

2024/25

Polaris K-12 Community Guidebook

General Information • Program Guidelines • Behavior Expectations



Our Mission:

Polaris K-12 has an evolving program that creates an environment challenging students, teachers, and parents to personal excellence, lifelong learning, and ethical responsibility to self, community, and the world.

Polaris K-12 is a community of learners that includes students, staff, families, and community stakeholders.

- Students are expected to take ownership in their learning and be an active participant in their education.
- Staff members are expected to guide student learning by implementing developmentally appropriate, rigorous, and challenging educational and enrichment opportunities.
- Families and Community Stakeholders are expected to be active participants in the program by providing their input and by fostering relationships that honor self, community, and world.


Through robust and meaningful collaboration, our shared commitment to lifelong learning will allow all learners to succeed.

School-Wide Expectations*:



*to be amended and then adopted in the 2024/25 school year through PBIS Year 1 implementation.


School Colors:

 Green and Gray

School Mascot:


 Wolf

School Hours:

 Standard: 8:30AM - 3:00PM


 Intensive Schedule: 8:30AM - 2:00PM

- Applies to all K-12 students, including during Secondary-Only Intensives.

 PLC ½ Days: 8:30AM - 11:30AM

- Occurring tri-weekly on Wednesdays; please see the official school calendar for specific dates.

Contact Information:

 Front Office - (907) 742-8700

- Available 30 minutes before and after school.

Table of Contents

Polaris' Mission Statement.....	Inside Cover
Section 1: K-12 Program Information & General Guidelines.....	6
School of Choice.....	6
General Information.....	7
Attendance.....	7
Arriving Late to School or to Class.....	7
Attendance & Truancy Contract.....	7
Daily Absence Notification.....	7
Excessive Absences, Attendance Probation & Administrative Drops.....	7
Excessive Absenteesm.....	7
Attendance Probation.....	7
Administrative Drop.....	7
Leaving Early.....	8
Make-Up Work.....	8
Elementary Make-Up Policy.....	8
Secondary Make-Up Policy.....	8
Pre-arranged/Extended Absences.....	8
Reporting Attendance.....	8
Closed Campus.....	8
Communication.....	9
All School Communications.....	9
Family Group & Advisory Communication.....	9
Teacher/Course Instructor Communication.....	9
Find Us On Facebook!.....	9
Personal Contact Information & ASD Policy.....	9
Custody Disputes.....	9
Dress Code.....	10
K-12 New Student Orientation.....	10
Library Services.....	10
Lost & Found.....	10
Lunch & ASD Student Nutrition.....	10
Lottery.....	10
Nurse's Office.....	10
Emergency Contact Information.....	11

Medication.....	11
Immunizations.....	11
Health Screenings.....	11
Open House.....	11
Parent Pick-up/Drop-off Guidance.....	11
PLC ½ Days- Dismissal at 11:30 AM.....	12
Pledge of Allegiance.....	12
Registration & Enrollment.....	12
Safety & Security.....	13
Drill Information.....	13
Emergency Communication.....	13
Safety/Security Staff Member.....	13
School Crisis Plan.....	13
Student Voice.....	13
School Hours.....	13
School Tours.....	14
Technology Acceptable Use Policy.....	14
Internet and Email.....	14
Student Messages.....	14
Telephones.....	14
Visitors & Volunteers.....	14
Yearbook.....	14
Polaris PTA (PPTA).....	15
Systems of Support.....	15
Section 2: K-12 Program Features.....	16
Advisory.....	16
Curriculum.....	16
Elementary Family Groups.....	16
Extra Curriculars.....	16
Community Schools.....	16
Student-Led Clubs & Activities.....	16
Access to Neighborhood Sports Programs.....	16
Dances & School Community Events.....	17
Fieldtrips.....	17
Homework.....	17
Intensives.....	17
K-12 Connections.....	18
Advisory/Family Group Partnerships.....	18
K-12 Seminar.....	18

Polaris' Professional Learning Communities (PPLCs).....	18
Positive Behavior Intervention Supports (PBIS).....	19
School Governance.....	19
K-5 Representatives.....	19
Operational Group.....	19
ASD Stuent Advisory Board Representatives.....	19
Student-led Conferences & ePortfolios.....	20
The Polaris Habitat.....	20
Section 3: Elementary (K-5).....	21
General Information.....	21
Before School & After School.....	21
Classroom supplies.....	21
Lunch & Recess.....	21
Academics.....	22
Curriculum.....	22
Assessment & Grading.....	22
Non-Graded Program & Standards-based Progress Reports.....	22
Student-led Conferences & ePortfolios.....	23
District/State-Level Assessments.....	23
Polaris-Specific Assessment Measures.....	23
Teaching & Learning.....	23
Specials.....	24
Section 4: Secondary (6-12).....	25
General Information.....	25
Athletics.....	25
Course Registration.....	25
Dances.....	25
Daily Class Schedule.....	25
Hybrid Course Structure: Daily & Blocked.....	25
Lunch.....	26
Lockers.....	26
Lounges.....	26
Academics.....	26
Academic Distinctions.....	26
Honor Roll.....	26
Polaris Scholar.....	26
Advanced Placement, Honors, & Accelerated Courses.....	27
Credit by Choice.....	27

Advisory Framework*	28
Assessment	28
District/State-Level Assessments	28
Polaris-Specific Assessment Measures	28
College, Career, Life Ready	28
Curriculum	28
Graduation Requirements	29
Electives	29
Grading & Reporting	29
Milestone Intensives	30
6th Grade Transition Strategies	30
9th Grade Freshman Academy	30
11th Grade Find Your Future	30
Post-Secondary Planning	30
Self-Directed Learning Opportunities	30
Typical Highschool Coursework Plan	32
Secondary Program of Studies	33
Language Arts:	33
Mathematics:	35
Science	37
Social Studies	40
World Language	42
Physical Education & Health	43
Visual Arts, Graphic Design, & Publication	45
Performing Arts	46
Business Education & Project-Based Learning	47
Section 5: Behavior Expectations & Disciplinary Procedures	49
Student Behavior/Prohibited Conduct Definitions	49
Classroom-Managed: Minor Behaviors	49
Administrator-Managed: Extreme, Escalated, and/or Repeated Behaviors	50
Sanctions/Disciplinary Actions	53
Classroom-Managed	53
Administrator-Managed	54
Polaris Calendar	Back Cover & Inside Back Cover

Section 1: K-12 Program Information & General Guidelines

School of Choice

The Anchorage School District has a number of special-purpose programs for students with distinct interests and needs. It is important when choosing a school to understand what we are; and what we are not.

Polaris is a School of Choice within ASD that emphasizes the individualization of student learning, prioritizing hands-on, real-world, and problem-based investigations. Our program is characterized by curricular innovation and skill development in multi-age classrooms where we rely on students to be self-motivated and self-directed learners. We encourage interested applicants to consider the degree of student responsibility and family involvement that this type of program will require. It is also important for potential students to consider their interest in attending a school with both elementary and secondary students fully integrated into the learning environment.

Polaris K-12 School is Anchorage's only brick and mortar school to have all grade levels from kindergarten to 12th grade cohesively blended in our educational institution. This unique learning environment allows for an integrated curriculum and multi-age collaborative learning based on student interests, needs, and developmental readiness.

As an ASD School of Choice, Polaris differs in educational philosophy, grade level organization, student evaluation, curriculum, instructional methods, and student involvement.

Our instructional methods focus on experiential learning which emphasizes the use of hands-on teaching practices, forming and testing hypotheses, engaging in enriching field trip opportunities, and classroom visits by a variety of community stakeholders. Students are active participants in creating a rigorous curriculum that exposes them to 21st-century skills, traditional academic standards, and developing civic responsibilities and policies while also meeting their personal educational interests.

While not every student enters our program with a desire to be politically, academically, and socially involved in all aspects of our community, that is our goal for our students and we, as the experienced educators in the building, will help guide them there over time. Generally, students who do well within our program are compassionate and empathetic to the feelings and needs of others; able to set goals and find ways to attain them; able to take responsibility for their learning; creative; self-disciplined and determined; able to recognize and build on personal strengths, and learn anything they want to learn.

General Information

Attendance

Attendance is critically important for the well-rounded academic, social, and emotional development of all students. At Polaris, attendance is of even more value based on the educational opportunities that are granted to students each day. Our project-based and seminar-style learning philosophy, which allows for a student to be more authentically engaged in the curriculum while here at school, does not lend itself well to supplementing at home.

With that said, we understand that students will be absent, and at times it is outside of your (and their) control. Please see below for our/and ASDs policy for absences and make-up work.

Arriving Late to School or to Class

All students who arrive to school past 8:30AM must report to the office to sign-in*.

If a student who is present in school arrives late for class, or takes an extended break from a teacher's classroom without prior approval, it is considered tardy. Excessive absences or tardies may result in academic or disciplinary consequences.

*grace will be given during high traffic times in the parking lot, but please plan accordingly.

Attendance & Truancy Contract

Anchorage School District policy reminds us that regular attendance plays a key role in the success of students in school and in life. The responsibility of regular attendance lies with the parents/guardian and the student. Students are required to attend all scheduled classes unless authorized and excused by parents/guardian. Unexcused absences from school or from class are considered truancy. Polaris K-12 has an Attendance and Truancy Contract, accessible via our website, that outlines the disciplinary procedures if a student were to become habitually truant.

Daily Absence Notification

The notification of a student's attendance for unexcused absences is through ASD's messaging system. A call will be made by ASD's automated system for any absence that has not been excused before 9AM using the Attendance Line or through ParentConnect. **If you**

receive a call and believe an error has been made please call the Polaris front office. We will work to get it corrected for you. Any absences must be excused within three school days of the absence or it will be considered unexcused.

Excessive Absences, Attendance Probation & Administrative Drops

Excessive Absenteeism

Aligned with ASD's Policy on Excessive Absenteeism, students can miss no more than 10 days, excused or unexcused, in a semester. Notification of a student as 'habitually truant' is done in writing. Chronic, repeated violation of the attendance policy may result in withdrawal from school. See the ASD Middle and High School Handbooks, which can be found on our website, for more information.

Attendance Probation

All ASD Public Schools will place students on attendance probation when the student reaches ten (10) absences, excused or unexcused, in any one class/course. A probation notice, including the attendance summary for all classes, will be sent to the parents/guardians of the student. Schools can and will begin withholding credit for any class with fifteen (15) absences. At Polaris, this is 15 absences for a class that meets daily, and 8 absences during a block class.

Administrative Drop

According to Alaska State Statute 14.30.010, any student who is absent from school for ten (10) or more consecutive days without parent contact may be dropped from ASD rolls. Prior to withdrawal for non-attendance, parents will be involved in the attempt to remediate the attendance problem. Reasonable effort will be made from the school's behalf— by phone and email. Students withdrawn may be re-enrolled in the Anchorage School District at the beginning of the next academic semester; however, they would have to reletter to rejoin the Polaris program.

If any of the above were to come into question for one of our students at Polaris, you would receive notice well in advance with the intention to help support your child in correcting these attendance issues before a severe penalty was issued. We are here to work with you and support your child as best as we can.

Leaving Early

If your child needs to leave early for any reason, please call the front office at (907) 742-8700.

In order to maximize learning time and ensure your child's safety, elementary parents/guardians must come in to the office to pick-up their child. Secondary parents/guardians can call the office prior to the expected pick-up time and we will have them wait for you in the office. No student is allowed to wait outside or sign themselves out.

Make-Up Work

Our make-up policy differs between our elementary and secondary programs; but one thing remains in common; the educational and instructional lessons and activities that are implemented in the classroom can not be replicated as 'homework'.

Elementary Make-Up Policy

Our elementary program is non-graded. Students do not produce work to receive a grade, meaning make-up work for the sake of "make-up work" isn't beneficial to a child's academic growth and performance.

If a student is out sick, we recommend them focusing on their health and read or work on an online supplemental program as they are feeling up to it.

If you are traveling your child is out on an approved pre-arranged absence, we recommend engaging in authentic opportunities as much as you can! Check out the local museum or bookstore, have your child keep a journal, and if you have wifi, keep your child engaged in one of the online supplemental programs we use here in school. Please communicate directly with your child's family group teacher for more information.

Secondary Make-Up Policy

Our Secondary Make-up Policy is largely aligned with ASD's, as outlined in the Middle and High School Handbooks, which is available on our website. Namely, *one day of make-up privilege will be granted for each day of absence, regardless of the length of absence, upon a student's return.* Make-up work that is assigned for grading is at the discretion of the individual teacher. It is important to remember, and as previously stated, make-up work at Polaris may not reflect the exact conversations and activities missed. Our teachers are not able to reteach missed lessons and it may not be possible to provide make-up work in advance of an

absence. We encourage our students to communicate directly with their advisor as well as their course teachers if your child has missed class, or is preparing to do so.

Additional policy relating to make-up work if a student is out on a short-term suspension, long-term suspension, or out with an unexcused absence can be found in the middle/high-school handbooks.

By working together as a team of educators, students, and families we can ensure that students are provided the structures and resources needed so that absences have the least impact possible on their grades and credits

Pre-arranged/Extended Absences

Aligned with ASD's School Board Policy 443 (b), students will be excused for any/all absences that relate to illness, death or serious illness in the immediate family, participation in a school-sponsored activity, and the attendance of religious events or services. When a student or family contemplates an absence from school for personal reasons, that must be approved by the principal using the Pre-Arranged Absence Form. This form, which can be found on our website, must be submitted to the front office at least one week in advance.

Reporting Attendance

Parents/guardians are responsible for reporting excused absences by 9AM each day your child will be absent. Excused absences are those that fall under one of the following categories: illness, medical, or religious.

You can report an absence by calling the front office at 742-8700, using the ASD App, or by logging in to ParentConnect. This can be done up to three (3) days prior and three (3) days following an absence. Failure to report an absence within this window will result in an unexcused absence.

Closed Campus

Students are prohibited from leaving the campus during the school day EXCEPT for our 9-12th graders during lunch. Other exceptions are for students who attend King Career High, have pre-approved late arrival or early dismissal privilege, or who have pre-approved on-the-job training.

Students who leave campus during class time or passing time will be marked as truant. Students who need to leave campus during the school day for any reason, must have prior parent/guardian permission.

Parents/guardians must contact the office BEFORE the student leaves and a blue pass will be issued for each occurrence by the administration and/or its designee.

Students from other high schools or school-aged students who are out of school are not permitted to enter the school during regular school hours unless accompanied by an adult.

Communication

All School Communications

As a school community, we make every effort to communicate efficiently while reducing paper waste. The best source for current information and upcoming events is the school's weekly newsletter, The Wolf Weekly. This communication is sent every Thursday at 5PM to contacts linked to student's accounts in Parent Connect. Another place we encourage you to check regularly is our website.

Family Group & Advisory Communication

Elementary Family Group Teachers and Secondary Advisor's are your first point of contact if there is ever a concern regarding your child—academically, socially, or behaviorally. These professional educators are here to help support your child every day and they have insight, and perhaps context, that others in the building may not. If there is every a concern that rises to the administrative level, you will likely be asked if you have made contact with your child's teacher/advisor first.

As parents/guardians, if you ever have any questions or concerns, please do not hesitate to make contact with your child's teacher/advisor, or directly with their course instructor (secondary) through email or by setting up a time to meet in person.

Teacher/Course Instructor Communication

Elementary Family Group Teachers and Secondary Course Instructors are asked to send regular communications to our families; at the elementary level this is encouraged every week, at the secondary level, this is encouraged to be at least monthly. More regular communication at the secondary level will take place if

your child is in grade jeopardy or is struggling in another way.

We also encourage our students to maintain regular communication with their teachers and to self-advocate for their needs. Self-advocacy is a life skill and is something we will help guide, promote, and endlessly support here at Polaris. While students at the secondary level receive grades, our grade reporting system should not replace effective communication between the student, teacher, and families—open dialogue is much more authentic and is better able to capture the whole picture of a child's performance here at school.

Find Us On Facebook!

Our school has a new (for 2024/25) Facebook page that will track and celebrate all the amazing opportunities happening in our school throughout the year. We encourage our families to follow our journey and like our page— the direct link to our Facebook can be found on our website.

Personal Contact Information & ASD Policy

Every effort should be made to use district resources to communicate school business. Due to the nature of intensives and off-campus opportunities, teachers, parents/guardians, and students sometimes exchange personal contact information (i.e. cell phone numbers). That said, all personal contact information should ONLY be used for the intended purpose and the duration of the event. This information should never be abused or shared without prior approval.

Custody Disputes

We recognize the hardship that comes with custody disputes for all members involved; however, please recognize that school-based staff, including teachers, principals, counselors, nurses, and others are a neutral party and shall remain neutral. Please do not ask school-based staff to keep information from a legal guardian, from coming to school, from picking up their child, obtaining school records or information, etc. Under Alaska State Law, both parents have equal rights to access their children and to participate in their child's education, unless there is a court order outlining different terms.

In situations where custody is shared and there is a known dispute, both parents must mutually agree to educational decisions and both must sign documents

when/where necessary without the guidance of school-based staff.

Dress Code

The dress code is designed to allow for student comfort while maintaining an environment conducive to learning and appropriate for the educational setting. Student attire is primarily a matter of personal preference and family guidelines. However, students' dress may not be disruptive, unsafe, obscene, or promote violence, alcohol, drug or gang involvement. Dress that is disruptive to the educational process is not permitted and students will be asked to change.

