

Classical School
3310 N. Durkee Street
Appleton, WI 54911
Phone: (920) 832-4968
Fax: (920) 997-1390
www.classicalcharter.com

Welcome to Classical School!

The 2010-2011 school year marks our twelfth year of operation. The Classical School is an instrumentality of the Appleton Area School District. It is our mission to create a successful learning environment through a rich and challenging classical education in reading, mathematics, cultural literacy, and Spanish. Teachers use thoroughly researched, successful instructional techniques to present this carefully planned curriculum.

CCSA Board of Directors: Mohit Uberoi, President; Tim Webster, Vice President; Peter Leschke, Secretary; Kiran Chawla, Treasurer; Dorian Jordan; Michael Orr; and Nancy Fischer.

Administrator of Classical School: Constance Ford

Program Support Specialist: Kathy Povolny

Mission Statement: *Building a just and excellent educational foundation*

Motto: *Docere, cognoscere et excellere...* (To teach, to learn, to excel)

Crest: Translation of the Symbols: Doric column: wisdom with fortitude; Open Book: a manifestation; Pegasus: Poetic genius and inspiration; Torch: truth and intelligence; Lyre: Contemplation; tempered judgment. Translation of the Colors (the colors used, are the CCS school colors): Gold: Elevation of the mind; White: Peace and sincerity; Blue: Truth and loyalty.



Student Body for 2009-2010: We currently enroll about 475 students in kindergarten through eighth grade. Our kindergarten program is a full-day program. We do not offer a half-day option.

Location: Classical School's K-8 program is located at 3310 N. Durkee Street, Appleton, WI 54911.

What is a Charter School? The basic charter school concept is encompassed in the idea of *autonomy for accountability*. Charter schools are public schools of choice that are granted a specific amount of autonomy (determined by state law and the local charter) to make decisions concerning the structure, curriculum, and educational emphasis of the school. In return for this autonomy, charter schools are held accountable for the academic achievement of the students in the charter school. Most charter schools are newly established schools, but some are conversion schools-those that previously existed as either public or private schools. While many charter schools have some things in common, few generalizations can be made about charter schools. The variety of curriculum focus is extensive.

Enrollment: Applications received prior to January 15th of the preceding the school year are selected via a lottery system. Priority is given to students who qualify for free or reduced lunches and to siblings of students who are enrolled at Classical School or children of staff. All remaining applicants are selected for openings based on a general lottery system. The application period begins November 1st of each fall for the following school year. The lottery is held after January 15th. Parents are notified in writing by February 1st of their child's enrollment or waiting list status for the following school year. Applications received after the January 15th deadline are added in the order in which they are received.

Advisory Council: The Advisory Council meets once each quarter. Council members include two CCSA Board members, the school's administrator, two faculty representatives, and two parent representatives. Meetings are open to the public.

History of Classical School

Classical School was the brainchild of parent organizer, Kendra Lindsay, who currently teaches at Classical School. Kendra gathered several like-minded parents to form the Classical Charter School Association. The founding board of directors included Kenneth Bozeman; Nancy and Michael Fischer; Shawn and Constance Ford; Scott Hanson; Robyn Hernandez; Kendra Lindsay; Sam Miller; and Christine VanRyzin. After many months of hard work and planning, the charter between the Appleton School District Board of Education and the Classical Charter School



Association was finally approved on February 8, 1999. The school opened its doors in August of 1999 with 194 students in kindergarten through sixth grade. The school continued to grow over the years to eventually have two classes per grade in kindergarten through eighth grade with an enrollment of about 470 students each year.

In the fall of 2003, Appleton Area School District renovated our current building at the corner of Durkee Street and Capitol Drive to house our elementary program. An addition for the seventh and eighth-grade program was added in the fall of 2005. After being a school-within-a-school in four different buildings (Edison, McKinley, James Madison, and

Einstein), we were very grateful to finally have our full program housed on one campus.

The 2009 – 2010 school year marks our eleventh year of operation. Classical School is an official [Core Knowledge](http://www.coreknowledge.org) school. For more information about the Core Knowledge curriculum, please visit the Core Knowledge Foundation website at www.coreknowledge.org.

