

**Education  
Core Curriculum  
1982**

*[Handwritten notes and signatures]*

Consensus  
Appleton L.W.V. Education Study  
1982

Objective: To study and come to consensus on the written recommendations of the Appleton Board of Education's Long-Range Planning Committee Report (as published in August of 1982).

Part I - Curriculum

1. After examining the proposed Core Curriculum, should any items be omitted; should any items be added?
  - A. There was a general acceptance of the Core Curriculum as stated. (Description of the Core Curriculum is attached.)
  - B. There was strong support for guidance services in every school - esp. at the elementary level.
  - C. Minority Views:
    - Foreign language should not be taught at the elementary level.
    - Economics should not be taught as a separate course at the elementary level.
    - 12-12-12 (Art, Home Ec., Industrial Arts) should be omitted from the Core Curriculum.
    - Art and Music should not be mandatory past the sixth grade.
    - CPR and basic first aid should be a required part of the Physical Education.
2. What are the items in the second or third group that could be accomplished more effectively outside the school system?
  - A. No consensus was reached. Although the Core Curriculum was well defined by the report of the Long-Range Planning Committee, the second and third levels were poorly delineated. It was the feeling of the group that this area needed more study before consensus could be reached.
3. Should the institution of user fees, to supplement the extra curricular programs be provided as another funding source?
  - A. Yes, user fees should be used to supplement extra curricular programs.
  - B. There should not be a fee for lunchroom usage.
  - C. Fees should be nominal and should not exclude those who cannot pay.
  - D. Minority Views: The user fees should be set on a graduated scale to more closely reflect the actual cost of the activity.

4. Should Appleton have alternate education programs for students?
  - A. Yes, Appleton should continue to have alternate education programs for students.
  - B. Winterhill should be maintained but should not be considered as a program for the academically gifted.
  - C. A special program for the academically gifted is needed.
  - D. The concept of magnet schools should be further explored.

#### Part II - Staffing

1. Should a ratio of 23:1 for kindergarten - Primary III, 26:1 for Intermediate I - Intermediate III and 30:1 at the Secondary Level be established as the basis determining the number of classroom teachers needed, with the understanding that special circumstances dictate other ratios at times?
  - A. There was a wide diversity of opinions. However, we consider 30:1 to be the maximum ratio desirable.
  - B. We agreed that class size should not be increased for fiscal reasons.
  - C. There was strong feeling that a class should be offered at the secondary level if a minimum of 15 students indicate interest.
2. Should the criteria of a per class minimum pupil-teacher ratio of 30:1 be established before use of a classroom aide will be considered? (This does not apply to special education aides, nor to elementary schools with unitized systems.)
  - A. There was a strong consensus that 30 students is the maximum number a classroom teacher should be assigned without the help of an aide.
  - B. There was a strong minority opinion that every elementary classroom teacher should have one hour of aide time per pupil contact day.
3. Should supervisory aides be discontinued, with the exception of the two senior high schools?
  - A. There was a strong consensus that supervisory aides should be continued at all levels.
4. Should one media specialist be added at the elementary level?
  - A. There was a strong consensus that one media specialist should be added at the elementary level.
  - B. Each full-time equivalent media specialist should serve no more than two schools.

5. Should an aide be assigned to the IMC in those schools which do not have a full-time media specialist?
  - A. There was a strong feeling that the IMC should be open and staffed by a media specialist or an aide during school hours.
6. Should a paid Volunteer Coordinator be appointed to implement a central, district-wide volunteer pool?
  - A. There was unanimous opposition to the appointment of a paid, district-wide Volunteer Coordinator.
  - B. The concept of a building-centered volunteer program should be continued.
  - C. There was some interest in having an unpaid volunteer coordinator at each building.
7. Should the Board of Education include the element of performance (Merit Pay) in its negotiations for teacher salary increases?
  - A. There was a strong consensus that a system to reward quality teaching is needed. There was a division of opinion on how to best achieve such a system:
    1. Half believed merit pay was the best system, if it could be implemented fairly.
    2. Half believed the school administration should use procedures already defined to remove and/or remediate substandard teachers.
  - B. There was some interest in developing a mechanism for parental input in an evaluation system.

### Part III - Organization

1. If the Board of Education determines that a reorganization of the school system is necessary, what changes should be made?
  - a. Change from a junior high to a middle school arrangement?
  - b. Modify school boundary lines to balance enrollment?
  - c. Move ninth grade students to the senior high schools as high school enrollment drop?
  - d. Move certain Intermediate III students to junior highs but keep them in self-contained unit?
  - e. Other
  - A. There was a strong consensus that the present junior high system should be continued. There appeared to be no reason to change at this time.
  - B. There was general agreement that modifying school boundary lines is the most sensible method to balance enrollment.