The general dress code policy requirements are outlined in the ASD High School Student Handbook. The Principal or the Principal's designee has the final authority for interpreting whether a student's apparel conforms to the dress code.

K-12 New Student Orientation

New for the 2024/25 school year, all New to Polaris students and families were invited into the building two weeks prior to school start for an opportunity to meet with the principal, current teachers, current students, and share in a community luncheon. With the aim to support our new students and families in gaining a familiarity with our program and to provide mentorship and an opportunity to network, we hope our new students find the transition to a new school environment is a smooth one. We look forward to continuing this event for many years to come.

Library Services

The Polaris library will be open to scheduled classes and individual students throughout the school day. The library is open from 8:10 to 3:00 PM. Both print and non-print materials are available for students. The library will follow the District and Polaris policies regarding computer use and behavior expectations.

Lost & Found

The Lost and Found is located near the playground doors. Students and parents/guardians are encouraged to check the bins regularly as it tends to fill quickly. Please note, the Lost and Found bins are cleaned out at the end of every quarter, and any remaining items are donated to a local charity per ASD guidelines.

Lunch & ASD Student Nutrition

ASD Student Nutrition provides services to all K-12 students. Lunch is served daily. For the 2024/25 school year, Polaris will be unable to serve hot lunch meals and will be serving shelf-stable meals as an alternative. While the shelf-stable meals are free for all students, **we highly (highly) recommend and encourage ALL students to pack a nutritious lunch from home each day.**

Lottery

Polaris operates on a full-lottery system. With over 1,200 students currently on our waitlist, our program is highly sought-after and we are tremendously honored to serve the students and families we do each day.

The Lottery opens and runs twice each year: during the last week of March and the week prior to registration in the fall. In order to participate in a school or program outside of your child's neighborhood school, an application must be submitted to the lottery system during the open application window. ASD's online system allows parents/guardians to easily apply to the desired school or program. If your child is currently attending a school/program as a result of a lottery or zone exemption placement, a new application is not necessary for that school each year. Your child may continue attending until aging out of the school/program.

To apply, parents log into the lottery system where they can apply to multiple schools or programs for each school-age child and check the status of each application. Once the lottery has been run, the wait list number is also listed for each application.

Parents/guardians are notified by email of changes to the application status as well as acceptance into the school or program.

If you have additional questions about the lottery process, please contact our front office.

Nurse's Office

The health office is staffed by a full-time registered nurse, and is open and available to students throughout the school day. Students who fall ill while here at school will be encouraged to come see Nurse Patty and an assessment will be made whether they need to go home. **If your child needs to go home, the nurse will contact you.** Students should not be calling, texting, or

otherwise contacting parents to come pick them up during the school day. These expectations are in line with district and state-mandated reporting requirements. Students who become ill or injured must check in with the school nurse and should NOT call home until they have done so. The nurse will contact caregivers if it is decided that the student needs to go home.

If your child is sick and/or not feeling well at the start of the day, the best practice is to keep them home.

Emergency Contact Information

All parents/guardians should ensure that the school is given a list of current contact information as well as emergency numbers in case parents/guardians are unavailable. This can be done in Parent Connect or by calling the front office.

Medication

If your child requires medication during the school day or if they have emergency medications, the appropriate medication forms and/or care plans must be on file. This includes over-the-counter medication administration. The appropriate forms can be found on our website. Please contact Nurse Patty for assistance.

All medications prescribed for students during the school day should be delivered to the Health Office in the original Rx container. All medication must be dispensed by the school nurse and will be given only with the appropriate paperwork completed and on file. Students with histories of asthma or serious allergies requiring emergency medicine may carry medication on their person at school with physician and parents/guardians approval and completed Care Plans. All herbal and alternative medications, or medications containing alcohol are not allowed at school.

Immunizations

Alaska State Law requires that all students are up-to-date on their vaccinations in order to attend public school. Over the next few days, Nurse Patty will be reviewing records to ensure compliance and reminders will be sent to families if there are any missing records. Please be sure all records are completed and turned in to Nurse Patty by 8:30AM on August 15 or your child will be sent home until we have the proper documentation on file. For religious exemption, you must complete the Religious

Exemption Form and turn it in to Nurse Patty no later than the first day of school. This form must be dated July 1 or later.

Health Screenings

Health screens will begin right at the start of the school year. All students in grades K-5, 7, and 10 are required to have their hearing, vision, height and weight screened at the beginning of each school year. You will be notified by Nurse Patty if there are any concerns.

If you have questions or concerns regarding hearing and vision for your child and they are in a grade not automatically screened, please contact Nurse Patty at (907) 742-8701.

Open House

Held annually the first Thursday of September, Open House is an opportunity for families to enter the building and meet with their child's teacher(s), peak at what has been happening around the building, walk their child's schedule, and gain an overall understanding of the culture within our building. It is a way to launch the year with our families and a time we all look forward to. Please keep an eye out for communications regarding this event in the Wolf Weekly.

Parent Pick-up/Drop-off Guidance

Polaris K-12 is a pick-up/drop-off only school. No district bus transportation is available at any time. During peak drop-off and pick-up times, the parking lot is a busy place with many students and families with small children. Extreme care, caution, and courtesy are expected to be exercised by everyone at all times. Safety is always the highest priority. Please take time to review our parking safety rules and etiquette outlined below.

Rules of the Road:

- The speed limit while on Ashwood and within the parking lot is **5 m.p.h.**
- The use of cell phones or other distractable devices while driving is prohibited.
- The crosswalks designated for pedestrians; They have the right away!
- **When dropping off,**

- **Please pull all the way around the side of the building before allowing your child to exit the car.**
- Do not unload along Ashwood at any time.
- When you are ready to pull back into traffic, please use your turn signal to alert drivers using the internal 'passing' lane.
- **When picking up,**
 - All K-3 families are encouraged to park in the parking lot and enter the building to pick up your child from their classroom at dismissal time. This is mandatory for Kindergarten students.
 - **Queuing in the pick-up line can not begin except within 10 minutes of dismissal and can never continue past the front doors. Please always pull as far forward as possible around the side of the building.**
 - Cars stopped beyond the front doors (between the front doors and the marquee/sign) block traffic all the way down Ashwood and onto 64th. **You will be asked to move.**
 - Additionally, the lanes used for drop-off/pick-up are designated fire lanes. By law, this means no stopping except for active loading/unloading. Parking or leaving a vehicle unattended anywhere other than a marked parking space may result in a fine.
 - Make a plan with your child as to where they can expect to meet you. Our recommendation, regardless of your child's grade level- PARK and walk in. Meet your child in the lobby, at the flag pole, or on the playground. Keep them safe and away from the parking lot unless they are with you.
- When exiting our parking lot, please make a right turn towards Brayton Drive. Our neighboring school Rikle Schule has the same arrival and dismissal times as Polaris—congestion in our parking lot and the surrounding area is a given, but we can do our best to help smooth the flow of traffic where possible.
- Respect the handicap spaces. If you do not have a handicap sticker or plate, you can not park there— even to wait for your child.
- All student vehicles must be registered with safety/security staff.

- Be patient and use common courtesy, **and give yourself extra time in the morning and afternoon...**

A Final Parking Lot Note:

We all fully aware that our parking lot can leave a lot to be desired... we are doing what we can to work with the state, municipality, and district to find solutions, but the reality is these capital-improvement projects/changes will not be made this school year. Our parking lot serves 515 students every day, twice a day and is rightfully congested, busy, and even frustrating... we all have places to go, please help ensure the safety and wellbeing of all our students, your child included. Go slow, proceed cautiously, and provide your undivided attention while driving.

PLC 1/2 Days– Dismissal at 11:30 AM

On a two-weekly basis, with minor exceptions, teachers participate in collaborative instructional time focusing on student achievement and school improvement. **On these days, both elementary and secondary classes will end at 11:30 AM.** All elementary students will report to the playground. Middle and high school students are dismissed as usual. Please refer to the Polaris calendar for specific PLC early release dates for the upcoming school year.

For more information regarding the rationale for PLCs, please see the Polaris Professional Learning Communities information found in section 2 of this guidebook.

Pledge of Allegiance

All students at Polaris are provided the opportunity to recite the Pledge of Allegiance at the start of every academic day. Beginning in the 2024/25 school year, the Pledge will be recited over the loud speaker.

Registration & Enrollment

All students need to register before the start of every school year, even returning students. Please log in to [ParentConnect](#) to complete your child's registration. You can also complete student registration in-person by coming into the front office.

As a lottery school, Polaris relies on early registration of all our students to ensure that we are only offering lottery seats when available. With a waitlist surpassing

1,200 students, we appreciate your assistance with this process. **If you know you will not be returning to Polaris this school year, please contact the front office as soon as possible.**

Safety & Security

It is the goal of all schools within the Anchorage School District to create and maintain a safe and secure environment. Aligned with ASD policy, Polaris has a set of procedures and practices in place designed to provide direction for staff and students in the event of an emergency.

Drill Information

In accordance with State, Municipal and District policy, Polaris will conduct Fire Evacuation Drills monthly, Active Intruder Drills (ALICE) the first three quarters, Earthquake drills each semester (twice-yearly), and one Lock Down, Stay Put, and Shelter-in-Place during the first semester. All drills are planned and communicated to staff members before they take place.

Emergency Communication

In the event of an emergency, or in the event of a non-emergency that required lock down/stay put or otherwise, communication to our families will happen promptly following the event. Your child's safety and security is our top priority—At no time would we risk their safety to communicate with you while an event is taking place.

In the event of a large-scale emergency, communication may also come from ASD to provide that information more timely.

Safety/Security Staff Member

Polaris has one safety/security staff member. They have many roles at Polaris including working with students, staff, and families to help to maintain a safe school environment. They work with students experiencing behavior challenges in both elementary and secondary programs. This may include providing support/coaching in learning and practicing social skills, conflict mediation, and giving disciplinary consequences. Additionally, they run routine safety checks of our school grounds daily; before and after school.

School Crisis Plan

Each school team has developed a crisis plan which is updated annually and is designed to address sudden, unexpected events which effect the school community. Each crisis plan is written to reflect the particular needs of the school's population and is designed around the conditions and resources of the individual school. All staff members are trained annually prior to the school year on the schools crisis plan.

Student Voice

We consider each individual student to be the best source of information relating to dangerous or illegal activities involving students, or non-students, here on campus. We strongly encourage our students to assist us in our efforts to keep our school safe by reporting any dangerous/illegal behavior to a staff member immediately. ***If you see something, say something!***

School Hours

As a School of Choice here in ASD, Polaris operates on a different schedule. This affects both our school start/end times as well as our PLC days. Please take time to read the information outlined below and download our school calendar, available on our website, to receive notifications regarding these unique differences.

School starts at 8:30 for all K-12 students. Our doors will open at 8:10. Elementary students arriving before 8:30 will report to either the gym or library. Secondary students will begin their day in Advisory.

Dismissal is as followed:

- Standard Day Schedule (beginning 8/26/24) all K-12 students are dismissed at 3:00PM.
- **Intensive Schedule* (beginning 8/15/24 - 8/23/24) all K-12 students are dismissed at 2:00PM.** *Please note that even during secondary-only intensives, elementary students will also dismiss at 2:00.
- PLC ½ Day Schedule- all K-12 students are dismissed at 11:30AM. Please see the Polaris School Calendar for exact dates.

School Tours

Are available throughout February and will be announced on our school website. School tours, while not required at this time, are strongly encouraged when families are making the decision to enroll their child into our school's lottery. Determining best fit is essential when 'shopping' for a school. Our school tour event is robust, providing information and opportunity to hear from current staff and students to help families make informed decisions.

Technology Acceptable Use Policy

Proposed for community feedback throughout the 2023/24 school year, amended and formally adopted in May of 2024, the Polaris' Technology Acceptable Use Policy, accessible on our website, aims to support the proper utilization of technology in our educational institution by guiding students away from habitual recreational usage of cell phones, chromebooks, and other accessible technologies to better support their social, emotional, and academic development.

At Polaris, we believe that technology can, and should, be used to enhance students' education without distracting or limiting their access to academic engagement and social interaction.

Effective day 1 of the 2024/25 school year, students, families, and staff will be asked to enter the building technology-free. All cell phones, smartwatches, and personal laptops should be silenced and stored out of sight. Only with direct permission from a teacher or staff member can students access their personal devices for educational purposes throughout the school day.

Families, please note, this is not an attempt to take devices away from students-- instead, it is an opportunity to help them create healthy habits and set intentional boundaries with their technological devices. If you need to reach your child during the school day, please call the front office-- we can help you get in contact with them in the case of an emergency, or get them a message they need to receive before the end of the day.

For more information, please visit the Technology Acceptable Use Policy page on our website.

Internet and Email

The Anchorage School District is pleased to offer all students access to the district computer network. All

6-12 grade students will be offered a one-to-one chromebook device at the beginning of their 6th grade year. This chromebook then becomes the student and families responsibility the end of their 12th grade year, or until turned in.

ASD's Expectation for Internet & Email Use

Students are responsible for good behavior on school computer networks. The network is provided for students to conduct research and communicate with others on shared projects. Access is a privilege, not a right, and entails responsibility. See *ASD-Aligned Student Behavior/Prohibited Conduct* outlined in Section 5.

Student Messages

Emergency messages from parents/guardians will be taken to students during class time. During passing times or lunch, an effort will be made to deliver non-emergency messages or items from home that were dropped off at the office (e.g. books, school projects, lunches, etc.).

Telephones

Phones are available in classrooms and in the office for students to call home for school business only.

Visitors & Volunteers

Parents/guardians and families are welcome at Polaris K-12, as are other adults who have legitimate school business. All visitors must check in with the front desk upon entering the building. Adult volunteers wishing to work in the classrooms with students must have an approved volunteer application with ASD before entering classroom spaces, chaperoning on fieldtrips, and/or working in the school building for an extended part of the day.

Yearbook

Our student-created yearbook is a wonderful way to commemorate on the memories made each year. Students will have the opportunity to pre-purchase yearbooks between August and February. Purchasing early guarantees the best price. Yearbooks are distributed yearly the last week of school.

Polaris PTA (PPTA)

Parents and guardians who are involved in their child's education from Kindergarten through High School help their children be more successful in school and in life.

All caregivers with a student enrolled at Polaris are encouraged to become a member of the PPTA, an independent organization aimed to support the students, teachers, and community here at Polaris K-12.

Families are invited and encouraged to attend meetings and contribute their unique set of skills and interests in support of the school community. More information can be found on our website on how to get involved!

Systems of Support

The Individuals with Disabilities Education Act (IDEA) requires all publicly funded schools to provide access to a free and appropriate public education for students with disabilities. At Polaris, we firmly believe that all students can succeed, especially with the right supports. All students who qualify for special education services have a team of people advocating for them and their needs. The IEP team meets annually to review goals and establish the necessary accommodations and modifications needed in the classroom to support the individual students in reaching their full potential. It is important to note that Polaris is a full-inclusion school—no special education services are provided through a resource model. Additionally, Polaris does not have remedial or recovery courses for middle- and high-school students. We strongly encourage families to have open conversations with the Special Education team to ensure that the support structure in place at Polaris will meet the needs of your student.

Section 2: K-12 Program Features

Advisory

Advisory is an important part of the Polaris K-12 School's program and community. Through Advisory, each student and their family will become familiar with at least one secondary staff member who will offer support to students throughout their time in our Secondary Program.

Advisory creates a peer group for students to participate in and insures that there is at least one adult who knows each student well. This adult can then offer advocacy and support to the student in academic and social/emotional situations. Students in Advisory programs generally perform well academically and have lower drop out and substance abuse rates.

The overarching goal of advisory is to: create community, offer academic advisement, provide timely social and emotional learning opportunities and/or mediations, participate in community service, engage in student leadership, and prepare for college, career, and life. Students will meet daily with their Advisory and will keep the same Advisor for grades 6-12.

Curriculum

Curriculum at Polaris is driven in part by students' individual learning choices, in part by needs that are assessed by the teacher, and in part by the Anchorage School District curriculum. Learning is based on student interests, needs, and developmental levels. As an alternative program, our curriculum and instructional methods may vary from the ASD.

Currently, our teachers are guided using the following adopted curriculum; however, all teachers are given professional autonomy to implement these curricular programs in a way that best meets the needs of all students in their classroom.

Elementary Family Groups

Elementary classrooms at Polaris K-12 are multi-aged communities of learners with a wide range of gifts and abilities. Family groups are comprised of two grade levels (K-1, 2-3 or 4-5) and students stay with the same

teacher both years. Teachers use developmentally appropriate practice when it comes to making decisions regarding classroom practices, teaching, learning, and problem-solving. By considering the cognitive, physical, social, and emotional development of each child, we aim to ensure we meet each student's needs to the best of our ability.

Students are active participants in their learning and teachers expect and encourage children to advocate for their needs. Curriculum is oriented towards process rather than product and uses authentic work and assessments to determine a child's readiness for the next unit, theme, and grade level.

Extra Curriculars

Community Schools

After school opportunities for students may be offered through Community Schools. Adult Polaris community members, or students with the assistance of an adult, may offer a Community Schools session. For a current list of what is being offered, please refer to the PPTA page on our school website.

Student-Led Clubs & Activities

A student-led activity is a meeting of students for a designated purpose wherein the tasks, responsibilities, and other dealings fall to the student members and the student director(s). Any student interested in facilitating an activity should refer to the Student-Led Activities Policy, which can be found on our website, or picked up in the office.

