

UPSTREAM LEARNING

Copper River School District Statewide Correspondence Program



Parent/Student Handbook 2010-2011

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Welcome to Upstream Learning

Some new things are happening with Copper River School District's Correspondence Program!

We've chosen a new name.
We've moved to a new location.
We've welcomed a new teacher.
We are seeking new students.

To reflect changes in distance education over the past few years - moving from traditional distance education classes to a truly individualized learning plan – we've chosen a new name. Upstream Learning 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 years.

We've moved down the hall at the School District Office in Glennallen. Our suite of rooms includes a family room, offices, shelves of resource books and materials for families, and our own classroom. We're in the north end of the former elementary building on the Glennallen School campus.

Stop in and meet us, or call us Monday through Friday between 8:00 - 4:30.

Ramona Henspeter has taken over the reins as the contact teacher for families. Ramona is a certified teacher who has recently completed the task of teaching her own three children at home in all subjects and grades. Lanette Phillips is the administrative assistant, and Michael Johnson is our principal, and also the superintendent of the Copper River School District.

We serve students in grades K-12, including those with special needs. We offer flexibility in curriculum choices and personalized support for families who reside in the Copper Valley and throughout the state. If you are an Alaskan family who loves learning and enjoys the challenge and adventure of homeschooling, we hope you'll join us at Upstream Learning!

Upstream Learning

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Upstream Learning is a public school program supervised by the CRSD Board of Education and the Alaska Department of Education and Early Development.

Accredited by the Northwest Association of Accredited Schools

ENROLLMENT

As a state-approved, accredited statewide program, Upstream Learning may enroll students in grades Kindergarten through 12th grade from all communities and school districts within Alaska. A student must be 5 years old on or before September 1st to enter Kindergarten and 6 years of age to enter 1st grade. The student must not have turned 20 years of age on or before September 1st, unless he/she qualifies for Special Education Services. All credits received through the program are transferable to other schools. Early enrollment ensures that curriculum materials will be ready for students to start their studies by the end of the summer.

According to state regulation, 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 be certain we are within state guidelines when we enroll your child. Parent/Guardian must agree to have Grade 3-10 students at the annual state-mandated achievement testing site in the spring. *4AAC 09.015(k)

Enrollment is a two-part process: Registration, and Development of an Individual Learning Plan (ILP) for each student.

REGISTRATION

Parent/Guardian completes a registration packet and submits to the Upstream Learning office. Include the following:

- Registration form – 2 pages, signed
- Student Record Request Form – if student attended school previously
- Photo-copy of birth certificate
- Immunization Record – up to date and signed, including TB test and reading taken within 90 days of enrollment
- Physical for School Entrance Exam – if attending public school in Alaska for the first time
- Photo-copy of most recent report card
- Guardianship papers if applicable
- Home Teacher Agreement Form

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

DEVELOPMENT OF INDIVIDUAL LEARNING PLAN (ILP)

- The ILP is an individualized and comprehensive written summary of all subjects your student will be studying during the school year. It includes each course or subject title, the curriculum materials to be used, topics to be studied, assessment method, lessons/tutoring or special projects and activities planned, and credit sought (if high school class). The ILP gives focus to the parent and student for the year ahead, informs the contact teacher of what each student is studying, and identifies the responsible use of state funding.
- The parent/guardian and the contact teacher meet together to plan and/or finalize the ILP, and both sign the form. Older students are encouraged to participate in this meeting and contribute input as well.
- Curriculum guidelines, to help parents in planning the ILP, can be found on the CRSD website or on the State Department of Education website.
- The ILP can be completed any time prior to October 1st, as the parent is planning curriculum for the year ahead. Allotment funds cannot be released until both the ILP and registration packet are completed and submitted. All allotment expenditures must key

into a subject on the ILP. If parent or contact teacher sees the need to change or modify the ILP during the year (add/drop a class, switch to different curriculum, include tutoring, etc.) the parent should submit an ILP Amendment form to the contact teacher.

COMMITMENT

We ask that you remain with the program for the entire school year, both for the sake of 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 when you enroll. At the time of enrollment, a student may not be enrolled full time in another public school or correspondence/homeschool program. After you have submitted enrollment forms to Upstream Learning, you are asked to remove your child's name from waiting lists of other programs.