Governance Structure

Classical School is a charter school that operates as an instrumentality of the Appleton Area School District. The school's charter is a legal agreement between the Classical Charter School Association (CCSA) Board of Directors and the Appleton Area School District Board of Education.

Administration

Classical Charter School Association Board:

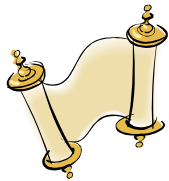
CCSA is a non-profit corporation that is governed by a board of directors. It is the role of the CCSA Board to ensure that the terms of its contract with the Appleton Area School District are fulfilled. Curricular and program changes are at the discretion of the CCSA Board.

Dean of Academic and Administrative Affairs (School Administrator):

The school administrator supervises and coordinates the daily operation of the school and works closely with the CCSA Board to ensure that the educational goals of Classical School are met.

Program Support Specialist:

The Program Support Specialist is the primary agent for providing curriculum and program support and development at the Classical School. Under the direction of the school's administrator, the Program Support Specialist acts as a program and curricular resource for new and continuing faculty, prospective parents, and current families.



Advisory Council

An Advisory Council, consisting of two members of the CCSA Board, the administrator, two teachers at Classical School, and two parent representatives, assists the CCSA Board and administrator in operational and extracurricular activities and functions of the school.

The Appleton Area School District does not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its educational programs or activities. Federal law prohibits discrimination on national origin, sex, religion, or handicap.

MISSION STATEMENT

Building a just and excellent educational foundation...

CURRICULUM AND PHILOSOPHY

The mission of Classical School is to provide excellence and justice in education for school children through a common foundation. Educational justice at Classical School means equal access to the basic skills and content needed for future learning. Our mission is accomplished by successfully teaching a contextual body of organized content. The school recognizes the value of providing access to a broad cross-section of the community so that students from all backgrounds can benefit from the school's educational offering. We promote knowledge-centered education, cultural literacy, and the values of a democratic society. The school acknowledges the leadership of teachers in the classroom and recognizes the responsibility of each student for his or her academic effort.

Curriculum Overview

Classical School provides an excellent education through an academically rigorous curriculum. The foundational curriculum is E.D. Hirsch's *Core Knowledge Sequence* which includes science; mathematics; language arts; English; history; geography; music; and visual arts. A knowledge-based curriculum emphasizes the importance of learning a broad, contextual body of common knowledge.

While the *Core Knowledge Sequence* is wide-ranging in overall scope, it also stipulates the learning of a specific, sequenced, shared, and solid body of knowledge at each grade level. The specificity of the curriculum ensures consistency within each grade level and prevents repetition and gaps in content from year to year. Each level develops a shared base of background knowledge from which to build future learning.

Instruction focuses on unabridged classic literature; literary analysis; grammar; and composition during and after students achieve mastery in reading skills. Writing is emphasized in all grades and content areas. Starting in kindergarten, students receive rigorous instruction in math and reading. Students are placed in skill-leveled classes for math instruction for all grade levels and for reading instruction for grades K through 3. SRA's Direct Instruction program is used for reading (Horizons and Reading Mastery) and spelling (Spelling Mastery). The Saxon Math program is used to deliver math instruction through geometry. Shurley English is used to teach strong grammar skills. Spanish language instruction is provided daily in grades kindergarten through eight. Instruction is delivered in Spanish and aims for mastery in aural, oral, and written proficiency.

The students at Classical School are challenged and stimulated through this rich curriculum. Students who complete our program through the eighth grade will have achieved strong skills in reading, math, English, grammar, speech, Spanish, and self-discipline. They will also have received a solid knowledge of American and world history, geography, literature, physical and life sciences, and the fine arts.

