evaluate within 90 days of consent

Not Eligible

Discuss Continuation of RTI and other available resources

Screening indicates **concern but no "At Risk"** findings.

***EEP RTI**

If data shows RTI is not effective after implementing 3-4 strategies schedule a pre-evaluation meeting.

Eligible

IEP developed and in place within 90 days





IDEA Eligibility Checklist

THE FOURTEEN DISABILITY CATEGORIES AISD USES TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION ARE TAKEN FROM THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT. THESE CATEGORIES ARE NOT USED TO DETERMINE THE TYPE OR EXTENT OF SERVICES PROVIDED TO YOUR CHILD. EDUCATIONAL SUPPORTS AND SERVICES ARE BASED ON YOUR CHILD'S UNIQUE NEEDS AND MUST BE DECIDED UPON BY THE IEP TEAM.

DEVELOPMENTALLY DELAYED

- 1. 3 to 8 years old
- 2. Two SD below mean or 25% delayed in age equivalency in cognitive development fine and gross motor, speech and language development, psycho-special development, or self help skills OR 1.7 SD below the mean or 20% delayed in age equivalency in 2 or more of the areas
- 3. certified by IEP Team as preschool development delayed

AUTISM

- 1. exhibit a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance
- 2. requires special facilities, equipment, or methods
- 3. diagnosed as by a psychologist
- 4. certified by IEP Team as qualifying for and needing special education services

DEAF

- 1. exhibit a hearing impairment that hinders ability to process linguistic information with or without amplification
- 2. requires special facilities, equipment, or methods
- 3. diagnosed as deaf by physician or audiologist
- 4. certified by IEP Team as qualifying for and needing special education services

DEAF-BLINDNESS

- 1. exhibit concomitant hearing and visual impairment
- 2. requires special facilities, equipment, or methods
- 3. diagnosed as deaf and blind by a optometrist or ophthalmologist and by a physician or audiologist
- 4. certified by IEP Team as qualifying for and needing special education services

EMOTIONAL DISTURBANCE

- 1. exhibits one more ED Characteristics that adversely affect educational performance
- 2. requires special facilities, equipment or methods
- 3. diagnosed as ED by psychiatrist/psychologist
- 4. certified by IEP Team as qualifying for and needing special education services

HARD OF HEARING

- 1. exhibit a hearing impairment that adversely affects educational performance
- 2. requires special facilities, equipment, or methods
- 3. diagnosed hard of hearing by physician/audiologist
- 4. certified by IEP Team as qualifying for and needing special education services

INTELLECTUAL DISABILITY

- 1. score 2 or more SD's below national norm on individual intelligence test
- 2. exhibits deficits in adaptive behavior
- 3. requires special facilities, equipment, or methods
- 4. diagnosed as CI by psychiatrist/ psychologist
- 5. certified by IEP Team as qualifying for and needing special education services

MULTIPLE DISABILITIES

- 1. exhibits two or more severe disabilities
- 2. requires special facilities, equipment, or methods
- 3. diagnosed for each disability
- 4. certified by IEP Team as qualifying for and needing special education services

ORTHROPEDIC DISABILITY

- 1. exhibits severe orthopedic impairment that adversely affects educational performance
- 2. requires special facilities, equipment or methods
- 3. diagnosed orthopedically impaired by physician
- 4. certified by IEP Team as qualifying for and needing special education services

OTHER HEALTH IMPAIRMENT

- 1. exhibit limited strength, vitality or alertness due to chronic or acute health problem that adversely affect educational performance
- 2. requires special facilities, equipment or methods
- 3. diagnosed by a physician
- 4. certified by IEP Team as qualifying for and needing special education services

SPECIFIC LEARNING DISABILITY

- 1. exhibit a disorder in one involved in the basic psychological processes involved in understanding or using language (incl Dyslexia)
- 2. limited academic achievement for his/her age and ability levels
- 3. severe discrepancy between intellectual ability and academic achievement
- 4. observation
- 5. written report
- 6. requires special facilities, equipment or methods
- 7. certified by IEP Team as qualifying for & needing special education services
- 8. * An assessment specifically designed to measure these determinations.

SPEECH LANGUAGE IMPAIRMENT

- 1. exhibit a communication disorder that adversely affects educational performance
- 2. requires special facilities, equipment, or methods
- 3. diagnosed speech impaired by physician or speech/ language pathologist
- 4. certified by IEP Team as qualifying for and needing special education services

TRAUMATIC BRAIN INJURY

- 1. exhibit an injury to the brain by external physical force what results in total or partial functional disability of psychosocial maladjustment that adversely affects educational performance
- 2. requires special facilities, equipment, or methods
- 3. diagnosed by a physician
- 4. certified by IEP Team as qualifying for and needing special education services

VISUAL IMPAIRMENT

- 1. exhibit a visual impairment determined by an ophthalmologist or optometrist that even with correction impacts visual performance and adversely affects educational performance
- 2. requires special facilities, equipment, or methods
- 3. certified by IEP Team (including a certified teacher of students with visual impairment) as qualifying for and needing special education services

COMMENTS AND FEEDBACK

EMPLOYEE ACKNOWLEDGMENT

Take Our Student Services Survey

and let us know how we can better
serve your student and you!

To take the survey open the
camera app on your phone,
hover over the QR code and
tap on your screen when the
link appears

