

## Anvil City Science Academy Application Packet Contents

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# Anvil City Science Academy Curriculum Description

## Art & Music

Art class will be driven by the thematic approach to learning. Students are given the opportunity to express themselves in several different ways, depending on the medium being used or studied. Concepts such as balance and texture and well as technique are taught repeatedly throughout the year on all projects. Students are expected to give their best effort to learn these things and work towards achieving true "mastery" of the selected medium.

Music will be addressed in the realm of an introduction to music centering on the learning of basic foundational techniques and styles. Musical notation, composition components, stylist elements and instrumentation will lead to individual music making and musical enjoyment. The goal will be to enhance and encourage musical talent at whatever stage the individual student is currently at.

## History / Social Studies

Much of the curriculum for the year will be designed around themes. These themes are interdisciplinary and are usually driven by history or science concepts. As such, the projects and assignments for history vary depending on the unit we study. Research and study techniques are focused through technology projects, outlines, independent research projects, group projects, and tests. These are a few examples of the work that students might be expected to complete. As often as possible, a student is given a choice of topics and methods for demonstrating proficiency. Students will research daily geography or current event warm ups to continually increase their awareness of the world.

## Language Arts

Language Arts class is designed to provide a writing experience every day. It involves note-taking, creative writing, study of non-fiction, practice in grammar, and reflection on student work. We will build writing skills through both short and long-term assignments.

## Math

ACSA uses Houghton Mifflin Math series and Holt Mathematics texts. Math is also integrated into science and most projects. The students will complete math journals to explain the process and logic of solving word problems. Fifth through eighth grade students have a wide range of abilities, so we have students in many different levels of math. Because of this, we ask parents to help with the grading of daily lessons to help teachers provide more direct instruction within the math period.

## Physical Fitness

The primary means of achieving physical fitness is through parent/ community volunteer and teacher led activities such as swimming, basketball, the President 's Physical Fitness Challenge, etc. If scheduling of gym time permits, other sports training will be utilized. If time is limited, students may simply be allowed to have free time or "open" gym.

## Project-Based / Hands-On Learning

Project-Based / Hands-on learning is a part of our program that is continually being refined. This type of curriculum delivery provides students with the opportunity to utilize cross-curricular hands-on projects as a means to synthesize what they have learned and to demonstrate how they can use it. Although some curricular skills are taught separately, for the most part, students acquire knowledge and skills through learning that cuts across and make connections among varying disciplines. Each unit of study has specific and well-defined academic, service, and /or physical goals. All project-based studies culminate with exhibitions or final products that must meet high standards. These products are the vehicles for students to synthesize what they have learned and to demonstrate how they can use it.

## Reading

The reading program is literature based. Students have continual choice in reading for fiction and non-fiction literature. Students are directed to select materials that focus on the themes that are being studied school-wide.

The Accelerated Reader computer program addresses the diverse reading abilities of ACSA students. Along with thirty minutes of sustained silent reading each day, we ask parents to monitor additional reading at home.

Students will also learn to answer interpretive questions, analyze text and look for meaning in word choice. All of these skills are reinforced during literature discussions. Skills in reading and writing are essential for students to excel in math, science, and social studies.

## Science

A.C.S.A. uses hands-on experimentation to help students develop problem-solving skills. Through the steps of the Scientific Method, students will increase their critical thinking skills and become better problem solvers in everyday life. Students will conduct scientific research inside the classroom as well as in an outdoor setting throughout the school year. They will also be sharing their data with scientists and other students from around the world.

## Technology

Technology is used throughout the A.C.S.A. program and is the primary means of communicating with parents and students. Those families with e-mail will get daily updates on homework, class work, and special information. The teachers also use a web-based grading program so that students and their parents can be regularly updated on academic progress.