Philosophy of Education

E.D. Hirsch's research (especially as summarized in *The Schools We Need and Why We Don't Have Them*), as well as the success of Core Knowledge schools around the country, suggests that education should be:

- **Knowledge-based.** The first task of education is to build a student's knowledge in various subjects by various means to the end that the student not only masters the subject but has sufficient background knowledge to enter into fruitful public discourse (this latter Hirsch calls "Cultural Literacy"). *How* a student is taught, while important, is secondary to *what* a student is taught.
- **Carefully sequenced and integrated.** Knowledge is most effectively gained by presenting age-appropriate material with sufficient repetition and in increasing depth and scope. Material in one subject should reinforce material in another. The content and timing of what is taught must therefore be carefully managed not only within a grade level but as students pass to different teachers and higher grades.
- **Culturally specific.** Education is custodian of a cultural trust that should be passed on to the next generation, enabling it to thrive within that culture (in our case: American, citizen of a democracy, etc.). Hard decisions must be made about what to include in this body of knowledge, teaching items of the greatest importance in our culture.

The Core Knowledge Foundation summarizes these principles in the phrase *specific, sequenced, shared, and solid*. The philosophy is embodied in the Core Knowledge Curriculum Sequence.

Educational Distinctives

The School Day

The school day is structured around direct teaching and learning where every educational minute matters. We believe in knowledge-centered education rather than learner-centered education. The teacher is the leader of classroom instruction, directing the lessons through modeling, coaching, and practice. The transmission of content knowledge is accomplished through teacher-directed instruction and discussion rather than project-based, child-directed, cooperative, or exploratory learning.

The Teacher's Role

Teachers at Classical School are knowledgeable professionals who champion academic learning. They use their personal teaching styles and a variety of learning opportunities to teach the specifics of the curriculum, and they accept the responsibility to effectively use class time to give children an excellent education. Classical School teachers promote kindness and respect in their actions. They take the responsibility of being the classroom instructional leader, rather than following the student's lead.

The Parents' Role

Parents are an integral part of their children's education, and we acknowledge that schools are accountable to parents. Indeed, Classical School was founded by parents. The grading system and report card were designed to give parents accurate information about the academic progress of their children. We take pride in providing an educational choice for parents and in the knowledge that all our students are a part of our school because their parents chose Classical School.

Parent volunteers are essential to the success of both the children and the school as a whole. Each family at Classical School is asked to volunteer a minimum of 20 hours per year and attend at least one Advisory Council meeting. Volunteer opportunities include classroom and committee work, library assistance, and involvement in the Classical School Advisory Council, as well as many other opportunities.

Parents are encouraged to familiarize themselves with a core set of books such as *Cultural Literacy: The Schools We Need and Why We Don't Have Them* and *The Knowledge Deficit* by E.D. Hirsch. These books are the basis of the school's educational philosophy. It is necessary for the success of our school and students that parents be informed and in fundamental agreement with the philosophy and practice of our school.

VALUES

These are the guiding principles that define the way in which the organization intends to act in the pursuit of its vision and mission. The values of Classical School characterize the day-to-day interactions of its students, staff, teachers, and board.

- ❖ **Integrity** – Living life honestly, faithful to good principles and high ideals, following our code of values.
- ❖ **Cooperation** – Doing our part to advance common purposes.
- ❖ **Respect** – Showing consideration for others through kindness, politeness, and courteousness. Listening to and following those in authority.
- ❖ **Responsibility** – Fulfilling our obligations, acting with self control, and being accountable for our commitments and actions.
- ❖ **Perseverance** – Doing what needs to be done with earnest dedication and determination.
- ❖ **Stewardship** – Caring well for our life, our world, our talents, and those entrusted to our care.
- ❖ **Compassion** – Showing concern for the needs and interests of others.
- ❖ **Courage** – Finding the strength to venture and persevere in the face of difficulty.
- ❖ **Citizenship** – Doing our part as citizens of a community for the common good, following the laws and rules, and serving the community.

BELIEFS

The beliefs of the organization support the convictions upon which the philosophy of Classical School rests. We believe in...

- ❖ A content-focused curriculum, in which every educational minute matters.
- ❖ A broad base of shared knowledge as a necessary foundation for the development of critical thinking.
- ❖ Challenging individuals to achieve personal excellence.
- ❖ Educating students for a life of productivity, service, and citizenship to enable those students to contribute to a democratic society.
- ❖ Honoring and supporting the role of teachers and staff throughout the educational process.
- ❖ Respecting the input and involvement of parents.

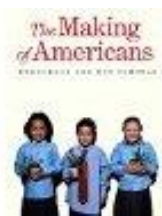
RECOMMENDED READING

Articles by E. D. Hirsch, Jr.