Access to Neighborhood Sports Programs

Polaris students have the option (and right!) to participate in interscholastic activities at other ASD schools per Alaska Student Activity Association (ASAA) bylaws. Students should work with the school counselor to discuss their options. It is important to note, once a student declares participation in a high-school sports program, that student can not change allegiance for another school program for the remainder of their high school career.

Dances & School Community Events

School & Student-Run Dances

Dances are an opportunity for students to socialize in a safe and fun environment. They can be organized and facilitated by any student group; including family group, advisory, student leadership, committee, or PPTA. In order to maintain the privilege of dances, students must follow the Secondary Dance Policy, which can be found on our website. Any group wishing to organize a dance should complete, submit, and present the first half of the Secondary Dance Packet to Student Operational Group for perapproval. Final approval will come from the Principal. Guests from outside our Polaris community are sometimes allowed to attend, please refer to the Secondary Dance Policy for specifics.

School-wide Community Events

Largely organized by our PPTA, our school-wide events are an opportunity to bring our community together. Please look for information in our Wolf Weekly announcements regarding Community Events being offered this school year.

Fieldtrips

One way we provide students with real world experiences is through field trips, especially during intensives. We heavily rely on parents/guardians to provide transportation for most in-district travel opportunities.

ASD requires any parents/guardians driving for a field trip to complete an ASD Volunteer Application along with a Volunteer Driver Form, both available on our website. The Volunteer Driver Form also requires a copy of the following:

- a valid driver's license,
- proof of registration,
- and proof of insurance that shows coverage amounts that include auto liability insurance in the minimum amount of 100,000 / 300,000 bodily injury and 25,000 property damage.

Both the ASD Volunteer Application and the Volunteer Driver Form take time to process, **we recommend all parents interested/willing to drive for a field trip to get both applications/forms completed at the start of the year.** Once they are approved, you are cleared for the entire school year. *All applications need to be*

completed at least one week prior to a given fieldtrip and driver forms need to be submitted at least 24 hours prior to travel.

Student Expectations

When students are on a trip with a group representing Polaris, they are to conduct themselves in a proper manner at all times and abide by all policies of the Anchorage School District. Failure to do so will result in appropriate disciplinary action; likely to include the loss of privileges to attend subsequent trips.

Homework

At Polaris K-12, we acknowledge that a rich variety of learning styles and teaching methodologies exist and that all students learn at their own pace. We believe that acquiring new skills happens more authentically and with more meaning in classroom with an experienced teacher as the facilitator and the student as an active learner. Ideally, **no new content-based materials should be started at home.**

Homework that does exist within our program aims to provide practice and further extend skills taught in the classroom setting. Time spent on homework should be meaningful and will, understandably, become more significant with upper level courses such as advanced placement classes, lab-based science courses, and university level courses. Specifics on homework assignments, expectations, and guidance will be provided by family group and secondary course instructors at the beginning of the year, at the beginning of each course, and/or as needed and appropriate.

Intensives

Intensives at Polaris K-12 offer exciting learning opportunities where students and staff join together for an intense study of specialized, interest-based content for an extended period of time. Intensives allow students to explore ideas in depth, work on projects in the community, focus on the creation of art, travel, and much more. Additionally, it provides a unique opportunity for our elementary and secondary students to work together in expanded multi-age level course offerings.

All K-12 students will participate in intensives twice a year. Our Winter Intensives for two weeks immediately following Winter Break and our Spring Intensives are

always held the final weeks of school. For secondary students, the Spring Intensive runs for 3-weeks and for our elementary students, Spring Intensives run for 2 weeks. Our secondary students also participate in an additional intensive in the Fall immediately upon returning to school.

While on an intensive schedule, including those earmarked only for secondary, **our school hours adjust to 8:30 AM - 2:00 PM for all students.** This provides our specialist teachers who teach K-12 to offer intensives allowing us to build a more robust course catalog.

Each intensive has a fee attached and all students/families are expected to pay the associated cost to enter the given intensive. Fees varies based on the cost of materials, field trips, etc. Need-based scholarships are available to help defray the cost and the scholarship request is attached to every intensive catalog/registration when it is made available.

More information regarding intensive registration will be provided with sufficient time to register and will be announced via the Wolf Weekly and available on our website.

K-12 Connections

A truly unique aspect of our program is our ability to build and maintain connections across all 13 grade levels. Students are provided with multiple opportunities each month to engage with students in different grade levels through a variety of Polaris-specific activities. Please see below.

Advisory/Family Group Partnerships

Returning for the 2024/25 (after a brief hiatus during and post-Covid), all elementary family groups will be partnered with at least one secondary advisory to provide mentorship and engage in meaningful enrichment activities throughout the course of the school year. Our K-12 Connections Thematic Calendar and our Family Group/Advisory pairings will be made available on the website when established. Please be on the look out for volunteer opportunities associated with these activities as more hands are often needed to make these meaningful experiences happen.

K-12 Seminar

Once every year, typically in the spring, all students are placed in K-12 groups to engage in a seminar-based investigation surrounding a topic and book of our choosing lead and facilitated by our faculty and elder students. The conversations and activities shared are always meaningful and are a true reflection of our program and the ample benefits that come with providing opportunities for youngers to learn from elders and vice versa. Families are strongly encouraged to join us for this experience. A formal invitation will be send via Wolf Weekly as the event draws closer.

Polaris' Professional Learning Communities (PPLCs)

A Professional Learning Community (PLC) is defined as “educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve” (Dufour, Eaker, et. al, 20) PLCs apply a teacher-driven approach where educators work collaboratively together on all aspects of teaching and learning during designated time periods.

Newly implemented across ASD, but historically rooted here at Polaris, PLCs allow educators to pursue ongoing professional development in evidence-based instructional practices to improve student learning; Analyze student data to inform the teaching and learning taking place in the classroom; Examine student outcomes to close achievement gaps and meet student needs; Plan instructional opportunities that provide authentic learning experiences for students; Conduct informal action research studies aimed at solving school-wide challenges; Reflect on professional practice in order to enhance teaching and learning and improve student outcomes.

Research on the implementation of PLCs in school communities have identified the following benefits to student outcomes; PLCs support accountability in all parts of the process pertaining to curriculum, instruction, and assessment; PLCs lead to higher levels of student academic, social, emotional, and behavioral success; PLCs assist in accomplishing school improvement goals; PLCs create stronger teams and school-wide cohesion; PLCs embed opportunities for teacher voice and choice– helping to foster staff efficacy.

At Polaris K-12, PLCs are an integral part of our school community. Our PLCs are grounded in a professional development model, led by teachers, to make strategic data-driven decisions, create linear and vertical curriculum alignment, cultivate social and emotional learning, and foster our commitment to continuous improvement for all learners.

Students and Families are often invited to engage in these experiences with us! Please keep a close eye on the Wolf Weekly for information on how to participate.

Positive Behavior Intervention Supports (PBIS)

ASD in implementing a new initiative under a slow roll-out plan; bringing on new cohorts of schools each year with the intention to have all schools engaged in PBIS by 2028. Polaris has been selected, and staff have unanimously agreed to join, cohort 2 which begins this school year! It is important to recognize, first and foremost, that a lot of what PBIS will guide us in doing are things we already do really well, or are things we have already identified in the last year that need to be changed within our community to better serve our students.

We encourage families to engage in the process with us! More information about PBIS can be found on the PBIS website; pbis.org and more specific information regarding what this is, and will be, looking like at Polaris this year and beyond will be forthcoming. Our first order of business, which was hinted at on the inside cover of this guidebook, will be the adoption of our newly proposed school rules. We will be seeking staff, then student, then parent feedback throughout this process. Please be on the lookout for an invitation to provide your valued insight in the Wolf Weekly and an invitation to join our PBIS school-committee team during PLCs!

School Governance

Polaris K-12 has a robust School Governance/Student Leadership program with further exemplifies our student-led, student-driven philosophy. Below outline our various levels of school government and the unique leadership opportunities provided to our students.

K-5 Representatives

Each elementary family group will be provided the opportunity to have representatives participate in K-5 Reps, which is the elementary version of student council, and attend K-5 Rep meetings to share the voice and opinions of their entire family group.

Most representatives, especially at the intermediate level, are appointed by their peers. The decision on how to appoint representatives will be decided and shared with teachers at the beginning of each term by the K-5 leader. This is a distinct honor as the K-5 Reps help to organize school-wide events, school-change initiatives, and, overall, help make the school a better place.

Operational Group

The Operational Group, the secondary version of student council here at Polaris, facilitates the communication between the student body and other community members, deals in the organization of student-based decision-making including student-organized events, and helps facilitate the adoption or amendment of school-based policies.

All secondary students are automatically members of the Operational Group, however each advisory selects a representative to carry their vote at Operational Group and Advisory Board meetings, and to represent the respective interests of their entire group.

Elections

The Operational Group Board will consist of three upperclassmen (grades 11-12), three underclassmen (grades 9-10), and three middle school students (grades 6-8) all voted in by the secondary student body to lead and facilitate Operational Group. Elections for all positions will be held in the fall of each school year.

ASD Student Advisory Board Representatives

The purpose of the ASD Student Advisory Board is to act as an advisory committee to the Anchorage School District Board. Its primary goals will be to better the educational system and to voice the needs of students. The Student Advisory Board holds monthly meetings during the regular school year. Polaris has one middle school representative and two high school representatives. Students interested in this external representative position must apply to be interviewed by a panel consisting of the Principal, Operational Group

Advisor, and up to two students. If positions are vacant, they may be filled at the discretion of the Principal or Operational Group Advisor.

Student-led Conferences & ePortfolios

Student-Led Conferences at Polaris are unique and provide an opportunity for our students to showcase their work completed throughout a semester and speak to their growth and development over the course of a school year. Our Student-Led, Teacher-Supported Conferences, invite parents/guardians into the learning environment, helping them better understand the unique developmental needs of their children and provide an opportunity for parents/guardians and teachers to share observations and assessment information. Student-led conferences take the place of parent/teacher conferences that happen across the rest of ASD. They also operate on a different schedule **and are a required component of our program.**

Elementary Family Group teachers and Secondary Advisors will facilitate the student-led conferences twice a year for 30-minutes for all of their students/advisees. **All K-12 students enrolled and participating in the Polaris K-12 program are expected and responsible for producing and maintaining a portfolio that documents their work and their reflective learning process.** This practice empowers students to proactively discuss their academic, social, and emotional growth in his/her own words.

Our student-led conference dates for the 2024/25 school year are:

- December 6 and 13
- April 25 and May 2

Please mark your calendars and plan accordingly. All K-12 students and their families are expected to attend one conference per semester. Online sign-ups will be announced *at least 2 weeks* prior to the first scheduled conference date and available through our Online Conference Schedule.

The Polaris Habitat

Our schoolyard habitat was purchased with funds raised by our school community and the World Wildlife Fund. This parcel of land is an extension of our campus and allows for an outdoor learning space as well as a place to grow vegetables and beautiful flora.

We envision a harmonious sanctuary where individuals from diverse backgrounds converge to nurture a thriving ecosystem in unity. Anchored in education and environmental stewardship, our habitat embodies a shared commitment to cultivate a sustainable haven. Through collective engagement, we strive to empower our community to embrace regenerative practices, champion local biodiversity, and address ecological challenges. The Polaris Habitat is a welcoming and positive environment for gardeners and visitors alike.

We encourage our family groups, advisories, and also our families to take an active role in maintaining this shared space. For more information on how to help, more details about our vision & guidelines, please visit our website!

Section 3: Elementary (K-5)

General Information

Before School & After School

Classrooms open at 8:10 AM. Students who arrive before this time should report to the gym or library. When school ends at 3:00 PM., students not picked up from their classroom, should go to the lobby or wait outside for their ride. **Again, we strongly encourage all our elementary families to park and come in to meet their child at their classrooms. K-1 families are required to do so.**

Classroom supplies

For both elementary and secondary students– we recommend holding off on buying any/all school supplies. We understand the draw to buy that fresh box of crayons or new mechanical pencils– however, our elementary teachers take care of all that for you!

To help ease the burden of school supply shopping, and to ensure that our students have what they need to be successful in our unique classrooms, our elementary teachers have already purchased all the necessary school supplies for each student in each classroom community. **Donations of \$50 are requested per student to help cover the cost of procuring these supplies as well as materials for science inquiry projects, STEM-projects, and teambuilding opportunities.** Payments can be made on ParentConnect.

All student will need a backpack, lunchbox, gym sneakers, and headphones that come with them to school every day. If families are interested in donating additional supplies, antibacterial wipes, tissues, and healthy snacks are always welcome and appreciated in our elementary classrooms. More information will come directly from Family Group Teachers at the start of the year.

Lunch & Recess

All elementary students are granted a 40-minute recess and a 20-minute lunch break every day following the schedule below:

	Recess		Lunch
K-1	10:15-10:55	Note the overlap: This is to accommodate all students eating in the MPR and other non-negotiables.	10:55-11:15
2-3	10:40-11:20		11:20-11:40
4-5	11:50-12:30		12:30-12:50

Lunch Note:

As detailed in Section 1 of this Community Guidebook, For the 2024/25 school year, Polaris will be unable to serve hot lunch meals and will be serving shelf-stable meals as an alternative. **We highly (highly) recommend and encourage ALL students to pack a nutritious lunch from home each day.** While the shelf-stable meals remain an option for our students, they are largely non-preferred by students and typically go uneaten (these are the snack-pack meals that were provided to us during COVID).

Recess Behavior Expectations

All students are expected to conduct themselves in a reasonable manner and continue to follow all school-wide expectations, even while outside. Created in collaboration with our 4/5 students last spring, the following Elementary Recess Expectations are to be followed at all times*:

- Be Kind & Supportive
 - Use appropriate language
 - Offer help when needed
 - Include others in games and activities
- Be Safe
 - Use equipment & play appropriately
 - No throwing snow, rubber, rocks
 - No jumping-off swings
 - No climbing on equipment incorrectly (top of monkey bars; up the slide, etc.)
 - Walk and maintain your place in line when leaving the playground for lunch

- No running, cutting in line, shoving, etc.
- Be Respectful
 - Use appropriate voice levels
 - Respect the natural environment
 - Respect the adults who are there to support you.
- Be Responsible
 - Stay in-bounds
 - Use resources (bathroom breaks, warm-up room, etc.) responsibly.
 - Return equipment provided
- Be Self-Aware & Take Accountability
 - Recognize the effect of your actions and how they affect others.
 - Own up to the choices you make.
 - Set boundaries when needed; and respect the boundaries set by others.

Behavior consequences for not adhering to the above expectations include:

1st Offense	Verbal warning by Noon Duty
2nd Offense	10 minutes on the bench
3rd Offense	Missed recess/alternate activity the following day
4th Offense	Notify Principal

*These rules are subject to change as our program launches year 1 of PBIS

Proper Gear

It is essential that all students have the proper gear to play outside for the entire duration of recess, especially during the winter months. Snowpants, heavy jackets, gloves, hats, boots, and scarves are all necessary items for each student to have here at school every day. Student in ASD go out to recess even in below 0 temperatures. We closely monitor the temperature and make the call for indoor recess when appropriate, but this happens on very rare occasions and only if the temperature is below -10°, as advised by ASD guidelines.

Academics

Curriculum

Our elementary curriculum is fully aligned to the Common Core State Standards and is simultaneously grounded in our school philosophy and mission;

namely, students are the drivers of the instruction that takes place in our classroom spaces– we adjust to meet their needs, tailor to their interests, and facilitate instruction through hands-on/project-based methodologies.

All K-5 students have access and are provided opportunity to learn all core-subjects across each school year: English Language Arts (Reading & Writing), Mathematics, Science, Social Studies, and Health. Additionally, students are provided opportunities to practice handwriting, spelling, grammar, and technology in various forms from their family group teachers.

Polaris has adopted the following curriculum resources to help guide our teaching and learning practices:

- Reading (Foundational Skills): Amplify CKLA Skills (K-3)
- Reading & Writing (Conceptual): Units of Study by Lucy Calkins (K-5)
- Reading (Interventions): mClass Intervention (K-5, as needed)
- Math: Bridges in Mathematics (K-5)

While our curriculum is guided by several adopted programs, outlined on the previous page, our teachers are given the autonomy to supplement core-instruction with other materials, activities, and experiences that will better meet the needs of each individual student.

Assessment & Grading

Non-Graded Program & Standards-based Progress Reports

Our K-5 program is non-graded, and instead utilized standards-based progress reports* to clearly outline and document a students skills and readiness according to the Common Core State Standards. Social, emotional, and behavioral readiness is also reflected on these progress reports. Progress reports will be shared with families during student-led conferences

*Newly designed and adopted for formal use in the 2024/25 school year.

Student-led Conferences & ePortfolios

As indicated in Section 2, all K-12 students are expected to create and maintain a digital portfolio for use in guiding conversation and celebration during student-led conferences twice a year. Your child's family group teacher will help facilitate this process and ensure readiness for conference conversation. Please see *Student-led Conferences & ePortfolios* in Section 2 for more details.

District/State-Level Assessments

As a public school in ASD and in the State of Alaska, Polaris is required to administer all district and state-level assessments to students at certain grade levels. These assessments are outlined below:

Alaska Developmental Profile (K)

An Alaska Developmental Profile (ADP) must be completed through the Department of Education and Early Development (DEED) for all Kindergarten students in the state of Alaska.

