

Upstream Learning

Home Education Program

Parent/Student Handbook

Approved by CRSD Board of Education, August, 2019 (revised 7/2020)

Our mission is to provide an excellent education, supporting quality homeschooling that prepares and empowers all of our students for current and future success.

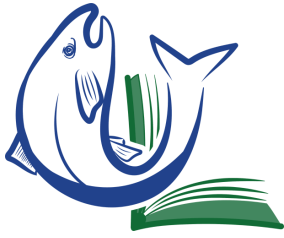
“Swimming Upstream to Homeschool Success”

Upstream Learning is a public education program supervised by the Copper River School District Board of Education and the Alaska Department of Education and Early Development. Upstream Learning is accredited by Northwest Accreditation Commission, a division of AdvancED



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Welcome to Upstream Learning

Upstream Learning is Copper River School District's statewide home education program. Our name helps pinpoint us geographically, as the Copper Valley has abundant rivers and streams, including the headwaters of the mighty Copper River. It also reflects that home-educated students often follow a unique learning path that involves "swimming against the flow", as they move through their K-12 education years.

Our program has existed for many years as a statewide correspondence program and was originally called Copper River Correspondence Study Program. Our current name reflects that we've moved from primarily offering a traditional correspondence program to helping create a truly individualized learning plan for each student. This handbook contains important information about our program for home teachers and their students.

- We offer flexibility in curriculum choices and personalized support for families who reside in the Copper Valley and throughout the state.
- We provide a student allotment that can pay for educational expenses, including curriculum, classes, fine arts lessons and tutoring, and hands-on learning experiences.
- We serve students in grades K-12, including those with special needs.
- We strive for excellence as we support families on their home education journey.

Upstream Learning's headquarters are located in Glennallen, in the north end of the District Office building on the Glennallen School Campus. Our suite of rooms includes a family room, offices, and our own classroom and library, with extensive resource books and curriculum materials for families to check out. We're open Monday through Friday during the school year; please call for summer hours. If you are an Alaskan family who loves learning and enjoys the challenge and adventure of home education, we hope you'll join our Upstream Learning community!

Upstream Learning

P.O. Box 108, Glennallen, AK 99588

www.upstreamlearning.net

upstream@crsd.us

Mark Proch, Program Director and Teacher

907.822.8526

Mary Howarth-Hernandez, Program Assistant

907.822.8527

Carl Snider, Upstream Learning Principal

Thérèse Ashton, CRSD Superintendent

ENROLLMENT

As an accredited, statewide correspondence program, Upstream Learning may enroll students in grades Kindergarten through 12th grade from all communities and school districts within Alaska. A student must be five years old on or before September 1 to enter Kindergarten and six years of age to enter first grade. The student must not have turned 20 years of age on or before September 1, unless he/she qualifies for Special Education Services.

As an accredited school through AdvancED, all credits received through Upstream Learning are transferable to other schools. Early enrollment in the spring or summer helps ensure that curriculum materials will be ready for students to begin by the end of the summer, but enrollment is open year-round.

According to state regulations, a student living outside the state of Alaska is not eligible for enrollment. Students must be residents of Alaska and intend to remain residents in order for us to serve them. If you plan on traveling out of state with your student during the school year, please let us know in advance, so we can discuss travel details and be certain we are within state guidelines when we enroll your student.

Each student must have an adult home teacher who accepts responsibility for teaching and monitoring progress throughout the school year. The home teacher is generally the parent or guardian. Enrollment is a two-part process: Registration via Brightways Learning online, and development of an Individual Learning Plan (ILP) for each student.

Registration

The following are required:

- Online Enrollment Application, including signed 'Terms of Agreement' (Home Teacher Agreement) <https://upstreamlearning.brightwayslearning.com//programs/1/signups/new>
- Copy of birth certificate

The following are also requested:

- Immunization Record (or Religious or Medical Exemption form) as per Alaska regulation 4 AAC 06.055
- Physical for School Entrance Exam – if attending public school in Alaska for the first time
- Student Record Request Form – if the student attended school previously
- Copy of most recent report card and state testing results -- if applicable
- Guardianship papers, IEP, 504 and/or Indian Ed forms -- if any are applicable

The parent will be notified of acceptance once the registration packet is received and reviewed. Upon acceptance, the parent (home teacher) will meet with the Upstream Learning contact teacher, in person or by phone, to develop an ILP for each student.

Development of Individual Learning Plan (ILP)

- The ILP is an individualized and comprehensive written summary of all subjects the student will

study during the school year. The ILP gives focus to the parent and student for the year

ahead and informs the contact teacher of what classes each student is studying, what curriculum is being used, and identifies the responsible use of state funding.

- The parent (home teacher) meets with the contact teacher to plan and/or finalize the ILP, then enters details onto Upstream Learning's online records portal (through Brightways Learning System – <https://upstreamlearning.brightwayslearning.com/>). We encourage older students to participate in this meeting and contribute input as well.
- To assist parents in planning the ILP, the Alaska Standards for English/Language Arts, Math and additional subject areas are located on the Alaska Department of Education website: <http://education.alaska.gov/standards/>
- The home teacher submits the ILP by October 1, or within two weeks of enrollment, for students who enroll after October 1. Once both parent and contact teacher sign the completed ILP, allotment funds can be released. All allotment expenditures must relate to a subject on the ILP. The ILP can be modified if the parent or contact teacher sees the need to make changes during the year (add/drop a class, modify curriculum choice, include tutoring, etc.). State regulations require that "...an individual learning plan for a student who has obtained a proficiency level of below proficient or far below proficient on the most recent administration of the statewide standards-based assessments... must identify strategies to move the student toward proficiency in the related subject." Alaska Regulation 4 AAC 33.421(4) (b)
Home Teacher and Upstream Learning Contact teacher will consult together to modify instruction as necessary.

Part-Time and Dual-Enrollment

Families in Alaska are entitled to enroll their children in a public education program part time. You may enroll your child part time at a local "brick and mortar" public school, private school, or home school, and part time in a statewide correspondence program such as Upstream Learning. Upstream Learning students enrolled in courses at another CRSD school (including High School Base Camp or Trek courses) must be dual enrolled. Courses in other CRSD schools are available on a space available basis only.

Enrollment in programs outside of the Copper River School District, enrollment in one or more courses at another CRSD school, or enrollment occurring after October 1 will cause a decrease to the student allotment accordingly. For each hour (grades K-6) or course (grades 7-12) that your child physically attends Glennallen, Kenny Lake, or Slana school, that school is entitled to count them for one quarter of the state enrollment for their education. Full time allotment for Upstream Learning students dual enrolled within CRSD will be reduced by 1/6 for each hour (grades K-6) or course (grades 7-12) taken at another CRSD school. Dual enrollment in programs outside of the CRSD will be reduced to the state enrollment formula proportionally. If you decide to enroll your child part time in two different public schools, please report this dual enrollment to both schools.

State regulations require at least 50% of a student's courses on the ILP must be in core academic subjects, whether that student is enrolled full-time or part-time. Core courses include: English, math,

social studies, science, technology and world languages. Additionally, a student enrolled in more than two Upstream Learning classes must take core courses in at least two different subject areas.

Commitment

We encourage you to remain with the program for the entire school year, both for continuity for the student and for the most effective use of our program funds. If you know in advance that your student will not be in the program all year, please discuss this with us before you enroll. Once enrolled, a student may not enroll full time in another public school, correspondence, or homeschool program.

Special Education and Student 504 Plans*

CRSD provides comprehensive educational services through the Special Education Department to all children ages 3-21 who have additional needs beyond those which can be generally met by the regular education program. Special Education programs for these children are cooperatively developed by a Child Study Team that includes the parent/guardian as a contributing member. Once a student has been referred, evaluated, and has qualified for services, this team plans an appropriate special education program (an IEP) for the child, identifying what services should be provided, by whom, and the specific schedule of services. If you have a child who may qualify for Special Education services, please contact the Upstream Learning office to speak with the Special Education representative. When enrolling a child in the Upstream Learning program who has previously been enrolled in Special Education, whether currently receiving services or not, it is important that the parent notify our office so we follow the proper steps of enrollment lined out by state regulations. This ensures that all parties are in compliance with Special Education laws. Students may enroll on a full-time or part-time basis.

If your child has a mental or physical impairment which substantially limits his/her ability to learn, an educational plan developed under Section 504 guidelines may entitle your child to accommodations and/or related services. Please discuss this with your contact teacher as the first step in determining whether an educational 504 plan is appropriate or necessary. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. A 504 plan is not part of Special Education

**Note: Fees for IEP-related special education services are not deducted from the student allotment. Please see Notices at the back of this handbook for Special Education enrollment guidelines and further information on 504 plans.*

Activities and In-District Eligibility

Upstream Learning staff will coordinate with parents to offer enrichment activities to our students, including clubs, classes, and other individual and team events that take place during the school year, such as Battle of the Books and Geography Bee. We encourage parents to become informed and involved in such activities. Our Upstream Learning classroom is available as a meeting place for group activities or classes, and parents and students are welcome to use this room. Check with our staff for a current schedule and availability.