PART-TIME and DUAL ENROLLMENT

Families in Alaska are entitled to enroll their children in a public education program part time. A part-time student is defined as one who attends a public school for less than “a day in session” (defined as anything less than four hours for 1st-3rd grades and anything less than five hours for 4th-12th grades). You may enroll your child part-time at a local public school, private school or home school and part-time in a statewide correspondence program such as Upstream Learning. This will cause an adjustment to the student allotment accordingly. For each hour (K-8) or course (high school) that your child physically attends their local public school, that school is entitled to count them for one quarter of the funding for their education. Upstream Learning would receive the remaining funds. (For example, if your child took band at their local school and the rest of their studies from Upstream Learning, their local school would receive 25% of the funding and the correspondence program would receive the remaining 75%). If you decide to enroll your child in two different public schools at anytime, you must report this dual enrollment to both schools. Failure to do so will jeopardize the student allotment. At least 50% of a student's coursework in Upstream Learning is required to be in core academic subjects: English/language arts, math, social studies, science, technology and world languages.

SPECIAL EDUCATION

The 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 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 or know of one who may benefit from any of the special education programs, please contact the Upstream Learning office to speak with the Special Education representative. To enroll 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 in order to go through 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 100% or less than full-time basis.

Note: Fees for IEP-related special education services are not deducted from the student allotment. Please see Notes at the back of this handbook for Special Education enrollment guidelines.

IN-DISTRICT ACTIVITY ELIGIBILITY

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. Upstream Learning high school students living

within boundaries of CRSD may participate in school-sponsored athletics, music, student government, and other activities falling under the Alaska School Activities Association. They may participate at the CRSD school located in their attendance area, and they will abide by ASAA and CRSD eligibility rules the same as other team and club members. Enrolled students from other parts of the state should check with the local school district regarding policies for participation in sports and other activities. Upstream Learning staff will coordinate with local CRSD teachers to offer enrichment activities to students, such as Battle of the Books, Geography and Spelling Bees, and other individual and team events that take place during the school year. We encourage parents to become informed and involved in such activities.

WITHDRAWAL

If you need to withdraw your child, call 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 return to another school, the grade level placement will be up to the receiving school's principal. Final grades will not be given for incomplete work. Records will be sent to the enrolling school upon receipt of a student record request.

Upstream Learning may withdraw a student at any time during the school year if the home teacher does not comply with the Home Teacher Agreement signed at the time of registration. Such non-compliance could include: not responding to repeated communication attempts by the contact teacher or office, not submitting ILP or student work samples for review, or the student demonstrating little or no attempt to complete school courses. We will work diligently with each family to support them in their homeschooling efforts, but in some cases, the student could be served better by a different method of instruction than Upstream Learning's home education.

At the time a student withdraws, please return all non-consumable items purchased with district funds to the program office. These materials will go onto our resource shelves to be available for other Upstream Learning families' use.

CURRICULUM

When we speak of 'curriculum choices', we are really asking such questions as "What books and 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?" Curriculum choices are at the heart of a student's educational experience. Parents and 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 evaluation 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 home schooling families today are extremely varied - in style, method, cost, and in quality.

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 written in the student's Individual Learning Plan (ILP). Curriculum materials must be aligned to state standards and be of the same quality as those materials that the district offers in its other programs. Our certificated contact teacher will meet with the parent to assist in developing the student's ILP and will review proposed textbooks and other curriculum materials at that time.

CORE SUBJECTS

For all grade levels, 50% or more of a student's classes or courses 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 curriculums are carefully designed programs that replicate the traditional school classroom and are referred to as 'packaged' or 'boxed' curriculum. They typically include everything needed to teach a student for the entire school year - teacher's guides, student lessons, worksheets and tests, and supplies needed for daily work. In some cases, lessons are completed at home and are mailed, 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 correction and grades. Packaged curriculums are often a good choice for beginning home teachers as they gain confidence in teaching their own children. These packaged curriculums are written for students in all grades. Examples are Calvert and Laurel Springs for elementary students, and BYU or North Dakota for high school students. K12's unique combination of computer-based instruction and textbooks is a unique packaged curriculum designed for 21st century students.

Alternative curriculums are written to guide parents in teaching their children using a particular philosophy or homeschooling approach. Examples of alternative curriculums are Waldorf, Classical education, Sonlight's literature approach, Five in a Row, 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 curriculums 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 curriculum approaches. Libraries, online resources and local community resources are also useful for parents as they plan an alternative curriculum.

