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## Anchorage School District Child Find Plan

### I. Introduction

Federal and state laws and regulations require that the Anchorage School District make available a free appropriate public education (FAPE) to all school age residents of the district. Some children, with physical, mental or emotional impairments may need special education in order to benefit from the educational program offered by the district.

The procedures in this plan are provided so that the district staff will take appropriate steps to make certain that any children in need of special services are identified and referred for the development of appropriate programs to meet their educational needs.

The authority for these procedures is found in state law and through the adoption of these procedures by the Superintendent. These procedures are binding on all staff and must be adhered to.

Requirement to comply with these procedures is specifically referenced in bargaining agreements with the following bargaining units: Anchorage Council of Education/American Federation of Teachers, Local 4425 (ACE); Anchorage Education Association (AEA); Anchorage Principals Association (APA) and TOTEM Association of Educational Support Personnel. Additionally, all new hires are given the booklet "What Every Teacher Should Know" which is also located on the Anchorage School District website at: <http://www.asdk12.org/depts/sped/handbook.asp>. See Attachment A: What Every Teacher Should Know

## II. Legal Obligations

Federal and State laws require that the school district:

"... have in effect policies and procedures to ensure that all children residing in the State, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated, and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services." (34 C.F.R. 300.125)

These requirements apply to children birth through 21 years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. This includes:

- A. Children enrolled in public schools, including charter schools and correspondence programs; private or parochial schools; and educational programs in correctional or youth detention facilities.
- B. Highly mobile children with disabilities (such as migrant and homeless children).
- C. Children who have been suspended or expelled.
- D. Children who are educated in their homes by a parent or legal guardian.
- E. Children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade.

Alaska Statutes that influence Child Find activities are listed below:

14.03.070

School Age

Six years of age before August 15 preceding the beginning of the school year and who is under the age of 20 and has not completed the 12th grade.

14.30.010

Compulsory Attendance

Seven to Sixteen years of age

14.30.180

Purpose

Appropriate public education: three through twenty-one years of age.

14.30.186

Coverage

Provide special education and related services.

### **III. Overview**

In order to fulfill these obligations, the Child Find Coordinators annually supervise the conduct of the following activities:

- A. Public Awareness
- B. Screening
- C. Referrals

In addition to these areas, these procedures include steps to be taken to ensure that each child receives required procedural safeguards to make certain that the child's rights to privacy and education are protected.

## IV. Procedures

### A. Public Awareness (Annual Public Notice)

Each year the District conducts activities for creating public awareness of special education programs, for advising the public of the rights of children, and alerting community residents of the need to identify and serve children birth through twenty one (21). These activities are the responsibility of the Child Find Coordinators and include the following:

1. The Anchorage School District establishes and maintains communication with staff, organizations, agencies, and individuals to ensure that all activities are carried out in a manner consistent with all state and federal requirements. The Anchorage School District maintains all special education policy and procedures on its website at <http://www.asdk12.org/depts/sped/index.asp> and annually notifies all staff of changes thereto. See Attachment B Notice from Special Education Director re: Policy Changes.
2. The Anchorage School District annually develops a training schedule to conduct in-service training for staff, organizations, agencies, and individuals to ensure that annual public notice, and screening activities are carried out. See Attachment C Child Find Training Schedule for 2003-2004 School Year.
3. By November 1 of each year the Child Find Coordinators develop an Annual Public Notice (See Attachment D Sample Annual Public Notice) for publication in local newspapers and provides the text of the annual public notice on its website, located at <http://www.asdk12.org/depts/sped/index.asp>. Radio announcements are also made in November of each year on the local radio stations. See Attachment E Sample Radio Message.
4. The text of the Annual Public Notice includes:
  - a. The types of disabilities that qualify as a disabling condition.
  - b. The educational needs of children with disabilities.
  - c. The rights of children with disabilities (FAPE).
  - d. The services available to children with disabilities.
  - e. Confidentiality protections.
  - f. Contact information for the Child Find Coordinators and the Special Education Parent Resource Center for further information as well as a how to request a copy of procedural safeguards.
  - g. Reference is given to all parents to locate further information on special education available through the Anchorage School District website at: <http://www.asdk12.org/depts/sped/index.asp>.
5. The Anchorage School District Child Find Coordinators develop and revise all Child Find materials on a yearly basis. The Anchorage School District

alerts members of the community who may not easily understand English by providing reference in the Annual Public Notice that information is available in alternate languages. Additional notification is provided by the following means:

- a. Annual Public Notice Content brochures is disseminated to a list of agencies that provide services to children with disabilities within the community and to a list of agencies working with parents who may not easily understand English. See Attachment F List of Community Agencies Receiving Annual Public Notice.
  - b. Child Find informational materials are provided to hospitals, clinics, pediatricians, pediatric nurses, and social service professionals involved in family or child services. See Attachment G List of hospitals, clinics, pediatricians, pediatric nurses, and social service professionals involved in family or child services receiving Annual Public Notice.
6. The Anchorage School District Child Find Coordinators ensure that all school age children identified through Child Find activities, except those identified through screening, are reviewed by the Child Find Coordinator and referred for appropriate services.
  7. The Anchorage School District Child Find Coordinators collect, maintain, and report current and accurate data on all Child Find activities.
  8. Prepare data to assist in planning for the delivery of services to children and the general improvement of the educational program.

## B. Screening

### 1. Birth through Two

Screening for children from birth through age two is the responsibility of the Department of Health and Social Services (DHSS). It is the responsibility of the Child Find Coordinator to communicate with local infant learning programs to coordinate screening activities and ensure that services are in place by the child's third birthday.

### 2. Three through Five

Screening is a district-wide activity done in cooperation with parents and non-public school agencies to identify children who may need further evaluation. The result of the screening process is a systematic collection of information for every child screened that helps determine whether there is need for referral and an evaluation. Screening includes general health, vision, hearing, general development, primary language, and culture and daily living skills. Children whose screening results are questionable should be given an opportunity for re-screening at a later date. Screening results are never to be substituted for a comprehensive assessment in making diagnostic or placement decisions.

To adequately find preschool-aged children who may be in need of special

education services, the Anchorage School District conducts the “Child Check” program. The Child Check program offers a brief screening of preschool aged children to help determine those that might have delays in development or problems that may affect their ability to learn. The purpose of Child Check is early identification of children in the Anchorage municipality who might have special education needs.

Children identified through Child Check receive follow-up assessments from one of the preschool assessment teams. Child Check is utilized to identify those children who demonstrate significant delays in communication, thinking skills, motor skills, self-help skills and/or social skills who may be eligible for special education services from the Anchorage School District Preschool Special Education Program or the Speech/Language Therapy Department. Child Find Brochures are distributed directly to parents. The brochure describes the Child Check program and gives parents some guidelines for deciding whether they should have their children screened.

Child Check is a developmental screening designed to adequately address all important aspects of a preschool child's functioning. Child Check screenings are not Kindergarten readiness tests. "Readiness" tests or tests that screen children only on the basis of "pre-academic" skills are not appropriate for developmental screening of preschool children. In choosing a screening tool or tools, as with all types of evaluation procedures, the Anchorage School District ensures that the material or procedure is appropriate for the ages of the children to be screened, that it covers the developmental areas to be screened, and that the tool is reliable and valid. Those personnel administering the Child Check screenings are trained to administer such assessments accurately.

Child Check Brochures and Posters are disseminated to physicians (especially pediatricians and family practitioners), community health aides, public health nurses, community child care programs (including Head Start programs, other preschools, and day care programs), Infant Learning Programs, and any other agencies serving young children or their families. See Attachment H List of All Agencies Receiving Child Check Brochures and Posters. Brochures and posters are disseminated in the spring of each academic year to ensure that preschool assessment teams working through the summer can facilitate the initiation of appropriate special education services in the fall for eligible preschool children. Advertisements in the local Anchorage newspapers are also placed providing parents with information about Child Check. See Attachment K Newspaper Notice of Child Check.

### 3. Six through Twenty-One

Screening is a district wide activity to identify children in the general school population who may need further evaluation. The result of the screening

process is a systematic collection of information for every child screened that helps determine whether there is a need for a referral for assessment.