- K-8 students who live within the Copper River School District boundaries are welcome to join after-school clubs and activities at their community's school. Participation fees will be the same as for any other CRSD public-school student.
- All homeschool high school students may participate in school-sponsored athletics, music, student government, and other activities administered by the Alaska School Activities Association (ASAA). They may participate at their chosen public "school of eligibility", and will abide by ASAA and CRSD eligibility rules, grade checks, and timelines the same as other team and club members. See CRSD Student Handbook and ASAA Handbook for details. <http://asaa.org/handbook-forms/>
- Upstream Learning high school students who reside in other parts of the state should check with their local school district regarding details of participating in sports and other activities at schools in their community. Students are directed to the ASAA website for details concerning legislation known as the Home School Law. AS 14.30.365 (c)(1) July 1, 2013)

Withdrawing from Upstream Learning

If you need to withdraw your child, please notify the Upstream Learning office as soon as possible, so we can keep accurate records. If you withdraw your child during the course of the year, or if your child is unable to complete the entire year's curriculum by the beginning of the next school year and chooses to transfer to another school, the grade level placement will be up to the receiving school's principal. Records will be sent to the enrolling school upon receipt of a student record request.

Upstream Learning staff may withdraw a student at any time during the school year if the home teacher does not comply with the Terms of Agreement (Home Teacher Agreement) accepted at the time of registration. Non-compliance includes: not responding to repeated communication attempts by the contact teacher or program office; not submitting ILPs, progress reports or student work samples for review by the due dates; or the student demonstrating little or no attempt to complete school courses by given due dates. We will work diligently with each family to support them in their homeschooling efforts, and we will give the home teacher a written plan and timeline in which to meet obligations before we withdraw a student.

When a student withdraws, the family may either buy (at a reduced price) or return non-consumable items that were purchased through allotment and that could be used again by families. Returned materials will go onto our resource shelves for future use. Check with the UL office to clarify which items should be returned. If a family has been reimbursed for a computer or other technology related item, then withdraws before that item has fully depreciated, the family will either return or purchase the item from CRSD at the depreciated cost.

CURRICULUM

When we speak of curriculum choices, we are really asking such questions as "What materials will you use to teach your children? Will you follow a particular program or approach? Will you use a packaged set of lessons, or will you design your own? What are the goals and objectives you want your student

to learn each semester? How will you assess student progress?” Curriculum choices are at the heart of a student’s educational experience. Parents as teachers have the privilege and responsibility to provide the very best they can for their children and their students. Good curriculum defines the expectations, the challenge, and the method of assessment necessary to accomplish specific goals and objectives. It also is the key to catching the student’s interest and developing his/her natural abilities. Curriculum choices available to homeschooling families today vary widely in style, delivery method, cost, and quality. Whatever the chosen curriculum, these five essential questions are useful in guiding the home teacher’s planning and teaching throughout the year:

- What do my students need to know?
- How will they learn it?
- How will I know if they have learned it?
- What will I do if they don’t learn it?
- What will I do if they already know it?

The home teacher and the contact teacher will work together to choose specific curriculum materials that are of an excellent standard and are well suited to the student’s individual learning style, abilities, and interests. These choices will be noted in the student’s Individual Learning Plan (ILP). Curriculum materials must be aligned to state standards, be of the same quality as those materials that the district offers in its other programs, and be approved by the CRSD Board of Education. Our certified contact teachers will assist the home teacher in developing the student’s ILP and will review proposed curriculum materials at that time. The Alaska Standards for English/Language Arts, Mathematics, and other content areas provide parent teachers with a guide towards academic expectations for their children. <https://education.alaska.gov/standards>

Core Subjects

For students in all grade levels, 50% or more of a student’s classes or courses on the Individual Learning Plan must be in these core subject areas: English/Language Arts, math, social studies (including history and geography), science, technology and world languages. An exception is made for a senior whose remaining graduation requirements include more than 50% non-core courses.

Basic Curriculum Types

There are several general types of curriculum approaches that will help define the materials you will choose for your child’s school year:

School-at-Home curricula are carefully designed programs that replicate the traditional school classroom and are sometimes referred to as “all-in-one” curriculum. They typically include everything needed to teach a student for the entire school year in each subject area: teacher’s guides, student lessons, worksheets and tests, and supplies needed for daily work. In some cases, lessons are completed at home and are emailed or sent via an Internet portal to a distance teacher who corrects the work and sends back results to the student. In other programs, the parent is supplied with the answer keys and takes charge of all teaching, correction, and grades. Packaged curricula are often a good choice for beginning home teachers as they gain confidence in teaching their own children. These

packaged curricula, which may include textbook and/or digital material, are designed for students primarily in grades K-8. Example programs are Oak Meadow and K12.

Alternative curricula are written to guide parents in teaching their children using a particular philosophy or homeschooling approach. Several examples include Waldorf, Classical education, Sonlight/BookShark literature approach, Well Trained Mind, Montessori, or the Charlotte Mason philosophy. Some parents teach unit studies, centering all subject areas around a chosen theme, with several themes covered throughout the school year. Some alternative curricula are pre-packaged and structured, and others allow parents flexibility by suggesting weekly goals or a list of recommended resources for the year. Many catalogs of homeschooling books and resources exist to assist parents in choosing materials for these curricula approaches. Libraries, online resources and local community resources are also useful for parents as they plan an alternative curriculum. All of these approaches require extensive home teacher involvement on a daily basis in planning, teaching, and assessment.

Online/e-Learning classes have increased rapidly as an option for students of all ages. The choices are varied and generally more expensive than parent-taught, text-book-only class options. Online classes come in two types:

- Synchronous distance learning occurs when the teacher and students log on to their computer during a set time at least once a week and meet for a 'live' class through a web conferencing program. Live Online Math and Aim Academy offer examples of synchronous programs.
- Asynchronous learning allows students to complete their work independently, whenever they please. Most online classes for homeschool students are asynchronous. This more flexible distance learning relies on technology such as an online syllabus, message boards, email, pre-recorded video lectures, podcasts, and blogs. Write At Home, NDCDE, and UnLock Math are examples of asynchronous learning.

Online classes generally have definite ending dates, so even though the home teacher is not responsible for teaching course content, s/he needs to monitor student progress carefully to make sure deadlines for assignments and tests are met. Open courseware classes, from providers such as Khan Academy, edX, Coursera or many universities, are generally free or low cost, offer instruction on an endless number of topics, and can be rich resources in a student's overall ILP, but the home teacher needs to check these classes out carefully for appropriate content and quality.

Before committing to any type of online course, a family must have an adequate computer and reliable Internet service. Student allotment funds can be used to reimburse Internet costs for up to \$80 per month and for nine months per year. The parent is responsible for researching Internet/online viability fully before signing their student up for an e-learning course.

Parent Designed Courses (PDC) can be developed by a home teacher in any subject area for any grade level. The goal of a PDC is to use the home teacher's expertise to develop an individualized class that will meet the needs of the student, yet meets or exceeds state standards for that particular subject. Home teachers are encouraged to refer to curriculum guidelines and the Alaska Standards when planning a course of study. Each course must be thoroughly described on a PDC form, approved by the

contact teacher, and submitted as part of the ILP. The form will include details such as: the subject and title of the class, curriculum materials that will be used, objectives and topics to be covered, projects planned, method of assessment and grading scale, semester(s) the course will be taught, and credit that will be granted (grades 9-12).

Blended curriculum allows the home teacher to gather resources from many different sources, based on the individual needs of the students in the family. The parent may choose different curriculum suppliers for different subjects, combine methods from several approaches, purchase one or more online courses, or purchase some packaged curriculum for certain subject areas and create Parent Designed Courses (PDC) for others. This approach takes careful planning and selection each school year, so that goals and objectives for each subject at a particular grade level are covered throughout the year, and so that all subject areas are tied together into a cohesive Individual Learning Plan for the student. Curriculum supply catalogs and websites provide a wide range of resources for parents who wish to design truly individualized instruction for their children.

As parents investigate these different curriculum approaches, our staff will offer assistance and support in developing a quality ILP for each child. Although state regulations don't allow CRSD to purchase or reimburse "sectarian" materials (teaching a specific religious doctrine), parents may purchase curriculum of their choosing as long as it meets the standards equal to other CRSD approved curricula. At least four courses on the ILP (considered full-time enrollment as per State guidelines) must meet the criteria of being fundable with student allotment and non-sectarian in content. Each family must meet the State's requirements for monthly contact, quarterly parent/teacher meetings, student work sample reviews, and ongoing assessment of student progress, regardless of which curricula choices are made.

Resource Materials

Since items purchased using allotment funds are technically the property of CRSD, families are asked to return non-consumable books, equipment, and other learning materials purchased using student allotment, once they are finished using them. These materials are added to our shelves of resource materials in our classroom and library, where they are available for other families to use. Before ordering, parents are encouraged to check the shelves or inquire of staff whether we already own desired curriculum materials. This helps each of us demonstrate responsible stewardship of our resources.

Approved Curricula

State regulations require "A correspondence study program...shall use curriculum materials, including textbooks and other instructional aids, that have been approved by the district, are of the same quality as those materials that the district offers in the district's other programs." (4AAC 33.421(4)(e)) The UL office keeps an ongoing list of approved curriculum sources and programs; the contact teacher will discuss approved curricula with families as they create the Individual Learning Plans.

TEACHING PARTNERSHIPS

Upstream Learning is a publicly-funded, home education program based on the premise that the student's home teacher, the school district's contact teacher, and any other tutors or instructors contracted by the family are working together in a partnership to provide quality education for the student. Each has a unique role in the student's education.