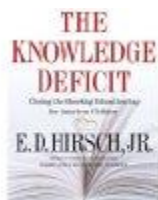
The following essays by E. D. Hirsch will help you understand the philosophy behind Core Knowledge. They are available on the Core Knowledge® web site at www.coreknowledge.org/CKproto2/about/artcls.htm

- Choosing Excellence - from Segment Two of *The Merrow Report*, a public radio and TV documentary series on youth and learning, NPR, June 6, 2000
- You Can Always Look It Up -- Or Can You? - adapted from the closing address at the 9th Core Knowledge National Conference, Anaheim, California, March 18, 2000
- The Tests We Need and Why We Don't Quite Have Them - an essay that first appeared in *Education Week*, February 2, 2000
- Romancing the Child - an article adapted by *Education Next* from a speech given at Harvard University in October 1999
- Why Core Knowledge Promotes Social Justice - convocation address, University of Tennessee - Chattanooga, October 6, 1999
- Class Size: A Question of Trade-Offs - excerpts from testimony before the Joint Congressional Subcommittee on Early Childhood, Youth and Families Hearing, February 24, 1998
- An Address to the Joint Committee on Head Start Reauthorization - March 26, 1998
- Why General Knowledge Should Be a Goal of Education in a Democracy - address at the 7th Core Knowledge National Conference, Atlanta, Georgia, March 14, 1998
- An Address to the California State Board of Education - April 10, 1997
- Toward a Centrist Curriculum: Two Kinds of Multiculturalism in Elementary School - an essay for the Core Knowledge Foundation, 1991, 1997
- Challenging Intellectual Monopoly - an excerpt from *The Schools We Need & Why We Don't Have Them*, 1996
- Fairness and Core Knowledge - an essay for the Core Knowledge Foundation, 1992

BOOKS:



Making of Americans: Democracy and Our Schools by E. D. Hirsch, Jr. In this comprehensive and thought-provoking book, Hirsch offers a masterful analysis of how American ideas about education have veered off course, what we must do to right them, and most importantly *why*. He argues that the core problem with American education is that educational theorists, especially in the early grades, have for the past sixty years rejected academic content in favor of “child-centered” and “how-to” learning theories that are at odds with how children really learn.



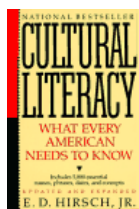
The Knowledge Deficit by E.D. Hirsch, Jr., book. In the book he explains that although schools are teaching the mechanics of reading, they are failing to convey the knowledge needed for the more complex and essential skill of reading comprehension.



What Your Kindergartner Needs to Know to What Your Sixth Grader Needs to Know. We strongly recommend that parents purchase a copy of the book that coordinates with their child's grade. The seven-volume Core Knowledge Series is available at local bookstores or the Appleton Public Library. Books may also be purchased from the Core Knowledge® bookstore at www.coreknowledge.org or through local or online bookstores.



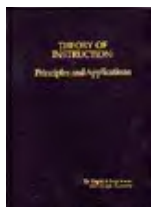
The Schools We Need & Why We Don't Have Them. E.D. Hirsch's book on educational philosophy, intellectual history of education, research findings, and some polemic promoting content-based "core knowledge" against the excessively formalistic and naturalistic American educational dogma.



Cultural Literacy: What Every American Needs to Know E.D. Hirsch's early tour de force: a critique of the educational system and a compelling argument for what Hirsch calls "cultural literacy," the basic facts and concepts required for communication and equality in our society.



Left Back: A Century of Failed School Reforms -- by Diane Ravitch. "Diane Ravitch is one of America's most important scholars of education. Her latest book, *Left Back*, documents the (ongoing) conflict between progressivism and traditionalism in the fight to improve our schools over the last one hundred years. It is essential reading for anyone interested in how our schools got to be the way they are, and what we can do about it." --William J. Bennett.



Theory of Instruction: Principles and Applications. Engelmann, Seigfried, and Carnine, Douglas. SRA /McGraw Hill, 1991. Other books, including practical helps for parents, are available online through the ADI store at www.adihome.org/store/.