



SOUTHEAST ISLAND SCHOOL DISTRICT

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Board Report – Special Education & Assessment Department

Submitted by: Robbin Perkins Askew

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The Special Education and Assessment Department has been actively engaged in advancing both compliance and student-centered practices across the district. Below are highlights and acknowledgments of recent accomplishments:

Student Support Highlights

- A special thank you to our Maintenance Department, who went above and beyond to support one of our non-ambulatory students. They delivered and assembled her walker, putting her on the path to walking independently. Their care and responsiveness truly embody what student-centered support looks like in action.
 - Shoutout to Hollis School for hosting a successful Health Fair that not only supported the well-being of students and families but also strengthened Child Find efforts in the Hollis area. Events like this help ensure we identify and serve students as early as possible.
 - We'd like to extend our gratitude to Board Member Debbie, who donated a celebratory cake for one of our students transitioning into the 18+ program. This simple but meaningful gesture helped make the transition a joyful milestone for the student and staff alike.
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Youth Risk Behavior Survey (YRBS)

The Special Education Department has sent home the Youth Risk Behavior Survey (YRBS) consent forms for students in grades 9–12. This optional assessment helps capture vital data about youth behavior and well-being. Once parental consent is secured, students will complete the survey online. This data will help us tailor district supports and align with statewide health trends.

ParaPro & Student Advancement

This month, we were excited to administer the ParaPro Assessment to one of our graduating seniors. This student has expressed an interest in pursuing a degree in education and plans to return next school year as a highly qualified SPED paraprofessional. We are proud to support students not only in their K–12 journey, but also as they explore careers in education.

Staff Development & New Partnerships

Our SPED teachers and other teacher leaders participated in a two-part training with Help Me Grow Alaska, a new partner committed to ensuring young children receive developmental support.

- Help Me Grow Alaska is a centralized access point that connects families and professionals to developmental screening tools, early intervention services, and community-based supports for children from birth to age five. Their mission is to ensure no child falls through the cracks.

Additionally, the same staff members received introductory training on the Ages & Stages Questionnaire (ASQ), a developmental screener that will now be used for:

- All incoming Pre-K students
- Children transitioning from Infant Learning Programs into district services
- Any child flagged through Child Find who meets eligibility for SPED

ASQ provides age-specific questions that help educators and families understand a child's communication, fine/gross motor, problem-solving, and social-emotional development. Additional, targeted training for Pre-K paraprofessionals will be provided at the start of the 2025–2026 school year.

Program Compliance & Updates

We are pleased to report that the SISD Special Education Handbook has been updated to meet DEED compliance requirements. The revised handbook offers clear overviews of:

- SPED program offerings
- Related services and supports
- Parent rights and procedural safeguards
- Community resources and district contacts

This living document ensures transparency and accessibility for families and staff working together to support students with disabilities.

Child Find & Dual Credit Pathways

- Two new students have been referred through Child Find and are currently moving through the evaluation process.
- An additional student in Coffman Cove is undergoing academic assessment to gain eligibility for dual credit coursework, expanding postsecondary options for our rural learners.

Reads Act Compliance – Retention Requirements

As required by the Alaska Reads Act, any 3rd-grade student identified through district assessments or intervention data as not reading at grade level must participate in a parent-teacher-administrator meeting to review retention options. All meetings triggered by this requirement have been scheduled or completed to ensure compliance and family engagement in critical literacy decisions.

Teacher & Para Appreciation

Lastly, we extend a heartfelt Happy (Belated) Teacher Appreciation to our SPED teachers and paraprofessionals. Your work is vital, and your heart for students never goes unnoticed. Our two certified SPED teachers were celebrated with delicious treats from the restaurant in Coffman Cove—a small gesture for their big impact.