Home Teacher

The home teacher is the primary and most important member of the student's team. Each student must have a responsible adult (usually a parent or guardian) who commits to supervise, encourage, and instruct the student on a daily basis as his/her home teacher. The home teacher carries the primary responsibility of planning the Individual Learning Plan (ILP), making sure all curriculum materials are ordered, setting up a work space and daily schedule for the student, monitoring daily progress towards meeting goals and objectives, keeping track of assignments and grades, corresponding with the contact teacher on a regular basis (at least monthly), and other duties of a teacher that are set out in the Home Teacher Agreement.

We recognize that a home teacher's role is of utmost importance in the student's academic progress and achievement. We also acknowledge that teaching children at home is a full-time commitment that requires a parent to be readily available, especially in the K-8 grades. Consequently, we expect the home teacher to seriously consider the responsibilities listed in the Agreement before accepting them at the time of student enrollment. Failure of the home teacher to abide by this commitment may result in the student being withdrawn from the Upstream Learning program.

We feel it is optimal if an Upstream Learning high school student lives with a parent or guardian who is their home teacher and actively supports home education. In cases where this is not possible, the student will be required to find another responsible adult to act as the home teacher/mentor. Before enrolling a high school student who lives independently or where the parent is not regularly at home, we will meet with the student to discuss whether Upstream Learning is his/her best option for success.

Contact/Support Teacher

Upstream Learning provides a state-certified contact teacher whose primary responsibility is to support and encourage home teachers in the role of instructing their children at home. The contact teacher will share curriculum suggestions and assist the home teacher in developing an ILP that not only meets state and CRSD requirements, but is well-rounded, suited to the child's interests and abilities, and sets high yet achievable standards. The contact teacher is available by phone, video-conference, or in person to meet with parents for regularly-scheduled quarterly conferences, or whenever the parent has a question or needs guidance or support. The contact teacher coordinates both state-required testing for our students and special educational services offered to qualifying students in the program. The contact teacher will keep families informed of upcoming local events and other pertinent information through phone contact, email, the Headwaters Newsletter, and the program website. The contact teacher works with the Upstream Learning Advisory School Board, and also meets with the program principal, so that the needs of families are communicated regularly.

Independent Program Teachers

Some parents choose to use independent distance or online education programs that provide student curriculum, teaching guides for the parent, and/or advisory teaching services (examples are Calvert for grades K-8 and Aim Academy for high school grades). In these situations, a distance teacher is assigned to the student by the independent program for the duration of the course. The home teacher (Calvert) or student submits lessons to the independent program, and the assigned teacher assesses the lessons, and sends comments and grading results back to the student or Upstream Learning office to be recorded. Advisory teachers offer varying degrees of contact or services, as determined by the particular program. Once enrolled in a course with teacher support, we encourage families to use these services fully to help ensure student success!

Tutors and Lesson Instructors

Tutors and instructors are an important part of our Upstream Learning community. We are grateful for talented local residents who tutor students in various subject areas or teach small group classes (choir, foreign language, science, painting/drawing, robotics, for example) or individual lessons (voice, piano, guitar/strings) to our students during the school year, in various locations around the community. Families may contract with a private individual for tutoring or instructing a student in core subjects, fine arts, music and physical education, or other elective subjects, and may use student allotment for payment, if certain conditions are met. See the Allotment section of the Handbook for specific guidelines and the procedure for contracting with a tutor or instructor.

Advisory School Board and Parent Meetings

Upstream Learning is represented by our three-member Advisory School Board as per CRSD policy and Alaska Statutes. Their three-fold role is to advise staff on policies and procedures, listen to other's concerns and ideas, and partner with other parents, staff and CRSD administration to provide a quality education to our students. The ASB meets several times during the year with Upstream Learning staff to discuss and offer feedback on policy items that affect Upstream Learning students and their families. These are open meetings and are often combined with a general parent meeting where we discuss upcoming activities, share ideas, and lend support to each other.

ALLOTMENT/FUND ACCOUNT

The student allotment is an educational fund for meeting instructional expenses during the school year. All families enrolled full time with Upstream Learning prior to October 1 are provided with a yearly allotment, per student, as follows:

Grades 9-12: **\$2600**

Grades 5-8: **\$2100**

Grades K-4: **\$1800**

Pre-K siblings may enroll and use up to **\$200** from sibling accounts for their school needs.

Expenditures must be used for the student's instructional needs as described on the student's Individual Learning Plan (ILP). Each school year, an ILP must be developed by the home teacher and

approved by our contact teacher before allotment funds can be accessed. The ILP can be submitted any time after student enrollment or re-enrollment, prior to October 1 of the program year. Allotment funds may not be used by the district or parent to meet obligations for Special Education IEP services.

Guidelines:

- Once the contact teacher approves the ILP and the chosen curricula, families may purchase instructional materials. The parent may either submit an order form to our office staff, and we will place orders, or the parent may purchase items directly, then submit for reimbursement. Include a receipt for each item received, along with the reimbursement form. Approved curricula purchases are deducted from the student allotment. Allotments from students in the same family are combined, and the UL Office keeps a running tally of each family allotment.
- The allotment may be used for the student’s core academic program, as well as for supplemental materials, academic activities, tutoring services, reimbursement for computer purchase or Internet service.
- The program year begins on July 1 and runs through June 30 of the following year. Students are encouraged to enroll during spring/summer prior to the start of the school year; allotment funds are available beginning July 1.
- Allotment funds will be adjusted accordingly for students who enroll part-time or during/after the student count period in October. Please refer to the chart below for details.

Enrollment date	Allotment K-4	Allotment 5-8	Allotment 9-12
Prior to Oct 1 of program year	100% - \$1800	100% - \$2100	100% - \$2600
Oct 1 – Jan 31	50% - \$900	50% - \$1050	50% - \$1300
Feb 1 – Feb 15	25% - \$450	25% - \$525	25% - \$650
After Feb 15 of program year	No allotment	No allotment	No allotment

- Part-time students receive a portion of the above
 - Enrollment during 2nd semester is subject to approval by superintendent
- All reimbursement forms and receipts must be turned in by May 15 for the current school year. Pre-approved academic tutoring or classes/activities referenced on the student ILP are an exception; a Special Request form, including the amount needed for payment of the class or activity, must be submitted by May 15, so funds can be set aside; receipts must be turned in by June 30, when the Business Office closes out that school year.
- Receipts from previous school years, or for purchases prior to the student’s enrollment date or after a student withdrawal date, will not be accepted.

- Non-consumable items purchased with allotment funds are property of CRSD. Upon withdrawal from the program, families may purchase (at reduced cost) or return items that might have value to other families in the program.
- Students from the same family combine their allotment amounts into a family allotment, and purchases are divided between students from the same family.
- According to State regulation 4 AAC 33.421 (e), an employee of the district, including a certificated staff member may not advocate partisan, sectarian or denominational doctrine as part of the employee's instructional or other duties. Nothing in this subsection prevents a parent from providing supplemental instruction to the parent's own child using materials of the parent's choice, if the materials were not purchased with money provided by the department or district.
- Unexpended funds provided for student allotments will be carried over from one fiscal year to the next, provided the student continues to be enrolled in Upstream Learning.

Allotment Funds may not be used for:

- Annual passes or family memberships to a sports or recreational facility, with one exception: Funds may be used for membership if the student is provided lessons under the student's Individual Learning Plan and if the cost of the membership is prorated to include only the cost of the student's instructional time.
- Travel (transportation, food, lodging) or for expenses during or for any travel out-of-state, unless district governing body approves expenses in the out-of-state travel that are associated with direct instructional activities. This does not include funding for student travel for assessments or other required activities initiated by the district.
- Allotment will not cover cost for lost books, late fees, re-testing fees, or extension fees for online classes. These are the responsibility of the student/family.
- Fees for special education services are not deducted from the student allotment.
- Fees that allow entrance to a facility in which no instruction directly connected to a student's ILP is given.
- Religious, partisan, sectarian, or denominational textbooks or other curriculum materials.
- Payment for services provided to a student by a family member.
- Clothing, backpacks, uniforms, sports fees, or personal items.
- Pets and livestock.
- Furniture.

- Taxes, testing other than district-required assessments, parking fees.
- Entertainment.
- Permanent items that adhere to or enhance the value of a non-school facility.
- Items that are considered excessive by the school administrator.

Allotment Funds are limited in these cases:

- Musical instruments may not cost more than \$500, must be age-appropriate, and supported by continuing instruction.
- Sports equipment may not exceed \$100 per child per year.
- Career and Technical Education (CTE) supplies and equipment may not exceed \$500 per student per year.
- Upstream Learning families may use up to \$200 of their family's curriculum allotment for the educational needs of their pre-school children who are turning 4 years old by September 1. An Upstream Learning enrollment form must be completed for each pre-school child and a birth certificate provided.

Any equipment purchased with allotment remains the property of Copper River School District as it depreciates, and Upstream Learning families always have the option to purchase the equipment at the depreciated price. If you have questions regarding the use of the allotment, please call the Upstream Learning office for clarification.