The purpose of the Alaska Developmental Profile (ADP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year. This information is based on teacher observations. Student skills and behaviors are defined by 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; and Communication, Language, and Literacy.

mClass (K-5)

mClass is the universal Early Literacy Screener selected by the AK Department of Education and Early Development and used by the Anchorage School District to help with the early identification of students with reading deficits. Students in grades K-5 will take the mClass screener three times each year: fall, winter, and spring.

MAP Growth- Reading and Mathematics (3-5)

MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years.

AK Star- Reading and Mathematics (3-5) & Science (5)

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3-9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall and winter MAP Growth interim assessments and the Alaska spring summative assessment to provide a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning. A robust and customized approach to professional learning accompanies the new assessment system, expanding Alaska educators' assessment literacy and knowledge of strategies for data-informed decision-making and formative instructional practices.

Polaris-Specific Assessment Measures

Used in conjunction with the district/state-level assessments outlined above, Polaris uses additional assessment measures to more clearly identify student needs and, therefore, better adjust instruction to meet their individual needs. These additional assessments are determined by grade-level teams, as appropriate. The exception to this is the utilization of AimsWeb (mComp) across our 1-5 program, which is a foundational math assessment used to quickly identify the basic computation skills each student knows so we can help fill necessary gaps in understanding and skill quickly and in a timely manner.

Teaching & Learning

Our elementary classrooms heavily incorporate project-based, problem-inquiry activities that allow students to engage in the material presented in a variety of ways. While direct instruction is necessary and is utilized to teach concepts and skills at the beginning of a lesson or unit, we provide our students time to apply concepts and learn through doing across all subject areas. This not only asks students to learn the concepts and skills, but allows them to learn the essential 21st Century skills (such as collaboration, communication, team-work, self-management, time-management, etc.)

that they will need in life. Our approach is also SEL-forward, focusing on the social and emotional development of students right along with the academic content.

Specials

Elementary students have one hour (each) of art, physical education (PE), music, and library every week. These specials provide opportunities for students outside of their normal instruction to engage in different material and activities that aim to further guide their development as a student and as a person. The schedule for the 2024/25 school year is below.

		Monday	Tuesday	Thursday	Friday
12:50-1:20	Music	Marie	Zada	Marie	Zada
	Pe	Teagen	Keana	Teagen	Keana
	Library	Keana	Marie	Zada	Teagen
	Art	Zada	Teagen	Keana	Marie
1:20-1:50	Music	Teagen	Keana	Teagen	Keana
	Pe	Marie	Zada	Marie	Zada
	Library	Keana	Marie	Zada	Teagen
	Art	Zada	Teagen	Keana	Marie
1:55-2:25	Music	Kyla	Sarah	Kyla	Sarah
	Pe	Sam	Tess	Sam	Tess
	Library	Tess	Kyla	Sarah	Sam
	Art	Sarah	Sam	Tess	Kyla
2:25-2:55	Music	Sam	Tess	Sam	Tess
	Pe	Kyla	Sarah	Kyla	Sarah
	Library	Tess	Kyla	Sarah	Sam
	Art	Sarah	Sam	Tess	Kyla

Section 4: Secondary (6–12)

General Information

Athletics

Polaris students have the option to participate in interscholastic activities at other ASD schools per Alaska Student Activity Association (ASAA) bylaws. Students should work with the school counselor to discuss their options.

Course Registration

Secondary students register for courses in their Advisory. Students work collaboratively with their parents/guardians, advisor, teachers, school counselor and administration to plan a course of study that meets credit and graduation requirements while considering individual interests, personal pursuits, and post-secondary plans.

High School Students will work with their advisor and parents to create a schedule request each spring for the following year. They will review their transcripts and credits to ascertain which classes are still needed. Students will be scheduled in classes based on student interest, space availability and grade level, with priority given to meeting graduation requirements.

Dances

As outlined in Section 2, Polaris provides the opportunity for student groups to lead dances throughout the school year. Most secondary dances are open to grades 6-12. Highschool Prom is the exception with is only open for students in grades 9-12. All dances must follow the Secondary Dance Policy, which can be found on our website.

Dances are reserved for Polaris students; however, guests from outside the Polaris community can be provided permission to attend with preapproval through the Guest Pass Application, found on our website. All Guest Applications are due *at least* one week prior to the scheduled dance and must be submitted to the office for approval. All guests accompanied by a Polaris student, and present a valid photo ID. More information can be found in the Dance Policy, available on our website.

Daily Class Schedule

Advisory	8:30-9:00 AM
1st Period	9:05 - 9:55 AM
2nd Period	10:00 - 10:50 AM
3rd Period	10:55 - 11:45 AM
Lunch	11:45 AM - 12:25 PM
4th Period or 5th Period (block class; meets alternating days)	12:25 - 2:05 PM
6th Period	2:10 - 3:00 PM

PLC Half-Day (Please see school calendar for specific dates)

1st Period	8:30 - 9:00 AM
2nd Period	9:05 - 9:35 AM
3rd Period	9:40 - 10:10 AM
4th or 5th Period (block class; meets alternating days)	10:15 - 10:55 AM
6th Period	11:00 - 11:30 AM

Hybrid Course Structure: Daily & Blocked

A unique feature of Polaris K-12 is the hybrid course schedule that includes both daily and blocked classes. Newly adopted for the 2024/25 school year and revised from a full block schedule as implemented prior, Polaris teachers were asked to provide insight into which classes would be more adequately taught as stand-alone/daily classes, and which are more suited for a longer block class that meets every other day. Taking their input and devising a master schedule for this year, students will follow the daily class schedule as depicted above.

Our aim was to better support students in learning foundational skills, such as mathematics, with daily routine practice while protecting the valuable project/lab time that certain classes, courses, and subjects require. As we navigate the newness of this schedule throughout the 2024/25 school year, we will be looking to receive feedback from students to understand whether this structure is better working to meet their needs.

Lunch

Is daily from 11:45-12:25. As outlined in Section 1, all high school students will access to a shelf-stable meal during their lunch period; however, a packed lunch is highly recommended to either combine with this free lunch option, or to supplement completely.

6th graders will eat in the cafeteria for semester 1 and, depending on good behavior, will be allowed to eat in lounges starting in the second semester. 7/8th graders are allowed to eat in either the cafeteria or in the designated lounges around the school. No middle school student may leave campus during lunch.

High school students (9-12th graders) are allowed to leave campus for lunch. If they chose to do so, they are responsible for themselves and should have parent permission prior to leaving. Students are expected to return to campus and be in their 4th/5th period class on time. If they are not, they will be marked as tardy. Those walking to Khaladi's during lunch must behave in an appropriate manner while walking there and back and while in that establishment. Privileges will be revoked if complaints from our neighboring business are made.

Food deliveries have become very popular– and we understand the appeal. Students may not order food during class time and may not receive food deliveries at any other time then during the designated lunch period. Food that is delivered before lunch will be held in the office for the student to pick up at the beginning of their lunch period– food delivered after will wait until the next transition in the day (which is 2:10). We highly recommend families/students pre-ordering their food the night before to be delivered during the lunch period (this feature is knowingly available on DoorDash; other services may also have this feature).

As a reminder to students and families, students may NOT use cell phones or other electronic devices during lunch. If a student needs to check in with a parent or guardian, make a phone call or send a quick text, they must do so in either the designated lounge, or in the office.

Lockers

Lockers are provided as a privilege to students and students are responsible for maintenance as well as contents. Students should only use the locker

assigned to them. The school assumes no responsibility for items left/stored in the lockers. Locker assignments will be generated automatically using the district's main data system, Q. Locker assignments can be seen in Parent/StudentConnect. Please do not leave open or unwrapped food or beverages in the locker at any time. Lockers are subject to random searches at any time.

Lounges

Secondary students have the privilege to study, collaborate on assignments, and eat lunch* in designated lounges throughout the building. This privilege comes with the responsibility for students to self-manage and maintaining a safe, clean lounge area. Any inconsiderate, dangerous, or disruptive behavior will result in disciplinary consequences.

*with the exception of 6th graders during semester 1.

Academics

All secondary courses taught at Polaris are rigorous and are taught at an accelerated pace due to the nature of our course calendar/academic year. Students are expected to apply themselves, actively participate, and advocate for their needs in every class; with every teacher.

Academic Distinctions

Honor Roll

Student who earn at 3.0 GPA in any given semester receive automatically earn the honor roll distinction. All Honor Roll students receive an Honor Roll certificate presented during the Academic Assembly held twice a year*.

Polaris Scholar

Students who earn a 3.5 GPA in any given semester are eligible to apply for the Polaris Scholar distinction. The application to apply includes the requirement to declare documented community service hours and an essay describing how they exemplify the school's mission of personal excellence, lifelong learning, and ethical responsibility to self, community, and world. More details regarding the requirement can be found on the application, which are provided to each student who

is eligible. Those whose applications are approved by the Principal and the status of *Polaris Scholar* are granted are recognized by name at the Academic Assembly* and are gifted a certificate of achievement.

*The Academic Assembly to honor 2nd semester accolades are held in the Fall of the following school year

Graduation Cord

To further honor the individual students in our school community that exemplify the core mission and values of our school, students who earn six (6) or more *Polaris Scholar* awards over the course of their academic career at Polaris are eligible to graduate as a *Polaris Scholar*; symbolized by wearing a purple graduation cord at graduation and honored, by name, at both the Cording Ceremony and at Graduation. A high honor and one we hold with great pride and esteem within our school community.

Advanced Placement, Honors, & Accelerated Courses

At Polaris, we do not believe in a glass ceiling—Students demonstrating readiness for work beyond the typical courses offered at each grade level may be recommended for higher level courses. Classroom teachers use a three-part process to determine readiness and evaluate a student's eligibility for advance placement: (1) grade consisting of an A from pre-requisite course, or teacher recommendation to override, (2) >90%ile on MAP Growth End-of-Year benchmark results, and (3) MAP Growth *Ready to Learn* Data. Families of students eligible will be contacted by the school counselor prior to registration for the following school year.

AP Courses are offered based on student demand, and certain courses may only be available in alternating years. Additionally, some students elect to take AP courses via online classes, or may choose to take an AP exam independently (i.e. a *Polaris Chemistry* student may do additional exam preparation to take the AP Chemistry exam). Students are encouraged to discuss opportunities for additional challenge with their teachers, advisor and counselor.

Credit by Choice

Students are also eligible to enter The Credit by Choice program, which offers numerous options for extending learning. Credit by Choice options include Challenge Courses, Independent Studies, PE Waivers, Correspondence, as well as others. Students must contact the secondary counselor and complete the Credit by Choice Application before starting the desired coursework.

Challenge Course/Peer Taught Course

Student designed course that is not currently offered in the *Polaris* program of studies.

Independent Study

A student works with a teacher to develop an independent class study, either in pursuit of interest or to meet graduation requirements.

PE Waiver

Students can meet Physical Education requirements by participating in an organized ASD sport. Each season of sports can waive .25 credits of PE.

Single Course Enrollment

Students may attend a neighborhood school to take coursework offered by the Anchorage School District that is not available at Polaris. Students may take up to two courses per term at a neighborhood school.

Dual Credit & Local College Coursework

Students may take university courses that count as both high school credit for graduation and college credit.

Correspondence

Students choose a non-ASD program for online classes and work with that program towards completing course requirements.

More information can be found in the *Polaris Counseling Office*.

Advisory Framework*

As outlined in Section 2, all 6-12 grade students will be placed in an advisory throughout their secondary career at Polaris. Advisory provides the opportunity for mentorship, networking, community building, and the establishment of strong interpersonal relationships.

*Our Advisory Framework is undergoing an evolution through work in PLCs during the 2023/24 and 2024/25 school year. Our school community will play an active role in this process— stay tuned!

Assessment

District/State-Level Assessments

As a public school in ASD and in the State of Alaska, Polaris is required to administer all district and state-level assessments to students at certain grade levels. These assessments are outlined below:

MAP Growth- Reading and Mathematics (6-9)

MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years.

AK Star- Reading and Mathematics (6-9) & Science (8 & 10)

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3–9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall and winter MAP Growth interim assessments and the Alaska spring summative assessment to provide a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning. A robust and customized approach to professional learning accompanies the new assessment system, expanding Alaska educators' assessment literacy and knowledge of strategies for data-informed decision-making and formative instructional practices.

Polaris-Specific Assessment Measures

Used in conjunction with the district/state-level assessments outlined above, Polaris uses additional assessment measures to more clearly identify student needs and, therefore, better adjust instruction to meet their individual needs. These additional assessments are determined by course instructors and could include pre- post- unit assessments, essays, projects, etc.

College, Career, Life Ready

Polaris strives to provide an opportunity for all students to explore college and career opportunities through a supported approach throughout their entire secondary program. Our goal is to ensure that our students are prepared to either attend a college or university or enter the workforce upon graduation. Additionally, everything we do within our program aims to support students to be successful in life— learning key 21st century skills that will help them navigate the ever-changing world outside our walls.

To us, being life ready means that students leave us with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills. Students who are life ready possess a growth mindset that will empower them to approach their future with confidence; to dream big and achieve big. See 'Advisory Framework' for more information.

Curriculum

The curriculum used across our secondary program is fully aligned to the Common Core State Standards and is simultaneously grounded in our school philosophy and mission. Teachers at Polaris use a blend of district-aligned curricula materials and have the autonomy to supplement and/or create additional resources, activities, and guides to adjust and tailor to the individual students in each of their classes. If you ever have questions about curricula material being utilized, please contact the course instructor directly. Additional information regarding courses available at Polaris can be found in the 'Program of Studies' section of this guidebook.

Graduation Requirements

ASD Graduation Requirements:	(22.5 Total Credits)
English Language Arts (ELA)	(4 credits; 8 semesters)
Mathematics	(3 credits; 6 semesters)
Science	(3 credits; 6 semesters)
Social Studies	(4 credits; 8 semesters)
Physical Education	(1.5 credits; 3 semesters)
Electives/Extra Core	(7 credits)
Advisory*	(2 credits; 4 years)

**Polaris Graduation Requirement*

Electives

Are curriculum experiences designed to help students discover and/or examine learning related to their changing needs, aptitudes and interests. Typical Electives include: Visual Arts, World Language, Theater Arts, Band/Orchestra, School Business Partnership, Computer Fundamentals, Yearbook, Newspaper, any core class credit beyond requirements, Gifted Mentorship, and King Career Center courses.

Grading & Reporting

Families and students are encouraged to track progress through both Q Parent/StudentConnect as well as Canvas. Q/ParentConnect is ASD's grade reporting system and is where final grades are posted. Grades denoted in Q prior to the end of each quarter (for middle school) and/or semester (for high school) are considered progress grades. For specific assignment details, due dates, and tracking, we recommend monitoring Canvas.

Our teachers do their best to report grades and earned assignment points in a timely manner as it is expected that accurate and objective reporting will encourage our student to make use of their educational opportunities to the best of their abilities and advocate if assistance is needed. If at any time you have a question or concern regarding a grade reported

for your child, please contact the course instructor directly.

ASD's grade reporting system, Q, is a three-prong grading and reporting system for students, teachers, and parents/guardians. Each group has their own access to this tool. If you need login information, please see the front office staff.

Secondary student grading and reporting is done through the ASD Q system that parents/guardians have access to in real time. Secondary instructors regularly update progress.

Secondary students at Polaris receive traditional grades (A-F) and are graded on a semester basis. The grades assigned at the end of the first and second semesters will be the final grades for those classes and will be posted to student transcripts. First and third quarter grades serve as progress reports, although those grades do count toward interscholastic activity eligibility. Progress reports are provided to students who are failing or in jeopardy of failing. parents/guardians are encouraged to check with teachers (by phone or e-mail) to review their students' progress. Any concerns over grades should be initially dealt with by the teacher, student and the student's parent/guardian. If a concern cannot be resolved at that level, it should be addressed by the secondary chairperson.

Milestone Intensives

6th Grade Transition Strategies

Becoming a middle school student is both a wonderful and challenging time. This long-standing Polaris Intensive was created to help tweens prepare for the transition into the Polaris Secondary program with confidence. Each 6th Grader will receive a personal copy of the Big Life Journal for Tweens. Together we will study, discuss, and apply principles that will help tweens handle the tough issues and big decisions they face. This study is presented in an entertaining style that will guide teens to develop a growth mindset, become positive and resilient, and find confidence in who they are. During this Intensive, you will get all of your questions answered about the move to Secondary, pre-register for your first semester as a 6th Grader, participate in team initiatives, build relationships within your graduating class, and have a ton of fun!

9th Grade Freshman Academy

NEW for 2024! Our inaugural 9th Grade Intensive will welcome all 9th graders to the world of high school. In this intensive, you will not only form a community of fellow freshmen, but you will learn the tools to be successful in High School and beyond! Topics focus on community, lifelong learning, ethical responsibility, academic and personal excellence, and so much more!

11th Grade Find Your Future

This Intensive gives you the time and skills to develop a solid plan for your final year of high school and your first year of college, the work world, or the military. This Intensive is for EVERYONE in 11th grade - and 12th graders who haven't taken it yet. Get a head start and a competitive edge on scholarships, admissions, resume writing, securing internships, and preparing for the work world. Develop a professional quality digital scholarship portfolio and a personal action plan with your goals and objectives listed by date. Hear from professional financial advisors, state financial aid counselors, admissions counselors, and former Polarians who are currently attending schools all over the country. This is the place to ask the questions that you have about how it all works after high school, regardless of the direction you are headed. You will also be given the

opportunity to take a practice SAT or ACT test with Frontier Tutoring here at Polaris. They will provide you with a detailed score report that highlights trends and patterns in your performance. Single-class enrollments at other schools will be accommodated for this Intensive.

