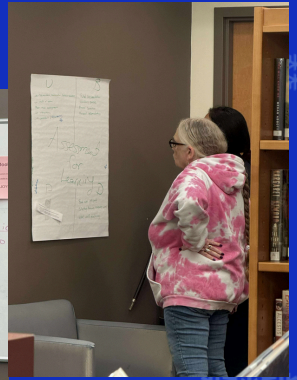
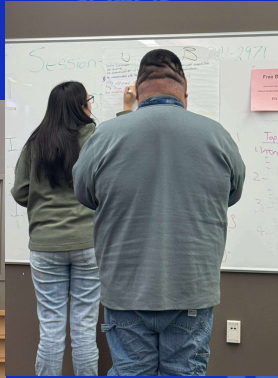
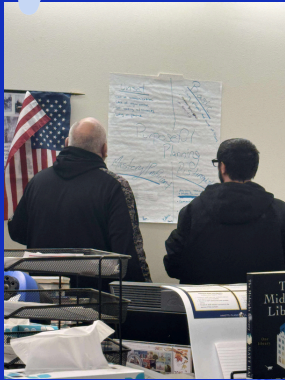


2025 - 2026

STUDENT SERVICES



HAPPY
New Year

Departmental Goals



100% Provide a free and appropriate public education for all students in their least restrictive environment by servicing students according to the individual education programs.



100% Maintain current student records that are compliant with Alaska State and Federal Regulations for Special Education.



100% Participation in staff meetings, professional development, and assigned supervision.

EXCELLENCE IS THE STANDARD



HAPPY NEW YEAR

RESET. REFOCUS. RE-ENGAGE.

JANUARY 5TH PARAPROFESSIONAL TRAINING 8AM

Welcome, Inspiration & Team Appreciation

Reaffirming Our Purpose: Why Our Work Matters

Attendance, Punctuality & Professionalism

Review Paraprofessional Job Description

Communication, Collaboration & Professional Boundaries

Evaluation/IEP Process

Eligibility Categories/Accommodations & Modifications

Lunch

Strengthening Classroom Support Practices

Tools for Positive Behavior & Culture Building

Student Safety, Wellness & Advocacy

Setting Personal & Team Refocus Goals

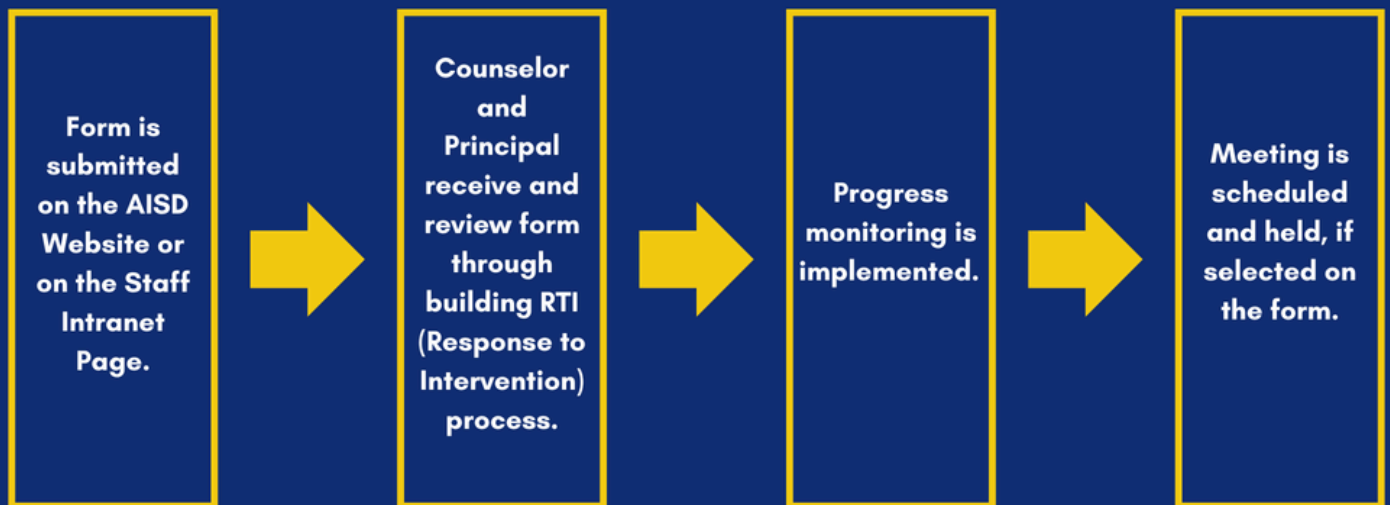
Open Dialogue & Q&A

Closing Message: Commitment to Excellence

IF YOU HAVE CONCERNS REGARDING A STUDENT'S ACADEMIC PROGRESS OR BEHAVIOR, WE HAVE CREATED A FORM FOR STUDENTS, PARENTS/GUARDIANS, AND STAFF TO VOICE THESE CONCERNS. IT WILL ALLOW EACH BUILDING TO GAUGE WHAT IS AND WHAT ISN'T WORKING FOR STUDENT SUCCESS.

[HTTPS://FORM.JOTFORM.COM/AISD/ACADEMIC-PROGRESS-CONCERN-FORM](https://form.jotform.com/AISD/ACADEMIC-PROGRESS-CONCERN-FORM)

Academic Progress & Behavioral Concern Form Flowchart



ANNETTE ISLAND



SCHOOL DISTRICT



COMING SOON

**SAY NO
TO VAPING**

**N-O-T
NOT ON TOBACCO**

**American
Lung
Association.
INDEPTH**

embrace.
SOFTWARE FOR EDUCATORS

embraceIEP embrace504
embraceMTSS embraceDS embraceEVAL

**FROM
MIXTAPES
TO MASTERY**
TURNING UP THE VOLUME ON STUDENT SUCCESS
**2026 ALASKA STATEWIDE
SPECIAL EDUCATION CONFERENCE**
PRE-CONFERENCE: JANUARY 31-FEBRUARY 1, 2026
MAIN CONFERENCE: FEBRUARY 2-4, 2026
MARRIOTT ANCHORAGE DOWNTOWN

EXCELLENCE IS THE STANDARD

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-social 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