Students will have the opportunity to use the computers in a wide variety of ways across the curriculum. Word processing, keyboarding, podcasts, spreadsheets, Power Point presentations, scanning, video editing, and Internet resources will all be used over the course of the school year. Supplemental programs offering students extra assistance in language arts skills and reading comprehension are also available for use.

## Anvil City Science Academy Basic Information

### Athletics and Cheerleading

Students are allowed to participate in elementary and secondary athletics and cheerleading.

### Band

Students are allowed to participate in elementary and secondary band.

### Class Rules

Please refer to the Anvil City Science Academy Code of Conduct.

### Lunches

Hot lunches need to be pre-paid.

### Progress Reports

The staff will use e-mail to communicate daily with parents. The staff will also keep students and parents informed of a student's progress by utilizing the Power Grade web site, which posts student grades on-line, with password protection.

### Proper Dress

We will be outside throughout the school year. We cannot stress enough, the importance of dressing your child properly each and every day. Some days we might be waist-deep in mud and on another, taking temperature readings with a wind chill of -20.

### School Hours / Bus Schedule

9:00 A.M. – 3:50 P.M. (Current schedule, subject to change)

Students ride the junior high bus. No one is to ride the high school bus. If parents are bringing their children to school, they are not to arrive any earlier than 8:45 A.M.

### Staff Expectations

The teaching staff has high expectations of each and every student, both academically and socially. With these high expectations, students will be given numerous opportunities to succeed in the schoolwork and social development. We want each student to strive to do his or her very best in every endeavor. Students will be required to redo assignments that are messy, illegible, contain significant misspellings and / or not done according to directions.

### Tutoring

After school tutoring is available on a pre-arranged basis.

## **Anvil City Science Academy Student Code of Conduct**

We feel that every student should have or should develop the self-discipline that is necessary for self-rule. The student should be able to behave within the realm of common sense, courtesy, and intelligence. To be inundated with rules, most of which were developed out of extreme abuse of a normal simple act, does not promote an atmosphere of learning and discovery. However, situations arise and in today's legal world the rules must be spelled out. Within these rules we are recognizing Nome's uniqueness and will enforce them accordingly.

### *Offenses requiring reprimand or detention.*

Cheating on tests.

Arguing.

Dishonesty.

Misconduct committed outside of school hours on/off school premises.

Not following class rules.

### *Classroom dress and behavior.*

Students shall wear clean tidy clothes free of tears.

Clothing shall not have alcohol / cigarette commercials or offensive language on them.

No hats or gum chewing. (We may have a "hat" or "gum" day during a "Spirit Week.")

Students must show respect towards other students, the teachers and for volunteer parents at all times.

Students are expected to participate in classroom learning and in all activities.

### *Serious offense requiring suspension and/or criminal charges.*

Demoralizing or demeaning of fellow students.

Possession of weapons. This includes but is not limited to handguns, rifles, explosives, fireworks, and large knives. Knives and sharp tools, when required for class work, will be used responsibly & be supplied by the school.

Abuse of school property or fellow student's property.

Fighting or aggression toward students, parents, or the teacher.

Liquors, narcotics or tobacco use.

Theft.

Sexual harassment, including but not limited to verbal harassment, touching private areas, and unwanted advancements.

Leaving campus without permission.

Use of foul or obscene language.

**I have read the Code of Conduct and agree to abide by the outlined rules.**

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**I understand and support the consequences outlined in the Student Code of Conduct.**

**Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## **Anvil City Science Academy Lottery Procedures – Open Enrollment**

### **I. Purpose**

To provide an opportunity for all students who request participation in the Anvil City Science Academy and to provide grade level balance, and to promote gender and racial diversity. No student shall be denied participation because of a learning disability, handicapping condition, or special need.

### **II. Responsibilities**

Administrator(s) of the Anvil City Science Academy will inform the parents and students of openings as they occur and will provide an information session. All parents and students are required to attend an information session prior to enrollment. These sessions will be designated to familiarize the parents and students with the new school and to identify the student's needs. Approval or denial shall be based on the school's total space availability; the grade level of the applicant (to ensure grade level balance); and consideration given to the promotion of racial and gender balance and diversity.