Post-Secondary Planning

Post-secondary education and career counseling is available through our school counselor. Additional resources can also be found on the Polaris website.

Self-Directed Learning Opportunities

Those most likely to succeed in the 21st century will have a lot of practice in the areas of collaboration, creativity, communication, critical thinking, citizenship, and character. What are you curious about? Once you answer that question, consider how you will design self-directed learning to help you achieve your purpose. This is your chance to really own your education. Go for it!

Independent Study

A student works with a teacher to develop an independent class study, either in pursuit of interest or to meet graduation requirements. The teacher and student decide on the course content, evidence of learning, and achievement expectations. The student works independently through their course, and their supervising teacher provides periodic support.

Challenge Courses

Students at Polaris can create and design curriculum for a course that they would like to work through. Students may follow a model that they have found at another school or institution, or they can create exactly the course that they are interested in taking. For example, students have planned scientific studies with field research, studied types of architecture of a region of nations, and read selections from a genre of literature and networked to find a literature circle in the community to discuss those works. Additionally, access to world class and free education online is constantly expanding.

Gifted Mentorship

The Gifted Mentorship Program is for exceptional high school juniors and seniors who are self-disciplined and interested in pursuing an independent study under the direction of a professional/expert in a field of great interest to the student. The program is for high-ability, high-achieving students who have completed advanced coursework. The program gives motivated, mature high school students an idea of what it is like to work in a field of their interest by being teamed with a professional who acts as their mentor. Students spend 45-60 hours with their mentor and earn half an elective credit for the mentorship when they successfully complete several assignments, including a final project.

CTE Internships

Internships in a CTE pathway are an exciting extension of the high school classroom into the workplace. They are an excellent way for students to employ their skills, gain real-world experience, build their resume, and earn high school credit at the same time. Students grow both personally and professionally, while contributing to the goals of the organization in which they are working.

CTE internships are open to high school Juniors and Seniors who: Have completed 1 credit (2 semesters) in a CTE Pathway, related to the internship (ie BioTapp or KTHS Course), have a minimum of 3.0 GPA in all CTE courses completed, have 90% attendance at school, have reliable transportation to and from internship site and receive a CTE teacher recommendation and pass an interview.

Independent Capstone

The Polaris Capstone Project is a student-centered approach to instruction. Students form their own investigation of a guiding curiosity, to develop valuable research skills and new knowledge as they engage in design, problem solving, decision-making, creativity, and investigative activities.

The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and weekly missions, and carefully assessing what students have learned from the experience.

With this type of active and engaged learning, students will be inspired to obtain a deeper knowledge of the subjects they are curious about. A public exhibition is required in order to complete this class for credit.

Paint a Mural

The intent of Polaris public art is to reflect our diverse community. Murals are encouraged to be unique designs and styles. The artwork should be tasteful and transcend the boundaries of time. Make one!

Leadership Endorsement Work time

The Polaris Leadership Program is used to encourage, develop, and recognize the leadership efforts made by high school students during their time at Polaris. Through this program, students have the opportunity to gain hands-on experience in leadership through multiple avenues. Upon completion of the program, students will receive a graduation cord and endorsement at graduation.

Plan a Peer-Taught Intensive Course

Students have the opportunity to create a quarter or semester long curriculum in conjunction with a teacher advisor and deliver that course. Students create a course syllabus, develop lesson plans and implement them working with the advisor to evaluate students and assign grades.

Typical Highschool Coursework Plan

9 th Grade Typical Coursework				
Math Algebra Geometry	Language Arts Intermediate Composition American or World Lit.	Social Studies Ak Studies Social Studies Elective US or World History	Science Principles Biomed Science Electives: Projects, Natural Sci of AK, Life, Forensic, Environmental.	PE/ Fine Arts/ World Lang PE Drama Band/Orch. Spanish 1 or 2 Art
10 th Grade Typical Coursework				
Math Geometry Algebra 2 Math Elective	Language Arts Composition Workshop American or World Lit. Creative Writing	Social Studies US or World History AK Studies Social Studies Elective	Science Principles Biomed Chemistry Concept. Physics Science Electives	PE/ Fine Arts/ World Lang PE Band/Orch./Art Drama Spanish
11 th Grade Typical Coursework				
Math Algebra 2 Math Electives AP Statistics AP Calculus	Language Arts Comp Workshop Creative Writing LA Elective AP Lang or Lit	Social Studies US or World History AP History Economics Government	Science Chemistry AP Physics Genetics Marine Bio BioTaPP 1/2	PE/ Fine Arts/ World Lang PE Band/Orch/Art Drama Spanish
12 th Grade Typical Coursework				
Math Algebra 2 Math Electives AP Calculus AP Statistics	Language Arts Advanced Comp. Creative Writing LA Elective	Social Studies Economics Government AP History	Science AP Physics BioTaPP 1/2 Human Anatomy Genetics	PE/ Fine Arts/ World Lang PE Drama Band/Orch/Art Spanish

Secondary Program of Studies

The Polaris Program of Studies outlines the courses offered here within our program. Please note that some courses are not offered every semester, please check the current course schedule or speak to your advisor or the secondary counselor for guidance.

Language Arts:

Advanced Composition, H0223salt

This is a class requirement for seniors who have not already taken a class for Advanced Composition credit. This course is designed to introduce and/or further develop research and research writing techniques and prepare you for college and professional level writing. Students build the skills necessary to write a 10-15-page research paper.

Grade: 12

ASD Name: Advanced Composition

Credit: 0.5 Adv. Comp.

Advanced Literary Analysis, H0180ALT

This course is designed to engage you in the careful reading and critical analysis of literature. Through the close reading of texts, you will come to a deeper understanding of the ways writers use language to provide meaning for their readers. As you progress through this class you will learn to consider a work's structure, style and themes, as well as its use of figurative language. Careful attention to both textual detail and historical context provides a lens for literary interpretation and illumination. This approach to analyzing and interpreting literature requires you to learn how to make careful observations of textual detail.

Grades: 10-12

ASD Name: Advanced Lit Analysis

Credit: 0.5 Literature Elective

American Literature, H0370salt

Courses in American Literature are designed to deal with the major writers and works of American literature from colonial times through the 20th century. Students will consider major social and political issues of American life as reflected in poetry, fiction, nonfiction, drama, and film. Students will examine philosophies that pervade American

thought with emphasis on the relationship between the literature and the growth of the United States.

Grades: 9-12

ASD Name: American Literature

Credit: 0.5 American Lit

Applied Composition, H0252qalt

Success at school and in your career, will depend in large part on your ability to precisely communicate your ideas to a specific audience. This course focuses on effective listening, speaking, reading, and writing in life and at work. Students will demonstrate their skills both individually and in groups – developing marketing and multi-media campaigns. We will consider and study communication in a broader context - how it is changing in our digital world – and how to negotiate new methods of communication while remaining effective and proficient.

Grades: 8-12

ASD Name: Digital Composition

Credit: 0.5 LA Elective

Creative Writing, H0240qalt

This course focuses on developing artful writing.

Grades: 9-12

ASD Name: Creative Writing

Credit: .25 or .5 LA-Elective

Composition Workshop, H0210

This course focuses on continued development of academic writing including emphasis on the academic essay and research writing as well as development of professional technical writing.

Grades: 10-11

ASD Name: Composition Workshop

Credit: 0.5 Comp. Workshop

Digital Composition, H0252qalt

This course focuses on a collaboration of the writing process and digital media. Students will interact, collaborate, and publish with peers using a variety of media. We will create PSAs, a classroom website, podcasts, podcasts, electronic portfolios, and more. Accompanying our compositions will be philosophical and ethical discussions in relation to digital literacy.

Grades: 9-12
ASD Name: Digital Composition
Credit: .25 or .5 LA Elective

Humanities (Literature, Art, or Social Studies Elective), H0415

Italian Renaissance

In the early 1400s, the world woke up. From its beginning in Florence, Italy, this renaissance, or rebirth, of culture spread to Rome and Venice, then, in 1500, to the rest of Europe. Technical innovations and creative discoveries exploded and have been influencing the world ever since. We will study the art, literature, science, and social patterns of this moment in human history.

Harlem Renaissance

For a semester we'll get to explore the many art forms that exploded during the Harlem Renaissance. We are going to examine music, poetry, and art from this time period to gain a deeper understanding of America during the roaring 20s and what became a music revolution that erupted into rock and roll. Creative thinking will be required as students write, listen, read, and speak about art, music, and literature of this uniquely American experience.

Grades: 9-12
ASD Name: Humanities
Credit: .5 Lit or SS Elective

Intermediate Composition, H0221

This course focuses on the fundamentals of academic writing with an emphasis on the academic essay.

Grades: 9-10
ASD Name: Intermediate Composition
Credit: .5 Intermediate Comp

Memoirs (Creative Nonfiction), H0240qalt

Creative writing is the process of writing, the process of making something new and different, something made-up. But the writing also has roots in real-world experiences and the memories of the writer - fact and fiction blending together. In this class we will explore several modes of creative writing grounded on what we know best - ourselves.

Grades: 9-12

ASD Name: Creative Writing
Credit: .25 LA Elective

Nonfiction, H0440qalt

Explore the world of literary nonfiction. Together we will read and discuss nonfiction a variety of texts including biographies, essays, monographs, and travel narratives. This course will include writing, extensive reading, projects and discussion

Grades: 9-12
ASD Name: Literature, Nonfiction
Credit: .25 or .5 Lit. Elective

Poetry, H0430ALT

In this course we will be concerned with experiencing poetry. We will focus less on what poetry "means" than what it does: what needs and desires does poetry fulfill in its writers and readers? When does it leave the static page and become something performed, ritually memorized, communally celebrated, or otherwise brought to life?

Grades: 9-12
ASD Name: Poetry
Credit: .5 Literature Elective

Rhetoric, H0430ALT

The purpose of this class is to help students gain the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts. Much of our class will be designed to help students analyze a situation/text and make thoughtful decisions based on that analysis through writing, reading, and research. Our time together will help students cultivate intellectual and practical skills that relate to the following habits of mind; curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. This class can meet the Advanced Composition requirement for seniors.

Grades: 11-12
ASD Name: Language Arts, Special Topics
Credit: .5 ELA Elective

Science Fiction, H0455

Science Fiction and Fantasy is a course that explores the outer limits of the imagination and the far-reaching possibilities for the human race and technology through literature. Students will read and discuss classic as well as contemporary novels and short stories in these genres. This course emphasizes

science fiction and fantasy genres as vehicles for social criticism and stimulation of thought about technological development and psychological, societal and political organization. Students will write in various modes using multimedia tools.

Grades 9-12

ASD Name: Literature, Sci Fi and Fantasy

Credit: .5 Lit Elective

Shakespeare, H0460

Friends, Polarians, countrymen, lend me your ears! Shakespeare is renowned as the English playwright and poet whose body of work is considered the greatest of English literature. Join in a study of Shakespeare, his work, his times, and his continuing impact.

Grades: 9-12

ASD Name: Literature, Shakespeare

Credit: .5 World Literature

Socratic Seminar (Literature or Social Studies Elective), H3241S1

The course will require students to participate in active learning through discussion in a dynamic and engaged learning community. Students will master critical reading and listening skills and gain the confidence to explore new subject matters. Texts from literature, history, philosophy, and art will be examined as students improve their vocabulary and comprehension, evaluate arguments, present evidence, consider context, and learn to respect the opinions of others.

Grades: 7-12

ASD Name: Language Arts Seminar

Credit: .5 Lit or SS Elective

Speech and Debate, H0520

Speech and Debate is a one-semester introductory course that covers a variety of styles of public speaking and formal debate. Through research and practice students will become familiar with these styles through instruction, research, and practice. Each unit will culminate in performance assignments that require students to demonstrate their abilities within the classroom setting. Opportunities to take their knowledge to competition at the local and state level may be made available to students as well through extracurricular programs.

Grades: 9-12

ASD Name: Debate

Credit: .5 LA-Elective

Writing Across Contexts: WRTG A111, H0126UAA

This class meets the Advanced Composition requirement for seniors. Writing Across Contexts (WRTG A111) is an introduction to writing strategies and processes for reading and responding to rhetorical situations across a variety of public and academic contexts. We will study how writing responds to different situations and practice writing for different contexts.

Grade: 12

ASD Name: ENG A111 UAA

Credit: .5 Adv. Comp, .5 Literature

World Literature, H0410salt

Courses in World Literature provide an overview of major writers and works from areas of the world other than the United States. Novels, short stories, plays, poems, and other nonfiction documents will be studied to enhance student's understanding of various world cultures.

Grades: 9-12

ASD Name: World Literature

Credit: .5 World Literature

Mathematics:

Algebra I H1352

This class reviews and extends problem solving, data analysis, use of technology, the theory, use and understanding of the fundamental operations on real numbers, expressing quantitative statements in the language of algebra, solving equations and inequalities, polynomials, matrices, the use of rational expressions in equations, coordinate graphing, irrational numbers, solutions of quadratic equations, and related applications. Prerequisite-Grade of "C" or better in Pre-Algebra or Math 8 or recommendation of most recent math instructor.

Grades: 7-10

ASD Name: Algebra I

Credit: 1 Algebra I

Algebra II H1377

This class includes problem solving, data analysis, use of technology, basic operations with polynomials, solving equations and inequalities, sequences and series, relations and functions, systems of equations in two and three variables, matrices, irrational and complex numbers through the solution of quadratic functions and polynomial functions of higher than first degree and an introduction to logarithms.

Prerequisite: Grade of “C” or better in Geometry or permission of the previous math instructor.

Grades: 9-12

ASD Name: Algebra II

Credit 1.0 Math Elective

AP Calculus AB H1706

This course covers three main topics. The first topic is functions, which includes analyzing graphs, finding limits, defining asymptotic behavior, and discussing continuity as a property of functions. The second topic, derivatives, covers derivatives at a point, derivatives as a function, and second derivatives and the application. Integrals, the last topic will include properties of definite integrals, applications, and the Fundamental Theorem of Calculus. Prerequisite:

Grade of “C” or better in Pre-Calculus or permission of previous math instructor.

Grades: 9-12

ASD Name: AP Calculus AB

Credit: 1 Math Elective

AP Statistics, H1701

As with other courses designated with Advanced Placement, this course is introductory college level material. The student is expected to meet this college level workload to be successful. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be expected to be able to use appropriate technology to interpret data and will be expected to be able to communicate their results in an understandable form. Prerequisite: Grade of “B” or better in Algebra II and Geometry or permission of previous math instructor.

Grades: 10-12

ASD Name: AP Statistics

Credit: 1 Math Elective

Data Analysis and Probability H1680

This course will introduce students to fundamental concepts of data collection, display, and analysis. Students will also learn to determine what is possible and probable in various situations in addition to simulating events to determine experimental probabilities. Working with spreadsheets will be a fundamental part of the course. Prerequisite: Grade of “C” or better in Algebra 1.

Grades: 10-12

ASD Name: Analyzing & Displaying Data

Credit: .5 Math Elective

Financial Literacy and Math Modeling H1025

During the first quarter of the course, students will study various aspects of our financial world, including budgeting, borrowing costs, investing, and cost/benefit analyses of financial decisions. Research will be a fundamental part of the course. For the second quarter, students will use their prior knowledge to construct mathematical models for detailed problems and situations. This part of the course will be project oriented for small groups of students with emphasis on interpreting and communicating results. Prerequisite: Grade of “C” or better in Geometry.

Grades: 10-12

ASD Name: Financial Literacy

Credit: .5 Math Elective

Geometry, H1502

This class covers the study of plane and three-dimensional geometry. The emphasis is on clarity, precision of language, and the logical development of geometric principles in deductive reasoning and proofs. It includes work with lines, planes, angles, congruent triangles, circles, polygons and transformations. Prerequisite- Grade of “C” or better in Algebra I or permission of the previous math instructor.

Grades: 8–11

ASD Name: Geometry

Credit: 1 Geometry

Math 6 M1005

Students will practice and improve their number sense, measure sense, and estimation skills. They will review and extend their arithmetic, calculator, and thinking skills by writing and solving number sentences that contain variables, identify and

construct similar and congruent polygons using a ruler and protractor, identify and explain prime and composite numbers, use order of operations, including exponents and grouping symbols and read, write, and order rational positive and negative numbers. They will write and solve word problems involving multiple operations.

Grade: 6

ASD Name: Math 6

Pre-Algebra M1030

This course is designed to prepare students for success in Algebra I. The emphasis on continued development of pattern recognition, computational skills, elementary algebra topics, geometric relationships, problem solving, linear equations, inequalities and formulas, and the use of technology. Students will extend their knowledge of probability and statistics and analyze data to make decisions and defend conclusions.

Grade: 6-8

ASD Name: Pre-Algebra

Pre-Calculus Intensive

This class covers the essential elements of Pre-Calc within an intensive. The emphasis of this course is on concepts that build toward understanding calculus and improvement of algebraic skills. Prerequisite: Grade of "C" or better in Algebra II and Geometry or permission of previous math instructor.

Grades: 9-12

ASD Name: Math Special Topics

Credit: .25 Math elective

Survey of Algebra, H1326

This course provides an introduction to uses and applications of algebraic concepts including pattern recognition, computational skills, geometric relationships, problem solving, the solution of linear equations, inequalities and formulas, graphing linear equations and inequalities and the solution of word problems. Students will extend their knowledge of probability and statistics and analyze data to make decisions and defend conclusions. This course is designed for the student who will need to apply algebraic concepts in vocational/career areas, vocational courses, and/or King Tech High courses.