Eclectic curriculum is a "mix-and-match" approach where the home teacher gathers 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, 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. Curriculum supply catalogs and Internet web pages provide a wide range of resources for parents who wish to design truly individualized instruction for their children.

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 meeting or exceeding state standards for that particular subject. Home teachers are encouraged to refer to curriculum guidelines from the Copper River School District, or Alaska Department of Education Grade Level Expectations (GLE's) when planning a course of study. Each course must be described on a PDC form, approved by the contact teacher, and submitted as part of the ILP. The form will include: 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 that will be used, semester(s) the course will be taught, and credit that will be granted (grades 9-12).

As parents investigate these different curriculum approaches, our staff will offer assistance and support to help guide parents towards developing a quality ILP for each child. Regardless of the curriculum materials chosen, 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.

RESOURCE MATERIALS

When families return non-consumable books, textbooks, and other learning materials that were purchased from the student allotment, we add them to our shelves of resource materials at the Upstream Learning Center, where they are available for other families to use. We are developing a database of these materials to assist parents in their planning.

APPROVED CURRICULUM

A list of curriculum materials and curriculum vendors currently approved by the CRSD Board of Education for use is available in the Upstream Learning office. This list is updated as parents recommend programs to us for review and approval, and it will be posted on the new website.

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

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 is the person who carries the 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 job that requires a parent to be continually available, especially in the K-8 grades. Consequently, we expect the home teacher to seriously consider the responsibilities listed in the Home Teacher Agreement, before signing 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 correspondence 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 some cases, this is not possible. 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 their best option for success.

CONTACT TEACHER

The School District provides a state-certified contact teacher whose primary responsibility is to support and encourage home teachers in their 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 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 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 state-required testing for our students, as well as special educational services offered to families in the program. The contact teacher will keep families informed of upcoming local events and other pertinent information through phone contact, email, and the program website. The contact teacher works with the Upstream Learning Advisory School Board, and also meets with the program principal/CRSD superintendent, so that the needs of families are communicated regularly.

ADVISORY TEACHERS

Some parents choose to use independent correspondence programs that provide student curriculum, teaching guides for the parent, and advisory teaching or counselor services (Calvert and American School are examples). In these situations, a teacher is assigned to the student by the correspondence program for the duration of the course. The student or home teacher sends lessons to the independent program, and the advisory teacher corrects the lessons, and sends comments and results back to the Upstream Learning office to be recorded. Advisory teaching services can be purchased using the student's allotment. Depending on the particular program, these services are sometimes an additional cost that must be purchased, or in some cases the cost is included in the price of the course.

TUTORS/LESSON INSTRUCTORS

Families may contract with a private individual to provide tutoring to a student in core subjects, fine arts, music and physical education, 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 ILP designed for the student.
- A certificated teacher who is highly qualified to teach the subject or the grade level, as appropriate, and who is employed by the program, has the primary responsibility to plan, instruct, and evaluate the learning of the student in the subject.

The tutor and the family will determine and agree upon the fee for tutoring or lessons. Tutors must submit a W-9 to be eligible for payment and should send invoices for payment to our office. The CRSD Business Office will pay the tutor (not the parent) directly for services. The parent will coordinate necessary forms with the tutor at the time lessons or tutoring sessions are arranged. More information on tutoring is discussed under 'Allotment'.

ALLOTMENT/FUND ACCOUNT

All families are provided with a yearly allotment, per student, as follows:

- Grades 9-12: **\$2200** (\$1100 per semester)
- Grades 5-8: **\$2000** (\$1000 per semester)
- Grades K-4: **\$1800** (\$900 per semester)

