

LWV - Appleton

Education Positions Revisions

CURRENT LEAGUE POSITION	Disposition
A. Structuring high school curriculum	B - revised
1. Primary purpose is to create literate productive members of a democratic society	B1 - unchanged
2. Must be available to everyone	A1a) - revised
3. Skills and knowledge that require mastery to achieve a high school diploma	B6 - unchanged
a) Basic skills - writing, reading, oral, computation	B6a) - revised
b) Problem solving skills - research, analysis, interpretation	B6b) - unchanged
c) Liberal arts - humanities and fine arts, social and natural science, foreign languages	B6c) - revised
d) Comprehension of the political process	B6d) - unchanged
e) Positive learning attitude - curious, initiative, responsible	B2 - revised
4. Curriculum content	remove
a) Core curriculum and individualized program of study for each high school student	remove
b) Content determined by professional educators with advisory input from parents, students, recent graduates, employers and taxpayers	remove
5. Evaluation process	remove
a) Qualitative and quantitative measures of mastery	remove
b) Assessment made by professional educators	remove
B. Education equity	A - unchanged
1. Definition	A1 - unchanged
a) All students have equal access to all programs	A1a) - revised
b) All students must meet same standards of performance, but not necessarily in the same time period	A1b) - revised
c) All students have equal access to co-curricular programs	A1c) - unchanged
2. Equity is important goal for public education	A2 - unchanged
3. Appleton Area School District should make available the following to support district-wide equity	A3 - unchanged
a) Busing with user fees with waivers available for low-income students (public transportation to be used whenever possible)	A3a) - revised
b) Open-enrollment when feasible, to be determined by a review board	A3b) - revised
c) Cross-registration when feasible	remove
d) Three comparable high schools	A3c) - revised

C. Teaching quality.	D - unchanged
1. Effective hiring procedures with close observation of the teacher during probationary period.	D1 - revised
2. Competitive salaries and consideration of a "merit pay" system.	D2 - revised
3. Improved in-service programs.	D3 - revised
4. Teacher evaluation by principals with parental input.	D4 - revised
D. Administrative quality.	E - unchanged
1. A formal system of evaluation for both the central administration and school principals with the teachers and parental input.	E1 - unchanged
2. Periodic evaluation by outside consultants.	E2 - unchanged
E. Remedial programs.	remove
1. Remedial programs taught by a special teacher should be available on a regular basis to all children needing them.	B7 - revised
2. Present Title I funding should not be jeopardized, but priorities should be set for remedial programs in every school. (Note: Title I is now called "Chapter I Funding".)	remove
F. High school requirements	remove
1. Competency testing with appropriate curriculum for those in need	B6e) - revised
G. Curriculum	remove
1. The Appleton Area School District core curriculum adopted in 1982.	remove
2. Guidance services made available to every school especially at the elementary level.	B3 - unchanged
3. User fees to supplement extra-curricular programs, but no fee for lunchroom usage. Fees should be nominal and should not exclude those who cannot pay.	B4 - revised
4. Continued alternative education programs for students	B5 - unchanged
5. A Gifted and Talented Program with the following parameters (1986)	B8 - revised
a) Students selected for the program through a combination of the following: peers, parents, teachers, self-identification and objective testing.	B8a) - unchanged
b) The program should start in second grade and continue through high school	B8b) - unchanged
c) Its goal should be to allow each child to develop his/her own individual potential to the utmost, leading to creative productive adults	B8c) - unchanged
d) All schools at the same level (i.e. all elementary schools) should have similar offerings. All schools involved in a gifted program should have their own space and staff	B8d) - unchanged
e) The director should have a graduate degree in gifted education and the staff members should have special training.	B8e) - unchanged
f) Extensive in-service training and ongoing training opportunities such as seminars and videotapes must be available to regular classroom teachers.	B8f) - unchanged
6. Family Life - growth and development curriculum with the following parameters:	B9 - revised

a) There should be ongoing parental involvement throughout the planning and implementation to assure a reflection of the diversity of family values	remove
b) Ongoing parental and community education should be provided and input sought throughout the development, adoption and implementation of the program	B9a) - revised
c) The program should be required, but with a mechanism included for parents to remove their child from portions of the program	B9b) - revised
H. Staffing.	C - unchanged
1. A 30 to 1 maximum student/teacher ratio for class size without an aide. This does not apply to special education aides nor to elementary schools with unitized systems.	C1 - unchanged
2. Class size should not be increased for fiscal reasons.	C2 - unchanged
3. A class should be offered at the secondary level if a minimum of 15 students indicate interest.	C3 - unchanged
4. Supervisory aides at all levels.	C4 - unchanged
5. Each full-time media specialist to serve no more than two schools.	C5 - unchanged
6. Open and staff the IMC by a media specialist or aide during school hours.	C6 - unchanged
7. The concept of a building-centered volunteer program.	C7 - unchanged
I. Organization.	F - unchanged
1. Modifying school boundaries as a means of balancing enrollment. Boundary changes should include consideration of traffic and geographic problems, the importance of school loyalty, and the need for continuity that would allow a student to start and finish in the same school.	F1 - revised
2. Avoidance of a piecemeal approach to solving organizational problems.	F2 - revised
J. Sites and Facilities.	G - unchanged
1. Ongoing maintenance program established and retained with money being set aside in the budget.	G1 - unchanged