Grade: 9-10

ASD Name: Survey of Algebra

Credit: 1 Survey of Algebra

Science

Anatomy & Physiology, H2300S1

This class involves the study of the structure and function of the various parts of the human anatomy.

This course is recommended for those students interested in medical/health related fields. Will include several field trips to physician offices and to the UAA cadaver lab. Prerequisite: Biology or Principles of Biomed required, chemistry recommended

Grades: 10-12

ASD Name: Human Anatomy/Physiology

Credit: .5 Life Science

AP Physics 1, H2530

AP Physics is equivalent to a first-semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Prerequisite: Algebra 2 completed, or taken concurrently with instructor permission.

Grades: 11-12

ASD Name: AP Physics 1

Credit: 1 Physical Science

Astronomy: Solar System, H2621

Students investigate the development of astronomy from the ideas of the ancients to the modern technological exploration of our solar system. The course focuses on the origin, dynamics and physical characteristics of members of the solar system (sun, planets, satellites, meteoroids, asteroids and comets). Through a study of planetary geology, students will gain an appreciation for the interdisciplinary nature of astronomy. Class activities may include planetarium observations, as well as laboratory experiences based on data provided by NASA, Harvard-Smithsonian Micro-Observatory and other astronomy-based facilities.

Grades: 9-12

ASD Name: Astronomy: Solar System

Credit: .5 Physical Science

Astronomy: Universe, H2622

Students investigate astronomy from the stellar and galactic view. They begin with the physical properties of stars and stellar evolution (how an astronomer infers a star's origin and eventual demise). They progress to studies of galaxies, using the Milky Way as the standard for comparison. The universe on a grand scale then becomes the topic for analysis for discussions on clusters of galaxies and cosmology (the origin and evolution of the universe).
Grades: 9-12

ASD Name: Astronomy: Universe

Credit: Physical Science

Biotechnology, H8940, H8941

Formerly known as BioTaPP (Biotechnology Training and Preparatory Program), this full-year program is designed to introduce students to biotechnology for the 21st century, highlighting the revolution in biology, and give students fundamental experience in biotechnological techniques used widely in research and industry. Partnerships with BioRad, UAA, and other related companies will guide and review the types of activities instructed to give students the most current experiences in the lab. Fundamental lab skills training will be the focus of this class. Students will be introduced to the foundations of biotechnology; conceptual understanding of genetic engineering; medicine; immunology; pharmaceutical applications; bioethics and careers in biotechnology. This course will also be supported by local and national scientists in the field of biotechnology. BioTaPP is designed for students who are resourceful, responsible, patient and interested in understanding the cutting-edge future of science in our lives. Payment of a Lab Fee is required at the beginning of the year; scholarships are available through the front office. Prerequisites: Successful completion of Biology I and Algebra 1. Chemistry and Genetics are strongly recommended.
Grades: 10-12

ASD Name: BioTapp 1, BioTapp 2

Credit: 1 Life Science

Chemistry, H2421

This course includes the study of the following concepts: atomic structure, mole, chemical periodicity, writing formulas and equations, nomenclature of compounds, kinetic molecular theory of solids, liquids and gasses. 9th Grade

students are eligible if they have: 3.5 or higher GPA in 8th grade, B or higher in chemical and physical science, science teacher recommendation, and are taking Geometry or higher math.

Grades: 10-12

ASD Name: Chemistry 1

Credit: 1 Physical Science

**Climate Science Seminar
H7050QALT/H2289QALT**

In this course, students will describe climate and the factors that affect local and global climates, including the science behind natural and man-made effects. Students will study mitigation and adaptation options based on current forecasts of climate change.

Grades: 9-12

ASD Name: Sci. Seminar/Enviro. Issue

Credit: .5 Science Elective

Conceptual Chemistry, H2411

This course provides an opportunity for students to study the basic concepts in chemistry as they relate to home and life. Chemical concepts will be used to explain many of the processes we observe in our daily lives. While examining these concepts, the student will develop problem solving and lab skills.
Grades: 9-12

ASD Name: Chemistry, Conceptual

Credit: .5 Physical Science

Conceptual Physics, H2511

Designed to give students an appreciation and understanding of the physical laws of the universe. It is the study of the basic force of nature. Topics include gravity, electricity, magnetism and atomic and nuclear forces.

Grades: 9-12

ASD Name: Physics, Conceptual

Credit: 1 Physical Science

Forensic Science, H2560

This course will familiarize students with the basic principles and uses of forensic science. Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation and interpretation of evidence. This field encompasses many scientific skills, which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. The course will review the basic

applications of the Fundamentals of Forensics, Physical Properties of Evidence, Genetics, Document Analysis, Print Analysis, Toxicology, Trace Evidence, Serology, and Crime Scene Reconstruction and Analysis. Course will emphasize qualitative and quantitative data record keeping and critical thinking skills.

Grades: 9-12

ASD Name: Forensics I

Credit: .5 Life or Physical Science

Genetics, H2290

In this basic genetics course we will be studying heredity among living organisms. Topics will include adaptations of organisms to the environment, the process of natural selection and evolution. Special emphasis will be placed on human genetics and fruit fly genetics. Prerequisite: Biology

Grades: 10-12

ASD Name: Genetics

Credit: .5 Life Science

Geology, H2610

This course deals with the formation and evolution of the earth's surface as revealed by the rocks and fossils and of the applications of geology. Areas of concentration will be on the development of crustal features as well as weathering and erosion forces. Special emphasis will be placed on Alaskan areas. Geologic time, rock dating, and exploration of natural resources will be covered.

Grades: 9-12

ASD Name: Earth Science

Credit: .5 Physical Science

Life Science, H2020

This course explores two aspects of life science: ecology and human body systems. It integrates biology, chemistry, anatomy, critical thinking skills and science practices. Hands-on activities and laboratory work will be an integral component of this course. In addition, students will conduct a self directed, research-based inquiry project. Topics covered in ecology include: characteristics of life, levels of organization, biodiversity and populations in ecosystems, energy transfer, major biomes, biogeochemical cycles and current events in ecology. Topics covered in human body systems include: homeostasis, body organization and systems,

interactions among body systems, current events, diseases and society.

Grades: 9-12

ASD Name: Life Science

Credit: .5 Life Science

Materials Science Workshop, H8577

This is an inquiry based science class focused on physical properties of common materials. Students will investigate, test, and measure the "stuff" we encounter and use on a regular basis from a scientific and engineering point of view. Hands-on experiences will include destructive testing, using forces or chemistry to alter properties of materials, and the creation of composite materials. Course will require collecting, interpreting, and presenting data. Students will also be expected to create or build projects demonstrating their developing understanding.

Grades: 9-12

ASD Name: Applied Tech and Engineering

Credit: .5 Science elective

Natural Science of Alaska, H2330

Students study the geography, major landforms, weather, plants and animals of Alaska. This course will focus on environmental science topics important to Alaska such as ecosystems, water resources, soil quality, natural resources, game management principles, human influences and pollution.

Grades: 9-12

ASD Name: Natural Science of AK

Credit: .5 Life or Physical Science

Oceanography, H2306

Students in the course will study the physical aspects and interactions with the atmosphere ocean interface including geology, chemistry, physics, meteorology and pollution of oceans. Included will be the study of the effects of geology, geochemistry, geography and physical forces on marine organisms.

Grades: 9-12

ASD Name: Oceanography

Credit: .5 Physical Science

Principles of Biomedical Science H8919S1, H8919S2 (formerly, Biology)

The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and

medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems. This course will include a study of the chemical basis of life such as the process of photosynthesis, respiration, osmosis and diffusion. Cell division, DNA and enzyme action will also be covered. The course also includes an extensive treatment of introductory human anatomy/physiology, genetics and evolution.

Grades: 9-12

ASD Name: PLTW Principles of Biomed Science

Credit: .5 Life Science, .5 Physical Science

Science Projects/Intro to Lab Science, H7049QALT

This course uses an inquiry-based approach to science. A fun, challenging opportunity to pursue hands-on scientific interests in a lab setting. Students will develop their own science-focused experiments/research projects under the guidance of the teacher (think: Science/Capstone). Students should plan to present their projects at the end of the semester..

Grades: 9-12

ASD Name: Science Projects

Credit: .5 Science Elective

Social Studies

Alaska Studies, H3110

Alaska Studies is an in-depth exploration of the rich geographic and cultural background of the state and its people from the early native peoples to the Russian era through statehood to the present. This course includes examination of the geography, history, and the political and economic forces that have shaped Alaska. This course seeks to ensure that students have a strong foundation in the historic and cultural contexts of issues facing the state so they will develop a broad sense of community and strengthen skills that will encourage thoughtful consideration of issues and choices facing Alaska.

Grades: 9-11

ASD Name: Alaska Studies

Credit: .5 Alaska Studies

AP European History, H3441

AP European History covers the political, cultural and economic developments that constitute European history from 1450 to the present. Beginning with the conclusion of the Hundred Years War, the fall of the Byzantine Empire, and the invention of the printing press the story of European history will unfold through themes such as the emergence of modern nation states; the clash between opposing views on economics embedded within the capitalist and socialist paradigms; the development of European political power via the Industrial Revolution and the subsequent era of imperialism; the struggle for the individual to obtain a voice through representative government; the various systems of collective security and bargaining which emerged as a part of balance of power politics. These themes are supported by the many intellectual and philosophical ideas of which humanism, empiricism, rationalism and existentialism are but a few.

Grades: 10-12

ASD Name: AP European History

Credit: 1.0 World Hist or SS elective

Contemporary Problems, H3655

Wouldn't it be wonderful to have time to sort out what is happening in our world and understand these complex issues beyond what we see on the news or read on the internet? This course will focus on the social, political, cultural and geographic forces that have created contemporary world "hot spots". We will discuss and research the evolution of these issues on the world stage and the implications of their resolution or non-resolution.

Grades: 9-12

ASD Name: Contemporary Problems

Credit: .5 Social Studies Elective

Economics, H3080

This class will introduce students to economic ideas and concepts. Students will learn to apply economic principles to their personal lives. Topics discussed include supply and demand, economic philosophy, price setting, the stock market, credit, savings and checking accounts and loans.

Grades: 11-12

ASD Name: Economics

Credit: .5 Economics

Geography/Area Studies

Geography/Area Studies courses focus on different regions in the world on a rotating basis, and may include Asia (H3415), Europe (H3638), Africa (H3430), the Middle East (H3455), Latin America + Spain (H3635) or closer to home in South Central Alaska (H3637).

Credit may count as social studies elective or may be applied to World History requirement.

Africa Studie, H3430

This course is designed for those who are curious about exploring the different regions of Africa. This project-based course concentrates on developing geographic skills and concepts so that students can ask stimulating questions about their world, and more specifically, Africa. Students will hone the skills to then gather, organize, analyze, and apply the geographic information to their inquiries. Culture, current events, conflict, migrations, belief systems, and people's daily lives are heavily emphasized in this course. Be ready to become a better writer, project manager, and informed citizen of the world.

Grades: 9-12

ASD Name: Geography/Africa Studies

Credit Type: .5 Social Studies

Ancient Civilizations, H3470

This class will cover ancient civilizations and is an in-depth study of early worlds from the Americas to China, India, Africa and Mesopotamia. This course explores why and where early civilizations developed and compares their religion, culture, literature, science, technological achievements and their economic and political systems. Sample topics include: pyramids, rise and fall of great empires, high technology of the day, myths, arts, sports, foods and leisure of the ancients. Can be used to meet World History Sem 1 requirement.

Grades: 9-12

ASD Name: Ancient Civilizations

Credit: .5 SS or World History Sem 1

20th Century Perspectives, H3556

This class is an exploration into the historical, cultural, and geographical issues that shaped the world throughout the 20th century - from World War

I, to decolonization movements, to the advent of the internet and personal computers, the 20th century was a time of tremendous social, political and cultural change. The course focuses on how these changes present throughout various regions of the world have shaped the world as we know it today. Can be used to meet World History Sem 2 or US History Sem 2 requirement.

Grades: 9-12

ASD Name: 20th Century Amer. Eras

Credit: .5 SS elective, US Hist Sem 2 or World History Sem 2

Humanities (Literature, Art, or Social Studies Elective), H3505

Italian Renaissance

In the early 1400s, the world woke up. From its beginning in Florence, Italy, this renaissance, or rebirth, of culture spread to Rome and Venice, then, in 1500, to the rest of Europe. Technical innovations and creative discoveries exploded and have been influencing the world ever since. We will study the art, literature, science, and social patterns of this moment in human history.

Harlem Renaissance

The purpose of this class is to explore the many art forms that exploded during the Harlem Renaissance. We are going to examine music, poetry, and art from this time period to gain a deeper understanding of America during the roaring 20s. Creative thinking will be required as the students write, listen, read, and speak about art, music, and literature from this period. This lesson is largely influenced from the ReadWriteThink.org lesson Plan "A Harlem Renaissance Retrospective: Connecting Arts, Music, Dance, and Poetry."

Grades: 9-12

ASD Name: Humanities, Western Civ

Credit: .5 Lit or SS Elective

Socratic Seminar (Literature or Social Studies Elective), H9471SALT

The course will require students to participate in active learning through discussion in a dynamic and engaged learning community. Students will master critical reading and listening skills and gain the

confidence to explore new subject matters. Texts from literature, history, philosophy, and art will be examined as students improve their vocabulary and comprehension, evaluate arguments, present evidence, consider context, and learn to respect the opinions of others.

Grades: 7-12

ASD Name: Social Sciences Inquiry

Credit: .5 Lit or SS Elective

United States Government, H3075

This course is concerned with the nature of the American political system, its development over the past two hundred years, and how it works today. We will examine in some detail the principle processes and institutions through which the political system functions, as well as some of the policies that these institutions establish and how they are implemented.

We will look primarily at the national government and national policies. This course is designed to increase understanding of the American political system – its traditions, values, and framework – as well as to understand how its components work together smoothly for the most part, but at times with substantial friction.

This course aims to provide objective instruction and an intellectual classroom environment characterized by students who are pushed to exercise higher order thinking skills in their efforts to understand the full range of each issue, and therefore, become independent citizens capable of fulfilling their responsibilities as active and informed members of a democracy.

Grades: 11-12

ASD Name: United States Government

Credit: .5 US Government

Psychology, H3685

Why are people the way that they are? This class may help answer that age-old question. Psychology is the scientific study of human behavior from early childhood through old age. This class will examine how a person's physical and mental states, as well as their environment, affect their personality. Topics we will cover include developmental, perceptions, dream analysis, altered mental states, types of psychological thought, psychological disorders, treatment, ESP and much, much more.

Grade Level: 10-12

ASD Name: Psychology I

Credit: .5 Social Studies Elective

United States History, H3317

This class will continue the study of world and American history, with focus on American History. Geography, economics, government, religion, philosophy, science/technology and humanities will all be used to examine this period of turmoil in History and the growth of the United States as a world power. Extensive reading, writing, research and project development will be required.

Grade Level: 9-12

ASD Name: United States History

Credit: 1 U.S. History

World History, H3315

This class continues the study of world history, focusing on the Byzantine Empire and Medieval Europe. We will study the growth of cultures, government and religion in Europe and their impact on us today. We will examine these topics through reading, discussion, projects, and research.

Grade Level: 9-12

ASD Name: World History

Credit: 1 World History

World Language

Polaris Spanish Program: Spanish I and Spanish II are year long classes. Advanced Spanish is taught in 6 rotating semester-long blocks (A-B-C-D-E-and F). Students who have completed the advanced Spanish courses may continue on to AP Spanish or coursework through a university.

Spanish Exploratory (Sem 1 OR Sem 2)

Students are active participants in language learning experiences and begin to develop proficiency in listening comprehension and speaking. There is some exposure to reading and writing; basic vocabulary such as greetings, alphabet, colors and numbers, calendar, food and "survival" Spanish is taught. This course will help students gain the ability to understand the fundamentals of language and distinguish between Spanish and English.

Introduction to the Spanish speaking cultures will allow students to develop an appreciation for cultural diversity as well as a better understanding of their own.

Grades: 6-8

ASD Name: Exploratory Spanish

Spanish I, H4021

This course is an introduction to the language and cultures of the Spanish-speaking world. This course trains students in the skills of listening and speaking during the first semester with almost all assessments being speaking assessments. Writing and reading are introduced in the second semester. Various cultural topics are introduced and songs and skits are practiced daily.

Grades: 7-12

ASD Name: Spanish I

Credit: 1 Elective

Spanish II, H4031

This course continues developing skills learned in Spanish I and reinforces Spanish language skills and cultural studies. Students will be speaking meaningfully in various tenses about a broader range of topics including home, school, travel and interests. Students will complete various projects including videos and songs and the geography of the Spanish-speaking world.

Grades: 7-12

ASD Name: Spanish II

Credit: 1 Elective

Advanced Spanish H4041(Span III) , H4051 (Span IV), H4061 (Span V), H4071 (AP Span)

Advanced Spanish classes are taught in quarter-long block classes. A student may take them sequentially (A-->F) or as their schedule allows, and may take up to 8 quarters. These courses build on the knowledge acquired in levels I and II. An emphasis is placed on fluency of the written and spoken language. The course is conducted in Spanish. This class prepares students to have marketable Spanish skills in the real world. Students practice speaking with and listening to fluent speakers and cultural themes are more advanced and in depth. Real sources and short stories are used for reading and cultural prompts. Students set goals for learning in culture, speaking, writing, reading and listening. Reading selections may come from college level materials and in writing and speaking stress is on correct grammatical structures. While this is not an AP course, students may decide to take the AP Spanish exam after completing it.