Special Request Form (for pre-approval of payment)

Certain activities or equipment purchases are unique and don't fit into the categories of standard curriculum textbooks or materials, classroom supplies, or ongoing lessons/tutoring. If you wish to use student allotment to purchase these items, you will need pre-approval before placing an order or submitting a reimbursement for payment. Submit a Special Request form to the program office prior to the activity or purchase. We will notify you of approval or denial. The requested item or activity must support and clearly relate to the student ILP in one or more subject areas. Special requests are required for the following categories:

1. **Equipment** needed for a specific class included in the ILP. As per state regulation 4AAC 33.422(b), equipment items that are non-consumable are the property of CRSD. The family is responsible for researching a competitive price for such items. Certain equipment items have price limit guidelines. Unless otherwise agreed upon, the item will be returned to the program when a student withdraws, for later use by other students, or may be purchased by the family at the depreciated price determined by CRSD Business Office (ask UL office for current list).
2. **Learning activities, theater performances, field trips and summer classes** – These activities often require a tuition fee; if this amount is more than **\$50** per student, or the activity will take place out of state, please submit a Special Request for pre-approval and to request the

allotment funds be set aside. Families may submit one form for all family members attending the same activity. Student may request payment for the tuition portion of summer classes, during a summer extension that appears on the ILP. The activity must clearly support the ILP goals with an educational purpose, and may not be solely classified as entertainment.

3. **Internet reimbursement** – Internet fees for up to **\$80** per month for nine months can be deducted from the student allotment per school year. Families who state at the time of enrollment that they are schooling year-round may submit a Special Request for pre-approval of reimbursement for these extra months. Reimbursement does not cover installation of Internet access hardware. The Upstream Learning program is not responsible for information accessed over the Internet. If CRSD reimburses for Internet, the family is expected to communicate regularly with staff via email.
4. **Miscellaneous** – There may be items that clearly support the student’s education as per the Individual Learning Plan, but don’t fit into any other category above.

Activity Instruction and Tutoring for Core Subjects

Allotment funds can be used to pay for lessons, classes or workshops in fine arts, physical education or other areas of interest, as well as paying for tutoring or instruction in academic subject areas, if, according to state regulation:

- The instruction is not provided by a family member or a private or sectarian educational institution.
- The instruction is listed as part of the Individual Learning Plan designed for the student.
- The tutor is not vested with the primary responsibility to plan, instruct, and evaluate the student’s learning in the subject.

Although our office can offer suggestions, the parent is responsible for finding an available tutor and negotiating rate of pay, and place, time and length of sessions. The parent is also responsible to coordinate necessary forms at the time lessons or tutoring sessions are arranged. Check with the office to see if your chosen tutor or instructor has been previously approved by UL/CRSD. If not, please obtain a **vendor packet** from the UL office and request that the tutor or instructor fill it out and submit to our office before instruction begins or payment is made. Tutors and instructors should submit an invoice after services have been rendered, and they will be paid directly by CRSD. All invoices/progress reports must be turned in by May 15, unless prior arrangements are made for instruction given between May 15 and June 30.

Computer and Technology Purchases

Computer skills and Internet access are essential tools for learning and communication. We encourage our Upstream Learning parents to obtain a basic level of computer skills, so they can support their children in computer and online learning. We recommend students learn some basic computer skills by 3rd grade. Parents may purchase computers for student use using one of the following options. Please note that the District’s technology department does not guarantee ongoing tech support for families.

Direct Purchase Option (for families with students enrolled half time or more)

- **Grades K-4 Students**

Each Upstream Learning family with one or more students in Grades K-4 may purchase a computer of their choice and be reimbursed up to \$500 of the purchase price through student allotment. This option can be used once every four years. A second computer may be purchased if three or more students in grades K-4 are enrolled.

- **Grades 5-12 Students**

Each student may purchase a computer or tablet of their choice and the parent be reimbursed up to \$500 of the purchase price through student allotment. This option can be used once every four years.

- Parent should submit a Special Request form for pre-approval. If the student withdraws within the four-year period, the family agrees to purchase back the computer at a reduced price.

Lease Option

- At times used computers or technology devices that have been returned to Upstream Learning may be available for lease to families. The cost of the lease will depend on the depreciated value of the computer and will be deducted from allotment.
- If the student withdraws within the four-year period, the family will return, in good working order, or purchase the computer at the depreciated price.

Family Printer/Scanner

A family may purchase a printer or scanner of their choice and submit for reimbursement for up to \$150 toward the purchase. This option is available to families once every four years.

Technology Equipment Guidelines

A parent may submit a Special Request form for purchasing additional digital devices or electronic equipment for their family's educational program. We trust parents to use good judgment when requesting such items. The following guidelines apply:

- Begin by submitting a Special Request form to your contact teacher for approval. All items must have an educational purpose related to the student's Individual Learning Plan and be age (or ability) appropriate.
- After purchase, submit a Reimbursement form with receipt limited to no more than \$500. The family must have met program requirements and due dates before receiving reimbursement for such purchases.
- These items may not be upgraded each year, and damaged or lost items are not eligible for replacement using allotment funds.
- Any item that costs more than \$500 is considered CRSD "equipment", and must receive an asset tag from CRSD. Please contact UL staff to complete this process.

- If the family leaves the program before the item depreciates, they are expected to repay CRSD the current depreciated cost of the device or return the item in good working order.
- Educational apps may be reimbursed from student allotment, if the app is related to a student course on the ILP. Include name of the app on the reimbursement form.
- Reimbursements will not be paid on second-hand computers or equipment except professionally refurbished items.

Internet Filters

Upstream Learning families are responsible for regulating internet usage and access to the children in their homes. Allotment funds may be used to purchase internet filters.

Extended Warranties

Upstream Learning does not provide tech services on technology devices. An extended warranty costing no more than \$100 may be purchased or reimbursed from allotment for each device.

Depreciation Schedule

Parents and students wishing to purchase equipment or supplies, including computers and mobile devices that have originally been purchased with allotment funds, will use the following depreciation guidelines:

- One year old: 50% of the new purchase price
- Two years old: 25% of the new purchase price
- Three years old: 10% of the new purchase price
- Four years old or greater: \$1

Items are considered one year old at the end of the fiscal year in which the item was purchased. If an item was purchased during the last semester, the purchase price will be 75% of the new price.

COURSE GRADES AND PROMOTION

School Calendar and Due Dates

The program year, in relation to the allotment, begins July 1 and ends June 30. The school year consists of two semesters of two quarters each. We use the CRSD calendar as a guide to beginning/ending dates of quarters each year. ILPs and quarterly progress reports and student work samples will be entered on the Brightways portal by the home teacher by these due dates:

- October 1 Submit student ILP on Brightways
- October 31 1st Quarter Progress Report/Work Samples
- January 15 2nd Quarter /Fall Semester Grades/Work Samples
- March 31 3rd Quarter Progress Report/Work Samples
- May 1 Courses completed by graduating Seniors
- May 31 4th Quarter /Spring Semester Grades/Work Samples
- June 30 All paperwork finalized for Seniors
- August 15 Summer Extension ends

Grade K-8 students may move along at the pace determined by the home teacher, but the plan set out in the ILP must be completed before a student is promoted to the next grade and a new ILP is written. Grades 9-12 students have less flexibility, as described below under Course Completion. Although most families finish their school year in May, some families choose to school year-round or find themselves unable to meet due dates because of unforeseen circumstances. These families will maintain the ILP and Progress Report dates, but the Spring Semester Report will be due when the student completes course work during the Summer Extension, ending on August 15. Students will promote to the next grade level when all requirements of the current level have been completed. If a student withdraws before finishing his/her courses, the cumulative permanent record card will reflect an Incomplete for all unfinished courses.

Please Note:

- Students participating in Alaska School Activities Association (ASAA) activities, such as athletics or music events, must follow the local CRSD school calendar for grade checks and eligibility rules while participating in those ASAA activities.
- Seniors planning to participate in graduation ceremonies are encouraged to complete semester courses by May 1.
- All senior courses and paperwork must be completed by June 30.

Grades

Credits and grades will transfer into Upstream Learning if they come from a public and/or accredited school. Upstream Learning is accredited by AdvancEd, so credits and grades earned in Upstream Learning will transfer to other schools in the CRSD, State of Alaska, and across the country. We will work with families individually to determine high school credit for classes taken through an independent homeschool or non-accredited private school.

Academic grades will be recorded quarterly on the online Progress Report through Brightways. Proficiency grades will be used for grades K-5 and letter grades for grades 6-12. Letter grades will determine the student’s grade point average (GPA) in grades 9-12. Pass/Fail course grades are not calculated into the GPA. If an independent study program has a grade scale different from CRSD’s grade scale (below), that percentage grade earned will be applied to CRSD’s grading scale to determine the letter grade.

Grades K-5: Proficiency grades

Proficiency grades indicate student’s progress in meeting grade level expectations. The final score in Quarter 4 represents the student’s achievement.

ADV	Advanced	Demonstrates exceptional mastery and performance
P	Proficient	Consistently demonstrates mastery
DEV	Developing	Making steady progress towards mastery
BP	Below Proficient	Demonstrates inconsistent or insufficient mastery

Grades 6-12: Letter grades have the following meanings.

<u>Symbols</u>	<u>Numerical Value</u>	<u>Grade Points (High School Only)</u>
A = Outstanding Achievement	90-100%	4 (5 if weighted)
B = Above Average Achievement	80-89%	3 (4 if weighted)
C = Average Achievement	70-79%	2 (3 if weighted)
D = Below Average Achievement	60-69%	1
F = Little or No Achievement	0-59%	0
I = Incomplete Achievement of course objectives		
Pass/Fail		

- Straight letter grades only are given in Grades 9-12, with no + or – grades entered into GPA.
- High School semester grades will be entered in Brightways as 2nd and 4th quarter grades. 1st and 3rd quarter grades are progress grades only and will not appear on high school transcripts.