Screening includes general health, vision, hearing, general basic skills, primary language and culture and daily living skills in the home and community obtained through parental input. Screening results **are not** substituted for a comprehensive assessment in making diagnostic or placement decisions.

#### D. Referrals

1. Referrals may come directly from parents or other family members, from friends, private schools or various community agencies. Infant Learning Programs are required to refer eligible children at least 60 days prior to their third birthday. Once the district screens for the appropriateness of the referral, the goal is to have an eligible preschooler with disabilities evaluated, IEP written and receiving services on the third birthday. The annual public notice, come from teachers or other school personnel, or come as a result of a screening program, may also stimulate referrals.
2. All referrals are to be made on a standard referral form. See Attachment L Referral Form.
3. Upon receipt of a referral, the principal or Child Find Coordinators review the child's record and consults with the teacher and/or parent. If the child exhibits learning or developmental difficulties, the child will be scheduled for an evaluation.
4. If the child exhibits no learning or developmental difficulties the parents are provided with written notice within five days of the decision not to refer for evaluation.

## Attachment A: What Every Teacher Should Know

### **Special Education Brochure**

**What Every Teacher Should Know, September 2003**

**This brochure covers the following topics:**

#### **Introduction**

#### **Basic Concepts**

Who is on the Individualized Educational Program (IEP) team?

Role of the general education teacher on the IEP team

Student placement

Graduation

Confidentiality

General education: Student Intervention Teams (SIT)

504 Accommodation Plans: developed and implemented by general educators

#### **Role of the IEP team in determining eligibility**

Role of the IEP team in designing a program of service

Students with challenging behaviors

The content of the IEP includes the following

#### **Rights and responsibilities of teachers affected by placement decisions**

Responsibility for education of the student

Grading

Procedural Safeguards (parents rights)

Safety and emergency systems

Sudden emergencies and need for help

Staff eligibility for hepatitis B shots

#### **How to get help**

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### **Introduction**

Special education supports and services are provided to students with disabilities in all schools throughout our district. All staff within the schools work with students certified for special education. Many times the special education process can seem confusing with new language, rules, and expectations. This brochure was written by a district committee to assist staff in developing an understanding of special education terminology and roles/responsibilities for teachers. We hope this is helpful, and encourage you to share additional questions you may have with your special education teacher consultant.

The *Anchorage School District Special Education Handbook* is located in all schools with special education teachers and special education department chairs. This brochure is not intended to replace the handbook.

## **Basic Concepts**

The reauthorization of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (hereafter referred to as IDEA 97) focused on four major areas:

- Enhanced parent participation
- Student progress in the general education curriculum
- Measurable progress and greater accountability for student goals and objectives
- The importance of school safety

Districts must provide special education and related services to eligible children with disabilities beginning at age 3 and continuing through age 21 (a student who is age 21 on the first day of the school year is entitled to FAPE for the entire year even if his/her 22nd birthday occurs during the school year).

The following concepts form the foundation of special education services and will be discussed in the remainder of this section: Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Disability, Special Education, and Related Services.

### **FREE APPROPRIATE PUBLIC EDUCATION (FAPE)**

The concept of FAPE means regular and special education and related services that:

- are provided without charge to the parent - FREE;

- are provided in conformity with an appropriately developed Individualized Education Program (IEP) - APPROPRIATE;
- are provided at public expense, under public supervision and direction - PUBLIC; and
- include pre-school, elementary school, and secondary school education that meet the education standards, regulations, and administrative policies and procedures issued by the State Education Agency - EDUCATION.

FAPE is required for a child with a disability who needs special education and related services, even though the child is advancing from grade to grade.

FAPE must be provided to the following children:

1. Those who experience a disability (as defined later in this section).
2. Those who are age 3 through 21 and have not graduated with a regular high school diploma.
3. Those who reside within the district's jurisdiction regardless of the residence of the child's parents

Note: the requirement to provide special education and related services to children with disabilities voluntarily enrolled by their parents in a private school has been limited to the level of service required by IDEA 97.

4. Those who are placed in an out-of-state educational setting by the district or another state agency.

To provide FAPE, the IEP must address all of the child's identified special education and related services needs. The needed services and placement must be based on the child's unique needs and not on the child's disability.

#### FAPE for Children Suspended or Expelled

1. FAPE for children with disabilities suspended or expelled for 10 days or less in a school year

- No services are required if services are not provided to a student without disabilities who has been similarly removed.

2. Children with disabilities removed for more than 10 days in a school year.

- Provide services to enable the student to progress in the general curriculum and

advance toward achieving his/her IEP goals.

### FAPE for Students in Adult Correctional Facilities

Students, aged 18-21 years in adult correctional facilities are entitled to services if:

- the student received services under an IEP, in their last educational setting even if the student left school prior to his/her incarceration; or
- the student did not have an IEP in their last educational setting, but had been identified as a child with a disability.

### **Who is on an Individualized Educational Program (IEP) team?**

1. A general education teacher of the child (if the child is, or may be placed in a general education classroom).
2. Parents
3. A special education teacher or provider of the child.
4. A representative of the school district (principal may assign a designee- may be filled by regular or special ed teacher/related service provider) who:
  - \* Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - \* Is knowledgeable about the general curriculum; and
  - \* Is knowledgeable about the availability of resources of the school district.
5. An individual who can interpret the instructional implications of evaluation results.
6. The parent or the district may invite other people who have special expertise regarding the child.
7. The student must be invited if the purpose of the meeting is to discuss secondary transition services.

### **Role of the General Education Teacher on the IEP Team**

With the emphasis on students' involvement and progress in the general curriculum added by the IDEA Amendments of 1997, the general education teachers, along with special education and related services personnel, have a critical role in implementing the program of Free Appropriate Public Education for children with disabilities as described in their IEPs.

The regular education teacher is a required member of the IEP team.

The general education teacher's role is to:

1. participate in the development, review, and revision of the child's IEP;
2. help develop appropriate positive behavioral interventions and strategies for the child;
3. help determine use of supplementary aids and services, program modifications, and supports for school personnel; and
4. implement the IEP as appropriate.

Parents and the school team should discuss and try to reach an agreement on whether the child's regular education teacher should be present at a particular IEP meeting, and if so, for what period of time. The extent to which it would be appropriate for the regular education teacher member of the IEP team to participate in IEP meetings must be decided on a case-by-case basis. The teacher need not, depending upon the child's needs and the purpose of the specific IEP meeting, be required to participate in all decisions made as part of the meeting or to be present throughout the entire meeting or attend every meeting. (Federal Register/Vol.64, No. 48 Friday, March 12, 1999/Rules and Regulations, page 12477).

If a student has more than one general education teacher, only one general education teacher is required to be a member of the IEP team. If the participation of more than one general education teacher would be beneficial to the child's success in school (in terms of enhancing the child's participation in the general curriculum), it would be appropriate for additional general education teachers to attend. All teachers working with the student must have knowledge of their responsibilities and access to the IEP. (Federal Register/Vol. 64, No. 48 Friday, March 12, 1999/Rules and Regulations, page 12477)

If the teacher becomes aware of the need for supplementary supports and services, the teacher may request an IEP meeting to review this aspect of the IEP.

When a student is new to district, the IEP team should meet as soon as possible to review the IEP. When a student transitions from school to school or grade to grade, a transition meeting may be held between the sending and receiving IEP teams when possible.

## **Student Placement**

Student placement decisions are made by the IEP team and based on individual need with a requirement for placement in the least restrictive environment. There is a continuum of placement options for students ranging from placement in the

regular education class to appropriate supports and services outside the classroom. A child with a disability is not removed from education in age-appropriate general classrooms solely because of needed modifications in the general curriculum.

## **Graduation**

To receive a high school diploma, students must take the High School Graduation Qualifying Exam (HSGQE) and pass it, as well as meet other district graduation criteria (i.e. passing grades, attendance, appropriate type and number of credits etc.). Students may receive a diploma if they take the HSGQE with approved accommodations and meet the above criteria. A student receives a Certificate of Attendance if the student:

- \* takes Alternative Assessment;
- \* does not pass the HSGQE; or
- \* takes the HSGQE with modifications.

*(Adaptations, Accommodations, Modifications defined. Adaptations are changes to the environment, curriculum, instruction and/or assessment practices in order for the student to be successful learner. Adaptations are based on an individual's strengths and needs. Accommodations are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content of the performance criteria. The changes are made in order to provide a student with access to learning and equal opportunity to demonstrate what is known. Modifications are substantial changes in what a student is expected to learn and demonstrate. Changes may be made in productive learning experiences, environments, and assessments based on individual needs.)*

## **Confidentiality**

All staff working with a student need to be aware of the IEP and must have access to the IEP. It is recommended that a copy of the IEP be given to each teacher working with the student. Staff needs to keep the IEP confidential. Student information is otherwise confidential and may not be shared verbally or in writing without written parent permission. There is one exception: under FERPA (Federal Right to Privacy Act) school records may be transferred from one public school to another without written parent permission.

## **General Education: Student Intervention Teams (SIT)**

The rationale for general education intervention is to identify problems early and prevent them from becoming major problems. All schools have referral systems in place to refer children who are experiencing school difficulties. We try to help the students be successful in the general education classroom first with interventions such as:

- \* curriculum modifications;
- \* social skills training;
- \* cooperative learning activities;
- \* change in classroom organization;
- \* change in teaching techniques, the school placement, or schedule.

Teachers and/or parents may refer students to special education at any time by using the school's referral process.

## **504 Accommodation Plans: Developed and Implemented by General Educators**

Some students have a disability but do not require or qualify for special education services under IDEA. They may qualify for services or accommodations under Section 504 of the Rehabilitation Act of 1973. For qualified students, the district will identify the accommodations, special instruction, or services the students need to participate in and/or benefit from the district's educational program without discrimination. An "accommodation plan" is developed by a team. Teachers and others are responsible for the implementation of the 504 accommodation plans.

During the summer of 2003, the Anchorage School District significantly revised its Policy and Procedures for Section 504 compliance. Information on the new policy and procedures can be gained by visiting the website at: \_\_\_\_\_ or contacting the Special Education Parent Resource Center at 742-3872.

## **Role of the IEP Team in Determining Eligibility**

(Services are determined according to student need and not the disability label.)

1. The IEP team, including the general education teacher, reviews existing evaluation data, including
  - \* evaluations and information provided by the parents;
  - \* current classroom based assessments and observations;
  - \* observations by teachers and related service providers.
2. On the basis of that review, and parent input, the IEP team identifies what additional data is needed to determine:
  - \* whether the child has a particular category or disability ;
  - \* present levels of performance and educational needs of the child;
  - \* whether the child needs special education and related services;
  - \* whether any additions or modifications to the special education and related services are needed to enable the child to meet the IEP goals, and to participate as appropriate in the general curriculum.

To be eligible for special education, the student must:

1. be determined as having a disability such as : Autism, Learning Disability, Mental Retardation, Traumatic Brain Injury, Other Health Impaired, Orthopedically Handicapped, Hard of Hearing, Deaf, Blind-Visually Impaired, Deaf/blind, Preschool Developmentally Delayed, Speech Impaired, Gifted; AND
2. must need specialized instruction in order to make education beneficial.

### **Role of the IEP Team in Designing a Program of Service**

The IEP team considers:

1. child's strengths;
2. parents' concerns;
3. recent evaluations and performance on state or district-wide assessments;
4. positive behavioral interventions and strategies and supports to address the behavior of a child whose behavior impedes his/her learning or that of others;
5. need for instruction and use of Braille (for blind/visually impaired students);
6. language needs of the LEP child as those needs relate to the IEP;
7. communication needs of the child-for those who are deaf or hard of hearing consider:
  - \* language and communication needs;
  - \* opportunities for direct communications with peers and professional personnel in the child's mode;
  - \* academic level;
  - \* full range of needs;

- \* opportunities for direct instruction in the child's language and communication mode.
8. need for assistive technology and services;
  9. need for extended school year;
  10. and reviews the IEP as appropriate, but not less than annually revise the IEP as appropriate to address:
    - \* lack of expected progress toward goals;
    - \* results of any re-evaluations;
    - \* information provided to or by the parents;
    - \* child's anticipated need

### **Students with Challenging Behaviors**

An IEP addresses student behavior needs in several ways:

- \* on the present level of performance report;
- \* specific goals and objectives in the IEP;
- \* positive behavioral support plans are developed and implemented (if a behavior plan is developed, it is attached and included as part of the IEP);
- \* functional behavior assessment.

### **The Content of the IEP Includes the Following**

1. The child's present levels of functioning; how their disability affects the child's involvement and progress in the general curriculum (for preschoolers, participation in appropriate activities).
2. A statement of measurable annual goals, including benchmarks or short-term objectives related to: meeting the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum or for preschoolers, as appropriate to participate in appropriate activities; and to meet the child's other educational needs that result from the disability.
3. Explain how special education, related services and other supports will help the child:
  - \* advance toward annual goals;
  - \* make progress in the general curriculum;
  - \* participate in extracurricular and non-academic activities;
  - \* be educated and participate with children who do not have disabilities.
4. A statement of how the student will be involved in state or districtwide assessment. The student may participate in several ways:
  - \* as all other students;
  - \* with accommodations;

- \* alternate assessment.
- 5. Projected dates for beginning of services, modifications, anticipated frequency, location, and duration of the services and modifications.
- 6. How progress toward the annual goals will be measured.
- 7. How parents will be regularly informed of progress toward annual goals (such as periodic report cards).
- 8. Statement of need for teacher training.

## **Rights and Responsibilities of Teachers Affected by Placement Decisions**

### **Responsibility for Education of the Student**

The IEP team should discuss specific plans regarding who will develop modified materials, and how to work collaboratively with teacher assistants and students. The IEP indicates which professionals are responsible for providing and/or supervising the student's special education and related services programs.

### **Grading**

*Regular Grades*-Unless modified on a student's IEP, each identified student is presumed to be assessed and graded as per the school's or district's policies. There should be no "informal" grade modifications outside the IEP team process.

*Modified Grades*-Modified grades are possible, as long as the decision to modify grades is made on an individual basis at the IEP meeting and is specified on the student's IEP. (Individuals with Disabilities Education Law Report-Special Report No. 18 "Testing, Grading and Granting Diplomas to Special Education Students". Miriam K. Freedman, Esq. LRP Publications, page 9)

### **Procedural Safeguards (parents rights)**

Parents are given a copy of Procedural Safeguards. Parents may request mediation or a due process hearing if they believe their due process rights have been violated.

## **Safety and Emergency Systems**

Each school has an emergency building plan, an earthquake preparedness plan, and a fire drill plan. (Often, these are part of the same master plan.) In addition to obtaining a copy of the plan from the building principal, teachers should consider any special needs of children with disabilities so that modifications to the plan can be made. Special attention and training in evacuation procedures may be needed by staff in order to assist some children.

## **Sudden Emergencies and Need for Help**

Occasionally, a teacher may need emergency help. Classrooms have intercoms, and many have phones. Teachers should work with their principals and office staff, as well as the special education team, to determine the best process to use if help is needed during an emergency.

## **Staff Eligibility for Hepatitis B Shots**

Hepatitis B is an inflammation of the liver caused by the hepatitis B virus. Staff in programs for the severely developmentally disabled who have contact with potentially infected blood or body fluids are at risk for contracting hepatitis B. Other people in casual contact with hepatitis B carriers in schools are at minimal risk of hepatitis B infection. Hepatitis B vaccination is recommended for staff in programs for severely developmentally disabled students. Contact Risk Management for questions regarding hepatitis B vaccination.

## How to Get Help

The special education and related services staff at the schools are available to meet with teachers. In addition, each special education program has a supervisor and teacher consultants who provide assistance to teams in the schools. They may be reached at:

<b>Organization</b>	<b>Phone</b>	<b>Fax</b>
Alaska State School for Deaf and Hard of Hearing	907-742-4243	907-742-4299
Elementary Special Education	907-742-3886	907-742-3997
Gifted Education	907-742-3794	907-742-4778
Related Services	907-742-6050	907-742-6075
Secondary Special Education	907-742-3888	907-742-3997
Special Education Administration Office	907-742-4236	907-742-4289
Special Education Parent Resource Center	907-742-3872	907-742-3875
Special Schools	907-742-3888	907-742-3997
Whaley School	907-742-2350	907-742-2360

Teachers interested in information on special education, Section 504 topics or education of students with special needs can access information from the ASD Special Education Parent Resource Center website at:

<http://www.asdk12.org/depts/seprc/>.

Attachment B: Notice from Special Education Director re: Policy Changes

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

MEMORANDUM

September 12, 2003

TO: SPECIAL EDUCATION STAFF

FROM: JERRY SJOLANDER, EXECUTIVE DIRECTOR  
SPECIAL EDUCATION

SUBJECT: SPECIAL EDUCATION POLICY

This memorandum is designed to announce the creation of a new website available to all ASD employees and parents. The website, entitled Special Education Policy, is a work in progress. As the 2003-2004 school year progresses, the special education staff will be working to add all school district special education policy to this site. In addition the site will have web links to excerpts from the Alaska State Handbook on Special Education so that educators and parents can find state and school district policy and procedures on a similar topic in one convenient location. Throughout this website, links to state regulations are in italics, while district policy and procedure links are in regular text.

The Special Education Policy is located on the ASD web at:  
<http://www.asdk12.org/depts/sped/policy/index.asp>.

## Attachment C Child Find Training Schedule

The Child Find Trainings are conducted on a school by school basis through the months of October, November, December, January and February. A representative of the Anchorage School District Special Education Parent Resource Center goes to each school to cover Child Find topics as well as review resources available to staff in the area of special education, including monthly newsletters (preschool, transition topics and special education topics), the SEPRC lending library and the SEPRC website at: <http://www.asdk12.org/depts/SEPRC/>.

### ANNUAL CHILD FIND TRAINING

Topics:

Purpose of Child Find Activities

What is a "Child with a Disability"?

- Criteria for Eligibility
- Pre-School Students/Children
- Infants and Toddlers

How are Children Identified?

- Who Can Refer?
- How is a Referral Made?
- School Based Reviews.
- What is Screening?

What Rights do "Children with Disabilities" Have?

- Confidentiality Rights
- Family Education Rights Privacy Act (FERPA)
- Section 504
- State and Federal Safeguards

Presenters:

Special Education Parent Resource Center

## Attachment D: Annual Public Notice

### **Special Education Services**

#### **Eligibility for Special Education Services**

Two federal laws protect children with disabilities, the Individuals with Disabilities Education Act (IDEA 97) and Section 504 of the Vocational Rehabilitation Act of 1973. Children experiencing disabilities are guaranteed a free appropriate public education (FAPE) under IDEA 97 and Alaska State Regulations. Under IDEA 97, a child with a disability is one who has a physical or mental disability as defined in one of 14 eligibility categories, the disability adversely affects the educational performance of the child and because of the disability the child is in need of special education and related services. The areas of eligibility are: autism, deafness, deaf blindness, early childhood developmental delay, emotional disturbance, hearing impairment, specific learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, and visual impairment. Section 504 defines disabled as "any person who has a physical or mental disability which substantially limits a major life activity or has a record of such a disability or is regarded as having such a disability". For information about whether your child may qualify for services under IDEA 97 or Section 504, contact an administrator at your child's school.

#### **Rights of Children with Disabilities**

IDEA 97 provides for a FAPE to all children experiencing disabilities in the least restrictive environment. This means services without charge to the parent, in conformity with an appropriately developed Individualized Education Program (IEP), provided at public expense under public supervision, and which meet the education standards and administrative policies and procedures of the state Education Agency.

IDEA 97 requires school districts to provide parents with opportunities to become involved in their child's educational program and to document that involvement. These rights place responsibility on the parent to become actively involved. Rights to which parents are entitled under IDEA 97 are referred to as procedural safeguards. A copy of the procedural safeguards is available at any school or through the Parent Resource Center.

#### **Educational Needs of Children with Disabilities**

Special education means the specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Specially designed instruction means adapting content, methodology, or

delivery of instruction to address the unique needs of the child and to ensure access of the child to the general curriculum. Special education is a services, not a place.

### **Services Available to Children with Disabilities**

The Anchorage School District provides comprehensive educational services through the Special Education Department to all children who experience disabilities and have additional needs beyond those which can generally be met by the regular classroom program. Special education services are provided in all Anchorage School District schools, including alternative schools, optional schools, charter schools and special school programs. Services are designed by an IEP team in the least restrictive environment, including the parent as a contributing member. IDEA 97 requires that a continuum of special education placements is available which includes: support in the regular classroom supervised by special education personnel, direct service by special education personnel in the regular classroom, pull-out time from the regular classroom with service from special education personnel self-contained special education classrooms, a special school, home or hospital instruction or instruction in an institution. Since all components of the continuum cannot be provided in every neighborhood school, the IEP teams make every effort to provide the appropriate services for a student in a setting as close to his/her normal classroom as possible. In addition to providing the necessary special education services, the IEP team may determine a need for related services. Related services may include speech therapy, occupational therapy, physical therapy, counseling, specialized nursing services, audiology services and transportation.

### **Confidentiality Protections**

The district maintains the confidentiality of information relating to students with disabilities. The district must obtain written consent before disclosing personally identifiable information to any person other than a school employee who has a legitimate educational interest, employees of the school in which the child is enrolled, or a representative of the United States Department of Education or the Alaska Department of Education and Early Development.

### **Contact Information**

The Special Education Department employs specialists, administrators and teachers with specialized expertise, certification and/or license to design, implement and supervise special education services of the district. The Special Education Parent Resource Center provides a variety of services, information and training for parents of special education students. For more

information regarding special education services, please contact one of the following:

Special Education Parent Resource Center Brenda Ross or Eudora Fraczek	742-3872
Preschool and Elementary Special Education Dana Dugdale, Supervisor	742-3886
Middle and High School Special Education and Special School Programs Sue Doherty, Supervisor	742-3888
Alaska State School for Deaf and Hard of Hearing Dennis Lee, Supervisor	742-4243
Whaley School Cheryl Rankin, Principal	263-2101
Related Services (Psychology, Occupational Therapy, Physical Therapy, Audiology, Speech Therapy, Adaptive P.E., Blind/Visually Impaired Services, Hard of Hearing Services, Assistive Technology) Diane Poag, Director Cindy Higgins, Supervisor	742-6050
Special Education Administration Office Jerry Sjolander, Executive Dir.	742-4236

## Attachment E: Sample Radio Message

### Sample Radio Message

Two federal laws protect children with disabilities, the Individuals with Disabilities Education Act (IDEA 97) and Section 504 of the Vocational Rehabilitation Act of 1973. Children experiencing disabilities are guaranteed a free appropriate public education (FAPE) under IDEA 97 and Alaska State Regulations.

Federal law and state regulations require school districts to provide parents with opportunities to become involved in their child's educational program and to document that involvement. These rights place responsibility on the parent to become actively involved. Rights to which parents are entitled under IDEA 97 are referred to as procedural safeguards. A copy of the procedural safeguards is available at any school or through the Parent Resource Center.

The Anchorage School District provides comprehensive educational services through the Special Education Department to all children who experience disabilities and have additional needs beyond those which can generally be met by the regular classroom program. Special education services are provided in all Anchorage School District schools, including alternative schools, optional schools, charter schools and special school programs.

The district maintains the confidentiality of information relating to students with disabilities. The Special Education Parent Resource Center provides a variety of services, information and training for parents of special education students. For more information regarding special education services, please contact your child's school or the Anchorage School District Special Education Parent Resource Center at 742-3872.

## Attachment F: List of Community Agencies Receiving Annual Public Notice

\*Each October this list is reviewed and updated through the efforts of the ASD Special Education Parent Resource Center

Able Home and Child Care Services  
Alaska Club Child Care Program  
Anchor Lutheran Child Care  
Anchor Lutheran Child Watch  
Anchorage Adventist Junior Academy  
Anchorage Center for Family Therapeutic Preschool  
Anchorage Christian Nursery  
Anchorage Christian Preschool  
Anchorage Gymanastics Association  
Angel Academy  
Arctic Gymnastics Center  
Avi's Child Care  
Baxter Community School  
Bear Valley Community School  
Beatiful Savior Preschool  
BP Early Learning Center  
Brighter Tomorrow Daycare  
Building Blocks Child Development Center  
Butterfly Children's Center  
Camai Child Development Center  
Campbell Community School  
Career Center Early Childhood Education Program  
Carousel Child Care Center  
Central Community School  
Chester Valley/Susitna Community School  
Children's Montessori School  
Chimes School  
Christ Our Savior Lutheran Preschool  
Church of God Preschool  
Clark Community School  
Crayon College Child Care  
Creekside Community School  
Daycare Depot  
Denali Child Development Center  
Discovery Learning Center  
Dixon Home Day Care  
DSLRL Day Care  
Eagle's Nest Preschool/Daycare  
East Anchorage Preschool  
Elmendorf Family Day Care Program  
Elmendorf Preschool

Fairview Community School  
Faith Day Care and Learning Center  
Fire Lake Community Preschool  
Four Valleys Community School  
Ft. Richardson Child Development Center  
Garden Montessori - Performing Arts School  
Gingerbread Child Care Center  
Gloria Dei Learning Center  
God's Little People Day Care  
Gruening Community School  
Hale's Daycare  
Hanshew Community School  
Heaven's Daycare  
Here's Looking at U Kids  
Hillcrest Children's Center  
Holy Rosary Academy  
Honeybee Childcare  
Hope Lutheran Preschool  
Imagination Station  
Inlet View Community School  
Ivory Tower Day Care  
Intermission Crisis Nursery  
Joan's Preschool Activities Center  
Joy Child Care Center  
KalamaZoo Kids Children's Center  
Katmai Child Development Center  
Kee's Kiddie Kare  
Kids Are People Too  
Kids' Corp, Inc.  
Kids' Corp South Center  
Kid's First Early Learning Center  
King Career Center Preschool  
King's Kids Childcare  
Learning Center at Bayshore  
Little Bears Playhouse, Inc.  
Little Lambs Preschool  
Little Red Schoolhouse I  
Little Red Schoolhouse III  
Little Red Schoolhouse IV  
Little Shepherd's Developmental Center  
Los Chicos Daycare  
Maria's Little Learning Land  
Morning Star Christian School  
Mimi S Child Day Care Services  
Mt. McKinley Child Care  
Mt. View Parent Resource Center

Muldoon Christian Learning Center  
Muldoon Community School  
Neighbor Kids  
New Horizons Preschool  
Northeast Community Center  
Northern Lights Preschool/Kindergarten  
Northstar Community School  
Part Day Programs  
Precious Angels Childcare  
Providence Center for Child Development  
Ptarmigan Community School  
Puffin Heights Montessori School  
Rabbit Creek Community School  
Romig Community School  
Rural Cap Child Development Center  
Russian Jack Community School  
Saakaya Children's Center  
Sand Lake Community School  
Sand Lake Learning Center  
Shoestrings Preschool  
Southcentral Foundation Headstart  
Spenard Kiddy Drop  
Starbright Preschool  
St. Mark's Preschool  
St. Mary's Creative Preschool  
Sunshine Schools  
Tanaina Child Development Center  
Temple Beth Sholom Preschool  
Tiny Tigers Dare Care  
TK Home Family Child Care Service  
Tom Thumb Montessori - Boniface  
Tom Thumb Montessori - O'Malley  
Tom Thumb Montessori - Spenard  
Tom Thumb Montessori - Whitehall  
Tudor Community School  
Tyson Community School  
Ursa Major/Minor Community School  
Wendler Community School  
Williwaw Community School  
Wonderpark Community School  
YMCA Midtown Child Care Dev. Site  
YMCA NE Child Dev. Site  
Zion Lutheran Preschool

Attachment G: List of Hospitals, Clinics, Pediatricians, Pediatric Nurses and Social Services Professionals involved in family or child services receiving Annual Public Notice

\*Each October this list is reviewed and updated through the efforts of the ASD Special Education Parent Resource Center

Medical Doctors, Therapists, Psychologists

Charles Aarons, MD  
Jerry Alatalo, Psy.D.  
Robert Alberts, MD  
David Alexaner, MD  
Janet Alexander, MD  
Bonnie Anderson, CPNP  
Jack Anderson, MD  
Soraya Aragundi, MD  
Robert Arnold, MD  
Emilio Avila, MD  
Corrine Barclay, PAC  
Susan Baxter, MS  
Alexander Baskous, MD  
L. Judith Bautista, MD  
Rebecca Bingham, MD  
Michael Bleicher, MD  
Robert J. Bosveld, MD  
Jeff Brand, MD  
David Brauner, MD  
Ron Brennan, MD  
James Briggs, MD  
Patricia Brown, PAC  
Marsha Brown, MA, LMFT  
William S. Browner, , MD  
H.D. Bryan, MD  
Leslie Bryant, MD  
Joan C. Burgess, MD  
Sheila Burke, MD  
Jodyn Butto, MD  
Kathy Case, MD  
John C. Cates, MD  
Bruce Chandler, MD  
Darla Chatman-Harris, PAC  
Gary Child, DO  
Ronald Christensen, MD  
Lynn Clark, MD  
Sheila Clark, MD

William R. Clark, MD  
Sheila Clarson, Ph.D.  
Timothy Coalwell, MD  
Timothy Cohen, MD  
Ben Crawford, Ph.D.  
Talmadge L. Crowe, Jr., MD  
Paul Davis, MD  
Roy F. Davis, MD  
Judtih Dean, Psy.D.  
R.N. DeGuzman, MD  
Dennis DeLeo, MD  
Jeffrey Demain, MD  
Mary Demers, MD  
Sandra Denton, MD  
Elizabeth DeSchweintz, MD  
Sherri Donnelly, ANP  
Anne Dorwart, FNP-C  
Barb Doty, MD  
Dave Diggers, MD  
Phyllis Dunckel, MD  
Cynthia Ebelacker, PN  
Dwight Ellerbe, MD  
Donald Endres, MD  
Larry Engle, MD  
Pamela Engle, MD  
Christine Ersland, CPNP  
Debbie Evans M.Ed.  
Laura Fall, MD  
Ilona Hodson Farr, MD  
Louann Feldman, MD  
Charles Fields, PAC  
Michael Fischer, MD  
Mary Ann Foland, MD  
Paul Forman, MD  
Gail French, LPT  
Sandra Frenier, CPNP  
Charlotte Gardner, PAC  
John Gates, DO  
Michael Geitz, MD  
Brad Gessner, MD  
John Godersky, MD  
Julian Gonzalez, MD  
Madeleine Grant, MD  
Cheryl Green, PAC  
Thomas Green, MD  
Robin Grendahl, MD

Derek Hagen, DO  
Jean Haley, PAC  
Ed Hall, PAC  
Robert Hanek, MD  
Michael Hansen, PAC  
Bonnie Henry, MD  
Tom Hepler, MD  
Elizabeth Hill-Bryant, FNP-C  
S. Lynn Hombein, MD  
Thomas Hunt, MD  
Catherine Irwin, MD  
Marcell Jackson, MD  
Jack Jacob, MD  
Mary Ann Jacob, MD  
Eric Johnson, MD  
Jill Johnson, PAC  
Harold Johnston, MD  
Steven Jolley, MD  
Leland Jones, MD  
Laura Jones, MD  
Laura Jones, Ph.D.  
Ronald Keller, MD  
Kenneth Kesler, MD  
Phyllis Kiehl, MD  
B.J. Kiessling, MD  
Scott Kiester, DO  
Deborah Kiley, FNP  
David Killebrew, MD  
Katherine Kolb, MD  
Louis Kralick, MD  
Mario Lanza, MD  
William Larson, MD  
Kenneth Laufer, MD  
Naomi Leonard, CPNP  
John Lefebre, MD  
Darren Lewis, MD  
Dee Lewis, LPT  
Clinton Lillibridge, MD  
Jerome List, MD, DDS  
Jerry Little, MD  
Jon Lyon, MD  
Creed Mamikunian, MD  
Bret Mason DO  
Fredrick May, PAC  
Louise Meyer, MD  
Lila McEwen, ANP

Ernest Meinhardt, MD  
Eric Miknich, MD  
Ken Moll, MD  
Merijeane Moore, DO  
Kirk Moss, MD  
Lisbeth Muffoletto, MD  
Robert Myers, MD  
Steven Nathanson, MD  
James Nesbitt, MD  
John Nolte, MD  
Miriam Nolte, MD  
Leslie Nyman, MD  
Michael Orzechowski, MD  
Maury Oswald, DO  
Nancy Oiumet, MD  
W.S. Park, MD  
Todd Parrish, MD  
Patricia Patrick, MD  
Bryon Perkins, DO  
Jean Parsons, MD  
Deb Pohlman, MD  
Ronald Pollock, DO  
Dan Quinn, LPT  
Mary Quinn-Hurst, OTR-L  
Allan Pratt, MD  
Dov Rapoport, MD  
Sherrie Richey, MD  
Robert Rigg, MD  
John Riley, PAC  
Dion Roberts, MD  
Krista Roscoe, FNP  
Lisa Routh, MD  
Robert Rowen, MD  
Jeff Russell, PAC  
Charles Ryan, MD  
Gabe Salvadori, MD  
Douglas Savikko, DO  
Jyme Schafer, MD  
JoAnn Schnellbaecher, OTR-L  
Gerry Schriever, MD  
Glenn Schultes, MD  
Samuel Schurig, MD  
John Schwartz, MD  
Janet Shen, MD  
Willis Simmons, MD  
Jane Simono, MD

Michael Singaas, MD  
Timothy Skala, DO  
Don Smith, PAC  
Dwight Smith, MD  
John Smith, MD  
Sharon Smith, MD  
Jean Snyder, MD  
Tracy Stewart, Ph.D.  
Kathy Strange, CPNP  
Ricky D. Stariwart, PAC  
Mark Stauffer, MD  
Lawrence Strawbridge, MD  
Mark Suircenski, PAC  
Bonnie Swanson, MD  
Jennifer Talbot, ANP  
Diane Tarrant, ANP  
Richard Taylor, MD  
R. Thomquist, MD  
Kevin Tomera, MD  
Christina Townsend, DO  
Dale Trombley, MD  
Duwayne Trujillo, MD  
George Tsau-Wu, MD  
Daniel Tulip, MD  
Jay Van Houten, DO  
Marianne von Hippel, MD  
Robert Wald, MD  
Maria Joanne Wallington, MD  
Deborah Warner, MD  
Michael Weingarten, MA LMFT  
Scott Wellman, MD  
R. Madison White, MD  
David Williams, MD  
Pat Williams, MSW, LCSW  
Thad Woodard, MD  
John B. Wrigley, MD  
Jim Wu, MD  
Jim Yeager, MD  
Harvey Zartman, MD

Medical and Other Facilities:

Advocacy Services of Alaska  
AirForce Aid Society  
Alaska Center for Family Medicine

Alaska Center for Pediatrics  
Alaska Early Intervention Hearing Resources  
Alaska Family Childcare Association  
Alaska Family Medicine Association  
Alaska Genetics Clinic  
Alaska Guidance and Diagnostic Clinic  
Alaska Health Fair  
Alaska Mental Health Association  
Alaska Neonatology Associates  
Alaska Women's Resource Center  
Alder Psychological Services  
Alaska Speech and Hearing Clinic  
Alternatives Community Mental Health Center  
Anchorage Center for Families  
Anchorage Montessorri School  
Anchorage Speech/Language Cognitive Center  
Anchorage W.I.C.  
ANMC Children's Clinic  
ANMC - Mental Health Clinic  
ARC of Anchorage  
AWAIC  
Baptist Family Service Center  
Boys' and Girls' Club  
Camp Fire - Alaska Council  
Catholic Social Services  
Center for Human Development  
Childcare Connection  
Children's Programs - Chugiak/Eagle River Library  
Children's Programs - Dimond Branch Library  
Children's Programs - Loussac Library  
Children's Programs - Muldoon Branch Library  
Children's Programs - Scott and Wesley Library  
Children's Therapy Service  
Chugach Family Medicine Clinic  
Chugiak Children's Services  
Clare House  
Columbia Alaska Regional Hospital  
Community Health Nursing  
Daycare Assistance Program  
Denali Kid Care  
Division of Family and Youth Services  
Eagle River Health Care Clinic  
Eagle River Speech Pathology Services  
Eagle River W.I.C.  
Easter Seal Society of Alaska  
Elmendorf Pediatric Clinic

Elmendorf Family Support Center  
Elmerald Speech Language Clinic  
Eklutna Child Advocacy Center  
FAS Clinic  
Fairview Health Center  
Family Advocacy Program  
Family Health Center  
Family Medicine Clinic - USAF Elmendork Regional Hospital  
Family Medicine Clinic - Alaska Native Medical Center  
Family Practice Center  
Family Therapy Center  
FOCUS  
Foster Parent Training Center  
Ft. Richardson - Personnel and Activities  
Ft. Richardson - Family Advocacy Program  
Geneva Woods Ear, Nose and Throat Assoc.  
Good Samaritan Counselling  
Healthy Families - Mt. View  
Hope Cottages, Inc.  
Just for Kids  
LaTouche Pediatrics  
Maternal and Child Health  
Medical Park Family Care  
McKinell Emergency Shelter  
Movement Therapeutics  
Mt. View Boys' and Girls' Club  
Mt. View Health Center  
Municipality Social Services  
Northern Hearing Services  
Northstar Behavioral Health System  
Occupational Therapy for Children  
Parents Inc.  
Pediatric Clinic - 3rd Medical Group/SGOC  
Pediatric Clinic - Alaska Native Medical Center  
Pediatric Clinic - Providence Hospital  
Pediatric Consultants of Alaska  
Pediatric Speech Language Services  
Pediatric Specialties Clinic  
Pediatric Rehabilitation  
Peters Creek Family Medicine  
Programs for Infants and Children  
Providence Life Program  
Providence Pediatric Therapies  
Psychology Resources  
Ravenwood Family Clinic  
Rent-A-Mom Alaska

Southcentral Counseling Center  
Southcentral Foundation Behavioral Health  
Stone Soup Group  
Speech Therapy Clinic  
Therapy for Children  
Visually Impaired Infant Program

## Attachment H: List of All Agencies Receiving Child Check Brochures and Posters

### **Medical Doctors, Therapists, Psychologists**

Charles Aarons, MD  
Jerry Alatalo, Psy.D.  
Robert Alberts, MD  
David Alexaner, MD  
Janet Alexander, MD  
Bonnie Anderson, CPNP  
Jack Anderson, MD  
Soraya Aragundi, MD  
Robert Arnold, MD  
Emilio Avila, MD  
Corrine Barclay, PAC  
Susan Baxter, MS  
Alexander Baskous, MD  
L. Judith Bautista, MD  
Rebecca Bingham, MD  
Michael Bleicher, MD  
Robert J. Bosveld, MD  
Jeff Brand, MD  
David Brauner, MD  
Ron Brennan, MD  
James Briggs, MD  
Patricia Brown, PAC  
Marsha Brown, MA, LMFT  
William S. Browner, , MD  
H.D. Bryan, MD  
Leslie Bryant, MD  
Joan C. Burgess, MD  
Sheila Burke, MD  
Jodyn Butto, MD  
Kathy Case, MD  
John C. Cates, MD  
Bruce Chandler, MD  
Darla Chatman-Harris, PAC  
Gary Child, DO  
Ronald Christensen, MD  
Lynn Clark, MD  
Sheila Clark, MD  
William R. Clark, MD  
Sheila Clarson, Ph.D.  
Timothy Coalwell, MD  
Timothy Cohen, MD  
Ben Crawford, Ph.D.

