

2025 - 2026

# STUDENT SERVICES



THANK YOU TO ALL WHO WORK WITH STUDENT SERVICES AND ENSURE OUR STUDENTS HAVE EXCELLENT SERVICES EVERYDAY!

## 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.



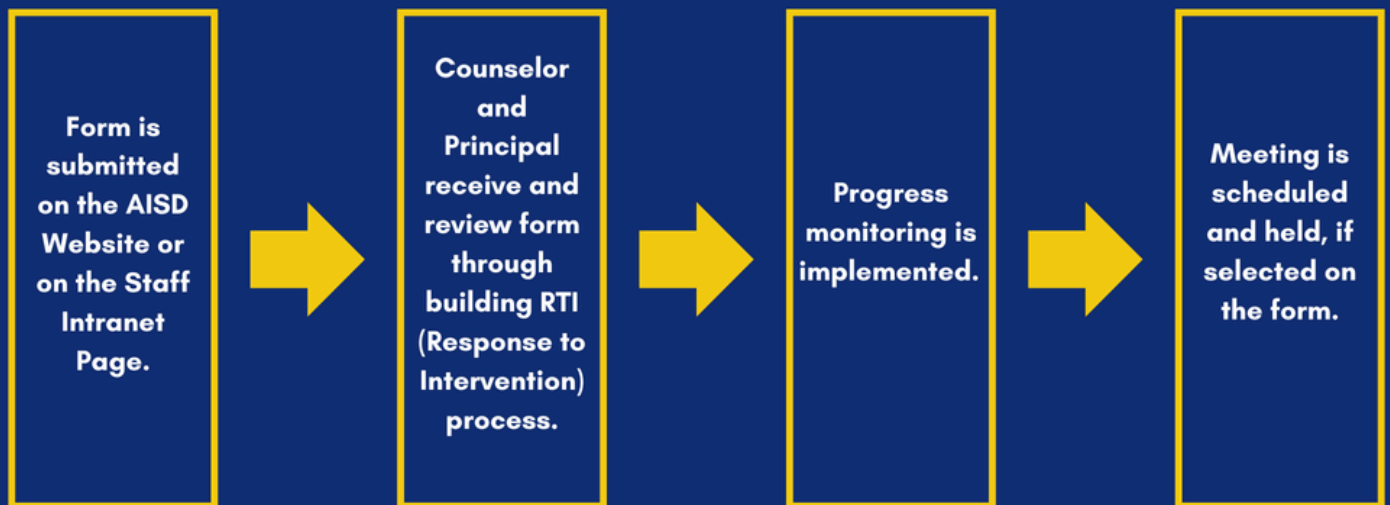
100% Participation in staff meetings, professional development, and assigned supervision.

EXCELLENCE IS THE STANDARD

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

♦ Thank You ♦



LIP K'YENM WELLNESS CENTER  
SHALLYN ANDERSON & SUSAN GUTHRIE  
AND STAFF



MIC S'NDOOYNTGM GALTS'AP  
COMMUNITY GARDEN  
GATGYEDA HAAYK

COMING SOON

SAY **NO**  
TO VAPING

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

**+** American  
Lung  
Association.  
**INDEPTH**

**YOU CAN DO  
HARD THINGS**

**embrace.**  
SOFTWARE FOR EDUCATORS  
  
embrace**IEP** embrace**504**  
embrace**MTSS** embrace**DS** embrace**EVAL**

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