Weighted Courses and Grades

For high school students, a weighted grading system is used for Advanced Placement (AP) courses, dual-credit college courses in core-content subjects (English, math, science, social studies), or other honors or advanced-level, core-content subjects taken during the junior or senior year and pre-approved by the contact teacher (examples may include higher math, physics, chemistry). The weighted system adds one extra grade point to grades A, B, or C only (5 for A, 4 for B, 3 for C). For students transferring into the district, grades from AP, IB, and dual-credit, core-content college classes will be weighted.

Quarterly Parent/Teacher Meetings

The contact teacher’s responsibility is to “view student progress” quarterly. The home teacher will meet with the contact teacher to share work samples and demonstrate student progress; the 1st and 4th quarter meetings will generally take place at the Upstream Learning office or over the phone as a parent/student/teacher (PST) conference. Second and 3rd quarter meetings will be more informal around the Progress Report due dates. All home teachers will submit student progress (grades) each quarter and scan/upload student work samples into Brightways or submit samples in person or through the mail. **A work sample from each subject listed on the ILP is required.** Work samples can take a variety of forms, depending on the student’s grade level and the particular subject: daily assignment, quiz or test, written project or report, photo journal on CD, art work, oral reading, musical piece on MP3, etc. The purpose is to document that the student is progressing, so the work sample should be representative of the student’s work each quarter.

Course Completion Dates

Grade 9-12 students are expected to complete a 0.5 credit course in one semester and a 1.0 credit course in two semesters, so they should carefully consider the expected workload at the beginning of the semester. A Grade 6-12 student may drop a course within the first quarter of the semester when the student begins work on it, and it will not appear on the student’s report card or transcript. The

home teacher must notify the contact teacher and request an ILP change if dropping a course. If the student is enrolled in a course from an independent institution such as NDCDE or Aim Academy, the add/drop requirements from that program will apply.

If a Grade 6-12 student has not completed the course by the end-of-semester due date, a grade of Incomplete will be entered on the student transcript. **The student may request, in writing to the contact teacher**, one additional nine-week quarter (or the summer extension) to complete the course and obtain a letter grade and the appropriate credit. If the student has not completed course requirements after the additional quarter/extension, the letter grade earned to that point (including O's for incomplete coursework, tests, projects, etc.) will be recorded on the transcript and the course considered finished.

High school courses taken from an independent institution generally have their own built-in deadlines, which must be followed. Students should be diligent in keeping up with the course schedules, as it's very difficult to catch up once they've fallen behind. Student allotment may not be used to pay for extension fees or for test retakes from these institutions.

STUDENT ASSESSMENTS AND SCREENING

The Alaska Developmental Profile is completed for new students in Grades K-1 in the fall, and Grade K-2 students are assessed in the spring for progress in early literacy. Each spring, schools give the PEAKS assessments (Performance Evaluation for Alaska's Schools) in English language arts (ELA) and mathematics to students in grades 3 – 9 and science in grades 4, 8, and 10. Although there is no required test for Grade 11-12 students, the District provides opportunities for students to take the SAT, ACT and Work Keys. Upstream Learning students are encouraged to register and take these tests locally. MAP (Measures of Academic Progress), optional computer adaptive tests for Language, Reading and Mathematics, are offered at the Upstream Learning Center to students in Grades K-12 at least twice yearly. Parents have found MAP scores to be very useful in tracking student progress of basic skills.

Alaska Developmental Profile (K-1)

The purpose of the Alaska Developmental Profile (DP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year (or for 1st graders who did not attend kindergarten). Student skills and behaviors are defined by goals and indicators in five domains: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. This short profile is conducted by the home teacher during September and results are shared with the contact teacher. The Alaska Early Learning Guidelines are a resource parents can use to help guide children's development and learning at home. <https://www.bestbeginningsalaska.org/wp-content/uploads/EarlyLearningGuidelines-2.pdf>

Early Literacy Screening (K-3)

As a part of the system of student assessments required by Alaska State regulation, “each district shall administer an approved early literacy screening assessment tool at least once during each school year to all students in kindergarten, first, and second grades, and any third grade students identified as experiencing delays in attaining early literacy skills during the second grade.” This screening takes approximately 30 minutes in late spring.

PEAKS (Performance Evaluation for Alaska’s Schools) Grades 3-10

The PEAKS and the Alaska Science Assessment are designed to measure a student’s understanding of the skills and concepts outlined in the Alaska English Language Arts (ELA) and Mathematics Standards and the newly-revised Alaska Science Standards. This standardized assessment provides students the opportunity to show their understanding of important skills in these subject areas at their grade level. PEAKS helps demonstrate how well your child, Upstream Learning, and Copper River School District are performing. When administered over multiple years, this assessment informs parents on how far their child has progressed in their learning.

- The Alaska Department of Education and Early Development keeps parents and students informed of testing requirements and typically offers links to practice tests for all grades. UL staff also schedules times when students can come to UL and practice on our laptops. We encourage parents to use these resources with your children throughout the school year, prior to the testing.
- Upstream Learning staff will provide details in the Headwaters Newsletter as to when and where the tests will be administered. We work with families who live outside the Copper Valley area to set up a test site that is relatively near their home. Test results are shared with the parents when received.
- State regulations require that “...an individual learning plan for a student who has obtained a proficiency level of below proficient or far below proficient on the most recent administration of the statewide standards-based assessments... must identify strategies to move the student toward proficiency in the related subject.” 4 AAC 33.421(4) (b) The home teacher and Upstream Learning contact teacher will consult together to modify instruction as necessary.

HIGH SCHOOL STUDENTS

Home teachers/parents serve an important role in guiding high school students towards future plans, vocation, and lifestyle. The choices open to young people today are complex and ever-changing, and parent involvement is critical to help students plan and choose wisely throughout the high school years. We encourage parents and home teachers to remain actively involved as their student moves through high school and to take advantage of the resources offered by Upstream Learning and CRSD. A good place to start is CRSD’s Guidance and Counseling page, which provides information for parents, middle school, and high school students: <http://counseling.crsd.us/>. The Upstream Learning contact teachers also keep students up to date through the Headwaters Newsletter, with details of specific opportunities, deadlines, and resources pertaining to high school students.

Course of Study

To receive the regular high school diploma presented by the CRSD Board of Education, students will be required to complete a rigorous course of study that meets requirements established by the State Board of Education and the Copper River School District. Before a student enters 9th grade, we encourage both parent and student to meet with their contact teacher or CRSD guidance counselor to map out a high school plan for the next four years. Students should take note of district-required courses in both core subject areas and elective credit. CRSD requires **23.5 credits** to graduate, so students should plan to take six full credits per year (six courses per semester). Core subject courses that are taken beyond the number required may be taken as electives. Some courses are two semesters long (1.0 credit), and some are taken for one semester only (0.5 credit).

We provide students with a graduation requirement checklist that we update regularly, to help them keep track of their graduation requirement progress. Students are encouraged to consider their long-range college and career plans, as well as the requirements for the State of Alaska-funded Alaska Performance Scholarship (APS), when mapping their high school plan. Information about the APS is regularly updated at the Alaska Commission on Postsecondary Education's website.

http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship

(See further details in the Notice section).

Credit requirements for Upstream Learning/CRSD graduates

<u>Content Area</u>	<u># of credits</u>	
	<u>Class of 2018 and beyond</u>	<u>Class of 2021 and beyond</u>
● English/Language Arts	4	4
● Social Studies	3.5	3.5
● Math (Including Algebra 1)	3	3
● Science	3	3
● World Language, CTE, Fine Arts	1	1
● Technology	0	0
● Personal Finance	0	0.5
● Career Readiness	1	1
● Physical Education/Health	1	1
● Electives	7	6.5
<u>Total Credits</u>	<u>23.5</u>	<u>23.5</u>

Note: PE requirement of ½ credit may be waived if student participates on high school athletics team

Choosing High School Courses

High School courses can be taken from a variety of sources, including: online schools, independent correspondence programs, single classes offered by individuals or organizations, dual credit courses with a college or university, local CRSD courses, and Parent Designed Courses. The home teacher will confer with the contact teacher to make sure all planned courses are approved and added to the student's Individual Learning Plan. The general rule for obtaining high school credit is based on the

credit hour, which for CRSD is a minimum of 72.5 hours of instructional class time required per 0.5 credit, or a minimum of 145 hours per 1.0 credit.

Workplace Experience Credit

High school juniors and seniors can earn up to 1.0 elective credit toward their high school diploma under the Workplace Experience Program. A student can earn up to 1.0 credit over the course of a school year or during the summer. 180 hours is required for each 0.5 credit, and 360 hours for a full 1.0 credit. Contact the Upstream Learning office for a Workplace Experience packet and to meet with your contact teacher or the CRSD guidance counselor to plan for the experience and receive pre-approval. The student must enroll in this program prior to beginning the employment and grades will be Pass/Fail. The forms packet can be found on the Brightways Resources page.