### **III. How to Apply**

- A. Parents of children requesting entrance into the Anvil City Science Academy must complete and return an application on the approved Lottery Application form to the administrator(s) in charge of the Anvil City Science Academy.
- B. All applications received prior to the designated lottery date will be entered in the next available lottery. The administrator(s) will keep a copy of the applications on file in the school office. The application must include the standard lottery application form and student generated writing sample. At the time of the application, parents are given a copy of the Open Enrollment Lottery Procedures. In addition, at the time of application, parents will be given written information regarding program philosophy, program goals, and parental and student commitments that are a part of the Anvil City Science Academy guidelines. Any required orientations, information sessions, or visits will be explained to the parents at the time applications are submitted.

### **IV. Time Period of Lotteries**

The administrator(s) of the school will conduct two (2) lotteries annually if the applications received to attend school or program exceed the available openings at the school or program.

#### Schedule of Lotteries

- A. May-Within a max. of ten (10) school days after the end of the application/enrollment process.
- B. August-Within a max. of ten (10) working days prior to the opening of school.
- C. Additional lotteries may be held if needed.

### **V. Priorities**

- A. Existing students who have filed their letter of intent.
- B. Children of certified staff employed by ACSA for the year to which the lottery applies.
- C. Siblings of students re-enrolling at ACSA and Founding Family children.
- D. New students district-wide.

- E. The Board shall preempt the process for the following reasons:
1. Grade level balance.
  2. The achievement of gender and racial balance and diversity.
  3. Documented hardship (extenuating circumstances, medical, safety, psychological, or curriculum considerations).

**VI. Drawing Process**

- A. All drawings will be by grade level 5-8 with emphasis on grades 5 and 6.
- B. When a student's name is drawn, it is placed on the school's waiting list in numerical order.
- C. Students will be enrolled in the school from the approved waiting list in numerical order.

**VII. Continued Participation**

Students' parents must annually acknowledge their interest in remaining on the charter school's waiting list by notifying the school of their interest. Future drawings will add to the approved list. Students remaining on a waiting list will retain their place on the list; the grade level will move up a grade annually.

**VIII. Registration of Chosen Student**

Students who have been chosen to attend ACSA must register within five (5) school days after notification for the May lottery; and must register within two (2) day after notification for the August lottery. Notification shall be by certified, return receipt mail. Those students who do not enroll within the designated period will be withdrawn from the waiting list and they must reapply if they wish to attend. If students are already in the program and are withdrawn for any reason, they must follow the lottery procedures to reenroll if there is a waiting list. Positions may not be reserved because of a student's temporary withdrawal from the program.

**IX. The Lottery Process**

- A. All new applications will be held without numbers between scheduled lotteries.
- B. At lottery time, the initial step will be the drawing for position. The lottery will then proceed as follows:
  1. Draw to determine order of drawing.
  2. Children of certified staff.
  3. Draw siblings and Founding Family Children.
  4. Draw district-wide applications.
- C. Children of certified staff, Sibling(s) and Founding Family Children(s) names will be drawn and assigned the lowest available waiting list numbers. Where families have more than one child, the lowest available number will be assigned simultaneously to each grade level.
- D. Names of children from the rest of the District will be drawn second and assigned waiting list numbers in sequence behind Children of certified staff, Siblings and Founding Family children's names.

- E. After each lottery, families will be notified of their status on the list and advised that they must notify the school if they wish to remain on the list. At that time they should provide updated information (address, telephone number, etc.) if necessary.

**X. Waiting List**

- A. The names will be entered into the waiting list two (2) times each year in March/April and August of each year for grades 5-8 after the scheduled lottery is held. A copy of the list will be forwarded to either the Elementary and Jr. High Schools and the Superintendent.
- B. Names will be numbered consecutively within each grade level based on the lottery draw.
- C. An indication will be made after the last number entered from each lottery so that it will be possible to determine which names were entered from every lottery (i.e. Spring 2002; Fall 2002, etc.).
- D. Students will be enrolled in the school from the approved waiting list in numerical order unless the administrator preempts the waiting list to ensure racial/gender balance as stated in the criteria description below, or for documented hardship circumstances. As openings occur in a particular grade level, the parents of the next student on the waiting list will be notified of the opening and the requirement of registering in the school within two (2) school days.
- E. When an opening occurs and no names remain on the waiting list, a special lottery will be held for that grade level only after soliciting for interest from students in the school and/or the District.

**XI. Preemption Criteria**

- A. Space availability will be determined by weighing the following factors:
  - 1. Overall program capacity as established by the District for enrollment of the school; and
  - 2. Grade level and individual classroom enrollments must be balanced. The classroom and grade level restriction that may be applied are the standard pupil teacher ratios for the coming school year.

**B. Racial Balance**

In order to ensure cultural and racial diversity of the student population in charter programs, the administrator, when filling available classroom spaces, will preempt the lottery process for racial balance if the percentage of minority students is not within plus or minus (+/-) ten (10) percentage points of the District's minority student enrollment. For example, for 1998-99, the range would be 24% to 44% since the District's percentage of minority students is 34%. This will only apply if there are minority applicants on files for the school/program.

**C. Gender Balance**

In order to provide gender balance, the administrator shall preempt the waiting list if more than two-thirds (2/3) of the class is of one gender in order to ensure a minimum of two-thirds (2/3) to one-third (1/3) gender ratio.

**XII. Preemption Policy**

- A. The administrator(s) shall preempt the lottery procedure in the interest of achieving gender and racial balance and diversity within a school or program. For purposes of this policy, racial classifications are (1) Caucasian and (2) minority, and gender classifications are (1) female and (2) male. For purposes of this policy, a racial imbalance occurs when the student body in a particular school or program has a racial composition that is not within plus or minus (+/-) ten (10) percentage points of the district-wide percentage for Caucasians and minorities; and a gender imbalance occurs when the student body in a particular school or program has more than 2/3 of either gender.

- B. The procedure for preempting the normal lottery process is as follows:
1. When a gender or race imbalance exists or would exist without preemption in a grade level at the time of the lottery, the administrator will fill the available spaces in the grade level by taking the numerically lowest ranking students of the minority gender or race until the occurrence of one of the following:
    - a. all students on the minority list have been placed in the grade level;
    - b. race/gender balance is achieved; or
    - c. all spaces in the grade level are filled.
- C. After balance is achieved, the administrator will fill the remaining available spaces in the grade level by following normal lottery procedures.

D. Example

Assume that a specific grade level in the charter school has a racial distribution of 91% Caucasian and 9% minority; and that the district-wide racial distribution is 69% Caucasian and 34% minority. To be racially diversified and balanced, minority enrollment in each grade level shall be between 24% and 44% of the students in that grade level. At a 9% minority student enrollment, this grade level is not diversified and the administrator must preempt the lottery procedure to correct the imbalance. Assume that this grade level must enroll additional minority students to be within percentage range for racial balance. The administrator would select those students by taking the numerically lowest ranking minority student from the lottery list for that grade level and repeating that selection until the appropriate percentage of minority students had been admitted to that grade level, unless the administrator ran out of available spaces or minority applicants before reaching the appropriate number. If there are spaces available in this grade level after implementing the preemption policy, the administrator fills the remaining spaces by taking the numerically lowest ranking students from the grade level lottery list. Each grade level must be balanced regardless of whether other grade levels in the school or program meet or exceed the minimum minority student enrollment if applicants are available.

- E. The preemption policy becomes effective only when a racial or gender imbalance exists in a grade level.