1. Boundary changes should include consideration of traffic and geographic problems, the importance of school loyalties, and the need for continuity which would allow a student to start and finish in the same school.
  2. There was a minority concern that the current policy of providing a choice of school should be eliminated.
  3. There was a minority opinion that all students of one elementary school should attend the same junior high and that all students from one junior high should attend the same high school.
- C. There was no great enthusiasm for moving ninth grade students to the senior high schools.
- D. There was a strong consensus that moving some Intermediate III students to junior highs but keeping them in a self-contained unit was unacceptable.
- E. There was strong objection to a piecemeal approach to solving organizational problems.
- F. Consideration should be given to the establishment of magnet schools. Magnet schools might also serve to equalize enrollment.

#### Part IV - Sites and Facilities

1. Should an ongoing maintenance program be established with money being set aside in the budget?
  - A. There was a strong consensus that an ongoing maintenance program be established and retained with money being set aside in the budget.

## CORE CURRICULUM

The consensus of the Curriculum committee is that the following are recommended areas of common learning for each and every student. The following list should not be construed as the sum and substance of a student's education in the Appleton schools; however, it must comprise a core basic to the further education of each and every student. (These areas are ALL PRIORITY 1! Their order on this list does not indicate relative importance.)

MATHEMATICS: We recommend that an additional credit at the high school level be required in a math related area. This could be in the math curriculum itself, or industrial or technical drawing, constructive figuring, or business accounting, etc. The basis for this recommendation is the anticipated demands of an increasingly complex technological society.

COMPUTER AWARENESS: We feel strongly that the groundwork should be laid in the early elementary years so that students will be able to adapt to the technological changes of the eighties. The mechanics of implementation, K through 12, should be a topic for further study by an appropriate group of professionals.

ECONOMICS: An orchestrated effort must be made to develop a program in economics from Primary I through senior high. At the elementary level, this could be done within the existing curriculum; at the high school level a one or two semester course should be a requirement. This might be an existing consumer economics, business management, or economics course.

The purpose is to give all students a basic awareness and understanding of the economy of the United States. This would include, for example, the relationship between debt and equity, profit and loss, of employer and employee. It would deal with topics such as inflation, recession, and the time value of money.

SOCIAL STUDIES: We feel more emphasis on geography and international relations is needed. We recommend a course be required in the area of global studies such as world history, world geography, or a special course in global studies.

ART: The committee feels that art must be a part of the curriculum for every child, beginning with kindergarten. We approve requiring a general course of art through grade 8. The influence of the specialist teacher is vital to the integrity of the program.

MUSIC: The committee feels that music also must be a part of the curriculum for every child, beginning with kindergarten. We approve requiring a course of general music through grade 8, with options available in instrumental and vocal areas through all grade levels. The influence of the specialist teacher is vital to the integrity of the program.

(OVER)

HUMANITIES: In order to provide a stronger base in the humanities we urge the requirement of one additional credit in this area during the junior or senior year. This could be fulfilled by the already proposed humanities course, or one semester of this course complemented by a semester chosen from a group of courses from the areas of art, music, literature or philosophy.

COMMUNICATIVE ARTS: Our committee reaffirms the existing emphasis on reading, writing, speaking and listening skills development. We urge the Board to continue their commitment in this area, as it is the most basic necessity and is crucial for all of the common learnings. Teachers must be continually encouraged throughout the system to reinforce the communicative skills throughout their teaching of all other areas.

FOREIGN LANGUAGE: We recommend a strong foreign language emphasis for every student, beginning with Primary I. On the elementary level, the objective of this recommendation is language and cultural awareness, along with language integration into social studies, math, music, etc. Existing language staff should be used as a valuable resource in training elementary teachers.

SCIENCE: The continuation of a strong scientific foundation is necessary at all grade levels. Proper emphasis of time, sequence and scope of the approved curriculum must occur.

PHYSICAL EDUCATION: Our committee is concerned over the vacillation which apparently marked a change in the Board's feelings toward the physical education program. We feel that the physical education program must be given stronger support for its emphasis on education for lifetime physical health, with at least a return to the participation level of the 80-81 program. The grading procedure should be reexamined. There should be more consistency from junior to senior high.

HUMAN GROWTH AND DEVELOPMENT: The Board has unanimously gone on record in support of the family life, human growth and development curriculum. Plans to fully implement this program must be made. We feel that it should be accomplished within the existing framework without the addition of further course offering. An emphasis on teacher training will be a prerequisite.

INDUSTRIAL ARTS/HOME ECONOMICS: Recent Board acceptance of the 12-12-12 program is viewed as a positive step toward recognition of the importance of broad exposure to home economics and industrial arts for all students. It is our feeling, however, that beyond the 8th grade level these subjects become more vital for some students than for others; therefore, the requirements should not be extended beyond the 8th grade.

Throughout the next 10-15 year period some of the items which are common learnings for all students will need to be changed. It is the concept of identifying this "core" which will be timeless. We would like to add here that it is not just the subjects themselves which are critical, but also the manner in which they are put forth. In this light we would like to support continued effort to incorporate a non-discriminatory career development approach at all grade levels and subject areas. Career education enables learning to become linked with preparation for life and education becomes both personally and professionally useful to each student.