Career Readiness Credit

Each Upstream Learning/CRSD high school student is required to take 1.0 credit of Career Readiness as Career/College preparation. Ideally, the student will be working on this training throughout high school, while developing a portfolio that will include such items as: ongoing transcript, record of student accomplishments, resume, career exploration and skills/interest surveys, workplace experience, and more, all for the purpose of developing a personal action plan following graduation. Students may accomplish this requirement in a variety of ways, using online resources or classes or independent study curriculum that is approved by your contact teacher. To reference the specific guidelines and a list of pre-approved courses for credit, check with your contact teacher.

Dual Credit and Advanced Placement (AP) Courses

College-bound high school students may get a jump on earning college credit by taking college courses that can be applied as high school requirements at the same time. These are called dual credit courses. Typically, a one-semester, 3.0 college credit class counts as 0.5 high school credit. Prince William Sound College (PWSC) in Glennallen may offer several dual credit classes each semester, but a student may take classes from other colleges or universities that offer accredited courses as well. If you are considering this option, please contact the Upstream Learning office for prior approval and to discuss the method of payment you will use. Student allotment may be used for purchasing dual credit courses, however college credit hours are generally more expensive than distance high school courses, so the student must plan carefully to use allotment funds wisely.

Students may also receive concurrent college and high school credit by taking Advanced Placement (AP) courses and passing the spring AP exams. These are challenging classes that give students an opportunity to take college-level courses while still in high school. AP courses are offered online through several accredited online schools. The AP program is governed by the College Board, with standardized exams given in late spring on a specified date and at specified locations. Students must register in advance to take these exams. Check with your specific university of interest to find out their requirements regarding AP classes and required grade achievement.

Note that both dual credit classes in core content subjects and AP classes are weighted when determining a student's GPA (1 additional grade point for an A, B, or C letter grade).

Challenging High School Courses for High School Credit

Students entering grades 9-12 and enrolled in Upstream Learning may challenge (petition) a course for high school credit. This option is designed to provide students the opportunity to demonstrate mastery through exam. It is not a process for credit recovery or course retakes. Speak to your contact teacher for details.

Early High School Credit

At times, middle school students who have demonstrated that they are advanced in one or more areas, may be prepared to earn high school credit for a high school course taken during the school year. Upstream Learning students will follow the policy set out by CRSD for these classes. The home teacher will discuss details and requirements with the contact teacher in the fall, while planning the student ILP. Credit is granted in the spring, once the student has met course criteria and obtained signed recommendation by parent, contact teacher, principal, and CRSD Board.

Summer Intensive Courses

Some excellent opportunities to take intensive summer classes for high school credit are available to Upstream Learning students. These may be different every year; two current examples are the Copper River Stewardship Program (sponsored by WISE and Copper River Watershed) and Alaska Business Week (sponsored by the Alaska Chamber of Commerce). These summer courses combine unique hands-on field projects and fun with high school credit. Other summer credit possibilities for Alaska students are offered through Rural Alaska Honors Institute (RAHI) and Alaska Summer Research Academy (ASRA). Your contact teacher will keep you informed of such possibilities through the Headwaters Newsletter, will coordinate with the program sponsors regarding high school credit (generally elective credit), and will work out the details of using the student allotment to cover full or partial tuition payment.

Cheating/Plagiarism

Students are expected to be responsible enough to do their own work. Plagiarism (copying from another source, including the Internet, without giving proper credit for the source) and cheating are serious issues and will not be tolerated. Zeros will be given on any assignments in question. Student athletes will not be nominated for recognition on any all-tournament, all-conferences, or good sport teams. All policies and consequences for cheating and plagiarism will apply to all Upstream Learning credit courses, including dual-credit college courses, e-learning classes, and Parent Designed Courses.

(Based on CRSD BP 5131.9)

Replacement of Grades

Students may retake a course through Upstream Learning with prior approval from the contact teacher. Students who repeat a course in order to raise his/her grade shall receive credit for the course only once. The highest grade received will be the permanent grade on the student's transcript.

(Based on AR 5121)

PSAT and College Entrance Exams

We recommend that juniors and seniors meet with the Upstream Learning contact teacher or CRSD guidance counselor to learn about college entrance testing. Upstream Learning students are encouraged to take the PSAT when it is offered locally, generally in early October. A student may register to take the SAT or ACT tests wherever they are offered, although both tests are given locally at least once during the school year. The student must enter a school number to register for the test; call our office to get this number. Registration takes place several weeks before the actual test, so plan accordingly. Information about these exams can be found at www.collegeboard.com or www.actstudent.org.

Graduation

Graduating seniors, whose school of record is Upstream Learning, are invited to participate in the Upstream Learning Program's formal graduation ceremony in May. Seniors and staff plan the ceremony, which celebrates each student's unique accomplishments and honors their home teachers and others who have supported and inspired them in their home education journey.

If an UL senior has a specific reason to opt out of UL's ceremony and participate with another CRSD School, he or she needs to submit a Graduation Ceremony Waiver form by August 31st of their senior year. The process requires parent, both principals, superintendent, and board approval.

Seniors are strongly encouraged to complete all spring semester courses by May 1st to allow time for final grades and transcripts to be completed. Once all required course work and documentation is finalized, the graduate will receive his/her final transcript and diploma. If a senior has up to 1.0 required credit remaining unfinished, he or she may walk in the ceremony, but will not receive an actual diploma until the requirements are met. If a senior chooses not to participate in a ceremony, the diploma will be mailed/available at the office. In order to be considered a graduate of the school year ending June 30, all required final grades and paperwork need to be submitted before that date.

Early Graduation: As per CRSD Board Policy, a student who wishes to graduate in a period of less than eight (8) semesters of attendance in a secondary school (grades 9-12), must obtain approval from the Copper River School District Board of Education.

- Early graduates having never attained senior status, via the eight semester rule, are ineligible for senior graduation honors.
- In order to be considered for early graduation, a student must present to the Superintendent a written request for early graduation signed by the student and the student's parent(s) or guardian(s). This request will be considered at the first meeting of the Board immediately following the request. A decision on the request will not be rendered until the second meeting of the Board following the request.
- The student may wish to attend the Board meeting where the request is first presented, to speak on his/her own behalf or to answer any questions the Board may have.

Honors: Salutatorian and Valedictorian honors will be decided on a case-by-case basis for all dual enrolled students who are enrolled in two CRSD schools their senior year.

Scholarships

Information on possible scholarships is available through the Upstream Learning office and Headwaters Newsletters or through the CRSD guidance counselor and Guidance and Counseling website (<http://counseling.crsd.us/>). Students are also encouraged to research possible scholarships through local community resources and on the Internet. Many scholarship applications will call for letters of reference and a resume', so students should gather several such letters from respected adults and spend time preparing an accurate resume' of their academic history, work/volunteer experience and skills/abilities. There's no need to wait until the senior year to seek scholarships, as many are open to juniors or even younger students. Over the past few years, the homeschooling community has gained the reputation of producing motivated, self-disciplined learners, so students should consider their home-schooling experience to be an advantage as they apply for scholarships and college entrance.

UA Scholars Award

The UA Scholars Award is a program of the University of Alaska that awards a \$12,000 scholarship to the top 10% of graduates from each qualified Alaska high school. Based on our enrollment, Upstream Learning may choose one student to receive this award. Students must be enrolled full-time in Upstream Learning during spring semester of the junior year to qualify. The award may be used for attendance at any UA campus statewide. Students are designated by their high school based on their academic standing at the end of the junior year, and a student application is not necessary. UA Scholars receive a fixed award amount for up to eight semesters, and it is not dependent on other financial aid received. The Process for Designating the UA Scholar is included in the appendix. More information on the UA Scholars program can be found at www.alaska.edu/scholars.

Alaska Performance Scholarship

The Alaska Performance Scholarship, ranging from \$2,378 to \$4,755 per year, is available to Alaska students who graduate from an Alaska high school, including Upstream Learning, and who:

- Complete a rigorous high school curriculum
- Achieve the required grade point average
- Achieve minimum college or career readiness test scores
- Attend an eligible program at an institution located in Alaska

Students and parents are encouraged to study the scholarship requirements early in their high school career, so they can plan their courses carefully during all four years. The annual award can be used for post-secondary training at any accredited college or approved career and technical program in Alaska. A student's eligibility amount varies based on GPA and test scores and is not based on financial need. Current information, including eligibility checklists for graduates and dates of frequent informational webinars, can be found at:

<https://acpe.alaska.gov/FINANCIAL-AID/AK-Performance-Scholarship>

(See the appendix for a copy of the APS checklist).

The following pages contain notices and forms that will be useful to Upstream Learning parents and students.

(This page intentionally left blank.)

