

# Alaska Youth Transition Handbook

# 2012



AJA –January 13, 2012

The Alaska Department of Labor and Workforce Development, Division of Vocational Rehabilitation (DVR), completed this Alaska Youth Transition Handbook designed to assist DVR staff, teachers, students and their families in the delivery of transition services. This handbook is a “desktop” version that is meant to compliment the Alaska State Special Education Handbook. The information and examples in this Handbook are intended to be used as a technical assistance tool for transition planning purposes.

A special thank you to the Colorado Department of Education – Exceptional Student Leadership Unit, as well as the Colorado Department of Human Services – Division of Vocational Rehabilitation whose Cooperative Services Handbook served as a template and model for the Alaska Youth Transition Handbook.

- For information on vocational rehabilitation services, call the DVR office serving your community or school district. Numbers are listed on pages 22 and 23.
- For information on IDEA and special education services, contact the Special Education Director/Coordinator in your community or school district. Numbers are listed on page 24 through 28.

Permission to copy this document, in whole or in part, is granted. The complete document is available on the DVR website: [www.labor.state.ak.us/dvr/](http://www.labor.state.ak.us/dvr/)

PLEASE NOTE: If you find any errors and wish to report corrections in the information listed above please contact:

Art Arnold

907-465-6931

[Art.Arnold@alaska.gov](mailto:Art.Arnold@alaska.gov)

Please reference, “Alaska Youth Transition Handbook” when contacting us about this resource.

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# Introduction

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The Division of Vocational Rehabilitation (DVR) designed the Alaska Youth Transition Handbook to assist all stakeholders in the provision and delivery of secondary transition services. The information and examples in the Handbook are intended to be used as technical assistant tools for transition planning.

The intent of this handbook is to assist students with disabilities to become employed by:

- Promoting flexible and collaborative planning and service delivery among vocational rehabilitation offices, local education agencies and local school districts (both known as LEAs), and other state and community agencies for youth transitioning from school to work and /or post-school activities which lead to employment;
- Promoting accessible, timely and uniform vocational rehabilitation services for all Alaskan students who require services, as defined by the Individuals with Disabilities Education Improvement Act (IDEIA) and the Rehabilitation Act;
- Encouraging local education agencies (LEAs) to develop, implement and promote pre-vocational services for career awareness and career exploration for students with disabilities prior to the referral to DVR; and
- Assuring that vocational rehabilitation services complement and do not supplant services provided by the LEAs and other agencies.

## What Is Transition?

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Under both the Rehabilitation Act and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) “transition services” are defined as a coordinated set of activities for a student, designed within a **results-oriented process**,\* focused on improving academic and functional achievement to facilitate movement from school to post-school activities, including any of the following:

- Employment (including supported employment)
- Post secondary education
- Vocational training
- Continuing and adult education
- Adult services
- Independent living

- Community participation

The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests and shall include:

- Community experiences
- The development of employment
- The development of other post-school adult living activities
- When appropriate, acquisition of daily living skills
- When appropriate, functional vocational evaluation

\* For DVR, a **results-oriented process** means obtaining and maintaining employment.

## Who May Receive Transition Services

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### INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEIA)

Under the IDEIA, transition services are provided to students with disabilities who are 16 years of age who qualify for special education and related services. The Alaska Administrative Code requires services by at least 16 years of age.

IDEIA applies only to students who—

- Have one of the disabilities listed in the statute, and
- Are eligible for special education

Eligible disability categories, as defined in the Alaska Administrative Code, include: cognitive disability, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), a serious emotional disturbance,

an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf blindness, or multiple disabilities.

IDEIA defines “special education” as “specially designed instruction” that –

- Addresses the child’s unique disability related needs, and
- Enables the student to progress towards educational standards

## REHABILITATION ACT

Under the Rehabilitation Act Amendments of 1998, a youth is eligible to receive vocational rehabilitation services if:

- A. He or she has a physical or mental impairment, and
- The impairment constitutes, or results in, at least one substantial impediment to employment which is consistent with his or her abilities and capabilities, and
  - The individual can benefit in terms of an employment outcome from the provision of vocational rehabilitation services; and
  - The individual needs substantial vocational rehabilitation services to

prepare for, secure, retain or regain employment which is consistent with strengths, resources, priorities, concerns, abilities, capabilities and interests. **And/Or,**

- B. He or she is currently receiving and/or is entitled to social security insurance (SSI) and /or social security disability income (SSDI) benefits for disability or blindness; and he or she intends to become employed.

