

Cordova Correspondence School



~~2025-2026~~

2026-2027

Handbook

Cordova School District
PO Box 1330
675 Second St.
Cordova, AK 99574

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Contact Us

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General Information

About CCS

The Cordova Correspondence School was created to better meet the needs of students and to provide a connected home-school experience for families who choose an alternative instructional approach to the brick-and-mortar building.

CCS Site Link

The information from this handbook, including digital forms, can be found on the [CCS website](#).

Eligibility

CCS will accept any students who reside within the Cordova City School District boundaries and are at least five years old by September 1st of the current school year.

Academic Year

The Cordova Correspondence School follows the same calendar as all Cordova School District Schools. School calendar(s) can be found at <https://www.cordovasd.org/> under Menu – Calendars.

Grade Level Placement

Grade level placements up to and including grade 8 will be based on age. Consideration may be requested by the parent for grade placement based on other factors. For advanced placement, documentation, assessment scores, or work samples may be required prior to approval. High School students will be placed according to credits achieved with proper documentation.

Parent Rights & Responsibilities

Monthly Contact with CCS Coordinator

Monthly contact is required between a CCS parent/guardian and the CCS Coordinator to monitor student progress. This can be done by email, phone call, in-person meeting, or other contact as mutually arranged.

Quarterly Review (Submit Work Samples & Grades)

At the end of each quarter, CCS parents/guardians will be required to:

- Submit a copy of several work samples for each subject/course on your child's ILP
- Use CSD grading scales to determine grades for each subject/course on your child's ILP
- Submit the grades to the CCS Coordinator, who will review the work samples to determine that the grades submitted are accurate

State Testing

CCS students in grades 3-10, including part-time students, are required to take the state-mandated test.

Chromebooks

CCS students (grades K-12) may check out a district-owned Chromebook and must follow all of the same procedural and acceptable use policies that all CSD students follow in regards to school-owned technology. See the "Technology" section for more information.

Non-Discrimination

No parent, guardian, student, applicant, or employee shall be discriminated against. Cordova School District complies with all Federal and State Anti-Discrimination Statutes and Regulations.

Accidents

Cordova School District can assume no responsibility for accidents occurring during homeschool classes, workshops, field trips, or any other activities supervised by parents or a private vendor/contracted service provider.

Appeal Process

The student and parent have the same right to access the district appeal process as students and parents in the district's other programs (*4 AAC 33.421*).

Alaska Developmental Profile

The Alaska Developmental Profile is part of the comprehensive system of student assessments required by AS 14.07.020(b) and 4 AAC 06.710. It is a developmental profile for each student entering kindergarten or first grade (if their profile wasn't submitted entering kindergarten) in each school in the district, which includes CCS. The purpose is to identify, record, and summarize the skills and behaviors students demonstrate upon entry to school, based on teacher observations.

Student skills and behaviors are defined by whether students are consistently demonstrating 13 goals and indicators in the following five domains from Alaska's Early Learning Guidelines:

- Physical Well-Being, Health, and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Cognition and General Knowledge
- Communication, Language, and Literacy

Enrollment, Withdrawal, and Re-Enrollment Information

When to enroll

CCS has an open enrollment policy for the entire school year, which means a student can enroll at any time. However, a student must enroll by September 30th to receive the full allotment amount. See “Allotment & Reimbursement Information” for more information.

Course Requirements

Students can be enrolled part-time or full-time in CCS. To be considered full-time, a student must be enrolled in a minimum of four subjects/courses through CCS.

Whether full-time or part-time enrolled, at least 50% of the subjects/courses a student takes through CCS must be in core subject areas of English, Math, Social Studies, Science, Technology, World Languages, or courses required by a student's IEP if the student is receiving special education and related services under 4 AAC 52.

Exceptions can be made for seniors who do not need core courses in order to fulfill graduation requirements.

Enrollment Process

Here are the steps to enroll in CCS:

1. Read through this CCS Handbook.
2. Complete a **Cordova Correspondence School Enrollment Application** ([Appendix A](#)).
3. Choose the curriculum you'd like to use with your student.
 - Refer to the “Allotment & Reimbursement Information” section for the allotment amount available to spend on curriculum and educational materials.
 - Refer to the “Curriculum Information” section for approved curriculum options.
4. Complete a **Cordova Correspondence School Individual Learning Plan** ([Appendix B](#)) for each course/subject your student plans to take with CCS. Primary and supplemental curriculum and educational materials used for the course/subject will be listed on the Individual Learning Plan (ILP). The ILP also serves as a checklist for the district's reporting requirements and a tool for verifying approved purchases when requesting reimbursement. [Click here to see an example of a completed ILP form.](#)
5. Submit the Application and ILP forms to the CCS Coordinator for review. This can be done in the following ways:
 - Drop off the completed forms to any office in the school district (Mt. Eccles, CHS, or District Office)
 - Mail completed forms to Cordova School District, c/o CCS Coordinator, PO Box 1330, Cordova, AK 99574
 - Email the completed forms to the principal at the school based on your child's grade level.
6. The Application and ILPs will be reviewed for approval, to verify that the courses/subjects and curriculum materials are appropriate for the student and the curriculum materials are approved by the district to qualify for reimbursement. The CCS Coordinator will contact you either by email or phone to let you know when the ILP has been approved. Then you can order the curriculum and get started.

After Enrollment: Parent Responsibilities throughout the school year

CCS Parents will have the following responsibilities throughout the school year:

- Have contact with Cordova School District's CCS Coordinator on a monthly basis.
- Provide appropriate instruction to your student based on your child's ILP.
- Submit a copy of several work samples for each subject/course on your child's ILP at the end of each quarter.
- Use CSD grading scales to determine grades for each subject/course on your child's ILP at the end of each quarter, and submit the grades to the CCS Coordinator for verification.
- Have your student participate in the state testing for students in grades 3 - 10.

Special Education

A district that offers a correspondence study program shall enroll a special education student on the same basis as any other student (*4 AAC 33.342*). Parents interested in enrolling a student who is eligible for special education services should contact the Superintendent to ensure the student's needs are addressed completely in compliance with her/his Individualized Education Plan per the State Special Education Handbook for the current year.

Dual Enrollment

Dual enrollment applies to a CCS student who is enrolled in multiple programs, whether brick-and-mortar schools or other correspondence programs within or outside the school district.

If a student qualifies for dual enrollment, a CCS Dual Enrollment Form (Appendix C) will need to be completed and submitted with the enrollment application. This ensures that the student is not counted as more than one full-time equivalent for funding purposes (*4 AAC 09.040e*) and verifies that they are not taking similar courses with CCS that they are taking with another education program (*4 AAC 33.430*).

Withdrawal Information

A parent may withdraw their student from CCS at any time by notifying the CCS Coordinator. If the student is enrolling at Mt. Eccles or CHS, the parent will also need to notify the appropriate school office. A CCS Withdrawal Form (Appendix E) should be completed and submitted to the CCS Coordinator. Parents will be informed at the time of withdrawal that:

- All materials purchased with allotment funds must be returned to Cordova School District or purchased by the family within 30 days of the withdrawal date.
- If materials are not returned or paid for within 30 days, a certified letter will be sent requesting their return or purchase of the materials.
- After 60 days, Cordova School District will take corrective action if materials are not being returned or purchased. Parents are financially liable for damaged or missing items.

Technology equipment checked out from CSD must be returned in the original packing. Parents will be financially liable for technology equipment and/or software that is missing or damaged.

Purchase requests or reimbursements dated on or after the withdrawal date will not be honored.

Student records may not be released until all parent obligations are fulfilled and financial obligations met.

When a student withdraws from the Cordova Correspondence School, they usually are enrolling in another school or correspondence program. Students will be withdrawn from the program in conjunction with Alaska state law, which states that the exit date is the earlier of:

- the date when notice is received from the parent or guardian that the student will no longer participate;
- the date when the student enters and attends another school full-time;
- 30 calendar days after which no contact is made or correspondence is received from the student, parent, or guardian.

Re-Enrollment Information

A student may re-enroll in CCS anytime during the school year. Re-enrollment only applies to a student who has previously been enrolled in CCS during the current school year, since a new CCS Enrollment Application and ILP must be submitted at the beginning of each school year.

To re-enroll a student, a CCS Re-Enrollment Form (Appendix F) will need to be completed and submitted to the CCS Coordinator.

Allotment & Reimbursement Information

What is an allotment?

The district provides an allotment for each CCS student, which is an amount parents/guardians can spend on educational materials for their enrolled CCS student. The allotment is for the entire school year and is based on the number of courses/subjects a student takes through CCS. Allotment money is used to purchase materials, services, or activities that support the student's instructional needs as described in their Individual Learning Plan for each course.

How much is the allotment?

Below are the allotment amounts for CCS students in grades K-12. A student must be enrolled in CCS by September 30th to receive the full allotment amount listed below. If a student enrolls in CCS after September 30th, the allotment amount will be prorated based on the student's date of enrollment and their FTE status. Please check with the CCS Coordinator for details.

Number of courses	Allotment Amount	Full-Time Equivalent Status (FTE)
4 or more courses	\$2,000	1.00 FTE (considered part-time)
3 courses	\$1,500	.75 FTE (considered part-time)
2 courses	\$1,000	.50 FTE (considered part-time)
1 course	\$500	.25 FTE (considered part-time)

Cordova School District maintains a detailed account of allotment funds available for each student enrolled. This information is available to parents from the CSD Business Office, as requested. The district may not permit the transfer of money between student fund accounts except in the case of families with multiple students enrolled (*4 AAC 33.422*).

What can I purchase with the allotment?

Allotment money can be used to purchase a variety of educational materials or services which support the student's learning outlined in their Individual Learning Plan. All expenses must be listed on the student's Individual Learning Plan and approved by the district to be considered for reimbursement.

Curriculum for each ILP course/subject should be chosen from the approved curriculum listed in the "Curriculum Information" section to be considered for reimbursement. If you have questions, please contact the CCS Coordinator before purchasing curriculum or materials.

Purchases are initially made by the parent/guardian and then reimbursed by the district using the assigned allotment amount (see "Reimbursement Procedure" section for details).

Some examples of allowable expenses:

- **Curriculum packages:** Oak Meadow, Blackbird & Co., Math-U-See, etc.
- **Curriculum materials:** textbooks, workbooks, audiobooks, e-books, teacher manuals, etc.
- **Online subscription-based programs:** Time4Learning, IXL, Rosetta Stone, Mystery Science, etc.
- **School supplies:** notebooks, paper, pens, pencils, rulers, whiteboards, dry-erase markers, etc.
- **Literature:** picture books, novels, poetry, etc.
- **Subscription boxes:** Raddish Kids, Kiwi Crate, Little Passports, Tinker Crate, etc.
- **Social Studies materials:** globes, maps, timelines, atlases, etc.
- **Math manipulatives:** flashcards, base-ten blocks, counters, protractors, compasses, calculators, etc.
- **Science supplies:** experiment kits, dissection materials, microscope slides, etc.
- **Art supplies:** brushes, various paint/drawing media, canvas, sketchbooks, clay, etc.
- **Physical Education:** athletic equipment, dance classes, swimming lessons, etc. * See "Lessons, Tutoring & Instructional Venues" for details
- **Music:** instrument rentals, music lessons, etc. *See "Lessons, Tutoring & Instructional Venues" for details
- **Technology expenses:** printer ink, paper, etc.
- **Internet Services:** Up to \$60 per month/family *see "Internet Services" for details

Internet Services

Allotment money can be used for internet services if the student is using an online program for primary instruction. Households can receive up to \$60 per month. A Reimbursement Request Form (Appendix D), a detailed internet bill, and proof of payment should be submitted for three months at a time.

Lessons, Tutoring & Instructional Venues

A parent may use allotment money to contract with a private individual to provide tutoring or lessons to a student as long as the tutoring is for an approved subject, part of the student's Individual Learning Plan, not provided by a relative, and is approved by the correspondence program (*4 AAC 33.421i*). An individual who provides tutoring or lessons should be licensed to provide that service. Please see the list of requirements when submitting receipts/invoices for lessons, tutoring, or instructional venues in the "Reimbursement Request Procedure" section.

When can I spend my allotment?

Allotment amounts can be used for purchases during the current school year. Please refer to the CSD School Calendar (which can be found at <https://www.cordovasd.org/>) for specific start and end dates. In general, receipts dated prior to or after the current school year will not be considered for reimbursement. Allotment amounts apply to a single school year, and unused allotments do not roll over to the next school year.

Information about Materials Purchased with Allotment

Materials purchased with allotted funds are Cordova School District property. Care of these materials is the responsibility of the parent. All non-consumable items will either be turned into the school district or purchased from CSD when the student leaves the program for any reason (*4 AAC 33.422b*). If an item is returned to a manufacturer or supplier, the CSD Business Office must be notified and funds returned to the District.

Reimbursement General Information

The allotment for a CCS student is used for reimbursement. Reimbursement requests will be reviewed by the CCS Coordinator for approval. Items must be listed on the student's Individual Learning Plan and approved by the district to be considered for reimbursement. *[Note that reimbursement requests will be processed when all purchased materials have been returned to the District, excluding generally identified consumable resources.](#)*

When to Submit Reimbursement Requests

Reimbursement requests will only be considered after a student is enrolled in CCS and their Individual Learning Plan is approved by the CCS Coordinator. Reimbursement requests can be submitted anytime during the school year, up until May 10th. Multiple reimbursement requests can be submitted for a single student throughout the school year, but a new ILP Reimbursement Request Form should be completed each time.

Reimbursement Request Procedure

To request reimbursement, please submit to the CCS Coordinator a completed ILP Reimbursement Request Form (Appendix D) along with original receipts for the items listed on the form. The form and receipts can be dropped off at any school office or mailed to Cordova School District, c/o CCS Coordinator, PO Box 1330, Cordova, AK 99574.

Information about receipts:

1. Please mark which student(s) the receipt is for and to whom the reimbursement should be made.
2. Receipts, invoices, and sales slips will be verified. Fraudulent submissions are a crime and will be reported to law enforcement officials.
3. Missing or illegible information will result in processing delays.
4. Price tags, estimates, generic receipts, incomplete receipts, and gift card receipts are NOT acceptable receipts.

Items used by multiple sibling students may have the cost evenly distributed between the different student accounts (internet expenses, for example).

When requesting reimbursement for **lessons, tutoring, or instructional venues** the following needs to be included on the receipts/invoices:

- Vendor's name, address, phone number
- Student's first and last name
- Date(s) of service
- A detailed description of service
- Breakdown of costs associated with the service*
- Duration of service in hours/minutes
- Balance due or amount paid and form of payment
- Vendor signature on the receipt/invoice (indicating services/lessons were provided)
- Parent signature on the receipt/invoice (indicates parental approval of the charges)
- When attending camps, clinics, leagues, clubs, and entrance to a facility that requires a membership, the parent must provide a completed registration form.**
- When renting or rent-to-own of instruments we must have a copy of the original instrument contract with instrument pricing and then a closing receipt. Rent-to-own instruments become the property of Cordova School District once the agreement is paid off.

*Missed lessons/sessions fees with a tutor will not be reimbursed.

**An annual pass or membership for the student may be purchased for entry into a sport or recreational facility in which the student is provided lessons under the student's Individual Learning Plan. The cost of the pass or membership is prorated to include only the cost of the student's instructional time.

Curriculum Information

Information about CCS Curriculum

CCS has approved curriculum resources for you to choose from. Please see the "Recommended Approved CCS Curriculum" section below. Primary and supplemental curriculum purchased with allotment money should be chosen from the approved curriculum list or approved by the CCS Coordinator before purchase. [*Curriculum resources used in the schools are also approved for use. A comprehensive list may be found on under the Instructional Resources At-a-Glance website at: <https://sites.google.com/cordovasd.org/cordovacurriculumsite>*](#).

Approved CCS curriculum resources follow state regulations:

- Curriculum materials, including textbooks and other instructional aids, have been approved by the district (4 AAC 33.421d).
- Partisan, sectarian, or denominational doctrines are prohibited in curricular materials (AS 14.03.090) as well as any discrimination based on gender (AS 14.18.060).
- Textbooks, services, and other curriculum materials are aligned to state standards (AS 14.03.310).
**state standards can be found at education.alaska.gov/standards*

Note: No district employee may advocate religious, partisan, sectarian, or denominational doctrine as part of the employee's instructional or other duties, yet nothing 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 district* (4 AAC 33.421e). This includes a faith-based curriculum.

Choosing Primary Curriculum

Primary curriculum is used as the main source of instruction for each course/subject. Some options when choosing primary curriculum are:

- Purchase a curriculum package that covers all core subject areas, electives may be included
- Mix-and-match curriculum from different vendors for different subjects
- Use online subscription-based curriculum for some or all subjects

Supplemental Curriculum

Supplemental curriculum can be used to support learning and enhance the primary curriculum chosen for each course/subject. Some examples of supplemental curriculum include:

- Literature (novels, picture books, etc.)
- Subscription Boxes
- Online programs or resources
- Workbooks or textbooks

Recommended Approved CCS Curriculum (by subject)

MULTIPLE SUBJECT PROGRAMS
Oak Meadow K-8, complete curriculum packages
Time4Learning K-12, online courses for all subjects, electives for 7-12
Edgenuity K-12, wide selection of online courses

MATH
HMH Into Math K-8, currently used at Mt. Eccles, links conceptual understanding with procedural practice
GoMath K-8, uses 5E instructional model
Math in Focus: Singapore Math K-8, uses visual models and hands-on learning
Everyday Math K-6, spiraling of instruction & practice
Reveal Math K-12, focuses on growth mindset, meaningful math connections, targeted personalized learning
Glencoe Math 6-12, used at CHS 9-12, focuses on conceptual understanding, application, and procedural fluency
Math-U-See K-6, systematic and cumulative approach using a logical sequence of concept instruction, multisensory
IXL K-6, a supplemental online program currently used at Mt. Eccles, comprehensive curriculum, real-time diagnostic

ENGLISH LANGUAGE ARTS
Wonders K-6, currently used at Mt. Eccles, focuses on conceptual understanding, fluency & application
Blackbird & Company K-12, literature-based curriculum
All About Reading K-6, scripted multisensory reading program
Fish Tank K-2, develop students into critical readers, writers, and thinkers.
Amplify CKLA 3-5, core literacy program
Amplify ELA 6, core literacy program
Saxon Phonics K-3, combines systematic, explicit instruction with daily practice opportunities
Sonlight Phonics Program K-4, phonics-based reading instruction, spelling, handwriting, grammar & creative writing
StudySync 6-12, rigorous, culturally-relevant content integrating print & digital curriculum

SPELLING
Spelling You See K-6, focused on letter patterns and designed around short, daily activities
All About Spelling K-6, scripted, organized by level
Sequential Spelling K-12, multi-sensory approach teaches spelling by word families, digital & print options
MCP Spelling Workout 1-8, phonics-based using practice, cross-curricular reading passages, and writing activities

HANDWRITING
Handwriting Without Tears K-6, uses developmentally appropriate instructional methods

SCIENCE
Delta Education: Science in a Nutshell K-6, currently used at Mt. Eccles, hands-on curriculum w/textbooks, designed for 1-3 students
Inspire Science K-12, uses 5E instructional framework
HMH Into Science K-5, combines hands-on learning with ELA-based science instruction
Alaska Seas & Watersheds Curriculum K-8, lessons & units on marine and associated watershed science
Mystery Science K-6, currently used as supplemental curriculum at Mt. Eccles, offers relatable explanations to science questions

SOCIAL STUDIES
Story of the World K-6, read-aloud 4-volume series covers human history from ancient times until the present
IMPACT Social Studies K-5, inquiry-based learning using student magazine & online component
HMH Into Social Studies K-6, inquiry-based learning using student magazines & online learning
McGraw Hill Networks 6-12, offer teacher-directed, inquiry, or project paths to teach curriculum

LANGUAGE
Rosetta Stone K-8, world language program
National Geographic Learning Series K-12, English language programs

7-12 GRADE & COLLEGE COURSES

Apex Learning 9-12, various online courses [AK Course List](#)

Pearson 9-12, various online courses

Alaska History Course 9-12, online curriculum designed to teach Alaskan high school students about their state

Prince William Sound Community College 9-12, college courses

BYU Independent Study 9-12, college courses

North Dakota Div. of Ind. Study (NDCDE) 7-12, various courses

University of Alaska Anchorage 9-12, college courses

University of Alaska Fairbanks 9-12, college courses

University of Alaska Southeast 9-12, college courses

University of Nebraska Independent Study High School 9-12, accredited online high school

University of Missouri High School 9-12, college courses

Purchasing Approved Curriculum

Approved curriculum can be purchased from public, private, or religious organizations with student allotment (AS 14.03.310). Below are other vendors that sell approved CCS curriculum. However, curriculum can be purchased from any source. Please note, not all curriculum available on these sites are CCS-approved.

Vendor Options for Purchasing Curriculum:

Rainbow Resource Center www.rainbowresource.com

Sonlight www.sonlight.com

Teach Children www.teachchildren.com

The Curriculum Store thecurriculumstore.com

Timberdoodle timberdoodle.com/

Amazon www.amazon.com/

Barnes & Noble www.barnesandnoble.com/

Curriculum used at Mt. Eccles and CHS

If you plan to enroll your CCS student in Mt. Eccles or CHS sometime during the school year, it would be advisable to consider the curriculum currently being used in the schools to help the transition be as smooth as possible. This curriculum is noted in the “Recommended Approved CCS Curriculum” list. For information about the curriculum used at CHS, please contact the CCS Coordinator.

Other Approved Curriculum

The following curriculum is also approved and will qualify for reimbursement if listed on the ILP.

MATH
Math Expressions PK-6, inquiry-based, interactive instruction
Math in Focus: Singapore Math K-8, uses visual models and hands-on learning
Saxon Math K-6, scaffolded instruction & continued review of concepts
McGraw-Hill My Math PK-5, intuitive lesson format and digital tools to develop customized content
Right Start Math K-6, uses visualization of quantities, de-emphasizes counting, provides strategies & games for learning facts
Horizons Math K-6, uses a spiral learning technique
Singapore Math PK-8, uses Singapore math approach
BuzzMath 1-8, online math program
Illustrative Mathematics 6-12, problem-based curriculum for 21st-century learners
Mathseeds ages 3-9, supplemental program, online math lessons & games

ENGLISH LANGUAGE ARTS
Open Court Reading K-5, uses systematic, explicit instruction
Explode the Code PK-4, multisensory program geared to improving literacy with direct, systematic, phonics instruction
Explode the Code Online PK-4, online multisensory program geared to improving literacy with direct, systematic, phonics instruction
Happy Cheetah PK-4, teaches reading skills in the context of stories
Vocabulary Spelling City PK-12, online game-based activities to practice spelling, vocabulary & phonics
Reading Eggs K-6, supplemental program, online reading games & activities
Write Source K-12, handbooks for writing

Supplemental Online Educational Resources

The following supplemental online educational resources will qualify for reimbursement if listed on the ILP.

EDUCATIONAL GAMES

ABCya K-6, Educational games for Math & ELA

SplashLearn K-5, Complete K-5 math learning program

Starfall PreK-3, educational games in Math, ELA, Music

ABC Mouse Ages 2-8, educational games, multiple subjects

TYPING PROGRAMS

Typing Club lessons, videos and games to teach typing

Typing.com lessons on typing, digital literacy, coding, and word processing skills

Typing Agent adaptive lessons using gamification

Epistory Typing Chronicles adventure game for desktop computers to practice typing

CONTENT AREA RESOURCES

Khan Academy free math lessons

XtraMath math practice and games

Reflex Math math-fact fluency online program for grades 2+

Storyline Online children’s books read by famous people

Epic digital library for kids (books, audiobooks & videos)

CommonLit reading passages & questions for grades 3-12

Ducksters content and games for all subjects

National Geographic Kids videos, games, and information

BrainPOP (grades 3-8+) & **BrainPOP Jr.** (grades K-3)

animated videos, games & activities for all subjects

Deep Space Sparkle K-6 art lessons & curriculum

Grading Information

Quarterly Reports

Parents/guardians will determine a grade for each course/subject on their child’s Individual Learning Plan (ILP) using the appropriate grading scale in this handbook. At the end of each quarter, the following must be submitted to the CCS Coordinator for review:

- A grade for each course/subject on their child’s ILP using the appropriate grading scale
- 2-3 work samples for each course/subject on their child’s ILP **work samples should reflect the curriculum or materials purchased using allotment money*

The CCS Coordinator will review the work samples to verify that the grades submitted for each course/subject are an accurate reflection of the student’s work. Report cards will be mailed after the end of each quarter.

A grade or other determination that the student has met the standards for a course may also be determined by the certified teacher responsible for the course, as in the case with APEX or college courses (4 AAC 33.421).

Grading Scales

Grading scales for the Cordova Correspondence School are the same scales used in Cordova School District schools. Specific skills monitored in Kindergarten are listed on the “Kindergarten Academic Skills Checklist” (Appendix H), which can be used for reference, not for CCS grading purposes. Courses receiving an “Incomplete” may not be counted towards credit for enrollment requirements (4 AAC 33.426).

Elementary Students Grading Scales (Grades Kindergarten - 6th)

Grades 1-4		Grades 5-6	
Progress Toward Standard		Letter Grade Scale	
4	Exceeds Standard	A	90-100%
3	Meets Standard	B	80-89%
2	Approaching Standard	C	70-79%
1	Area of Weakness	D	60-69%
	blank box standard not assessed	F	0-59%
I-Incomplete			
W-Withdraw			

Junior High and High School Students Grading Scales (Grades 7th - 12th)

A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%

C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	0 - 59%

P/F	Pass/Fail
I	Incomplete: An incomplete is given only when a student’s work is not finished because of illness or other excused absence. If not made up within two weeks, the incomplete will become an F.
WF	Withdrawal Failing

Grading Systems for High School Courses (Grades 9th - 12th)

Grades received for high school courses will be counted on the following scales. Because of the extra work involved, the evaluation system for Advanced Placement courses are weighted to reflect the rigorous nature of these courses.

Grades received for high school courses will be counted as follows:		
A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	D- = 0.7
B = 3.0	C- = 1.7	F = 0.0

Grades received for Advanced Placement courses will be counted as follows:		
A = 5.0	B- = 3.7	D+ = 2.3
A- = 4.7	C+ = 3.3	D = 2.0
B+ = 4.3	C = 3.0	D- = 1.7
B = 4.0	C- = 2.7	F = 0.0

Technology

CCS students may check out a district-owned Chromebook and must follow all of the same procedural and acceptable use policies that all CSD students follow in regards to school-owned technology.

Below is the Parent/Student Contract from the Cordova School District's Chromebook Policy Manual. This is not the complete Chromebook policy manual. All students and parents are required to read and be familiar with the Chromebook policy before signing the Signature Page. The Chromebook policy and related signature page included in the [Technology Use Agreement](#), can be acquired from the CSD Information Technology (IT) Department.

Please review the policies and resources at <https://cordovasd.org/en-US/technology-5ce46b5e>.

Students and parents must sign all contracts, forms and releases before a Chromebook will be issued. Cordova School District fully expects that all members of the school community will use the computer systems in a responsible, appropriate, and legal manner. The following are the general terms of this contract:

1. The school's Internet connection should be used only for research or information gathering that is directly related to academic assignments or extracurricular projects supervised by the school staff faculty.
2. During school hours, game playing, listening to music or watching videos on computers is not allowed unless they are authorized by a teacher and directly related to a school assignment or activity.
3. Students in those grades in which notebook computers are required are expected to bring their computers to school each day with the battery fully charged. Computers should be plugged in each night to assure a full charge the following day.
4. E-mail (or any other computer communication) should be used only for legitimate and responsible communication between students, faculty, and the outside world. Rude, abusive, threatening, or otherwise inappropriate language is not permitted.
5. Students may access only those files that belong to them or which they are certain they have permission to use.
6. Files stored within the school computer systems should be limited to those relating to formal school courses or activities. Games, commercial software, or graphic files that are not for a school project or formal activity should not be stored on the school computer systems.
7. Music stored on individual laptops will be assumed by the district to be owned by the student. Should district officials learn otherwise, the student will be responsible for any copyright violations. The district will not be monetarily responsible for any copyright infringements on student machines.
8. Chromebooks, wireless cords and backpacks belong to and are distributed by the school. Management of cords is the student's responsibility. They should not be placed across hallways or walkways where they create a tripping hazard. Names on power cords are not to be removed.
9. Use of headphones is limited to use before and after school as well as at lunchtime.
10. No stickers, scratches or drawings will be allowed on the case of the Chromebooks.
11. Users are responsible for their Chromebook. If changes are made to the system software, including administrative privileges, the user will be responsible for the consequences of those actions.

Parent Responsibilities

Your child has been issued a Chromebook to improve and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of your child's computer.

1. I will supervise my child's use of the Chromebook at home.
2. I will discuss family values and expectations regarding the use of the internet at home and will supervise my child's use of the internet.
3. I will not attempt to repair the Chromebook.
4. I will report to the school any problems with the Chromebook.
5. I will not load or delete any software from the Chromebook.
6. I will make sure my child recharges the Chromebook battery nightly.
7. I will make sure my child brings the Chromebook to school every day.
8. I understand the user fee associated with the Chromebook is for the use of the machine. It may be applied to minor damage up to the amount of the fee. Additional repair costs from abuse, neglect or accident will be my student's responsibility. I know that if my child comes to school without his or her computer, I may be called to bring it to school.

Student Responsibilities

Your Chromebook is an important learning tool and is for educational purposes only. In order to take your Chromebook home each day, you must be willing to accept the following responsibilities.

1. I will treat the Chromebook with care by not defacing it, dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
2. I will not loan the Chromebook or power cord to my friends or siblings; they will stay in my possession at all times.
3. I will not load software from CDs or the Internet onto the Chromebook without the direction of a school employee.
4. I will not remove programs or school files from the Chromebook without the direction of a school employee.
5. I will follow the Cordova School District's Computer and Internet Usage policy when using the Internet on the Chromebook at home and at school.
6. I will honor my family's values when using the Internet.
7. I will not give personal information when using the Internet.
8. I will not attempt to repair the Chromebook.
9. I will recharge the Chromebook battery each night and care for the power cord.
10. I will bring the Chromebook to school every day.
11. I understand the user fee associated with the Chromebook is for the use of the machine.
12. It may be applied to minor damage up to the amount of the fee. Additional repair costs from abuse, neglect or accident will be my responsibility.

Internet Access Policies

Your child has access to electronic communication known as the Internet. The Internet is a collection of more than 20,000 interconnected computer networks. The vast domain of information contained within the Internet's libraries can provide unlimited opportunities to students. Students will be able to access the Internet at school. If a student already has an electronic mail address, he/she (may, with permission of the supervising teacher) be permitted to use the address to send and receive mail at school. Students will be expected to abide by the following network etiquette:

1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. Students will abide by the policies and procedures of these other networks.
2. Students will respect all copyright and license agreements.
3. Students will cite all quotes, references, and sources.
4. Students will only remain on the system long enough to get needed information.
5. Students will apply the same privacy, ethical and educational considerations utilized in other forms of communication.
6. Student access to electronic mail will be through the school network. Students should adhere to the following guidelines:
 - a. Others may be able to read or access the mail; so private messages should not be sent.
 - b. Delete unwanted messages immediately.
 - c. Use of objectionable language is prohibited.
 - d. Always sign messages.
 - e. Students accessing Internet services that have a cost involved will be responsible for payment of those costs.

Web Page Publishing Guidelines

During their studies, students may be asked to participate in the creation of web pages for a class, or they may choose to create their own page to put on the school website. Each school web page shall contain a disclaimer statement similar to the following:

1. "We have made every reasonable attempt to ensure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Acceptable Use Policy."
2. Any web page to be published to the school website will have the approval of the school Webmaster, Technology Director, classroom teacher, and the school principal.
3. Material to be published must not display, access or link to sites deemed offensive by the Cordova School District's Computer and Internet Usage policy. All published material must have educational value and/or support the District's guidelines, goals, and policies.
4. The only material to be published on the District web server must come from the designated school or department site Webmaster.
5. The web is a very dynamic resource. It is strongly recommended that links to pre-existing sites be checked regularly to ensure that their links are not going to inappropriate sites.
6. Student work should not be published on a website unless both the student and the parent(s) or guardian(s) have signed the signature page. An exception would be if the work were part of an existing publication such as a newspaper or school newsletter.
7. At no time should a student's personal email address or phone number appear on a school or district web page. All e-mail should be directed to the school or site Webmaster.

Appendix A: Cordova Correspondence School Enrollment Application

Cordova Correspondence School Enrollment Application

Student Name: _____ Date of Birth: _____ Grade Level: _____

Student Parent(s): _____ Primary Phone: _____

Parent Email(s): _____

Mailing Address: _____ City: _____ Zip: _____

Current School Year: _____ Last School Attended: _____

Will this student be dual-enrolled in another program? No Yes **If yes, complete Appendix C: Dual Enrollment Form*

Parent/guardian and student notice of rights and responsibilities regarding program enrollment:

1. All parents and students in correspondence programs have the same right to access the district appeal process as parents and students in other district programs (4 AAC 33.421).
2. The textbooks or other curriculum materials are appropriate for the student and the course of study is appropriate for the student as outlined in the individual learning plan (4 AAC 33.421).
3. All textbooks and other curriculum materials must be aligned with state standards, comply with regulatory requirements, and be reviewed by a certified teacher (4 AAC 33.421).
4. All enrolled students, including part-time students, are required to participate in statewide student assessments (4 AAC 33.421).
5. Courses receiving an “incomplete” may not be counted towards credit for enrollment requirements (4 AAC 33.426).
6. Parents must disclose enrollment for all other educational institutions, including private schools, to ensure the student is not concurrently enrolled in a substantially similar course (4 AAC 33.430).
7. Expenditures using allotment funds must be for the student’s instructional needs as described in the individual learning plan (4 AAC 33.422).
8. All non-expendable materials remain the property of the school district and must be returned to the district (4 AAC 33.422).
9. Monthly contact with the assigned certified teacher and the parent or student is required (4 AAC 33.421).
10. Quarterly review of the student’s work or progress in the individual learning plan by the assigned certified teacher is required (4 AAC 33.421).
11. Each quarter a grade or other determination that the student has met the standards for a course, will be determined by the certified teacher responsible for the course OR submitted by the student’s parent/guardian and reviewed by the certified teacher (4 AAC 33.421).

**Specific regulations and guidelines can be found in 4 AAC 33.405-490 (State of Alaska Correspondence Program Regulations) and AS 14.30.300-310 (Alaska Statutes Correspondence Study Programs).*

Brief Summary of Parent Responsibilities:

- Have contact with Cordova School District’s CCS Teacher on a monthly basis.
- Provide appropriate instruction to your student based on your child’s ILP.
- Submit a copy of several work samples for each subject/course on your child’s ILP at the end of each quarter.
- Use CSD grading scales to determine grades for each subject/course on your child’s ILP at the end of each quarter, and submit the grades to the CCS Coordinator for verification.

Parent, your signature indicates:

I have reviewed the information above and understand my rights and responsibilities. I accept responsibility for ensuring my student is aware of their rights and responsibilities. I agree with all requirements and confirm that the information is true and accurate to the best of my knowledge.

I accept responsibility for my son/daughter’s education and his/her ability to pass any state-required exams. By signing this form, I waive my right to hold Cordova School District and its instructors responsible for my son/daughter’s education, and specifically, their understanding of reading, writing, and mathematics.

Parent/Guardian Signature: _____ Date: _____

CCS Teacher Signature: _____ Date: _____

Principal or Counselor Signature: _____ Date: _____

<p>DISTRICT USE</p> <p>AK STATE ID: FTE: <input type="checkbox"/> 1.0 <input type="checkbox"/> .75 <input type="checkbox"/> .50 <input type="checkbox"/> .25 Out of District: <input type="checkbox"/> yes <input type="checkbox"/> no Computer Issued: <input type="checkbox"/> yes <input type="checkbox"/> no Dual Enrollment: <input type="checkbox"/> yes <input type="checkbox"/> no no</p>	<p>SPECIAL EDUCATION</p> <p>IEP Expiration Date: _____ ESER Expiration Date: _____ Disability: _____ Assessment Accommodations: _____</p>
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Appendix B: Cordova Correspondence School Individual Learning Plan

Cordova Correspondence School Individual Learning Plan

Student Name: _____ **Subject/Course:** _____

Grade Level: _____ **Term(s):** Fall Semester (1/2 credit) Spring Semester (1/2 credit) ***check both for full school year**

Directions: Complete one option below based on the curriculum chosen for this subject/course. *Approved CCS curriculum materials must be listed on the ILP to be considered for reimbursement. ***Please complete an additional form for each subject/course.*

OPTION 1: Purchased Curriculum or Program			
Topics, planned activities, assessment methods, and grading scale determined by purchased curriculum or program.			
Curriculum Materials for the Subject/Course <i>Print materials, online programs, instructional resources, lessons, tutoring, etc.</i> <i>*Include curriculum or program name and material level (if specific)</i>	Primary or supplemental?	Vendor (where purchased)	Estimated Cost
*Attach additional information if necessary.			Total Estimated Cost:

OPTION 2: Parent-Designed Course	
Course content should align with Alaska State Standards: https://education.alaska.gov/standards	
Major Topics to be Covered in the Course:	Planned Activities:
Assessment Method(s): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Projects <input type="checkbox"/> Learning Journal/Portfolio <input type="checkbox"/> Presentations/Oral Review <input type="checkbox"/> Guided Practice <input type="checkbox"/> Other: _____	Course Materials (if needed):
Grading Scale or Goals:	Estimated Cost of Course Materials:

*Attach additional information if necessary.

Appendix C: Cordova Correspondence School Dual Enrollment Form

Cordova Correspondence School Dual Enrollment Form

This form is required for students who are enrolled in CCS while also enrolled in another program.

A district enrolling a part-time student shall determine if the student is enrolled with another district. If a part-time student is enrolled in two districts, a written agreement must be entered by the enrolling districts to ensure that the student is not counted as a total of more than one full-time equivalent for purposes of the public school funding program under AS 14.17. The enrolling districts shall notify the department of the terms of the agreement. [4 AAC 09.040 \(e\)](#)

Student Name: _____ Primary Phone: _____

School Name: _____ School District: _____

Phone Number: _____ Mailing Address: _____ City: _____ Zip: _____

PUBLIC SCHOOL OR STATE PROGRAM: This section must be completed by the program administrator for the other school district or state program.

Please indicate the FTE the district/program is declaring for the ADM report: .75 .50 .25

Please list subjects the student is taking with your district/program:

Course	Credit Hours	Check for Similar Courses

PRIVATE SCHOOL: This section must be completed if the CCS student is enrolled in a private, non-public funded education institution.

School Name: _____ School District: _____

Phone Number: _____ School Contact Email: _____

Mailing Address: _____ City: _____ Zip: _____

Please list subjects the student is taking with this private, non-public funded education institution:

Course	Credit Hours	Check for Similar Courses

Appendix D: Cordova Correspondence School ILP Reimbursement Request Form
Cordova Correspondence School ILP Reimbursement Request Form

Student Name: _____ **AK State ID:** _____

Date of Birth: _____ **Parent Email:** _____
Month/Day/Year

Student Parent(s): _____ **Primary Phone:** _____

Mailing Address: _____ **City:** _____ **Zip:** _____

K-12 Allotment Amounts: *(Alaska Administrative Code: 4 AAC 09.04):*

1.0 FTE 4 courses minimum	0.75 FTE 3 courses minimum	0.5 FTE 2 courses minimum	0.25 FTE 1 course minimum
\$2,000	\$1,500	\$1,000	\$500

Allotment amounts for enrollment after the September 30th deadline will be prorated based on the number of days enrolled in CCS and FTE status. Contact the CCS Coordinator for more information.

*FTE indicates Full-Time Equivalent status.

IMPORTANT: Please note that all expenses related to reimbursement requests must be consistent with and documented within the student's Individual Learning Plan for reimbursement consideration. *****Ensure that original receipts accompany this form for each item listed below.**

Brief Description of Expense Being Requested for Reimbursement	Vendor Name	Amount of Reimbursement Request
Total Amount Requested for Reimbursement:		\$

*Use additional sheets as necessary.

Parent signature indicates that all expenditures are related to the student's Individual Learning Plan (ILP) and that the parent/guardian is responsible for expenses not consistent with the ILP, upon review of school personnel.

Staff signature indicates that expenses have been reviewed and are consistent with the student's ILP.

Parent Signature: _____ **Date:** _____

CCS Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Superintendent Authorization: _____ **Date:** _____

Reimbursement Request Approved? Yes No *If no, list reason: _____

Appendix E: Cordova Correspondence School Withdrawal Form

Cordova Correspondence School Withdrawal Form

The following student will be withdrawing from enrollment in the Cordova School District’s Cordova Correspondence School program.

Student Name: _____ **Grade Level:** _____

Student Parent(s): _____ **Phone:** _____

Current School Year: _____ **Current Quarter:** _____

Date of Enrollment in CCS: _____ **Last date of enrollment in CCS will be:** _____

Reason for Withdrawal: _____

***Please attach the most recent report card.

Subject	Grade	Comments

Please check special services that apply: _____ Gifted & Talented Ed. _____ Speech _____ ELL

Other services or conditions: _____

Additional Comments: _____

Parent Signature: _____ **Date:** _____

CCS Coordinator Signature: _____ **Date:** _____

Appendix F: Cordova Correspondence School Re-Enrollment Form

Cordova Correspondence School Re-Enrollment Form

*****for students previously enrolled in CCS this current school year**

Today's Date: _____ **Current School Year:** _____ **Current Quarter:** _____

Student Name: _____ **Grade Level:** _____

Has the student's address, parent phone number, or parent email changed from the information on the previous CCS Application submitted this school year? _____ no _____ yes *If yes, please list current address, phone number or email address:

PO Box _____ Phone: _____ Email: _____

Re-Enrollment Date (date the student will start in the CCS program again): _____

Will the CCS student continue using the Individual Learning Plan (ILP) on file for this current school year?
_____ yes _____ no ***If NO, please attach a new Individual Learning Plan (Appendix G in CCS Handbook) to this form.

Enrollment History:

Last School Attended: _____ Grade Level: _____

City & State: _____ How long did he/she attend there? _____

Your signature indicates (as stated on the original CCS Enrollment Application):

I have reviewed the information above and understand my rights and responsibilities regarding program enrollment. I accept responsibility for ensuring my student is aware of their rights and responsibilities. I agree with all requirements and confirm that the information is true and accurate to the best of my knowledge.

I accept responsibility for my son/daughter's education and his/her ability to pass any state-required exams. By signing this form, I waive my right to hold Cordova School District and its instructors responsible for my son/daughter's education, and specifically, their understanding of reading, writing, and mathematics.

Parent Signature: _____ **Date:** _____

CCS Coordinator Signature: _____ **Date:** _____

*****Re-enrollment only applies to students who have previously been enrolled in CCS this current school year.**

A new CCS Enrollment Application and ILP (Appendix A & B in the CCS Handbook) must be submitted at the beginning of each school year.

Appendix G: Cordova Correspondence School Monthly Contact & Quarterly Progress Log

Cordova Correspondence School Monthly Contact & Quarterly Progress Log

Use this form to keep track of your required monthly contact and quarterly progress reports with the CCS Coordinator.

MONTHLY CONTACT			
MONTH	DATE OF CONTACT	NOTES (Questions or concerns to ask the CCS Coordinator)	FOLLOW-UP REQUIRED?
September			
October			
November			
December			
January			
February			
March			
April			
May			

QUARTERLY PROGRESS REPORT			
Submit grades & work samples to CCS Coordinator			
QUARTER	DATE SUBMITTED	NOTES	FOLLOW-UP REQUIRED?
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

Appendix H: Kindergarten Academic Skills Checklist

Kindergarten Academic Skills Checklist

Evaluation Key:

X shows mastery of skill or present level of functioning.

Numerals Represent:

4 = outstanding use of skill 2 = needs more time to develop skill

3 = satisfactory use of skill 1 = needs to make a greater effort


Writing Stages	1st	2nd	3rd	4th
Uses pictures or scribble writing to communicate				
Uses letter-like marks to communicate				
Uses random letters or letter strings to communicate				
Assigns meaning to pictures orally				
Writes words				
Writes sentences				

Writing Skills	1st	2nd	3rd	4th
Prints first name using upper & lower case letters correctly				
Writes daily				
Copies words				
Prints clearly				
Copies print without comprehension				
Writes each letter when given letter name: a b c d e f g h i j k l m n o p q r s t u v w x y z				
Writes each letter when given letter sound: A b c d e f g h i j k l m n o p q r s t u v w x y z				

Listening Skills	1st	2nd	3rd	4th
Listens to & follows directions				
Has developed a satisfactory attention span				
Shows the ability to be a part of an audience				

Speaking Skills	1st	2nd	3rd	4th
Expresses self clearly				
Speaks in sentences				
Contributes to group discussions				
Speaks in a voice appropriate to the situation				

Reading Readiness	1st	2nd	3rd	4th
Recognizes name in print				
Uses vocabulary to label items in the world around them				
Chooses books to read or look at for a sustained period of time				
Understands how books work: (top/bottom, left/right, beginning/end)				
Distinguishes similarities and differences in pictures and letters				
Demonstrates ability to rhyme words				
Recalls and articulates simple facts in stories				
Recognizes upper case letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z				
Recognizes lower case letters: a b c d e f g h i j k l m n o p q r s t u v w x y z				
Recognizes consonant sounds: b c d f g h j k l m n p q r s t v w x y z				
Recognizes short vowel sounds: a e i o u				

Math Skills	1st	2nd	3rd	4th
Recognizes shapes 				
Counts objects to _____				
Rote counts to _____				
Uses non-standard units to measure & compare lengths				
Continues a pattern using various attributes				
Sorts & classifies objects				
Demonstrates understanding of simple graphs				
Identifies numerals: 0 - 5				
Identifies numerals: 6 - 10				
Identifies numerals: 11 - 20				
Identifies numerals: 20+				
Writes numerals 0-9 correctly				