Allotments function as an educational fund account for the purpose of meeting instructional expenses for the student enrolled in the program. Expenditures must be used for meeting student's instructional needs as described on the student's Individual Learning Plan (ILP). Each school year, beginning July 1st, a written ILP must be approved by our contact teacher before allotment funds can be accessed. 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 curriculum, families may purchase instructional materials. The parent may submit a requisition 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 purchased along with the reimbursement form. Approved curriculum purchases are deducted from the student allotment.
- At least one half of the allotment must be used for the student's core academic program: English/language arts, math, science, social studies, technology or world languages.
- Remaining funds may be used for supplemental materials, academic activities, tutoring services, reimbursement for computer purchase, or reimbursement of Internet service.
- Combined funding for the subjects of fine arts, music or physical education may not exceed 15% of the base student allocation (check with our office for current figures).
- Allotments for students enrolled part-time will be adjusted accordingly.
- A student entering at the semester break will receive ½ the allotment. Students enrolling later than January 30th will receive a pro-rated amount for the number of months remaining in the school year.
- Allotment is available from July 1st through June 30th. Remaining funds do not roll over to the following year.
- All reimbursement forms/receipts must be turned in by May 15th for the current school year. Approved academic tutoring is the only exception; these requests/receipts must be turned in by June 30th.
- Receipts for previous school years are not accepted.
- All non-consumable items purchased with allotment funds are to be returned to the district upon completion of use or upon withdrawal from the program.
- Fees for lost books or late fees are the responsibility of the student/family.
- Fees for special education services are not deducted from the student allotment.

- The student allotment cannot be transferred from one student to another.
- According to 4 AAC 33.421 (d), certificated staff members may not advocate partisan, sectarian or denominational doctrine as part of the member's instructional or other duties as certificated staff for the district correspondence study program. All materials advocated by the district must be in compliance with AS 14.03.090. However, a parent may provide instruction to the parent's own child using materials of the parent's choice, if these materials were not purchased with money provided by the district.

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.
- Family 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.
- 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.
- Services provided to a student by a family member.
- Clothing, uniforms, physical education equipment or personal items.
- Pets and other animals.
- Furniture.
- Taxes, testing other than 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.

* As per state regulations, AS 4AAC 33.421 (g) 1-12

If you have questions regarding the use of the allotment, please call the Upstream Learning office for clarification.

SPECIAL REQUEST FORM (for pre-authorization 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-authorization before you can request a requisition for ordering or a reimbursement for payment. Submit a Special Request form to the program office by mail, fax, or email 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. The item will either be returned to the program upon student's withdrawal, for later use by other students, or may be purchased by the family at the depreciated price determined by CRSD Business Office.
2. **Learning activities and field trips** – Learning activities may include workshops and short-term classes requiring a tuition fee. Some field trips will also involve an entry or participation fee. If this fee is more than **\$50** per student, please submit a Special Request for approval and to request the allotment funds be set aside. Families may submit one form for all family members attending the same activity. Again, the activity must clearly support the ILP goals with an educational purpose, and may not be solely classified as 'entertainment'.
3. **Internet reimbursement** – Since staff and families are expected to communicate regularly through email and website, and many students use the Internet directly as part of their curriculum, Internet access fees for nine-months can be deducted from the student allotment per school year. Submit a Special Request at the beginning of the school year, then submit reimbursement form and receipts after payment has been made and service received. Reimbursement does not cover installation of the Internet access hardware. The Upstream Learning program is not responsible for information accessed over the Internet.
4. **Miscellaneous** – There may be items that clearly support the student's education as per the ILP, but don't fit into any other category above.

COMPUTER/TECHNOLOGY ALLOTMENT

Families may purchase their own computer of their choice and submit for reimbursement for up to \$500 of the purchase out of the student allotment. The reimbursement total includes the computer and any software or hardware to operate the computer. A family may also purchase a printer, printer/fax/scanner, or scanner and be reimbursed for up to \$150 toward the purchase. These options are available to families once every three years, provided there is sufficient funding available in the student allotment. Families with three or more children may purchase two computers and be reimbursed up to \$500 each. Each child's allotment will be charged equally for the computer purchase(s).

HIGH SCHOOL STUDENT COMPUTER PURCHASE

We recognize that a computer is a necessary tool for high school students, both for word processing and for accessing a vast array of online and DVD courses. Therefore, each high school student (Grades 9-12) may purchase a computer and be reimbursed up to \$500 out of their allotment funds once during their high school enrollment with Upstream Learning

(reimbursement over three years will be \$200/\$200/\$100). If they enter the program in 11th or 12th grade, the reimbursement amount will be less. This computer will remain the property of the student. Please submit a Special Request for pre-authorization before purchasing the computer. An original store receipt must be turned in with a reimbursement form. Second-hand computers purchased from individuals are not eligible for reimbursement.

TUTORING FOR CORE SUBJECTS

Some students can benefit greatly from tutoring. Allotment funds can be used to help pay for tutoring in academic subject areas. The parent is in charge of finding an available tutor, although our office can offer some suggestions. Request that the tutor fills out the **Tutoring Forms** and submits to our office, along with a W9 form. Payment for tutoring should be billed to the district after services have been rendered. The family and the tutor will decide how often the tutor sends in an invoice; all tutoring invoices must be turned in no later than June 30th. CRSD Business office will pay tutors directly once an invoice is received.

ACTIVITY INSTRUCTION FOR FINE ARTS, MUSIC OR PHYSICAL EDUCATION

Funding for all of these activities together may not exceed **15%** of the base student allocation. You may call the office to find out the current figure. Request that the instructor fills out the **Activity Forms** and submits to our office, along with a W9 form. Payment for services may be billed ahead of services rendered, and the instructor should bill the district directly. All invoices must be turned in by May 15th. In addition, the family will submit a grade sheet to the instructor to be filled out at the end of the session and submitted to the office upon completion. Students must be in good academic standing to be eligible for activity tutoring.

GRADES AND PROMOTION

The school year consists of two semesters of two quarters each. An Individual Learning Plan (ILP) will be written for each student at the beginning of each school year. For our recording purposes, the school year will officially begin when the other CRSD schools begin in late August. Although students may move along at their own speed, especially in the elementary years, the plan set out in the ILP must be completed before the next school year begins and a new ILP is written. Some curriculum options such as Calvert and BYU have deadlines of their own for completing a course. Students will promote to the next grade level when all requirements of the current level have been completed. Report cards will be sent showing this promotion.

High school students receive 0.5 credit for each one-semester course and 1.0 credit for each two-semester course they have completed. High school grade-level classification is as follows:

9 th Grade (Freshman):	0 - 4.5 credits
10 th Grade (Sophomore):	5 -10.5 credits
11 th Grade (Junior):	11 -15.5 credits
12 th Grade (Senior):	16 - 21.5 credits
Graduate (with Certificate of Achievement)	22 credits
Graduate (with Official Diploma)	22 credits + pass HSGQE

GRADES

Credits and grades are transferable into Upstream Learning Correspondence if they come from a public and/or accredited school. Grades and credits earned in Upstream Learning are transferable to other schools in the CRSD, State of Alaska, and across the country. If students withdraw before finishing their courses, their cumulative permanent record card will reflect an Incomplete for all unfinished courses.

Academic grades will be recorded quarterly on the progress report that is part of the student's ILP. Letter grades will be used for grades 4-12 and will determine the student's grade point average (GPA) in grades 9-12. Pass/Fail course grades are not calculated into the GPA. If a correspondence-study program has a grade scale different from CRSD's grade scale (below), the scale of that particular program will be used. Calvert has their own grading system which is used until final grades are received; then grades are transposed to CRSD's grade scale.

Grades K-3: Proficiency grades will be used.

Advanced	ADV
Proficient	P
Below Proficient	BP
Not Proficient	NP

Grades 4-6: Achievement grades will be used.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Grades 7-12: Letter grades have the following meanings:

<u>Symbols</u>	<u>Numerical Value</u>	<u>Grade Points</u>
A = Outstanding Achievement	90-100%	4
B = Above Average Achievement	80-89%	3
C = Average Achievement	70-79%	2
D = Below Average Achievement	60-69%	1
F = Little or No Achievement	0-59%	0
I = Achievement of course objectives incomplete		

Some courses may be taken as Pass/Fail, as indicated on the ILP.

High school students are expected to maintain steady progress once they have begun a course that is listed on the ILP. They should complete a 0.5 credit course within one semester (18 weeks) and a 1.0 credit course within two semesters (36 weeks).

For Parent Designed Courses (PDC) or other courses that the student is taking independent of an outside education institution, if the course is not completed at the semester's end, an Incomplete will be entered on the report card. The student may request one additional semester to complete the course to obtain a letter grade and the appropriate credit. If the course is still incomplete, the student will receive an F for the course. A high school course can be dropped 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. Submit an ILP Addendum to your contact teacher for such a change. High school courses taken from an independent institution (BYU or North Dakota, etc.) generally have their own built-in deadlines and guidelines, which must be followed.

QUARTERLY PARENT/TEACHER MEETINGS

The parent teacher will meet with the contact teacher at the end of each quarter to show work samples and demonstrate student progress. The students are encouraged to be a part of these meetings and share their learning with the contact teacher. For local families, these meetings will generally take place at the Upstream Learning office. Out-of-district families will meet with the contact teacher quarterly over the phone to discuss student progress, and will mail or scan student work samples to demonstrate student progress. Work samples from each subject listed on the ILP should be submitted. Work samples can take a variety of forms, depending on 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 best work. The parent/home teacher will document grades on the progress report form, and the contact teacher will accept the grade and record it on the student's permanent file.

ACHIEVEMENT TESTING

All students in the State of Alaska, in grades 3-10, are required to take mandated achievement tests each year. This testing gives parents, students, staff, and administration information about the student's progress in comparison to other students nationally. Testing sites will be designated in each major area where we have Upstream Learning students. Parents agree to bring their students to the designated test site when they sign the Home Teacher Agreement as part of enrollment. Test results are sent to the home as soon as they are received.

TERRA NOVA

These tests are given in February to only certain grades. Language Arts and Mathematics are the state-required portions of the test. We will notify parents of required grade levels, dates and test sites several weeks before the test occurs.

SBA (Standards-Based Assessment)

These required tests are administered to grades 3-9 in early April on three successive days. Students are tested in Reading, Writing and Mathematics, with certain grade levels given a Science assessment on a fourth day. These tests are not timed, so the student is allowed to work until he/she is finished. Generally, this will take 2-4 hours per day.

HIGH SCHOOL GRADUATION QUALIFYING EXAM

Students first take the HSGQE in spring of 10th grade, then every subsequent fall and spring until they pass all three sections. See details under 'High School Students' in this Handbook.

ANNUAL YEARLY PROGRESS

In order for Upstream Learning Correspondence program to meet Annual Yearly Progress (AYP), the attendance requirement must be met. This means that 95% of the age-appropriate students must be tested. We will inform you of these dates early in the school year. Please mark these dates on your calendar, so your student is available during the testing week. Only documented emergencies will be considered; our office must be notified of such an emergency as soon as possible.

SAMPLE TESTS

Sample practice tests for SBA's and HSGQE's can be viewed and printed from the State of Alaska web site at: http://www.eed.state.ak.us/tls/assessment/sba_ItemSamplers.html We encourage parents to use this resource with your children in the weeks prior to the testing.

Failure to attend achievement testing will jeopardize the student allotment and future enrollment.

HIGH SCHOOL STUDENTS

CHOOSING HIGH SCHOOL COURSES

When a student enters 9th grade, the parent and student are encouraged to map out a high school plan for the next four years, taking note of CRSD required courses and the total number of credits needed, both in core subjects and elective courses. Students are encouraged to consider their long-range career plans when choosing 9th -12th grade courses. Students should plan to take six full credits per year; some courses are two semesters long (1.0 credit), and some are taken for one semester only (0.5 credit). We will provide students with a graduation requirement checklist that we update regularly, to help them keep track of their progress. Current CRSD graduation credit requirements are as follows:

Credits Required	Courses Required
4.0	English
3.0	Mathematics
3.0*	Science
0.5	Alaska History
1.0	World History
1.0	U.S. History
0.5	U.S. Government
0.5	Economics
0.5	Physical Education
0.5	Health
1.0	Technology
6.5	Electives
22.0	Total credits required

* Junior or Senior students who have passed all three sections of the HSGQE may substitute one voc-ed credit for the third science credit.

Core subject courses that are taken beyond the number required may be taken as electives. We recommend that students who are capable and/or college-bound should extend their learning in these academic areas.

HIGH SCHOOL GRADUATION QUALIFYING EXAM (HSGQE)

The HSGQE is given to students beginning spring of their sophomore year. This test is required to earn a diploma. The test is given in three sections: Reading, Writing and Math, one per day. If a student passes all three sections, he/she has completed the HSGQE. If they fail one or more sections, they may retake the exam in the fall, then every spring and fall until all three sections are passed. A student who fulfills the credit requirements for graduation, but does not

pass one or more sections of the HSGQE, will receive a certificate of achievement and will be eligible to receive a diploma upon taking and passing all sections. Once this exam is passed, there are no other state-required exams.

WORK EXPERIENCE CREDIT

Students can earn as much as 3.0 elective credits toward their high school diploma under the Work Experience Program. The work must be done through an approved employer, and the student must enroll in this program prior to beginning employment. A student can earn up to 1.0 credit over the course of a school year for a minimum of 160 hours or 0.5 credit for 80 hours. One full credit (1.0) can also be earned over the summer for the same hour requirements. The student must be in the 10th, 11th or 12th grade to participate in this program. Contact the Upstream Learning office for a Work Experience packet.

DUAL CREDIT - COLLEGE/HIGH SCHOOL COURSES

College-bound high school juniors and seniors may get a jump on earning college credit by taking college courses that also count toward high school requirements. 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 Community College (PWSCC) in Glennallen offers 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 method of payment.

Students may also receive concurrent college and high school credit by passing Advanced Placement (AP) courses. These are challenging classes that give students an opportunity to take college-level courses and exams while still in high school. Upstream Learning and CRSD do not offer AP courses as part of the standard curriculum, but we will assist interested and capable students in finding appropriate AP courses (offered online) as part of their ILP. The AP program is governed by the College Board, with standardized exams given in May at specified locations only. Students must register in advance to take these exams.

COLLEGE ENTRANCE EXAMS

Juniors and Seniors can meet with either the Upstream Learning contact teacher or the guidance counselor at the local high school to receive information on college entrance testing. Correspondence students are tested at the same time as other district students for the PSAT (taken the junior year), SAT and ACT exams. Information about these exams can be found at www.collegeboard.com. A student does not have to attend the school where they plan to take the test, however the student must have 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.

SCHOLARSHIPS

Information on possible scholarships is available through the Upstream Learning office or through the CRSD guidance counselor. 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. Many scholarships are open to juniors or even younger students, so seek out these opportunities! Over the past few years, the homeschooling community has gained the reputation of producing motivated, self-disciplined learners. Students, consider your home-schooling experience an advantage and not a hindrance as you apply for scholarships and college entrance.

GRADUATION

Graduating Upstream Learning students are welcome to participate at either Glennallen or Kenny Lake High School's graduation ceremony in May. If you would like to consider this option, please notify our office at the beginning of your senior year, so we can coordinate with the school for announcements, diploma, cap and gown, and other details.

Seniors should complete all spring semester courses by May 1st to allow time for final grades and transcripts to be completed. Once all needed course work and documentation is finalized, the graduate will receive his/her final transcript and diploma. If a student chooses not to participate in a ceremony, the diploma will be mailed to the graduate.

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 their 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 schools their senior year.

UA SCHOLARS AWARD

The UA Scholars Award is a scholarship which can cover eligible expenses such as undergraduate tuition, fees, room, board, books, supplies, and other educational costs incurred for attendance at any University of Alaska campus. Students eligible for the Award are designated by their high school based on their academic standing at the end of their junior year. Upstream Learning students are eligible to compete for this award. Ask your contact teacher for further information.

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.

*******NOTICE*******

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.

*******NOTICE*******

**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

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:

Byron Rice, Special Education Director

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:

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

Yours truly,

/s/ Michael Johnson
Superintendent

*****NOTICE*****

The Copper River School District, as part of a continual concern for the welfare of all district children, is conducting a "**Child Find**" or a search for any children, ages 3-21, who may be in need of special help, training, or challenges in some area(s). The District believes that **ALL CHILDREN CAN LEARN** and that among children, there are many different cultural backgrounds, abilities, needs, aptitudes, interests, and ambitions. Each child is unique with some strong and/or weak points. Some children learn very quickly in some areas and need special help to keep them challenged. Others seem to have difficulty in developing skills in some areas and need special help to grow or progress; as they have the potential for doing.

The earlier children receive this help, the greater the difference it can make for them.

If you are aware of children who you believe might benefit from special help, or if you need more information on the characteristics or development levels of children, please contact:

Byron Rice, Special Education Director
P.O. Box 108, Glennallen, AK
Phone: (907) 822-5356

*****NOTICE*****

Military Recruiters

A new NCLBA provision (Section 9528) requires ESEA-funded LEAs to give military recruiters or higher education institutions the names, addresses, and telephone numbers of secondary school students on request. A student or his/her parents may request that his/her information not be released without prior consent, and schools must notify them of the right to make this request.

In addition, LEAs must provide military recruiters “the same access to secondary school students as is provided generally” to postsecondary educational institutions or prospective employers.

*****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.

*****NOTICE*****

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*****

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 director information from a child's education records without prior written consent, that parent/guardian must given written notice to the district or its school no later than two weeks after the start of the school year.

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.

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: _____