In other words, a person must have a disability that interferes with the ability to work and must need vocational rehabilitation services to obtain or maintain employment. A person is presumed to be able to become employed unless DVR has clear and convincing evidence that the person cannot become employed.

Transition services, as defined under the Rehabilitation Act, are provided to all eligible youth with disabilities who can benefit from these services.

This includes youth within the special education system, as well as youth within the general education system.

Rehabilitation services are designed and intended to assist eligible youth and adults to gain and maintain employment.

# What Are the Roles and Responsibilities of Each System?

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Both the public education and vocational rehabilitation systems have been given responsibility for the provision of transition services to students with disabilities through Federal statute. However, there may be some overlap in services and the respective roles of each agency can sometimes be difficult to distinguish.

## EDUCATION'S ROLE AND RESPONSIBILITY

It is the schools responsibility to plan and provide those services that will prepare the student to move successfully from school to the appropriate post-school environment and to assist the student to connect with the necessary community agencies, including vocational rehabilitation, that will provide support services. The Post-school outcomes for post-secondary education or training, employment, and independent living are identified as part of the Individualized Education Plan (IEP) process and are based upon the student's preferences, interests and needs. Transition services, including work experience, that are educational and experiential in nature, are the responsibility of the local education agency. Appropriate services include:

- Planning and IEP development based on the student's post-school goals

- Academic preparation for post-secondary education and training
- Vocational and career evaluation
- Job shadows and job tryout
- Work experience
- Vocational education classes

## DVR'S ROLE AND RESPONSIBILITY

Transition responsibilities were included in the Rehabilitation Act to assure that are no gaps in services received by students with disabilities as they leave the school setting and/or are ready to begin vocational activities when an employment outcome is the primary focus. To this end, DVR is responsible to perform outreach and identification of students with disabilities, and must provide information about the purpose of vocational rehabilitation, eligibility requirements, application procedures, and the scope of vocational rehabilitation services that are available. Transition services provided by DVR are individualized, and must lead to an employment outcome. Appropriate services include:

- Consultation and technical assistance as early as possible in the transition process to assist education

providers in planning for the transition of youth from school to post-school activities including vocational rehabilitation

- Joint planning to facilitate the development and completion of the IEP
- Determination of eligibility for DVR services

- Identification of a suitable employment outcome
- Development and approval of an Individualized Plan for Employment (IPE) before the student leaves school
- Provision services as appropriate to the individual needs of the student.

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## How Do You Plan For Transition Services?

IDEIA contains detailed requirements for planning the education of individual students including specific instructions for the development of the Individualized Educational Plan (IEP). Beginning with the first IEP developed with the student at age 16, or younger, the IEP must include measurable postsecondary goals based on age appropriate transition assessments, statements of specific transition services, including interagency linkages.

Part IV Section 14 of the Alaska Special Education Handbook as well as the IEP Instruction in the Special Education Handbook (Appendix D , Section 1) are especially helpful.

<http://www.eed.state.ak.us/tls/sped/Handbook.html>

When appropriate and feasible, the DVR counselor may participate in a school district's planning meeting for transition services. A primary role of DVR is that of consultation and technical assistance to the

schools in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation.

The optimum timing for DVR to begin working with a student with a disability is when he or she is ready, and available, to engage in the activities necessary to establish an employment goal, develop an employment plan, and participate in vocational services in order to become employed. The time at which this occurs is unique to each individual, and does not necessarily correspond to a specific age or a specific event such as graduation. Rather, it should occur at a time when the youth's emphasis shifts from an academic focus to an employment focus, and the youth becomes available for vocational programming.

DVR requires that the employment plan for an eligible DVR transition participant must be developed and approved before the

student leaves the school setting. This plan is called an Individual Plan for Employment

(IPE) and, for special education students, must be coordinated with the student's IEP.

# What Is The Referral Process For DVR

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Referral to DVR may be initiated by anyone. Typically, referrals come from the schools, an individual, a family member or a community agency. Students referred to DVR may be participants in special, vocational or regular education programs.

Although there are state-level agreements in place, it is encouraged that local school districts and DVR offices develop, or review existing working agreements which identify respective roles of each agency and include a process for referring students to DVR. Typically, a “referral packet” to DVR will include:

- A “referral to DVR” form
- Psychological, medical and specialty evaluations such as adaptive behavior, mobility, speech and language, hearing, etc.
- The most recent IEP and/or Triennial Evaluation Summary and Eligibility (ESER) report
- The 504 Plan, if applicable
- School transcripts, if appropriate
- Vocational assessment results, including functional vocational evaluation
- Information regarding a youth’s prevocational and vocational activities through the school, including community experiences and school to career activities.
- Other available assessments, interest inventories, summaries of experiences, resumes, plans or information as deemed appropriate

Working with the local school district and other agencies that may be involved with a youth, the DVR counselor will identify and coordinate diagnostic assessments that will be needed to determine eligibility and planning for DVR services. The process of eligibility determination is greatly enhanced when the DVR counselor is able to obtain documentation of a student’s disability and adaptive behavior from a school psychologist or other professionally qualified person.

## **Where Can DVR And The Schools Collaborate In Service Provision?**

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The Alaska Department of Education & Early Development in collaboration with the Alaska Department of Labor and Workforce Development, Division of Vocational Rehabilitation have maintained a Memoranda of Agreement since 2002. The agreement identifies the policies, procedures, and practices that can be coordinated for youth who are transition age and are still connected with the public school system.

A collaborative Services Chart has been added to point out agency responsibilities.

# Collaborative Services Chart

	General Education 504 Responsibility	Special Education Responsibility	Rehabilitation Responsibility
<b>Assessment Activities</b>			
Achievement of Functional Math/Reading/and Written expression	Primary	Primary	Minimal
Adaptive Behavior	Minimal	Primary	Minimal
Sensory (Vision and Hearing Screening)	Shared	Shared	Minimal
Fine/Gross motor skills	Primary	Primary	Minimal
Psychological (cognitive ability)	Minimal	Shared	Shared
Social/Emotional (home/peer/work experience)	Minimal	Shared	Shared
Special medical examinations (orthopedic, ophthalmological)	None	Shared	Shared
Speech and Language	Minimal	Primary	Minimal
Community Living Skills	Minimal	Primary	Minimal
Daily Living Skills	Minimal	Primary	Minimal

<b>Transition Planning</b>			
Coordinated Service Delivery	Shared	Shared	Shared
Individual Plan for Employment	Minimal	Minimal	<b>Primary</b>
Individualized Education Plan	Minimal	Shared	Minimal
Interagency Linkages	Shared	Shared	Shared
<b>Career Development</b>			
Career exploration	Shared	Shared	Shared
Financial Support for post secondary education and training	Minimal	Minimal	<b>Primary</b>
Vocational Skill Training	Minimal	Shared	Shared
Job Placement Services	Minimal	Minimal	<b>Primary</b>
Employment Instruction (obtain/maintain employment)	Minimal	Shared	Shared
Follow-up Services /Post-Employment	None	Minimal	<b>Primary</b>
Supported employment	None	Minimal	<b>Primary</b>
<b>Community Living</b>			
Community and Independent Living	Minimal	Shared	Shared
Inter/Intrapersonal Social/Emotional	Shared	Shared	Shared
Health	Shared	Shared	Shared

<b>Related Services</b>			
Occupational Therapy, Physical Therapy, Psychological	None	<b>Primary</b>	Minimal
Services and Communication/Speech and Language Services	Shared	<b>Primary</b>	Minimal
Mental Health Services	Minimal	Shared	Shared
<b>Assistive Technology</b>			
For K-12 Education (excluding Career Technical Ed.)	Minimal	<b>Primary</b>	None
For Job Training (including Career Technical Ed.)	Minimal	Shared	Shared
For Postsecondary Education and Training	None	Minimal	<b>Primary</b>
For Employment	None	Minimal	<b>Primary</b>
<b>Auxiliary Aides – Readers, interpreter, note taker, instructional Aide, Personal Care assistant (exclude personal care attendant)</b>			
For K-12 Education (excluding Career Technical Ed.)	Minimal	<b>Primary</b>	None
For Job Training (including Career Technical Ed.)	Minimal	Shared	Shared
For Postsecondary Education and Training	None	Shared	Shared
For Employment	None	Minimal	<b>Primary</b>

<b>Transportation</b>			
For K-12 Education (excluding Career Technical Ed.)	Minimal	<b>Primary</b>	None
For Job Training (including Career Technical Ed.)	Minimal	Shared	Shared
For Postsecondary Education and Training	None	Shared	Shared
For Employment	None	Minimal	<b>Primary</b>
<b>Miscellaneous</b>			
Tools, Uniforms, Licenses	Minimal	<b>Primary</b>	Minimal
Accessibility	Shared	Shared	Minimal
Parent Training and Information	Minimal	Shared	Shared

DVR defines the term “Shared” as the secondary resource when funding is needed for shared areas and used only when comparable services are not available elsewhere.

# What Policies And Practices May Affect Transition?

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## EDUCATION

### **Participation in the General Curriculum in the Least Restrictive Environment**

Special education is instruction and services designed to enable a student to meet educational standards in the general curriculum. This means that students will be educated in the regular classes, with appropriate supports, to the maximum extent possible. The IEP team, including the student and the parent(s), makes decisions about the appropriate course of study based on the individual needs of the student.

### **Free Appropriate Public Education**

All IDEIA-eligible students are entitled to a free appropriate public education (FAPE) consisting of an appropriate elementary or secondary education that meets state standards. This means that parents cannot be charged for the general education. This entitlement does not follow the student into most postsecondary programs and activities, including DVR.

### **Parent Rights and Responsibilities**

IDEIA includes detailed procedures for resolving disputes between parents and schools regarding the education and services, including transition services, that are provided to a student with disabilities. These include voluntary mediation, an administrative complaint process and a due process hearing. Districts are given an opportunity to resolve matters through a resolution session conducted in a timely manner.

### **Student Participation and Self-Determination**

IDEIA strengthens the importance of self-determination and empowerment. Schools must invite the student to attend any meeting at which transition services will be discussed and to participate in the discussion of his or her postsecondary goals and plans. If the student does not attend, the school must take other steps to ensure that the student's preferences and interests are considered. Active participation at an early age will better prepare students to make decisions for themselves as they become young adults.

# VOCATIONAL REHABILITATION

## **Informed Choice**

Throughout his or her involvement with DVR, an individual is provided opportunities and assistance to exercise informed choice. Individuals are encouraged to consider a variety of alternatives as these relate to assessment, determination of a vocational goal, development of a vocational plan, selection of services and service providers, and determination of successful case closure. Individuals are encouraged to make and implement their own informed choices.

## **Comparable Benefits, Individual Contribution and Least Cost**

Comparable benefits available under any other program must be used to pay for services, unless the benefits will interfere with or delay services to an individual who is an extreme medical risk.

Some DVR services consider the economic need of the individual with a disability and his or her family unit. Parents are considered part of a youth's family unit if they are claiming the youth as a dependent for income tax purposes. Based on the determination of economic need, the available monthly resources of the family unit must be applied to a youth's economic need and is considered in the development and implementation of the IPE.

The exception to this requirement occurs if a youth is receiving SSI or SSDI. If this is the case, a youth's economic need is not considered in the development and implementation of an IPE.

DVR services that are provided to an individual must be at the least possible cost to DVR insofar as they are adequate to meet the vocational rehabilitation needs of the individual.

## **Client Rights and Responsibilities**

A participant of DVR services has certain rights and responsibilities. For example, a participant can appeal any decision at any time, and can contact the Client Assistance Program (CAP) for assistance with an appeal and for advocacy services. A responsibility of all DVR participants is to be active in developing and following their IPE. There are other rights and responsibilities that a youth should be aware of. These will be explained to the youth and his or her family by the DVR counselor.

## **Case Closure**

An Alaskan DVR participant's case will be closed at some point in time. DVR services are not ongoing, lifetime services. Ideally a case will be closed successfully rehabilitated (meaning employed) when the individual, the DVR counselor and others working with the individual agree that he or she has reached their employment goal and no longer requires DVR services to maintain employment. A DVR case file can also be closed because someone is ineligible for DVR services, or for other reasons such as refusing services or failure to cooperate.

# What Do Students and Parents Need To Know?

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## STUDENTS

There are many things that students can do to prepare for secondary transitions and post-high school outcomes. Don't wait until your senior year in high school to begin thinking and planning about what you will do when you graduate, certificate or otherwise matriculate from high school to post-high school. Here are some things that you can do early, and maybe even do these things often.

### Middle School

- Increase responsibilities and independence at home
- Notify parents that transitions services are a part of the IEP beginning at age 16
- Give students an opportunity to get Self Determination training (request this for your IEP)
- Start making connections with Adult Service Agencies (invite them to your IEP meeting)
- Ask for a Person Centered Plan to accompany the IEP
- Use AKCIS to begin development of a personal portfolio

### High School

- Obtain a personal ID card
- Obtain drivers training & license
- Develop Transportation /Mobility strategies
- Investigate entitlement programs (SSDI, SSI, Alaska Adult Public Assistance, Medicaid, TEFRA, Medicaid Waivers, Mental or Behavioral Health agencies, other Health and Social Services agencies)
- Consider Guardianship or Conservatorship
- Register for the draft at age 18 (male students – No exceptions)
- Register to vote at age 18
- Attend, participate, and lead all IEP meetings.
- Determine leisure activities
- Consider summer employment /volunteer experiences
- Document any and all work experiences
- Prepare for more training
- Get excited about work
- Be ready to work
- Invite DVR to your meetings

# PARENTS

Your sons or daughters with disabilities are not unlike their non-disabled peers. They will want a girlfriend or a boyfriend. They will want to graduate from High School, with a diploma or other distinction that signifies the completion of a set of work. They may want to live on their own, or in a supported apartment, or maybe a group home. They will want to handle their finances as best they can and make purchases that they learn are important to them. A parent's responsibility for any child is to prepare them as best as possible to be strong, positive, active family members and community citizens. Here are some guidelines for parents from a parent's perspective.

- Have and maintain "high expectations" for your children and for their services. Let them know that getting and keeping a job is important and expected
- Teach or give your child opportunities to make decisions (small to large)
- Self-determination training allows for informed choices and informed decisions.
- Parents are everything: teacher, therapist, counselor, cook, wait staff, care provider, doctor, nurse, nanny, policeman, friend, confidant, parent. (Find and take a break whenever you think you need one or when someone you know and trust tells you to take one).
- Take care of yourselves.
- Allow your children to grow into their own being.
- Learn everything you can about the disability and disability services: Parents Groups, IDEIA, advocacy, Self-determination, Alaska Career Information System, DVR and more.

# Student and Parents: DO THESE ACTIVITIES!

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## APPLY FOR STATE AND FEDERAL SERVICES AND SUPPORTS EARLY

- TEFRA (Medicaid insurance for kids with disabilities)
- Medicaid (Alaska's federal insurance program)
- Medicaid Waivers
- Alaska Public Assistance
- Supplemental Security Income (SSI)
- Social Security Disability Insurance (SSDI)
- Developmental Disabilities Services
- Mental Health Services
- Behavioral Health Services
- Centers for Independent Living Services
- Supported Living and Supported Employment Programs and Services
- Guardianship / Conservatorship (if necessary)
- OTHER AREAS. (DVR, Alaska ONE STOP, Work Place Alaska) is

## BE COMFORTABLE. BE PREPARED. BE ACTIVE AND PARTICIPATE.

- Talk to other parents of children who experience a disability.
- Visit or contact the Parent Training Center nearest you (see next page).
- Become familiar with Self Determination. What does it mean? How can you help promote Self Determination? Contact the Center for Human Development for more information on Self Determination.
- Become familiar with Self Advocacy. What does it mean? How can you help promote Self Advocacy? Contact the Disability Law Center. (see next page).
- Contact and visit community based providers (CBPs) for living services. Ask for references.
- Contact and Visit CBPs of employment services. Ask for references.

# Statewide Resources and Supports for Families

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## DISABILITY LAW CENTER

DVR Client Assistance Program (CAP)

A statewide program available in all communities.

David Fleurant - [akpa@dlcak.org](mailto:akpa@dlcak.org) - 907-565-1002

## STONE SOUP GROUP

Alaska's only Parent Training & Information Center (PTI). A statewide program available to families across the state.

Kelly Donnelley - [kellyd@stonesoupgroup.org](mailto:kellyd@stonesoupgroup.org) - 907-561-3701

## LINKS MAT-SU

Parent Resource Center

Only available in the Palmer-Wasilla region of the state.

Eric Wade - [links@gci.net](mailto:links@gci.net) - 907-373-3632

## GOVERNOR'S COUNCIL ON DISABILITY AND SPECIAL EDUCATION

This group has statewide responsibility for broad disability matters and accepts public comment.

Millie Ryan, Executive Director - [Millie.Ryan@alaska.gov](mailto:Millie.Ryan@alaska.gov) - 907-269-8992

## STATE VOCATIONAL REHABILITATION COMMITTEE

This group has statewide responsibility for disability vocational and employment matters. (Accepts Public Comment).

John Cannon – Chairperson - Contact: [gary.waller@alaska.gov](mailto:gary.waller@alaska.gov)

## Listing of Local DVR Offices

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<b>Anchorage – Western Region*</b>	<b>Phone</b>	<b>Toll Free</b>
<b>6<sup>th</sup> and K Street Office</b>	907-269-3580	1-888-330-6468

*\*Includes:* the Anchorage school district.

<b>Anchorage – Eagle River Region</b>	<b>Phone</b>	<b>Toll Free</b>
<b>Debarr</b>	907-269-2060	1-800-478-4467
<b>Eagle River Outstation</b>	907-696-6840	

*\*Includes:* Anchorage, and surrounding communities and the following 2 School Districts:  
Anchorage School District, Chugach School District

<b>Mat-Su – Kenai Region*</b>	<b>Phone</b>	<b>Toll Free</b>
<b>Wasilla</b>	907-352-2545	1-800-770-4124
<b>Kenai</b>	907-283-3133	1-800-478-3136

*\*Includes:* the following 5 school districts: Matanuska-Susitna Borough School District, Kenai Peninsula School District, Denali Borough School District, Copper River School, Valdez City Schools.

<b>Northern Region*</b>	<b>Phone</b>	<b>Toll Free</b>
<b>Fairbanks Office</b>	907-451-6261	1-800-478-2839

*\*Includes:* Barrow, and surrounding interior communities and the following 10 School Districts: Fairbanks Northstar Borough School District, Alaska Gateway School District, Delta Greely Schools, Galena City Schools, Iditarod Area Schools, Nome City Schools, Nenana City Schools, North Slope Borough Schools, Northwest Arctic School District, Tanana Schools.

<b>Southern Region*</b>	<b>Phone</b>	<b>Toll Free</b>
<b>Juneau Branch Office</b>	907-465-8943	1-800-478-2387
<b>Sitka Branch Office</b>	907-747-4788	1-800-478-2726
<b>Ketchikan Office</b>	907-225-6655	1-800-478-5387
<b>Kodiak</b>	907-486-5787	1-800-478-5787

*\*Includes:* All Southeast coastal communities, Kodiak and Western Alaska and the following 35 School Districts