Talmadge L. Crowe, Jr., MD  
Paul Davis, MD  
Roy F. Davis, MD  
Judtih Dean, Psy.D.  
R.N. DeGuzman, MD  
Dennis DeLeo, MD  
Jeffrey Demain, MD  
Mary Demers, MD  
Sandra Denton, MD  
Elizabeth DeSchweintz, MD  
Sherri Donnelly, ANP  
Anne Dorwart, FNP-C  
Barb Doty, MD  
Dave Diggers, MD  
Phyllis Dunckel, MD  
Cynthia Ebelacker, PN  
Dwight Ellerbe, MD  
Donald Endres, MD  
Larry Engle, MD  
Pamela Engle, MD  
Christine Ersland, CPNP  
Debbie Evans M.Ed.  
Laura Fall, MD  
Ilona Hodson Farr, MD  
Louann Feldman, MD  
Charles Fields, PAC  
Michael Fischer, MD  
Mary Ann Foland, MD  
Paul Forman, MD  
Gail French, LPT  
Sandra Frenier, CPNP  
Charlotte Gardner, PAC  
John Gates, DO  
Michael Geitz, MD  
Brad Gessner, MD  
John Godersky, MD  
Julian Gonzalez, MD  
Madeleine Grant, MD  
Cheryl Green, PAC  
Thomas Green, MD  
Robin Grendahl, MD  
Derek Hagen, DO  
Jean Haley, PAC  
Ed Hall, PAC  
Robert Hanek, MD  
Michael Hansen, PAC

Bonnie Henry, MD  
Tom Hepler, MD  
Elizabeth Hill-Bryant, FNP-C  
S. Lynn Hombein, MD  
Thomas Hunt, MD  
Catherine Irwin, MD  
Marcell Jackson, MD  
Jack Jacob, MD  
Mary Ann Jacob, MD  
Eric Johnson, MD  
Jill Johnson, PAC  
Harold Johnston, MD  
Steven Jolley, MD  
Leland Jones, MD  
Laura Jones, MD  
Laura Jones, Ph.D.  
Ronald Keller, MD  
Kenneth Kesler, MD  
Phyllis Kiehl, MD  
B.J. Kiessling, MD  
Scott Kiester, DO  
Deborah Kiley, FNP  
David Killebrew, MD  
Katherine Kolb, MD  
Louis Kralick, MD  
Mario Lanza, MD  
William Larson, MD  
Kenneth Laufer, MD  
Naomi Leonard, CPNP  
John Lefebre, MD  
Darren Lewis, MD  
Dee Lewis, LPT  
Clinton Lillibridge, MD  
Jerome List, MD, DDS  
Jerry Little, MD  
Jon Lyon, MD  
Creed Mamikunian, MD  
Bret Mason DO  
Fredrick May, PAC  
Louise Meyer, MD  
Lila McEwen, ANP  
Ernest Meinhardt, MD  
Eric Miknich, MD  
Ken Moll, MD  
Merijeane Moore, DO  
Kirk Moss, MD

Lisbeth Muffoletto, MD  
Robert Myers, MD  
Steven Nathanson, MD  
James Nesbitt, MD  
John Nolte, MD  
Miriam Nolte, MD  
Leslie Nyman, MD  
Michael Orzechowski, MD  
Maury Oswald, DO  
Nancy Oiumet, MD  
W.S. Park, MD  
Todd Parrish, MD  
Patricia Patrick, MD  
Bryon Perkins, DO  
Jean Parsons, MD  
Deb Pohlman, MD  
Ronald Pollock, DO  
Dan Quinn, LPT  
Mary Quinn-Hurst, OTR-L  
Allan Pratt, MD  
Dov Rapoport, MD  
Sherrie Richey, MD  
Robert Rigg, MD  
John Riley, PAC  
Dion Roberts, MD  
Krista Roscoe, FNP  
Lisa Routh, MD  
Robert Rowen, MD  
Jeff Russell, PAC  
Charles Ryan, MD  
Gabe Salvadori, MD  
Douglas Savikko, DO  
Jyme Schafer, MD  
JoAnn Schnellbaecher, OTR-L  
Gerry Schriever, MD  
Glenn Schultes, MD  
Samuel Schurig, MD  
John Schwartz, MD  
Janet Shen, MD  
Willis Simmons, MD  
Jane Simono, MD  
Michael Singaas, MD  
Timothy Skala, DO  
Don Smith, PAC  
Dwight Smith, MD  
John Smith, MD

Sharon Smith, MD  
Jean Snyder, MD  
Tracy Stewart, Ph.D.  
Kathy Strange, CPNP  
Ricky D. Stariwart, PAC  
Mark Stauffer, MD  
Lawrence Strawbridge, MD  
Mark Suircenski, PAC  
Bonnie Swanson, MD  
Jennifer Talbot, ANP  
Diane Tarrant, ANP  
Richard Taylor, MD  
R. Thomquist, MD  
Kevin Tomera, MD  
Christina Townsend, DO  
Dale Trombley, MD  
Duwayne Trujillo, MD  
George Tsau-Wu, MD  
Daniel Tulip, MD  
Jay Van Houten, DO  
Marianne von Hippel, MD  
Robert Wald, MD  
Maria Joanne Wallington, MD  
Deborah Warner, MD  
Michael Weingarten, MA LMFT  
Scott Wellman, MD  
R. Madison White, MD  
David Williams, MD  
Pat Williams, MSW, LCSW  
Thad Woodard, MD  
John B. Wrigley, MD  
Jim Wu, MD  
Jim Yeager, MD  
Harvey Zartman, MD

**Medical and Other Facilities:**

Advocacy Services of Alaska  
AirForce Aid Society  
Alaska Center for Family Medicine  
Alaska Center for Pediatrics  
Alaska Early Intervention Hearing Resources  
Alaska Family Childcare Association  
Alaska Family Medicine Association  
Alaska Genetics Clinic

Alaska Guidance and Diagnostic Clinic  
Alaska Health Fair  
Alaska Mental Health Association  
Alaska Neonatology Associates  
Alaska Women's Resource Center  
Alder Psychological Services  
Alaska Speech and Hearing Clinic  
Alternatives Community Mental Health Center  
Anchorage Center for Families  
Anchorage Montesorri School  
Anchorage Speech/Language Cognitive Center  
Anchorage W.I.C.  
ANMC Children's Clinic  
ANMC - Mental Health Clinic  
ARC of Anchorage  
AWAIC  
Baptist Family Service Center  
Boys' and Girls' Club  
Camp Fire - Alaska Council  
Catholic Social Services  
Center for Human Development  
Childcare Connection  
Children's Programs - Chugiak/Eagle River Library  
Children's Programs - Dimond Branch Library  
Children's Programs - Loussac Library  
Children's Programs - Muldoon Branch Library  
Children's Programs - Scott and Wesley Library  
Children's Therapy Service  
Chugach Family Medicine Clinic  
Chugiak Children's Services  
Clare House  
Columbia Alaska Regional Hospital  
Community Health Nursing  
Daycare Assistance Program  
Denali Kid Care  
Division of Family and Youth Services  
Eagle River Health Care Clinic  
Eagle River Speech Pathology Services  
Eagle River W.I.C.  
Easter Seal Society of Alaska  
Elmendorf Pediatric Clinic  
Elmendorf Family Support Center  
Elmerald Speech Language Clinic  
Eklutna Child Advocacy Center  
FAS Clinic  
Fairview Health Center

Family Advocacy Program  
Family Health Center  
Family Medicine Clinic - USAF Elmendorf Regional Hospital  
Family Medicine Clinic - Alaska Native Medical Center  
Family Practice Center  
Family Therapy Center  
FOCUS  
Foster Parent Training Center  
Ft. Richardson - Personnel and Activities  
Ft. Richardson - Family Advocacy Program  
Geneva Woods Ear, Nose and Throat Assoc.  
Good Samaritan Counselling  
Healthy Families - Mt. View  
Hope Cottages, Inc.  
Just for Kids  
LaTouche Pediatrics  
Maternal and Child Health  
Medical Park Family Care  
McKinell Emergency Shelter  
Movement Therapeutics  
Mt. View Boys' and Girls' Club  
Mt. View Health Center  
Municipality Social Services  
Northern Hearing Services  
Northstar Behavioral Health System  
Occupational Therapy for Children  
Parents Inc.  
Pediatric Clinic - 3rd Medical Group/SGOC  
Pediatric Clinic - Alaska Native Medical Center  
Pediatric Clinic - Providence Hospital  
Pediatric Consultants of Alaska  
Pediatric Speech Language Services  
Pediatric Specialties Clinic  
Pediatric Rehabilitation  
Peters Creek Family Medicine  
Programs for Infants and Children  
Providence Life Program  
Providence Pediatric Therapies  
Psychology Resources  
Ravenwood Family Clinic  
Rent-A-Mom Alaska  
Southcentral Counseling Center  
Southcentral Foundation Behavioral Health  
Stone Soup Group  
Speech Therapy Clinic  
Therapy for Children

Visually Impaired Infant Program

**Preschools, Daycare, Community Centers and Private Schools**

Able Home and Child Care Services  
Alaska Club Child Care Program  
Anchor Lutheran Child Care  
Anchor Lutheran Child Watch  
Anchorage Adventist Junior Academy  
Anchorage Center for Family Therapeutic Preschool  
Anchorage Christian Nursery  
Anchorage Christian Preschool  
Anchorage Gymanastics Association  
Angel Academy  
Arctic Gymnastics Center  
Avi's Child Care  
Baxter Community School  
Bear Valley Community School  
Beatiful Savior Preschool  
BP Early Learning Center  
Brighter Tomorrow Daycare  
Building Blocks Child Development Center  
Butterfly Children's Center  
Camai Child Development Center  
Campbell Community School  
Career Center Early Childhood Education Program  
Carousel Child Care Center  
Central Community School  
Chester Valley/Susitna Community School  
Children's Montessori School  
Chimes School  
Christ Our Savior Lutheran Preschool  
Church of God Preschool  
Clark Community School  
Crayon College Child Care  
Creekside Community School  
Daycare Depot  
Denali Child Development Center  
Discovery Learning Center  
Dixon Home Day Care  
DSLR Day Care  
Eagle's Nest Preschool/Daycare  
East Anchorage Preschool  
Elmendorf Family Day Care Program  
Elmendorf Preschool  
Fairview Community School

Faith Day Care and Learning Center  
Fire Lake Community Preschool  
Four Valleys Community School  
Ft. Richardson Child Development Center  
Garden Montessori - Performing Arts School  
Gingerbread Child Care Center  
Gloria Dei Learning Center  
God's Little People Day Care  
Gruening Community School  
Hale's Daycare  
Hanshew Community School  
Heaven's Daycare  
Here's Looking at U Kids  
Hillcrest Children's Center  
Holy Rosary Academy  
Honeybee Childcare  
Hope Lutheran Preschool  
Imagination Station  
Inlet View Community School  
Ivory Tower Day Care  
Intermission Crisis Nursery  
Joan's Preschool Activities Center  
Joy Child Care Center  
KalamaZoo Kids Children's Center  
Katmai Child Development Center  
Kee's Kiddie Kare  
Kids Are People Too  
Kids' Corp, Inc.  
Kids' Corp South Center  
Kid's First Early Learning Center  
King Career Center Preschool  
King's Kids Childcare  
Learning Center at Bayshore  
Little Bears Playhouse, Inc.  
Little Lambs Preschool  
Little Red Schoolhouse I  
Little Red Schoolhouse III  
Little Red Schoolhouse IV  
Little Shepherd's Developmental Center  
Los Chicos Daycare  
Maria's Little Learning Land  
Morning Star Christian School  
Mimi S Child Day Care Services  
Mt. McKinley Child Care  
Mt. View Parent Resource Center  
Muldoon Christian Learning Center

Muldoon Community School  
Neighbor Kids  
New Horizons Preschool  
Northeast Community Center  
Northern Lights Preschool/Kindergarten  
Northstar Community School  
Part Day Programs  
Precious Angels Childcare  
Providence Center for Child Development  
Ptarmigan Community School  
Puffin Heights Montessori School  
Rabbit Creek Community School  
Romig Community School  
Rural Cap Child Development Center  
Russian Jack Community School  
Saakaya Children's Center  
Sand Lake Community School  
Sand Lake Learning Center  
Shoestrings Preschool  
Southcentral Foundation Headstart  
Spenard Kiddy Drop  
Starbright Preschool  
St. Mark's Preschool  
St. Mary's Creative Preschool  
Sunshine Schools  
Tanaina Child Development Center  
Temple Beth Sholom Preschool  
Tiny Tigers Dare Care  
TK Home Family Child Care Service  
Tom Thumb Montesorri - Boniface  
Tom Thumb Montesorri - O'Malley  
Tom Thumb Montesorri - Spenard  
Tom Thumb Montesorri - Whitehall  
Tudor Community School  
Tyson Community School  
Ursa Major/Minor Community School  
Wendler Community School  
Williwaw Community School  
Wonderpark Community School  
YMCA Midtown Child Care Dev. Site  
YMCA NE Child Dev. Site  
Zion Lutheran Preschool

Attachment I: Newspaper Notice of Child Check

CHILD CHECK

***Child Check is a free program offered by the Anchorage School District for children who are younger than***

***kindergarten age. We check***

***movement, hearing,***

***and vision skills***

***are any***

***concerns***

***assist***

***getting the***

***children***

***think your***

***have a***

***learning or***



***children's***

***speech, thinking,***

***to find out if there***

***concerns. If***

***are found, we***

***parents in***

***help their***

***need. If you***

***child might***

***problem with***

***development, call Child Check for a screening appointment.***

***Screenings are done throughout the school year.***

To schedule an appointment or to get more information  
call 753-3512 and ask for Sue.



**Anchorage School District**  
P.O. Box 196614, Anchorage, Alaska 99519-6614

# Special Education Referral

Student's Legal Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_  
 Last First Middle  Male  Female Grade \_\_\_\_\_

Referred by \_\_\_\_\_ Date of Referral \_\_\_\_\_  
 Site \_\_\_\_\_ Teacher \_\_\_\_\_

Parent or Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_  
 Parent's Address \_\_\_\_\_ Home Phone \_\_\_\_\_  
 \_\_\_\_\_ Other Phone \_\_\_\_\_

## Reason for Referral

- |   |  |
|---|--|
| <input type="checkbox"/> Fine Motor Skills  | <input type="checkbox"/> Social/Emotional/Behavioral   |
| <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Reading                       |
| <input type="checkbox"/> Medical            | <input type="checkbox"/> Writing                       |
| <input type="checkbox"/> Hearing            | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> Vision             | <input type="checkbox"/> Pre-academic School           |
| <input type="checkbox"/> Speech             | <input type="checkbox"/> Readiness                     |
| <input type="checkbox"/> Language           | <input type="checkbox"/> Other (please describe) _____ |

## Summary of Existing Information

**Prior Special Education Referral Date(s)** \_\_\_\_\_

<p><b>Prior Evaluations</b> (may include):</p> <input type="checkbox"/> Psychological _____ <input type="checkbox"/> Educational _____ <input type="checkbox"/> Physical/Medical _____	<p><b>Attendance</b></p> Days Absent _____ / _____ This Year Last Year Days Suspended _____ / _____ This Year Last Year Grades Repeated _____
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**Linguistic Background**

Primary Language of Student \_\_\_\_\_ Primary Language of Home \_\_\_\_\_

<p><b>Screening Information</b></p> Vision _____ <input type="checkbox"/> Pass <input type="checkbox"/> Fail Date Hearing _____ <input type="checkbox"/> Pass <input type="checkbox"/> Fail Date	<p><b>Medications</b></p> _____ _____ _____
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**Attachments**

 Report Card  Developmental Profile  Other \_\_\_\_\_  
 Current Work Samples  Pre-Referral Intervention Strategies  Other \_\_\_\_\_