Home Teacher Agreement Upstream Learning

School Year _____

As the home teacher for (student name(s) _____),

I understand my responsibilities, as listed below, and agree: (Please check each box)

As the home teacher for my students, I agree to, and understand my responsibilities, as listed below: (Please check the box at the bottom of this list)

- To develop an Individual Learning Plan (ILP) for my student that meets or exceeds Alaska standards and grade level expectations.
- To meet quarterly with the contact teacher, in person or by phone, to share student progress, grades, and work samples.
- To communicate monthly with the contact teacher, if my student performed 'below proficient' in the most recent standards-based assessment or does not have yearly scores on file.
- To provide a regular place for my student to work, to supervise daily school activities, and to organize a daily schedule that enables my student to complete the ILP before the start of the next school year.
- To notify the program office of changes in contact information, and to notify the contact teacher of extended out-of-state travel.
- To return to, or purchase from Upstream Learning, non-consumable curriculum materials, upon withdrawal from the program.
- I understand that enrollment is for the entire school year, unless other plans are agreed upon with UL staff. I will notify the Upstream Learning program office immediately if I need to withdraw my child.
- I understand that my student will receive partial (or no) allotment if enrolling mid-year.
- I understand that my student can be enrolled part-time in Upstream Learning and a second school, but not in two schools full-time. Allotment is partial for part-time students.
- I understand that if my child does not complete the entire year's curriculum and enrolls elsewhere, the receiving school will decide grade level placement.
- I understand that my student and I, as parent or guardian, have the same right to access the district appeal process as students and parents in the District's other schools.
- I understand that Upstream Learning students participate in yearly standards-based assessments (Alaska Developmental Profile for K-1, Early Literacy for K-2, and PEAKS for Grades 3-10).
- I understand that my student's ILP will be modified by parent and contact teacher to identify strategies to move toward proficiency if my student obtains a proficiency level of below proficient or far below proficient on the most recent administration of Alaska's statewide standards-based assessments
- I understand that I may choose my student's curriculum materials and will submit them for pre-approval by the contact teacher. Textbooks and curriculum purchased through allotment funds must comply with state regulations for district-approved, non-sectarian materials.
- I understand that if I fail to abide by the responsibilities listed above, my student may be withdrawn from the Upstream Learning program.
- I understand that checking the box below serves as my legal signature to the terms above.

I agree to all of the above terms as a condition of enrollment

Signature of Home Teacher

Date

Special Request Form

Date: _____

for Pre-Authorization of Payment
 Upstream Learning – Copper River School District
 P.O. Box 108, Glennallen, AK 99588 907-822-8526 or 822-8527

- As described in the Handbook, certain activities or equipment purchases need pre-authorization before requesting a requisition for ordering or a reimbursement for payment. The requested item or activity must clearly relate to the student ILP in one or more subject areas.
- As parent/guardian, you are requesting **in advance** that funds be set aside from your child’s allotment fund for the purpose described below. Once your request is approved, please submit either a requisition form for ordering or a reimbursement form for payment (with receipt).

Student Name(s):	Grade:
Parent(s):	Phone:
Category of request: (please check one)	
<input type="checkbox"/> Equipment Item requested: Cost: \$ How does this item support the ILP?	
<input type="checkbox"/> Learning activity/Field trip (if cost per student exceeds \$50) Activity planned: Date of activity: If direct instruction, name the instructor: Cost per student: \$ How does this activity support the ILP?	
<input type="checkbox"/> Internet reimbursement – maximum of 9 months per year (unless schooling year-round) and maximum of \$80/month is reimbursable; does not include installation costs Cost: Number of months: @ \$_____ per month = \$ _____ How does this service support the ILP?	
<input type="checkbox"/> Other – Cost: \$ How does this support the ILP?	

For office use only: Comments:

- Approved
- Not approved

 Staff signature

 Date

Process of Designating the UA Scholar(s)

Upstream Learning Copper River School District's Correspondence Program

Upstream Learning has a junior class with 14 or fewer students, so is eligible for one Award, as per the 'Program Information Booklet'. The following will be used.

1. Qualified candidates must be enrolled in at least four courses with Upstream Learning during spring semester of their junior year.
2. Qualified candidates must complete their junior year (at least 17.5 high school credits) by August 15, prior to the beginning of the senior year. This includes completion of course requirements and semester grades issued prior to the deadline.
3. The qualified candidate with the highest cumulative GPA as of August 15 will be selected as the UA scholar. Staff will determine the UA scholar(s) on or before September 1.
4. If no Upstream Learning student qualifies using the above criteria, then no name will be forwarded to the UA Scholar Program.

Current as of June, 2019

ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year. Visit fafsa.ed.gov

Required Curriculum (for all levels) Students can choose either curriculum option. <i>Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade contained in your high school's permanent student record.</i>	Math & Science Curriculum:		Social Studies & Language Curriculum:	
	Science (4 credits)	.....	Science (3 credits)	.....
	Math (4 credits)	.....	Math (3 credits)	.....
	Social Studies (4 credits)	.....	Social Studies (4 credits)	.....
	Language Arts (4 credits)	.....	Language Arts (4 credits)	.....
			World Language (2 credits)	..... <i>same language for both credits</i>

	Level 1	Level 2	Level 3
	UP TO \$4,755 <small>per year</small>	UP TO \$3,566 <small>per year</small>	UP TO \$2,378 <small>per year</small>
Required GPA	3.5 or greater	3.0 or greater	2.5 or greater
Required Testing	ACT/SAT: Use APS for degree or certificate		
<i>*"Certificate" means a career & technical education certificate and does not include associate's degrees.</i>	<input type="checkbox"/> ACT 25 SAT 1210* <small>*for SAT taken March 2016 or later</small>	<input type="checkbox"/> ACT 23 SAT 1130* <small>*for SAT taken March 2016 or later</small>	<input type="checkbox"/> ACT 21 SAT 1060* <small>*for SAT taken March 2016 or later</small>
	WorkKeys: Use APS for certificate only <small>A combination score of 13 or high or with no score below 4 is required in Applied Math, Locating Information, and Reading for Information</small>		
	WorkKeys 13	WorkKeys 13	WorkKeys 13



TEL: 907.457.0100

On track to qualify? Get ready to put your APS award to work! Download Initial Award and Continuing Eligibility Checklists at APS.alaska.gov

Questions? Visit APS.alaska.gov



ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year. Visit fafsa.ed.gov

APS QUALIFYING COURSES

Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record. Each requirement is for a complete unit of credit (half-credit courses count as half of a required APS course).

The State Board of Education & Early Development has published the following approved standard courses. Any course consisting of a complete unit of credit and matching the titles of the approved standard courses can be used to meet the APS curriculum requirements.

Public School Districts may also approve standard courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.

For private/homeschool students applying for the APS to the Department of Education & Early Development (EED) using the APS Eligibility Determination Application, the use of any additional courses to meet the APS curriculum requirements must first be approved by EED.

STUDENTS MAY ALSO USE APPROVED ADDITIONAL COURSES AS FOLLOWS:

Social Studies & Language Curriculum option:
Up to one additional course may be substituted for a standard course in each subject area (math, science, language arts, and social studies).

Math & Science Curriculum option:
Up to one additional course may be substituted for a standard course in math and language arts, and up to two additional courses may be substituted for standard courses in science and social studies. Additionally, for the Math & Science Curriculum option only, a foreign language, Alaska Native Language, American Sign Language, cultural heritage, or fine arts course may be substituted for one standard course of social studies.

Please note: Students in public school districts can select additional courses only from a list of approved additional courses provided by their district.

MATH

- standard courses
- algebra 1
- algebra 2
- geometry
- trigonometry
- pre-calculus
- calculus
- calculus 2
- statistics
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SCIENCE

- standard courses
- physical science
- earth science
- biology
- chemistry
- physics
- marine biology
- anatomy & physiology
-
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LANGUAGE ARTS

- standard courses
- composition
- American literature
- world literature
- speech & debate
- advanced composition
- creative writing
- British literature
-
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SOCIAL STUDIES

- standard courses
- world history
- American history
- geography
- American government
- civics
- economics
- Alaska history
- western civilization
- eastern civilization
- psychology
- sociology
-
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WAYS TO ACCESS APPROVED COURSES:

Several alternative sources to access approved APS courses are available (such as the University of Alaska or others). In most cases, a fee will be required to enroll in these courses. If you are considering using courses from outside of your school to qualify for the APS, ensure these courses are approved by your district.



Questions? Visit APS.alaska.gov



NOTICE

ENROLLMENT OF SPECIAL EDUCATION STUDENTS As per 4AAC 33.432 (State of Alaska Correspondence program regulations)

(a) A district that offers a correspondence study program shall enroll a special education student on the same basis as any other student. The district must ensure that the student's program meets all requirements of AS 14.30 and 4 AAC 52.100 – 4 AAC 52.790, including child find, provision of special education and related services, procedural safeguards, and the development of the student's IEP. The district must meet all requirements of applicable state testing and assessment under 4 AAC 06.710 – 4 AAC 06.790 for the student. If a special education student is enrolled in more than one district, the district with the responsibility under this section is:

1. the district that receives the larger share of the student's full-time equivalent count for state funding purposes under 4 AAC 09.040© and 4 AAC 33.430
2. if the student's full-time equivalent count for each district in which the student is enrolled is equal, the student's district of residence; or
3. if the student is enrolled in more than one statewide correspondence study program and the student's full-time equivalent count for each program is equal, the first statewide program that enrolled the student.

(b) A district may enter into individualized cooperative agreements with another school district to meet the requirements of this section.