Annette Island School District, Chatham School District, Cordova City Schools, Craig City Schools, Haines School District, Hoonah City Schools, Hydaburg School District, Juneau School District, Kake School District, Ketchikan School District, Klawock School District, Mt. Edgecombe High School, Petersburg City Schools, Pelican School District, Sitka School District, Skagway School District, Southeast Island School District, Wrangell School District, Yakutat School District, Kodiak Island School District, Bering Strait Schools, Bristol Bay Borough School District, Dillingham City Schools, Lake and Peninsula School District, Lower Yukon School District, Lower Kuskokwim School District, Yupiit School District, Kashunamuit School District, Kuspuk School District, St. Mary's School District, Aleutian Regions Schools, Aleutian East Borough Schools, Pribilof School District, Southwest Region School District, Unalaska School District

# **Listing of Local Education Agencies (LEAs)**

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## **ALASKA'S SCHOOL DISTRICTS**

Names and contact information can change quickly. You are encouraged to contact the Department of Education & Early Development. Don Enoch is the Special Education Administrator and he can be reached at 465-2972. You may also call the Special Education office contact at 465-8693 with questions regarding current school district contacts for the school districts below. The following listing is also available at

<http://www.eed.state.ak.us/tls/sped/directors/DirectorsSearch.cfm>

### **ALASKA GATEWAY SCHOOL DISTRICT**

Letitia Rhodes  
lrhodes@agsd.us  
907-5151 x 107

### **ANCHORAGE SCHOOL DISTRICT**

Cindy Anderson  
anderson\_cindy@asdk12.org  
907-742-4236

### **ALASKA STATE SCHOOL OF DEAF AND HARD OF HEARING STUDENTS**

Diane Poage  
poage\_diane@asdk12.org  
907-742-4243

### **ANNETTE ISLAND SCHOOLS**

Susan Beardsworth  
sbeardsworth@aisd.k12.ak.us  
907-886-6332

### **ALEUTIAN REGION SCHOOLS**

Gail Greenhalgh  
gailg@serrc.org  
907-349-0651

### **BERING STRAIT SCHOOLS**

Rebecca Concilus  
rconcilus@bssd.org  
907-624-4278

### **ALEUTIANS EAST BOROUGH SCHOOLS**

Carl Dirkers  
cdirkers@aebdsd.org  
907-383-2393 x 113

### **BRISTOL BAY BOROUGH SCHOOLS**

Jack Walsh  
jwalsh@nnk.gcisa.net  
907-246-4225

**CHATHAM SCHOOL DISTRICT**

Les McCormick

lmccormick@chathamisd.org

907-788-3262 x 3201

**CHUGACH SCHOOLS**

Debbie Treece

dtreece@chugachschoools.com

907-552-7400

**COPPER RIVER SCHOOLS**

Byron Rice

brice@crsd.k12.ak.us

907-822-5356

**CORDOVA CITY SCHOOLS**

Jim Nygaard

jnygaard@cordovasd.org

907-424-3265

**CRAIG CITY SCHOOLS**

Don Pierce

dpierce@craigschools.com

907-826-3274

**DELTA/GREELY SCHOOLS**

Laural Jackson

ljackson@dgsd.k12.ak.us

907-895-4657 x 24

**DENALI BOROUGH SCHOOLS**

Jeni Mason

jenimason@dbsd.org

907-683-2278

**DILLINGHAM CITY SCHOOLS**

Danny Frazier

dfrazier@digsd.org

907-842-6711

**FAIRBANKS NORTH STAR BOROUGH SCHOOLS**

Bob Hadaway

whadaway@northstar.k12.ak.us

907-452-2000 x 450

**GALENA CITY SCHOOLS**

Tracy Culbert

Tracy.Culbert@ideafamilies.org

907-374-2200

**HAINES BOROUGH SCHOOLS**

Michelle Byer

michellbyer@hbsd.net

907-766-6702

**HOONAH CITY SCHOOLS**

Charla Wright

wrightc@hoonahschools.org

907-945-3613

**HYDABURG CITY SCHOOL**

Pam Penrose  
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PLEASE NOTE: If you find any errors and wish to report corrections in the information listed above please contact : Art Arnold - Art.Arnold@alaska.gov - 907-465-6931. Please reference: The Handbook for Youth Transition in Alaska.