Grades: 7-12

ASD Name: Spanish III, IV, V, AP

Credit: .5 to 4 Elective

Physical Education & Health

Aerobic Fitness, H6655S

This course is designed to introduce students to a variety of aerobic activities. Aerobic activity is vigorous, oxygenated large muscle exercise which stimulates heart and lung activity for a specific period of time while engaging body core stability. As a result, beneficial changes in the cardiorespiratory system are seen as well as the individual feels energized. In addition, basic choreography, music selection and effective group management skills will be taught. This course will provide students with the opportunity to increase their individual level of physical fitness, acquire knowledge of related fitness concepts and demonstrate an understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

Grades: 6-12

ASD Name: Aerobics

Credit: .5 PE

Dance (Introductory), H6650S

This course is designed as an introduction to movement, dance elements and the creative aspects of dance. Students explore various styles of dance through a unit approach and collaborate on a variety of student choreography projects. The development of muscular strength, flexibility, agility, balance, body alignment and an understanding of rhythm are approached through combined warm-up and dance technique segments. In addition, students study health-related fitness concepts and basic nutrition principles as they relate to dance.

Grades: 6-12

ASD Name: Intro to Dance

Credit: .50 PE

Fitness Basics, H6750S

The course is designed to introduce students to all aspects of low impact and basic fitness concepts and activities. The primary class activities will include a variety of health-related fitness activities such as yoga, Pilates and use of pedometers that are appropriate for the participants' level of fitness. Course content will include laboratory sessions based on nutritional and fitness concepts, fitness assessment, motivation and self-esteem. In addition to setting and working toward personal fitness goals, students will have opportunities to practice positive

social skills as they gain an understanding of how a wellness lifestyle affects the quality of life.

Grades: 6-12

ASD Name: Fitness Basics

Credit: .5 PE

Recreational Games, H6665

The purpose of this course is to offer a variety of activities to the student who enjoys the fun of games. The games will be recreational in nature. These activities may include: basketball, ultimate Frisbee, volleyball, soccer, floor hockey and non-contact lacrosse. Each activity will be a maximum of two weeks in length. In addition, this course will provide opportunities to improve physical fitness, acquire knowledge of fitness concepts, and practice positive personal and social gain an understanding of how a wellness lifestyle affects one's health, fitness and physical performance. Repeatable course.

Grades: 6-12

ASD Name: Recreational Games

Credit: .25 PE

Team Sports, H6021

The purpose of this course is to offer a variety of team sports to the student who enjoys goal setting, decision making, interacting with others directly and simultaneously to achieve an objective. These sports may include: basketball, volleyball, soccer, flag football and softball. Each sport will be a maximum of two weeks in length. In addition, this course will provide opportunities to improve physical fitness, acquire knowledge of fitness concepts, practice positive personal and social skills and gain an understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

Grades 9-12

ASD Name: Team Sports

Credit: .5 PE

Weight Training-Basic, H6450S

The purpose of this course is to promote the development of muscular strength and endurance and to enjoy the benefits of regular physical activity. Students learn to identify the major muscle groups and how to increase the performance of each through weight lifting and how to stabilize the body core. The discussion and practice of weight lifting techniques and principles guides students toward the eventual implementation of a personal fitness program. The

primary class activity involves regular conditioning exercises supported by lecture and discussion.

Grades: 9-12

ASD Name: Weight Training-Basic

Credit: .50 PE

Wilderness Recreation, H6740S

The purpose of this course is to introduce students to basic skills and knowledge associated with orienteering, hiking, camping, rock climbing, biking, skating, snowshoeing, cross-country skiing, canoeing, water safety and/or survival. Through active participation, the student will have the necessary skills and knowledge to pursue a variety of lifetime outdoor recreational activities. The course will provide students the opportunity to increase their individual level of physical fitness, acquire knowledge of fitness concepts and demonstrate an understanding of how a wellness lifestyle affects one's health, fitness and physical performance. Students will have the opportunity to practice positive personal and social skills, as many of the activities involve cooperation and willingness to take physical challenges.

Grades: 7-12

ASD Name: Phys/Health Special Topics

Credit: .5 PE

Health, M2075

Health Class: required ASD class for 8th graders who have not yet taken it. This course offers health instruction methods that are active and promote personal responsibility, lifelong learning, critical thinking, cooperation, and uses interdisciplinary approaches. Topics include personal health, nutrition, physical development, social development, mental health, human sexuality, substance abuse and use. These areas are interrelated and lead to total positive functioning of the individual in their environment.

Grades: 7-8

ASD Name: Health

Credit: .5 PE

Yoga and Wellness, H6761

Students will practice Hatha Yoga focusing on yoga for strength, flexibility, and relaxation. The class will also cover techniques for increasing concentration and decreasing anxiety which leads to stronger academic performance. Breathing exercises, nutrition and healthy fitness activities will also be taught.

Grades: 6-12
ASD Name: Yoga
Credit: .50 PE

Visual Arts, Graphic Design, & Publication

Artist Workshop/Art Studio, H5120

This class will be a balance of studio time where students are expected to be engaged in their own creative projects, a study of master artists through history, and assignments designed to strengthen basic artistic and design skills. Ability to work independently is strongly recommended.

Grades: 6-8
ASD Name: Art Studio
Credit: .5 Elective

Drawing and Design, H5070

This class is an exploration of fundamental drawing principles such as value, scale, proportion, and perspective. Assignments will alternate between specific skill building projects and self-directed artwork. We'll use a variety of tools and materials to draw with, and learn about selecting the best medium to achieve particular effects. Payment of an Art Lab Fee is required at the beginning of the term; scholarships are available through the front office.

Grades: 9-12
ASD Name: Draw & Design
Credit: .5 Elective

Ceramics, H5155

Designed for students with little or no previous experience in ceramics, this class will explore the process involved in creating clay sculpture and pottery. Students will learn and develop the fundamentals of hand built ceramics and receive an introduction to wheel thrown pottery. Various decorating, glazing, and firing methods will also be studied. Art lab fee \$25

Grades: 9-12
ASD Name: Pottery
Credit: .5 Elective

Printmaking, H5630

This course is an introduction to the printmaking process and the creative use of printing techniques to produce artwork. Students in this course will explore a variety of printing methods including rubber stamps, Gytaku (printing with natural objects),

block printing, collagraph printing, and monotype printing. Students will be expected to generate their own subject/themes and be able to communicate their ideas with an assortment of preliminary sketches and notes.

Grades: 9-12
ASD Name: Printmaking
Credit: .5 Elective

Fiber Crafts, H9070QALT

In this mixed-level hand-craft class, the focus will be on the basics of hand-sewing and mending, embroidery, knitting, crochet, and possibly weaving, depending upon both interest and time. Projects can be adapted/changed for students who are already proficient with basic skills. More complex projects are likely to require work-time outside of class. Lab fee \$10

Grades: 6-9
ASD Name: Art Crafts
Credit: .5 Elective

Painting, H5140

This course is an exploratory course with an emphasis on painting. Students will experiment with different kinds of paint, such as watercolor, tempera, and acrylics, and learn techniques unique to each one. We'll explore the variety of surfaces appropriate for each type of paint and learn about some unusual painting techniques such as fresco (plaster), egg tempera and encaustic (wax).

Grades: 9-12
ASD Name: Painting
Credit: .5 Elective

Publications: Yearbook, Journalism and Broadcasting

CAPTURE AND CREATE! Yearbook provides experience in design, preparation, production and finance of the school yearbook, with emphasis on photography, copywriting and layout. This course demands student responsibility in order to meet publisher's deadlines. In addition to yearbook production, students will explore journalism and news reporting, social media management, podcasting and broadcasting. This class is a yearlong class for students interested in learning about communication in print, digital, written, visual and audio formats.

Grades: 8-12

ASD Name: Yearbook (HS) or Journalism (MS)
Credit: 1.0 Elective

Yearbook 1, H9671SALT

Yearbook provides experience in design, preparation, production and finance of the school yearbook, with emphasis on photography, copywriting and layout. This course demands student responsibility in order to meet publisher's deadlines.

Grades: 9-12

ASD Name: Yearbook 1

Credit: .5 Elective

Journalism, H0244

Journalism 1 is a reading and writing course for highly motivated students. This course will explore and practice various writing styles used in a journalism career. Emphasis will be placed on grammar, usage and style according to the AP Stylebook. Proofreading and editing skills will be practiced. The class will develop research, interviewing and documentation skills used in creating well-written, balanced stories. Readings will include selected models of journalistic writing, biographies and historically significant publications. Writing may include, but is not limited to analysis, news, feature, editorial and sports writing. Students will have opportunities to submit pieces for publication.

Grades 8-12

ASD Name: Journalism I

Credit: .5 LA Elective

Beginning Photography

This course covers basic concepts and practice of digital photography. There will be a focus on the use of the camera (from iphone cameras to DSLRs), lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, exposure, light and color. If you have taken this class in the past, please do not register again. This is a class specifically for beginners.

Grades: 7-10

ASD Name: Photography 1

Credit: .5 Elective

Performing Arts

Concert Band (Intermediate/Advanced Band), H5631S1, S2

This course is for students who wish to learn the fundamentals of music through playing a wind or percussion instrument. Correct breathing, tonguing, posture, proper care of the instrument and reading musical notation will be learned in a large group setting. Limited public performances may be required. Students provide their own instrument. This is a year-long course, students are expected to take both fall and spring semesters.

Grades: 7-12

ASD Name: Band II, Symphonic

Credit: 1 Elective

Advanced Orchestra, H5683S1, S2

This audition-based course is for students who understand basic music theory and have mastered the foundational and mid-level performance techniques of an orchestral string instrument (Violin, Viola, Cello, Bass) and wish to continue building their skills and musical knowledge. Advanced techniques, music theory, scales, repertoire, and performance/practice habits will be learned in a large group setting. Participation in limited public and school performances will be required. Students are responsible for providing their own instruments. This is a year long course, students are expected to complete both Fall and Spring semesters.

Grades: 9-12

ASD Name: Orchestra II, Concert

Credit: 1 Elective

Intermediate Orchestra, M5665

This course is for students who have a minimum of one year of experience playing an orchestral string instrument and wish to continue building their skills and musical knowledge. Mid-level techniques, music theory, scales, repertoire, and performance/practice habits will be learned in a large group setting. Participation in limited public and school performances will be required. Students are responsible for providing their own instruments. This is a year long course, students are expected to complete both Fall and Spring semesters.

Grades: 7-8

ASD Name: Intermediate Orchestra

Credit: 1 Elective

Beginning Guitar, H5810

This course is for 7th-12th grade students who are interested in learning fundamentals of music through playing guitar. Basic left and right-hand techniques, posture, instrument care, reading musical notation, and performance/practice habits will be learned in a large group setting. Participation in limited public and school performances will be required. Students are responsible for providing their own instruments.

Grades: 7-12

ASD Name: Guitar Beginning

Credit: .5 Elective

Intro to Drama

This course is an introduction to drama and the art of performing. Students will explore acting techniques, styles and stage movement while working toward a finished piece to share with an audience.

Performance is optional.

Grades: 6-8

ASD Name: Drama

Credit: .5 Elective

Play Production, H9630

Acting 1 in high gear! Students will participate in the process of play production- start to finish. Skills practiced in Acting 1 (also learned in this course) will be further developed as the "cast" works toward opening night. Performance is mandatory (and a lot of FUN!).

Grades: 9-12

ASD Name: Play Production

Credit: .5 Elective

Business Education & Project-Based Learning

Advisory

This multi-age class meets daily for 30 minutes. During advisory, students actively participate in their own student government, explore the qualities of leadership, select and implement community service projects and continually ask themselves "What am I doing to make my community a better place?"

Advisory also provides an environment to form meaningful relationships with their peers and to form a bond with their academic advisor.

Grades: 6-12

ASD Name: Advisory

Credit: .5 General Elective/year

Capstone

The Polaris Capstone Project is a student-centered approach to instruction. Students form their own investigation of a guiding question, to develop valuable research skills and new knowledge as they engage in design, problem solving, decision-making, creativity, and investigative activities. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and weekly missions, and carefully assessing what students have learned from the experience. With this type of active and engaged learning, students will be inspired to obtain a deeper knowledge of the subjects they are curious about. A public exhibition is required in order to complete this class for credit. Students may earn general elective or subject specific credit, depending on the focus/content of their project.

Grades: 8-12

ASD Name: Independent Study

Credit: .5 or 1 General Elective or subject specific

Community Involvement/Engagement M9077, H9960

This course is designed to promote social and emotional learning for students involved in school-based community service while further developing their leadership and facilitation skills.

Grades: 7-12

ASD Name: Service Learning/Community Involvement

Credit: .5 Elective

Music Entertainment Technology

This course will address the creative application of music technology in a culturally relevant manner, exploring common media production techniques, current in the modern entertainment and advertising fields, in both live and recorded settings. Building upon a foundation of basic music theory and computer skills, students will explore the use of digital media programs in the creation of diverse media presentations.

Grades: 8-12

ASD Name: Music Entertainment Technology

Credit .5 Elective

Peer Tutoring

Students in this course receive basic instruction in facilitating tutoring work in multiple subject areas and are then paired with elementary teachers to implement their programs.

Grades: 7-12

ASD Name: Aide, Tutor

Credit: .5 Elective

Peer Teacher

Students create a quarter or semester long curriculum in conjunction with a teacher advisor and deliver that course. Students create a course syllabus, develop lesson plans and implement them working with the advisor to evaluate students and assign grades.

Grades: 9-12

ASD Name: Peer Teacher

Credit: .25 Elective

Supervised Study Hall (SSH)

This class is designed to support students in their academic and social growth. Teacher will facilitate daily check-ins, homework support and review. Students will receive direct instruction in study skill strategies and time management with time each day to work on their classwork.

Grades 7-12

ASD Name: Independent Study

Credit: .5 elective

Teacher Aide/Office Aide, H9090, H9200

A teacher aide works directly with an elementary or secondary teacher, or the front office to support their classroom and work. Teacher aides look for opportunities to help, are willing to learn new technology (ie copy machine), and must be able to work independently. If you wish to work as a teacher aide, you must have a host teacher's approval in advance.

Grades: 7-12

ASD Name: Aide, Teacher or Aide, Office

Credit: .5 Elective

Section 5: Behavior Expectations & Disciplinary Procedures

At Polaris, we firmly believe in a restorative practice approach to behavior correction and make every reasonable attempt to guide, mentor, and redirect students who exhibit problem- or disruptive- behaviors prior to disciplinary action taking affect. Classroom teachers and support staff are diligently trained to provide intervention, mediation, and conferencing with students to help redirect and mitigate behaviors at the classroom level. Classroom community service, parent contact, buddy room, and/or exclusion from a preferred activity are all appropriate classroom-level consequences to help reteach and reinforce school-wide expectations.

If an exhibited behavior is too escalated, aggressive, egregious, and/or repetitive in nature, disciplinary action at an administrative level will be taken. It is important to recognize that once a behavior is elevated to an administrative level, Polaris is limited in the disciplinary actions that can be taken. Parents will be notified in a timely manner relating to incidences involving their child, if the situation warrants familial contact.

Outlined below are ASD-aligned Prohibited Behavior definitions and the sanctions/disciplinary actions that Polaris has adopted.

Student Behavior/Prohibited Conduct Definitions

Classroom-Managed: Minor Behaviors

Academic Dishonesty

Non-serious use of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices or communication during an academic exercise.

Example: Using a calculator when instructions say "No calculators"; Glancing at a peer's answers during an exam; Cheating on homework, academic assignments.

Defiance/Non-Compliance

Brief or low-intensity failure to follow directions or talking back.

Example: Work refusal; not transitioning; not following rules; shouting No; Failure to identify self

Disrespect

Low-intensity, rude or dismissive messages to adults or students.

Example: Name calling; eye rolling

Disruption

Low-intensity interruption of class or school activities.

Example: Talking over others; making loud noises; wandering around and distracting others; horseplay at recess or in hallway

Inappropriate Language

Low-intensity harmful language.

Example: Swearing but not directed at someone; using language that is situationally inappropriate and disrupts class activities.

Inappropriate Location

In an area outside of the classroom or activity boundaries (as defined by the school or staff).

Example: Not on the rug during circle time; excessive time spent out of the classroom; Eloping from classroom.

Lying

Non-serious untrue message that violates rules.

Example: Not answering truthfully about homework being complete; Giving a false report of why they were late.

Material/Property Misuse

Low-intensity incorrect use of materials or property.

Example: Firing staples out of a stapler; coloring on a desk; tearing up papers.

Physical Contact/Physical Aggression

Non-serious, physical contact that violates school guidelines.

Example: Horseplay; mutual play fighting; aggression to objects; breaking small objects;

unintentional contact when dysregulated;
throwing objects not directed to anyone.

Technology Violation

See Polaris' Technology Acceptable Use Policy.

Threatening Behavior

Low-intensity behavior causing fear of injury or harm to people or property.

Example: Saying they want to fight someone;
Saying "I'm not going to be your friend if you do that."; threat to property in the classroom.

Administrator-Managed: Extreme, Escalated, and/or Repeated Behaviors

Abusive Language/ Inappropriate Language/ Profanity

Harmful verbal messages or language that is highly disruptive to the school setting.

Example: Cursing at, swearing at, or name calling directed towards someone.

Academic Dishonesty

Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, technology devices or communication during a graded assessment.

Example: Cheating on a standardized test or final exam; Intentional plagiarism; Not citing sources; Unauthorized help; Unauthorized use of AI. Making, altering, or possessing a document that the student knows to be false or forged. A student claiming the work of others as their own. Repeated Academic Dishonesty at staff-managed level.

Arson/Fire*

Plans to and/or participation in the burning of property.

Example: Burning leaves on the playground; putting lit matches in a trash can; setting fire to property on purpose.

***Will automatically result in APD notification.**

Assault*

Intentionally causing serious physical injury to another person.

Example: Punching someone in the face; kicking someone so it causes injury; shoving someone and they fall down the stairs and get injured. Does not include Threats of violence or injury - See Threat or Intimidation.

***Will automatically result in APD notification.**

Bullying

Unwanted, negative interactions by a student (or group of students) that involve an actual or perceived power imbalance and are repeated or highly likely to be repeated. Bullying can be physical, verbal, or social/relational in nature.

Example: Ongoing teasing; repeated taunting; Repeated name calling; Leaving someone out on purpose; Rumors;

According to ASD: It is not bullying when: students are of similar age, strength, and size quarrel or fight with each other; a student provokes another into a verbal or physical confrontation or a student acts aggressively toward another student in the absence of an imbalance of power.

Criminal Acts*

Any act that violates Federal, State and/or Anchorage municipal criminal code.

Example: Any act that results in criminal or potential criminal charges.

***Will automatically result in APD notification.**

Cyberbullying

Any bullying that happens through electronic means or by use of technology or social media.

Example: Bullying using phones, social media, messaging apps, video, etc.

Defiance/Non-Compliance

Continued or repeated refusal to follow directions or otherwise not complying with adult/staff instructions.

Example: Continued refusal to follow instructions after repeated attempts; Continued refusal after offers of support.

Disruption

A substantial interruption to instruction or school activity that is reoccurring after being redirected.

Example: Sustained loud talking; Yelling; Screaming; Noise with materials; Horseplay or roughhousing in instructional environment; Sustained out-of-seat behavior.

Excessive tardies

Numerous tardies in a period of time as defined by school policy.

Example: Individual schools define and communicate tardy policy: See Polaris' Attendance & Truancy Contract

False Alarm*

Activating a false fire alarm and/or tampering with a fire alarm or raising alarm to an invisible/non-existing threat.

Example: Pulling a Fire Alarm; Alerting 911 for nonemergency; Activating or raising a false alarm, tampering with the fire alarm system, or knowingly making a false report of fire or other emergency.

***Will automatically result in APD notification.**

Fighting

Mutual participation in physical aggression/violence.

Example: Two students punching each other; A group of students kicking each other. One-sided "fighting" could be considered Assault or Physical Aggression or Unsafe Behavior. May result in APD contact.

Harassment

The intentional behavior by a student (or group of students) that is disturbing or threatening to another student. Harassment may be related to, but not limited to, sex, gender identity, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect.

Example: Making fun of someone's accent; Racial slurs, name calling, physically intimidating someone, spreading embarrassing information around to peers, stalking, hazing, social exclusion, unwanted physical contact,

and/or unwelcome verbal or written comments, photographs, or graphics.

Sexual Harassment includes using or posting private information for sexual "favors"; Comments or jokes about sex or private body parts, sharing pictures or videos of private body parts, sexual activity, or sexually suggestive acts, pulling at clothing (pulling down your pants, flips your skirt, lifts your shirt, etc.)

Inappropriate Display of Affection

Inappropriate (aligned with developmental stages), consensual verbal and/or physical gestures or signs of affection.

Example: Sustained or prolonged kissing or touching in the hallway; For sexual acts - See Inappropriate sexual behavior.

Inappropriate Location/Out of Bounds Area

Is in an area outside of the school or activity boundaries.

Example: Leaving school without permission during school hours (excludes 9-12 graders during lunch); Wandering away during a field trip.

Inappropriate Sexual Behavior

The possession and/or display of pornography, and/or indecent exposure, and/or having inappropriate consensual sexual contact or conduct.

Example: "Flashing" someone, masturbation, possession of pornography, indecent exposure. Consensual sexual acts between two people.

Lying/False Information

An untrue message which violates rules or knowingly provides partial, inaccurate, or no information to staff when asked.

Example: Forging a permission slip signature; Blaming another student for something they didn't do; Giving a false name when "caught", etc.

Physical Aggression

Intentional physical contact where injury may occur.

Example: Hitting; Kicking; Punching; Hitting with an object; Hair pulling; Scratching. Does NOT include fighting between 2+ individuals.

Prohibited groups or gangs display

Gestures, dress, and/or speech to show affiliation with a gang or other prohibited group.

Example: Flashing a gang sign; Wearing prohibited colors to demonstrate gang affiliation; Showing hate symbols or gestures.

Property Damage/Vandalism

Destruction or disfigurement of property.

Example: Graffiti; Driving on the football field; Intentionally breaking objects of value.

Taunting, baiting, or inciting a fight

Taunting, baiting, or inciting a fight. Instigating, encouraging, or promoting a physical altercation or fight amongst one or more student(s).

Example: Posting the video of a fight on social media, Arranging a fight between two students, etc.

Technology Violation

See Polaris' Technology Acceptable Use Policy.

Theft

In possession of, has passed on, or is responsible for removing property that is not their own without permission.

Example: Taking another student's possessions; Taking school materials without permission.

Threat/Intimidation

Intentional behavior (verbal or physical) by a student (or group of students) that places another student in fear of harm to a person or property. Intimidation or threats can be manifested emotionally or physically, either directly or indirectly.

Example: Social media post about hurting another student; Message in the bathroom about fighting another student; Saying they'll bring a weapon to school to hurt someone; physical posturing without physical contact; threats to slash tires; threat to burn building.

Threat of Violence/Weapon Threat

Sending a message of impending explosive materials, threatening to commit an act that is likely to result in death or serious physical injury to another person or intentionally making false statements for the purpose of causing evacuation of a building.

Example: Social Media Post; Phone call/email threat to shoot up the school; Graffiti message in a bathroom stall. Any message indicating they will commit an act that results in mass destruction, violence, death or serious injury. Sending a message that is likely to result in the building being evacuated. Bomb Threat.

Trespass

Entering or remaining on school property at an unauthorized time or at a school sponsored activity without permission.

Example: Entering school property during unauthorized hours; Entering a school does not attend during school hours; Attending to a school dance or event while suspended.

Truancy

Missing, skipping or leaving class without staff permission.

Example: Hanging out in the commons during class time; Hiding in the bathroom to avoid class. Going to the wrong class on purpose. Leaving at lunch and not returning to school; Note: Does not include "eloping" from classroom or building.

Unsafe Behavior

Any action (reckless or intentional) that jeopardizes the safety and/or welfare of one's self or others.

Example: Spraying chemicals in the classroom; casting a fishing pole down the hallway; putting something in an electrical outlet, etc.

Use/Possession of Firearm*

Possession of or use of an actual firearm.

Example: Possession of actual firearm or gun-loaded or unloaded.

***Will automatically result in APD notification.**

Use/Possession of Weapon other than Firearm*

Possession or use of knives or other objects that are not firearms, readily capable of causing bodily harm OR a look-alike firearm, toy or model firearm that looks enough like an authentic weapon to be reasonably mistaken for an actual Firearm.

Example: Switchblade; Bear Spray or Mace, Toy gun, model but not real gun, Metal pipe, air guns, spring guns, zip guns, taser, shockers, poison, dangerous or deadly gas, slingshots, bludgeons, throwing stars, knives, clubs, brass knuckles or artificial knuckles of any kind, nunchucks and throwing weapons (not a fully exhausted list)

***Will automatically result in APD notification.**

Use/Possession of Alcohol*

Possession or use of alcohol.

Example: Bringing beer to school; attending school intoxicated, showing up to a school activity intoxicated.

***Will automatically result in APD notification.**

Use/Possession of Combustibles or Explosives*

Possession or use of substances or objects capable of setting fire to or burning something.

Example: Bombs or other explosives; Matches; Lighters; Firecrackers; Gasoline; Lighter Fluid.

***Will automatically result in APD notification.**

Use/Possession of E-Cigarettes or Vapes

Smoking using E-cigarettes, vapes or other electronic means that does not include marijuana products.

Example: Vape Pens; E-cigarettes or other electronic means. May result in APD contact.

Use/Possession of Prescription Substances*

Possession or use of prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the

person to whom prescribed, or are being sold, traded or distributed.

Example: Sharing anxiety medication, Selling ADHD medication to friends, Bringing parents' medication to school.

***Will automatically result in APD notification.**

Use/Possession of Street Substances*

Possession or use of Illegal drugs or drug paraphernalia which includes any drug or chemical substance, the use, sale, or possession of which is prohibited under any local, state, or federal law; or any drug or chemical substance that can be legally obtained but which has been obtained through illegal means OR Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law.

Example: Marijuana in possession, Using street drugs on school campus or during school hours, Use of any illegal drug substance during school hours. Arriving at school under the influence of prohibited drugs, possession of paraphernalia only intended for drug use. Using Over the Counter medications in a way that is not recommended by manufacturer.

***Will automatically result in APD notification.**

Use/Possession of Tobacco/Nicotine products

Smoking, using tobacco products, nicotine, cigarettes. Does not include marijuana products.

Example: Cigarettes, chewing tobacco, smokeless tobacco. May result in APD contact.

Sanctions/Disciplinary Actions

Classroom-Managed

Classroom Exclusion

Brief exclusion from scheduled activities or instruction taking place in the classroom or moved to a different educational setting.

Example: Sent to Calm down area during instruction; Sent to an independent work area during small group work.; Buddy Classroom; Sent to hallway;

Note: ASD BP 5040 prohibits withholding physical activity or physical education time as a means of discipline (i.e Recess or PE)

Community Service

Community Service activities or projects to “give back to the community that they took away from.”

Example: Cleaning up playground; lunchroom assistance; classroom help as directed by the teacher.

Conference with Student

Student/Teacher discussion regarding the incident and resetting expectations.

Example: Spoken to privately, away from peers. Review the unexpected/unwanted behavior, reset/restate expectations, and provide warning for if it were to happen again.

Confiscation

Staff takes possession of an object that is prohibited or used in a way that is forbidden according to school policy.

Example: Confiscating cell phone*; confiscating ‘fidget’/toy, etc...

*all confiscated cell phones or personal technology need to be brought to the office with the student's name at the end of the period/during the next transition.

Family/Guardian Contact

Communication to a student's parent, caregiver or guardian.

Example: phone or email.

Follow Behavior Plan

Staff follows the interventions and supports as outlined in the Behavior Plan/IEP as a response to behavior.

Example: Student displaying a behavior identified in their Behavior Plan - behavior is clearly addressed in the behavior plan but staff documents the behavior occurring - No discipline is necessary.

Restorative Practice/ Mediation

Completion of an activity to repair harm to personal relationships.

Example: Apology; Mediation between students in a private setting.

Utilize ASD high-leverage practices

Teacher/Staff utilize and adjust ASD High Leverage Practices to fit the context and individual need based on the incident.

Administrator-Managed

Alternative Placement

Disciplinary transfer to a continuation program.

Example: Placement at Outreach, Step Up, Benny Benson, SAVE

Behavior Plan

Team created Individualized Behavior Plan aligned to the proposed function of behavior.

Example: Behavior Plan on an IEP; a function-based behavior response plan.

Change in Schedule

Change in student's daily schedule.

Example: Change math to another period; alternate passing period; Does NOT include a reduced instructional time.

Classroom Exclusion

Brief exclusion from scheduled activities or instruction taking place in the classroom or moved to a different educational setting.

Example: Remains in the Office or in an alternate location for a period of time before returning to the classroom/continuing with their schedule for the day.

Note: ASD BP 5040 prohibits withholding physical activity or physical education time as a means of discipline (i.e Recess or PE)

Community Service

Community Service activities or projects to “give back to the community that they took away from.”

Example: Cleaning up playground; lunchroom assistance; classroom help as suggested by the teacher, office aide, etc.

Conference with Student

Student/Principal discussion regarding incident and resetting expectations.

Example: Review the unexpected/unwanted behavior, reset/restate expectations, and provide warning for if it were to happen again/issue consequences for the incident that occurred.

Confiscation

Staff takes possession of an object that is prohibited or used in a way that is forbidden according to school policy.

Example: Confiscating cell phone, drug paraphernalia without drugs; according to school policy Staff taking food that is prohibited according to policy

Family/Guardian Contact

Communication to a student's parent, caregiver or guardian.

Example: By phone or email, depending on the incident/circumstance.

Loss of privilege

Removal of a benefit.

Example: Not allowed to attend school or class "fun" activity, non participation in the school assembly or dance; loss of choice.

Out of School Suspension

A .5 to 10-day period when the student is excluded from campus.

Example: Suspension from school; Parents required to come pick up student early due to behavior concerns; banning from school for X number of days.

Referral to external supports/services

Referral to additional services and/or support outside of ASD.

Example: Referral to outside mental health service provider; Referral to mental health response unit.

Request for district-based additional supports

Using ASD guidance, team may referred for additional support from district-level.

Example: Team must follow ASD Guidance on district level support; Request for additional support from Special Education or additional intensive behavior support.

Restitution

Compensating for loss, damage or injury.

Example: Paying for damages; repairing damages.

Restorative Practice/ Mediation

Completion of an activity to repair harm to personal relationships between students, or between students and staff member(s).

Example: Principal, Counselor, or other as designated facilitates an apology or mediation between students who are in conflict or between teacher and student in an unresolved dispute.

Student Behavior Contract

Co-creating a behavior contract re: expected behaviors, support to be provided and potential consequences.

Example: Document outlining student expectations, adult supports to be provided - includes co-creation and participation from both staff and student.

Threat Assessment Completed

School-based staff completes a threat assessment as a result of student action.

Example: Follow ASD Procedures for completing a threat assessment.

Utilize ASD high-leverage practices

Teacher/Staff utilize and adjust ASD High Leverage Practices to fit the context and individual need based on the incident.

Wolf Notes

[illegible]

Wolf Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Polaris K-12 School

2024-25 School Year Calendar* — Second Semester

JANUARY	
1-3	Winter Break (continued)**
6	Classes begin
6-17	Winter Intensives (K-12) 2 p.m. dismissal
20	Martin Luther King Jr. holiday**
22	K-12 Early Release (PLC day)
FEBRUARY	
12	K-12 Early Release (PLC day)
17	Presidents Day holiday**
28	Student release professional development day. Start of Fur Rendezvous.**
MARCH	
5	K-12 Early Release (PLC day)
7	Student release grading day. End of third quarter.**
10-14	Spring Break**
19	K-12 Early Release (PLC day)
APRIL	
9	K-12 Early Release (PLC day)
18	April closure day**
25	Student Led Conferences**
30	K-12 Early Release (PLC day)
MAY	
2	Student Led Conferences**
5-21	Secondary Spring Intensives (6-12); (K-12) 2 p.m. dismissal
12-20	Elementary Spring Intensives (K-12), 2 p.m. dismissal
20	High School Graduation at UAA Wendy Williamson Auditorium, 4 p.m.
21	Classes end. End of fourth quarter.
22	Teachers last day
26	Memorial Day holiday
JUNE	
19	Juneteenth holiday

S	M	T	W	T	F	S
January 2025						
			1	2	3	4
5	(6)	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February 2025						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
March 2025						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	(17)	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
April 2025						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May 2025						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	★	21	22	23	24
25	26	27	28	29	30	31
June 2025						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOTES

KEY

- () Beginning, end of quarter
- Vacation day, holiday
- Student release in-service day(s)
- Student Led Conference
- △ K-12 early release (PLC day)
- ⊗ K-12 intensives
- ⊠ Secondary intensives
- ★ 12th grade graduation
- Teachers beginning, ending days
- ▲ School beginning, ending days

* Subject to change

** Students do not attend school



Polaris K-12 School

2024-25 School Year Calendar* — First semester

JULY
4 Independence Day holiday
AUGUST
2 New student orientation
12 Teacher's first day
13-14 Student release professional development days**
15 Classes begin
15-23 Secondary Intensives (6-12); (K-12) 2 p.m. dismissal
28 K-12 Early Release (PLC day)
SEPTEMBER
2 Labor Day holiday**
5 Open House*
17 Picture day*
18 K-12 Early Release (PLC day)
OCTOBER
9 K-12 Early Release (PLC day)
14 Indigenous Peoples Day**
15 Picture retakes*
18 Student release grading day. End of first quarter.**
25 Student release professional development day.**
30 K-12 Early Release (PLC day)
NOVEMBER
11 Student release professional development day**
20 K-12 Early Release (PLC day)
28-29 Thanksgiving Holiday**
DECEMBER
6 Student Led Conferences**
11 K-12 Early Release (PLC day)
13 Student Led Conferences**
19 Classes end
20 Student release grading day. End of second quarter.**
23-31 Winter break**

S	M	T	W	T	F	S
July 2024						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2024						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2024						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2024						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOTES

KEY

- () Beginning, end of quarter
- Vacation day, holiday
- Student release in-service day(s)
- Student Led Conference
- K-12 early release (PLC day)
- K-12 intensives
- Secondary intensives
- 12th grade graduation
- Teachers beginning, ending days
- School beginning, ending days

* Subject to change

** Students do not attend school