Cooperative Agreement Process for Non-CRSD Students - The following process should take place before enrollment:

1. Copper River School District initiates a meeting with the student's local school district's special education department or representative to review the request for placement in CRSD's Upstream Learning program.
2. The parent participates in local school district IEP team meeting (includes CRSD representative) to discuss IEP goals, objectives, direct service, and related service needs in order to implement the delivery of services outlined in plan.
3. If Upstream Learning placement is desired, your local district is responsible for the amendment and implementation of the IEP and the related services outlined in the IEP. The amended IEP is then sent to CRSD for review. Allocation of all educational funding will be determined at the IEP meeting. Student allotment will be adjusted according to this allocation. In most cases direct services (speech therapy, evaluations, tutoring, etc.) will be provided by your local school district.
4. Your local district and Upstream Learning/CRSD staff will work together to develop an Individual Cooperative Agreement for those students enrolling dually in both programs. This agreement will be based on the objectives discussed and outlined at the cooperative IEP meeting.
5. The finalized agreement will be sent to the student's local district for its signature.
6. The parent will be contacted by Upstream Learning/CRSD staff to review course selections or modifications.
7. This process should be completed, if possible, by the count period in October.
8. If your local district and CRSD are unable to develop an Individual Cooperative Agreement, for a dual enrolled student that is satisfactory to both districts, the student will be unable to enroll in Upstream Learning's program. In this case, the local district will retain responsibility for the student's education.

NOTICES

Public Law 81-874 (Impact Aid)

Federal and state regulations require that each school make an attendance count on a designated school day. Every family with children in school must be responsible for providing the requested information. School funding is based on attendance count.

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act, which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone whom:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. Has a record of such an impairment; or
3. Is regarded as having such impairment.

A child with a diagnosis of ADD/ADHD is a "qualified disabled person" under Section 504 if (1) he or she is between the ages of 3 to 21, and (2) the disabling condition substantially limits the child's ability to learn or to otherwise benefit from his or her education program.

Educational plans developed under Section 504 guidelines are provided through the regular education program, but may entitle your child to accommodations and/or related services which are otherwise not normally available.

The Copper River School District recognizes the need for physical access to school facilities by individuals with mobility impairments. While not all buildings are fully accessible, each student with a mobility impairment will have an equal opportunity to educational programs within the District. Students are afforded the opportunity to have an accessibility study completed relating individual needs to the facility of choice to determine the appropriateness of that facility. Please contact the building principal with questions or requests.

In order to fulfill its obligation under Section 504, Copper River School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) ask for an explanation of any item in the records; 4) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and 5) a hearing on the issue if the school refused to make the amendment.

If there are any questions, please feel free to contact:

Special Education Office
Copper River School District
PO Box 108,
Glennallen, AK 99588-0108
Phone: 907/822-5356

NOTICE

Dear Copper River School District Parents/Guardians:

As a parent of a student in the Upstream Learning Correspondence program, you have the right to know the professional qualifications of the certificated teacher assigned to your child. Federal law allows you to ask for certain information about your child's teacher, and requires us to give you this information in clear language, and in a timely manner, if you ask for it.

You have the right to ask for the following specific information about each of your child's classroom teachers:

1. Whether the Alaska Department of Education and Early Development has issued an Alaska teacher's certificate to your child's teacher for the grade(s) and subject(s) he or she teaches.
2. Whether the Alaska Department of Education and Early Development has decided that your child's teacher can teach without being certified under state regulations because of special circumstances.
3. The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject area of the degree.
4. Whether any teachers' aides or instructional paraprofessionals provide services to your child and, if so, their qualifications.

If you would like any of this information, please contact:

Naomi Stickney, Board/Superintendent Secretary
P.O. Box 108
Glennallen, AK 99588
(907) 822-3234 ext. 223

NOTICE

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive federal funding. PPRA is intended to protect the rights of parents and students in two ways:

1. It seeks to ensure that schools and contractors make instructional materials available for inspection by parents/guardians if those materials will be used in connection with a U.S. Department of Education-funded survey, analysis, or evaluation in which their children participate; and
2. It seeks to ensure that schools and contractors obtain written parental/guardian consent before minor students are required to participate in any U.S. Department of Education-funded survey, analysis, or evaluation that reveals information concerning:
 - a. political affiliations;
 - b. mental and psychological problems potentially embarrassing to the student or his/her family;
 - c. gender behavior and attitudes;
 - d. illegal, anti-social, self-incriminating, and demeaning behavior; critical appraisals of other individuals with whom the respondents have close family relationships;
 - e. legally recognized privileged or analogous relationships, such as those of physicians or ministers;or
 - f. income (other than that required by law to determine eligibility for participation in programs, like free and reduced lunch, receiving federal financial assistance).

Complaints, based on specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred, may be filed by a parent/guardian to the Family Policy Compliance Office of the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Copper River School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on a School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605

NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Copper River School District, with certain exceptions, obtain parental/guardian consent prior to the disclosure of personally identifiable information from a child’s educational records. However, the Copper River School District and its schools may disclose directory information without written consent, unless advised in writing by the parent/guardian to the contrary. The primary purpose of directory information is to allow the Copper River School District or its schools to include this type of information from a child’s education records in certain school publications. Examples include:

- a printed program or playbill, listing student participants or performers in a music, play, or other school production;
- the annual yearbook;
- honor roll or other recognition lists;
- graduation programs;
- sports activity sheets, such as wrestling, hockey, basketball, volleyball, football, or baseball, listing grade, height, and weight of team members.

Directory information, which is information that is generally not considered an invasion of privacy if released, also, can be disclosed to outside organizations with a parent’s/guardian’s prior consent. Outside organizations include, but are not limited to, companies that take school pictures, manufacture class rings, print graduation announcements, publish yearbooks, or award scholarships/grants. In addition, two federal laws require school districts receiving federal funds under

the No Child Left Behind Act to provide military recruiters, upon their requests, with the names, addresses, and telephone numbers unless a parent/guardian has advised the district in writing he/she does not want his/her student's information disclosed without prior written consent.

The Copper River School District and its schools, also, have designated the following as directory information:

- name of student;
- participation in school-sponsored events, activities, and sports;
- age, grade, weight, and height of athletic team members;
- photographs;
- diploma, honors, scholarships/grants, or awards received;
- school(s) and dates of attendance;
- grade level;
- district and school publications.

If a parent/guardian does not wish the Copper River School District or its schools to disclose directory information from a child's education records without prior written consent, that parent/guardian must give written notice to the district or its school no later than two weeks after the start of the school year.

NOTICE

Alaska Statutes 2018, AS 14.03.015 -- State Education Policy

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Sec. 14.03.016. A parent's right to direct the education of the parent's child

<http://www.akleg.gov/basis/statutes.asp#14.03.015>

NOTICE

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act, reauthorized in January 2002 as part of the No Child Left Behind (NCLB) Act, ensures educational rights and protections for children and youth experiencing homelessness. A comprehensive summary of amendments may be accessed via the Copper River School District's website or obtained in person from the school district office in Glennallen, Alaska.

CITIZEN COMPLAINT PROCEDURE

Persons residing in the Copper River School District have the right to be critical of the district and its employees. School district employees, also, are entitled to various rights, including the right to the protection of due process of law. In order to satisfy any conflicting rights of citizens and district employees, the following procedures are established by the Copper River School District for processing complaints against employees, policies, practices, and procedures of the school district.

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's supervisor. This formal complaint process is reserved for complaints after informal discussions have failed to resolve the problem. In that case, a formal written complaint must be filed no later than thirty (30) days after the incident being complained about occurred. If the incident occurs at the end of the school year, a formal written complaint must be filed by June 30 of the current school year. Even after a formal written complaint is started, efforts may be made at any point in time

to accomplish satisfactory informal resolution of the problem. In no case, is there to be retaliation from either party because a formal complaint has been filed.

Directions for Processing a Complaint in the Copper River School District

- A person lodging a complaint against an employee should meet with the site administrator (principal or principal-teacher) of the employee to discuss the problem in an attempt to reach a solution.
- Any person who is dissatisfied with the result of such a meeting may wish to complete a Citizen Complaint Form.
- Send the completed Citizen Complaint Form to the Office of the Superintendent, Copper River School District, Post Office Box 108, Glennallen, Alaska 99588 (telephone 907-822-3234). A letter of receipt will be sent to the person filing the written complaint naming the person whom he or she will be working with to resolve the complaint.
- A copy of the completed Citizen Complaint Form will be provided to the employee against whom the charge or complaint is made with a request that the employee respond in writing through complainant's contact person within ten (10) working days after the receipt of the written complaint.
- If the complaint is not resolved in the previous step, the matter will be forwarded to the Superintendent, who shall issue a written decision in a timely manner, not to exceed thirty (30) days after receipt of the complaint by the Superintendent.
- If the person making the written complaint is not satisfied with the Superintendent's written decision, he or she may appeal the decision of the superintendent within thirty (30) days to the Regional School Board. The decision of the Regional School Board shall be final.
- If the complaint involves illegal discrimination or sexual harassment, the Citizen Complaint Form may be filed directly with the Office of the Superintendent or other appropriate government agency(ies). Formal written complaints involving student discipline or eligibility to participate in school activities will be referred to the site administrator, who shall issue a written decision. If the complaint is not resolved satisfactorily by the site administrator, his or her decision must be appealed to advisory school board before the complaint will be dealt with the Superintendent and Regional School Board.
- At any point after the Citizen Complaint Form process has been initiated, if a person filing the complaint indicates a desire to pursue litigation, or does in fact file a lawsuit, the school district's citizen's complaint process will be terminated. The school district, then, will turn the matter over to its attorney.

Community Relations E 1312.1

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

The concern is: (Be specific):

I have discussed this issue with:

I would like the following actions considered to alleviate my concern:

Name:

Address:

Phone:

Date: