

CLASSICAL SCHOOL HANDBOOK



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2026-2027

The most recent and up-to-date handbook can always be found on our school website.

Table of Contents

WELCOME TO THE 2026-2027 School Year

Classical School Board and Staff	6
FOUNDATIONAL INFORMATION	9
Mission, Curriculum, and Philosophy	9
Distinguishing Characteristics	11
GENERAL INFORMATION	17
ALTERNATING FRIDAY SCHEDULE for Grades 6-8	18
Appointments	18
Arriving to School	19
Attendance	19
Birthdays, Invitations, Valentine's Day	21
Change of Address/Emergency Information	22
Cough Drops/Throat Lozenges	22
Desk and Locker Checks	22
Fieldtrips	23
Homeless Education Program Policy	23
Homeroom Student Placement	24
Illness	24
Inclement Weather	25
Kindergarten Attendance	25
Late/Tardy Procedures K-8	25
Loaning Textbooks to Students	26
Lockers	26
Lost and Found	26
Office Hours	27
Pledge of Allegiance	27
Reporting Absences for K-8	27
Safety Drills	28
School Cancellations/Delays	28

Schedules	28
Visiting Classrooms	29
Winter Clothing	29
ACADEMICS	29
Academic Honors 6-8 Grades	29
Cheating and Plagiarism	30
Cursive Writing Requirements	30
Extra Credit	30
Grades	30
Homework	32
Homework Completion Related to Absences	34
Math	34
COMMUNICATION	37
Assignment Notebooks	37
The <i>Classical Columns</i> School Newsletter	37
Family Email/Telephone Directory	38
Infinite Campus Parent Portal	38
Parent/Teacher Conferences	38
The <i>Pegasus Flyer</i> Weekly Take-Home Folders	38
Report Cards	38
FOOD	39
Adult Lunches	39
Breakfast	39
Free or Reduced Price Meals	39
Food From Home	39
Hot Lunch for Grades K-5	40
Hot Lunch for Grades 6-8	41
Menus	41
RULES AND EXPECTATIONS	41
After-School Safety	41
Athletes- After School	42

Bicycles	43
Bullying and Harassment – AASD Policy	43
Dances and Social Events Grades 6 -- 8	44
Drop Off and Pick Up	44
Lunchroom Expectations	45
Playground	45
Personal Device Expectations	45
Response to Behavior	46
Student Pedestrians	48
Student Dress Expectations	48
Toys and Valuables	49
Winter Playground Rules:	49
<i>APPENDIX A – FREQUENTLY ASKED QUESTIONS</i>	50

WELCOME TO THE 2026-2027 SCHOOL YEAR

CLASSICAL SCHOOL: A TRADITION OF EXCELLENCE

Kendra Lindsay, a parent organizer, conceived Classical School and, with other like-minded parents, proposed it to the Appleton Area School District. The Superintendent and the Assistant Superintendent supported the idea of providing educational choices to parents

After 20 informational meetings the names of nearly 200 interested families were compiled. Classical received a charter school planning grant and was approved by our AASD Board of Education on February 8, 1999, as the district's second charter school.

Classical School opened in the fall of 1999 with one class per grade (except for kindergarten) and eventually grew to two classes per grade in kindergarten through grade 8. In the fall of 2003, AASD renovated our current building at the corner of Durkee Street and Capitol Drive to house Classical's elementary program. In the fall of 2005, we added a wing for middle school students. In 2006 we had our full K-8 program in the same building for the first time.

The founding members of the Classical School Association's Board of Directors included Kenneth Bozeman, Nancy and Michael Fischer, Shawn and Constance Ford, Sam Miller, Chris VanRyzin, Scott Hanson, and Robyn Hernandez Nagreen.



Classical School Board and Staff

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Deb Sonntag	Second Grade	DEBRA SONNTAG
Staci DeGoey	Third Grade	STACI DEGOEY
Jake Coenen	Third Grade	JACOB COENEN
Ben Gilbert	Fourth Grade	Ben Gilbert
Lisa Madsen	Fourth Grade	LISA MADSEN
Mackenzie Kohler	Fifth Grade	MACKENZIE KOHLER
Stacey Foley	Fifth Grade	Stacey Foley

Arie Guttenberg	Homeroom; Saxon Course 2 History 6/7	Arielle Guttenberg
Andrew Strassburg	Homeroom; Saxon Course 1, Science 7, History 8	ANDREW STRASSBURG
Jess Crownhart	Homeroom; English 7/8, Lit. & Comp. 8	Jess Crownhart
Matt Fager	Homeroom; Science 6/8, Saxon Course 2, Geometry	Matthew Fager
Kristy Alba	Homeroom; Saxon Course 2, English, Lit. & Comp. 6 Logic & Comp. 7	Kristy Alba
Tiffany Huck	Saxon Course 3	TIFFANY HUCK
Abbey Hessling	Spanish-grades K-5	ABIGAIL HESSLING
Rebecca Rothbauer	Homeroom; Spanish-grades 6-8	REBECCA ROTHBAUER
Kayla Scaletty	Phy Ed	KAYLA SCALETTY
Andrew Wedwick	Phy Ed	ANDREW WEDWICK
Julie Brown	Band 5-8 and Music History	Julie Brown
Jenny Eastman	K-8 Art	JENNIFER EASTMAN
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FOUNDATIONAL INFORMATION

Mission, Curriculum, and Philosophy

Mission Statement

Building a just and excellent educational foundation

Latin Motto

Finis Origine Pendet (The End Depends on the Beginning)

School Crest

Translation of the symbols

- *Laurel Wreath*: achievement;
- *Doric Column*: wisdom with fortitude;
- Open Book: a manifestation;
- Pegasus (our school mascot): poetic genius and inspiration;
- Torch: truth and intelligence;
- Lyre: contemplation and tempered judgment.

Translation of our school colors

- Gold: elevation of the mind
- White: peace and sincerity
- Blue: truth and loyalty.

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.

Classical School provides an excellent education through an academically rigorous curriculum. The foundational curriculum is E.D. Hirsch's *Core Knowledge Sequence*. While the 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.

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.

Distinguishing Characteristics

A Charter School

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.

Classical Charter School Association Governance 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.

The "Classical" Confusion

Classical School of Appleton has roots in the classical education trivium but Classical School was founded as a Core Knowledge® school first and foremost. The use of "classical" in our school name has proven to be confusing on whether Classical School is a classical education school in its entirety. Classical School can perhaps be better described as a traditional school. Classical School believes in the classical education trivium, defined as 3 stages of learning—grammar, logic and rhetoric—by which students gain tools to analyze and master every other subject. Classical education is a liberal arts education, with educational philosophy dating back to Plato. Classical education seeks to develop the "well-trained mind" in contrast to the "well-trained student" by capitalizing on child developmental readiness at different stages of their growth.

In the book *The Well-Educated Mind: A Guide to the Classical Education you Never Had*, author Susan Wise Bauer uses a metaphor from Sixteenth-century philosopher Francis Bacon to describe the theory behind classical education. Bacon, who had a knack for the quotable (he is responsible for "Knowledge is Power"), describes learning as a three-part process:

- **First, taste: Gain basic knowledge of your subject.** Students in the early stages of learning (K-4) have a knack for memorization and a hunger for facts. The retrieval of facts/knowledge satisfies their curiosity. In a sense, they are "tasting" the world around them.
- **Second, swallow: Taking knowledge into your own understanding.** Is it valid? Is it true? Why? Students in this advanced elementary and middle age are questioning what they know and have a desire for truth. They "swallow" the information to see if it satisfies their hunger for truth.
- **Third, digest: Folding the subject into your own understanding.** At this advanced stage, students process what they know, let it change the way they think or reject it as unworthy. They "metabolize" ideas, theories, information and make it part of their being.

Taste, swallow, digest; find out the facts, evaluate them, form your own opinion (Bauer, 18). In this way, we illustrate our School of Grammar, School of Logic and a School of Rhetoric which makes up the Classical Trivium.

This is perhaps in opposition to the current trends in education where the goal is to train a student to be “college and career ready.” Classical School believes that by providing a solid base of knowledge, teaching disciplined study skills and, most importantly, properly training the mind to think, a student will be able to acquire the skills needed in any area of college or career interest. It is too often the case that the first two steps of learning (tasting & swallowing) are skipped, progressing directly to an expectation for the child to “digest” the material. This is seen, for example, in elementary texts that insist on asking six-year-olds how they feel about what they’re learning, long before they’ve properly had a chance to learn it. This mental short cut has become a habit for many adults, who are ready to give their opinions long before they’ve had a chance to understand the topic under study. (Bauer, 19)

British author, Dorothy L. Sayers, in a 1940s speech at Oxford, spoke of the loss of classical “tools of learning” in the twentieth century:

“Has it ever struck you as odd, or unfortunate that today, when the proportion of literacy is higher than it has ever been, people should have become susceptible to the influence of advertisement and mass propaganda to an extent hitherto unheard of and unimagined?...Have you ever, in listening to a debate among adult and presumably responsible people, been fretted by the extraordinary inability of the average debater to speak to the question, or to meet and refute arguments of speaker on the other side?...And when you think of this, and think that most of our public affairs are settled by debates and committees, have you ever felt a certain sinking of the heart?...although we often succeed in teaching our pupils “subjects,” we fail lamentably on the whole in teaching them how to think; they learn everything, except the art of learning?” (Bauer, 19-20)

*We encourage you to read her speech in its entirety. *

www.gbt.org/text/sayers.html

The solid educational base provided by our current K-8 program has proven, for almost 2 decades, to produce students who have learned how to learn and who excel at the high school level no matter what socio-economic or cultural background by which a student entered our program.

The “Core” Confusion

“Common Core” standards should not be confused with “Core Knowledge Curriculum.” The use of “Core” in both names has proven confusing. Core Knowledge is a body of curriculum (what to teach) determined to be most important for all students. Common Core standards are guidelines as to what students should be able to do (what students should know). Core Knowledge curriculum is an excellent vehicle in which to meet Common Core standards; They do not oppose each other. However, Classical School differs from other public schools in the **philosophy by which students are taught** in meeting these standards. Classical School uses the classical education trivium to determine the point in which students are **developmentally ready to meet these standards**.

The Classical Trivium

Classical School seeks to “train the mind” through 2 stages of a 3-stage model. Currently, Classical School is a K-8 program. The third stage of the Trivium would be training at the high school level.

Grammar Stage at Classical School: Grades K-4

Classical School utilizes classical education techniques such as recitation, chants, and memorization at the grammar stage -- grades K-4. Students’ minds are developmental “sponges” at this level—taking in and being able to memorize many facts. Students discover and order facts. They gain basic, systematic knowledge. At this level of development, students are not yet fully ready to be effective analyzers of these facts and their ability to reason is in its early development. By focusing on the acquisition of facts and vocabulary, Classical School capitalizes on the developmental strengths of this age group.

Delivered through the teacher centered practices of direct instruction, recitation, and memorization, students begin their educational journey learning the foundation of reading, math, language, science, history, geography, art, and music. Beginning in 3rd grade, students are introduced to classic literature in its original form and experiment with more advanced steps of the writing process.

Logic Stage at Classical School: Grades 5-8

Classical School utilizes the 5th-8th graders’ emerging ability to reason and logically form thought. Students are able to draw on their wealth of base knowledge, combine it with 5th-8th grade knowledge in order to best answer the “why” question.

Students are taught the basics of logic at this stage in order to recognize inconsistencies in thought, fallacies in argument, and establish valid relationships among facts. They discuss and develop a systematic understanding of “why.”

It is upon a solid grammar stage foundation from which the 5th-8th grader begins to more fully experience and comprehend classic literature, compose various

types of organized pieces of writing, and develops an emerging understanding of world history and scientific principles.

Beyond Classical School

If our program continued to the high school level, students would progress through the Rhetoric phase of the classical education trivium wherein student education would center on applying knowledge and understanding at that level. At this time, our graduates assimilate into the district-wide program utilizing advanced course offerings and the AP and CAPP courses offered at our surrounding high schools.

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 read 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. Our success depends greatly on parental support of their students both at home and at school. Classical invites and expects parents to be involved in and supportive of their student's educational journey by:

- providing an environment at home that is conducive to study and completing homework
- understanding the Classical School program
- supporting the school's program for which you chose

- trusting in the administrative operations of the school
- trusting in the expertise of the teacher
- communicating directly with your child's teacher
- staying current on the operations of our Classical School Board
- offering program feedback that is helpful in future administrative policy and Classical School Board decisions
- volunteering hours of service each year to support Classical School operations, programs, and events

Core Virtues

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.

- **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.
- **Compassion:** Showing concern for the needs and interests of others.
- **Integrity:** Living life honestly, faithful to good principles and high ideals, following our code of values.
- **Courage:** Finding the strength to venture and persevere in the face of difficulty.
- **Perseverance:** Doing what needs to be done with earnest dedication and determination.
- **Cooperation:** Doing our part to advance common purposes.
- **Stewardship:** Caring well for our life, our world, our talents, and those entrusted to our care.
- **Citizenship:** Doing our part as citizens of a 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.

A TRUE CLASSICAL EDUCATION IS...	A CLASSICAL EDUCATION IS NOT...
Rigorous	Easy or Average
For anyone	Only for gifted students
Inclusive	Elitist
Teacher-led instruction	Student-driven or project-based
Disciplined	Lax
Focused	Aimless
Using time-honored practices	Going to follow the latest trend
Focused on student growth	Focused on test scores
Raising the bar	Lowering the bar
Committed to the mission	Apathetic
Classic ideals	Pop culture
Art history & artistic elements	Projects without purpose
Music theory & performance	Songs without intentionality
Fitness & motor skills acquisition	Games without educational value
Concerned with virtue	Concerned with being popular
Time conscious	Distracted
A safe place to learn	Unpredictable
Expectant	Settling for less than your best

GENERAL INFORMATION

AASD Complaint Procedure

Appleton Area School District staff are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.

What are the steps to follow when you have a concern, question, or problem that needs attention?

1 First, contact the **classroom teacher or staff member**. If there is a serious issue, you may wish to schedule a face-to-face meeting rather than phone.



2 If no resolution has been reached, or if your concern is school wide, please contact the school's **Principal, Nick Winch**. 920-852-5525 Ext. 38020



3 If resolution is still not reached, please contact **Assistant Superintendent Sheree Garvey** 920-852-5300 Ext. 60118



4 Unresolved issues may be appealed to the **Superintendent Greg Hartjes** at 920-852-5300 ext. 60111.



5 The final step in the District appeal process is the Board of Education. Appeal requests should be submitted in writing to the **President of the Board of Education**, AASD Scullen Leadership Center, P.O. Box 2019, Appleton, Wisconsin 54912-2019, or email AASDBoard@asds.k12.wi.us.

ALTERNATING FRIDAY SCHEDULE for Grades 6-8

Monday/Wednesday

Tuesday/Thursday

Mondays Wednesdays and the following Fridays	Tuesdays Thursdays and the following Fridays
September 4	September 18
September 11	October 9
October 2	October 23
October 16	November 13
November 6	December 4
November 20	December 18
December 11	January 22
January 8	February 5
January 29	February 26
February 12	March 12
February 19	April 16
March 5	April 30
March 19	May 14
April 9	
April 23	
May 7	
May 21	
June 4 (½ Day)	

Appointments

For the safety of the students, we require that parents/guardians pick up children in the school office and complete the “Student Sign In/Out” form located on the front counter.

Students will not be sent to the office until the parent/guardian arrives in the office. With this in mind, please plan to arrive early when picking your student up for an appointment.

If your child returns to school the same day, the student should report to the office before returning to class and sign back in the building.

Arriving to School

Students in grades K – 5 should arrive on the playground to line up before the **7:59 am** bell. Students in grades 6 – 8 should arrive on the playground area before the **7:45 am** bell. Playground supervision will begin at 7:25 am for grades K-8. Supervision of the students either in the building or on the school grounds cannot be guaranteed until after that time.

Attendance

Attendance plays a vital role in your child's educational journey and overall well-being. Regular presence in the classroom provides academic benefits, like keeping up with lessons and developing essential skills, but also helps children build strong relationships with teachers and peers.

Parents are the first and most consistent influence in a child's life, and your involvement makes a huge difference in encouraging regular school attendance. Establishing consistent routines (like bedtime and morning rituals), having open conversations about the value of education, and creating a supportive home learning environment (including a dedicated space and help with homework) are all ways to demonstrate to your child that their education matters.

The District, in accordance with State law, requires that all students between six and eighteen years of age (and those students enrolled in 5-year-old kindergarten) attend school regularly during the full period and hours, religious holidays excepted, that the school in which the student is enrolled is in session, unless they have a reasonable excuse. Although not required by state law, students enrolled in 4-year-old kindergarten are expected to attend on a regular basis.

EXCUSED ABSENCES

A parent/guardian may excuse a student for up to 10 days during the school year. These 10 days include absences due to intermittent illness. After a student has been absent 10 or more days, the school may require a medical note for future absences to be considered excused. Parents/guardians will be notified by letter if medical documentation is required for further absences. When students are absent from class due to school-related activities, this does not count towards the 10 days.

Parents/guardians are expected to notify the school of an absence each day that the student is not in attendance in order for the absence to be excused, including all preplanned absences (i.e. vacations and appointments). Notification can be submitted through the parent portal, by phone, or by email. If the school does not receive notice within 48 hours, the absence will be marked unexcused.

In accordance with State Law, a student will be considered absent for a full day if they are gone more than two-thirds of a school day. In alignment with District Attendance Policies, individual period absences over multiple days cumulating to more than one day will also be counted as a full day absence.

CHRONIC MEDICAL ABSENCES

If a student has a chronic medical condition that impacts school attendance, the parent/guardian may request that a Chronic Medical Condition Absence form be completed by the student's medical provider or Christian Science Practitioner residing in the state and registered in the Christian Science Journal. This form is required to be updated every 30 calendar days and should be submitted to the School Nurse. [Chronic Medical Condition Absence Form](#)

TRUANCY

Wisconsin State Statute 118.16 defines truancy as a student missing part of or all of a school day, without an excuse from a parent or guardian. It also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

HABITUAL TRUANCY

Wisconsin State Statute 118.16 defines habitual truancy as a student missing part or all of five or more school days in a semester without an acceptable excuse.

TRUANCY PLAN

The following procedures are to be followed for notifying and meeting with parents or guardians regarding the unexcused absences of habitually truant students under Wisconsin State Statute 118.16(2)(cr):

If a student has five or more unexcused absences, all or part of a school day, in a semester, making them habitually truant, the school attendance officer may send a letter home by mail. The letter will include:

- A reminder that parents/guardians are responsible for making sure their child attends school regularly (as required by Wisconsin State Statute 118.15)
- Information about possible program or schedule changes that may better support the student
- Information about programs for students who may be at risk of falling behind

- A request for a meeting with the school staff to talk about the attendance concerns
- The name of the staff member to meet with
- A date, time, and location for the meeting
- Contact information if the meeting needs to be rescheduled
- Information about your rights and responsibilities under state law

CONTRIBUTING TO TRUANCY

Wisconsin State Statute 948.45 indicates that any person 17 years of age or older who knowingly encourages or contributes to the truancy of a person 17 years of age or under, as defined under s.118.16 (1) (c), could be issued a citation for contributing to the truancy of a minor.

TARDINESS

In grades K-5, a student will be marked tardy, not absent, if they are not present at school at the start of the school day and are in their assigned classroom by 8:45 am. A student not present in school after 8:45 am will be marked absent for the morning period until they arrive at school.

MEDICAL EXCUSE FROM ATTENDING CLASSES

Students who have a medical reason to be excused from specific classes shall obtain a written statement from their physician. The statement shall include the reason for the request and the period of time the student is to be excused. The statement shall include restricted activities, as well as any appropriate accommodations or alternative activities. It is suggested that the parent/guardian use the District document titled Physical Education/Recess Activity Excuse Form or provide documentation from the student's medical provider.

Attendance by the student through partial participation will be expected and encouraged. However, if the teacher, in consultation with the principal, believes that another educational setting in the school would be more appropriate during the class period, then the student may be reassigned.

For more information, the complete Student Attendance Policy 430 can be found [here](#).

Birthdays, Invitations, & Valentine's Day

Invitations

Birthday parties and other parties held during the year are an exciting event for the child hosting the party and those who are invited. It can be a very disappointing time for a child who has not been invited to the same party. Out of respect and consideration for the feelings of all students, please do not distribute invitations to birthday parties or any other personal parties at school – before, during, or after. Please use the school directory to access the addresses of Classical School families and send the invitations to student homes. We appreciate your consideration of others and appreciate the modeling of respectful behavior.

Valentine's Day Cards

At Classical School, each classroom has its own practices for days that are celebrated. If your child's classroom is participating in a Valentine's Day celebration, we ask parents to observe the following requests:

- Please be sure to include a card for each student in the classroom to avoid hurt feelings by leaving some students out.
- Students may include one small, inexpensive prize per Valentine card such as a pencil, small set of stickers, etc.

Change of Address/Emergency Information

It is essential that we have current home and emergency information for students. With the student information system, Infinite Campus, each parent/guardian was supplied with a unique activation key to create a username and password. This enables parents/guardians to log on to Infinite Campus to add all emergency contact information and make any address and telephone changes. Please keep this information up-to-date. If you don't have computer access, please send any changes to the school office. This helps to facilitate quick contact with families in case of illness, accident, or other emergencies. Also, if there is some confidential information regarding your child that the office should be made aware of, please let us know as soon as possible. It is for the safety of your child that the school be kept informed.

Cough Drops/Throat Lozenges

For the safety of our students, we ask parents to refrain from sending cough or throat lozenges to school. These small, slippery, hard discs can become a choking hazard for children. Instead please send your child to school with a water bottle if he/she is experiencing a cough or scratchy throat. Frequent sips from a water bottle will keep the throat moist and greatly soothe a scratchy throat and calm a cough.

Desk and Locker Checks

Teachers will do **daily** desk checks for students in grades 1 – 5 to help students keep their desks neat and organized.

Teachers will do locker checks during Resource period two to three times per week for grades 6 – 8 (homeroom teachers will alter between the beginning and end of Resource period to avoid hallway congestion).

Homeroom teachers of 6 -- 8 grade students will do a hallway check throughout the day to make sure the students in their homerooms are keeping their locker hallway areas clean.

Fieldtrips

The CCSA Board of Directors is in favor of fieldtrips when they coordinate with the curriculum. The following items apply for classroom fieldtrips:

- Classrooms may take up to four fieldtrips a year
- All trips must be approved by the Classical School administrator
- Fieldtrips are expected to be related to curriculum
- If possible, field trips should be scheduled to avoid impacting specials and skill-level subjects
- Chaperones need a criminal background check if they will have any time alone with students without the teacher being present.

Homeless Education Program Policy

Students of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free appropriate public education including comparable services, as provided to other students and youth who reside in the District. Homeless students and youth shall not be required to attend a separate school or program for homeless students and shall not be stigmatized by school personnel.

Definition of Homeless Students and Unaccompanied Youths: The term “homeless students and unaccompanied youths” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes students and youths who are:

- Living in an emergency shelter or transitional housing.
- Abandoned in hospitals or awaiting foster care.
- Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- “Doubled up” living with friends or family due to the loss of housing, economic hardship, or a similar reason.

Migratory students and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition. Homeless status is determined in cooperation with parents or in the case of unaccompanied youth, the local educational agency liaison.

Homeroom Student Placement

Classical School does not accept requests for specific teachers by parents for their children. It is logistically impossible to honor everyone’s request because of the sheer number of requests and the imbalances they would create. It is important, for example, to have good gender balance and balance of aptitude in classrooms. It is important to consider the morale of the teachers. Some teachers might be highly requested for

reasons that have nothing to do with their effectiveness as teachers. Indeed, we have very high regard for the ability, character, and knowledge of all of our teachers. The distinctive effectiveness of our school is not driven by the individual style or personality of the teachers but by the curriculum. Of course, individual teachers bring their own unique strengths and variety to the delivery of the curriculum; however, they work in a highly integrated “teamwork” environment where curricular expectations are clear to everyone. Teachers depend on each other to bring the children to mastery before moving to the next grade and build on each other’s work through the skill-level groupings. As in the rest of life, school is an opportunity to grow through interaction with all different styles and personalities. Classroom placement is a task that our staff takes very seriously. We want the process to be fair for parents, children, and teachers. We want it to be efficient and effective. We want to honor the input of parents as we work together in an atmosphere that fosters trust, mutual support, and a spirit of service to one another.

Illness

How sick is too sick? Parents may wonder whether they should send their child to school if the child has symptoms of illness, certain injuries, or is being treated for an infection or communicable disease. At times, children will become ill or injured at school and parents will be contacted to take the child to a medical facility or home.

The State of Wisconsin Department of Health has established guidelines to assist in determination about attendance at day care or in school, with regard for the health and wellbeing of the afflicted child as well as peers and caregivers.

The following guidelines are consistent with State recommendations and can help parents, caregivers, and school staff as they determine “how sick is too sick:”

- Child has a condition that requires immediate medical diagnosis or intervention, e.g., needs emergency dental care, sutures, bone-setting, or medical care.
- Child needs ongoing supervision, above and beyond that normally provided in daycare or school, which cannot be managed in the routine setting.
- Child is not able to function because of illness, e.g., fever, toothache, vomiting, loose stools, migraine headache.
- Child has untreated pediculosis or scabies.
- Child has an open, draining, infected skin lesion which needs protection from contamination.
- Child has a persistent, productive cough.
- Child has an undiagnosed rash.
- Child poses a significant health risk to others in the normal course of the day in day care or school activities, such as
 - Is in the infectious stage of a serious airborne transmitted communicable disease including, but not limited to, chicken pox, measles, mumps, pertussis, tuberculosis, or rubella
 - Is unable to hygienically manage bowel and/or bladder functions expected of his age and/or is in the infectious stage of an oral-fecal transmitted communicable disease (Hepatitis A, giardiasis, salmonella, shigella, rotavirus, and parasites such as pin worm; or

- Has a disease which may be transmitted by body fluids.

Children may not be excluded from school when the risk of transmission of a communicable disease is non-existent in that setting or when transmission can be controlled through education of staff and child and the provision of readily available supplies to carry out hygiene measures. **Children may return to school when they have been symptom-free for 24 hours (e.g., no fever, no vomiting, no rash).**

Parents, care providers, and school staff are encouraged to contact a health care professional for specific information and recommendation about the ill or injured child's needs for exclusion from the setting and possible medical assessment and intervention.

Inclement Weather

At Arrival

If the wind chill falls into the darkly shaded area of the chart or if it is raining, the students will be directed to come into the building before school. Students will wait in the Forum until their first bell rings.

Recess

The Appleton Area School District follows the Federal Meteorological Service's wind chill chart in determining whether recess will be held outside or inside during the winter months. When wind chills fall into the darkly shaded area, we will have inside recess.

Wind	Temperature																		
calm	40	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45	
5	36	31	25	19	13	7	1	-5	-11	-16	-22	-28	-34	-40	-46	-52	-57	-63	
10	34	27	21	15	9	3	-4	-10	-16	-22	-28	-35	-41	-47	-53	-59	-66	-72	
15	32	25	19	13	6	0	-7	-13	-19	-26	-32	-39	-45	-51	-58	-64	-71	-77	
20	30	24	17	11	4	-2	-9	-15	-22	-29	-35	-42	-48	-55	-61	-68	-74	-81	
25	29	23	16	9	3	-4	-11	-17	-24	-31	-37	-44	-51	-58	-64	-71	-78	-84	
30	28	22	15	8	1	-5	-12	-19	-26	-33	-39	-46	-53	-60	-67	-73	-80	-87	
35	28	21	14	7	0	-7	-14	-21	-27	-34	-41	-48	-55	-62	-69	-76	-82	-89	
40	27	20	13	6	-1	-8	-15	-22	-29	-36	-43	-50	-57	-64	-71	-78	-84	-91	
45	26	19	12	5	-2	-9	-16	-23	-30	-37	-44	-51	-58	-65	-72	-79	-86	-93	
50	26	19	12	4	-3	-10	-17	-24	-31	-38	-45	-52	-60	-67	-74	-81	-88	-95	
55	25	18	11	4	-3	-11	-18	-25	-32	-39	-46	-54	-61	-68	-75	-82	-89	-97	
60	25	17	10	3	-4	-11	-19	-26	-33	-40	-48	-55	-62	-69	-76	-84	-91	-98	

Kindergarten Attendance

A child who is enrolled in five-year-old kindergarten is required to attend school or truancy will be enforced as it is with other grades. Children are not required to attend kindergarten, but if they do attend, they must follow the AASD's Student Attendance Policy.

Late/Tardy Procedures K-8

The bell for K-5 students to enter school rings at 7:59am. The bell for 6-8 to enter rings at 7:45am. K-5 Students entering the building after 8:10am and 6-8 students entering after 7:55am will be considered tardy and must check in with the front office. It is important for students to be at school on time each day. Being late for school can lead to poor achievement and discouragement in school. When students are late, it is a disruption to the class and is not fair to students who arrive at school on time.

Loaning Textbooks to Students

Teachers may not loan textbooks or other materials that function as subject books to students or parents to use during the summer or in addition to what is assigned for their current subject and level. All requests to do otherwise must be submitted by the teacher to the school's administrator.

Lockers

Grades 6 – 8

Students are provided with lockers to be used solely for storage of outside garments and school materials. The locker is *not* the student's private property and may be opened and searched by school authorities at any time. Any unauthorized items found in the locker may be removed and/or confiscated. Students may not use tape or adhesives on lockers. You must use magnets for any items you wish to hang or display in your locker area. Students may not put items on the outsides of their lockers with the exception of displays for sports, birthdays, or other events that have been authorized by the school's administrator. Locks for lockers will be provided to any student with an individual locker who requests one; otherwise locks will not be used on the lockers. The school is not responsible for items stolen or missing from lockers. Valuable items should not be brought to school. Lockers are to be kept clean and neat at all times. Regular locker clean-out times are provided to help students maintain orderly lockers. Special care should be taken to keep books and personal items from protruding beyond the doorframe and away from the locking mechanism. Locker doors should not be forced shut or damage may occur. Students that damage their locker will be held accountable for the repairs. No open refreshment containers of any type are allowed in lockers.

Decorating for special occasions and birthdays (Grades 6 – 8)

On special occasions and birthdays, it is a common practice for students to decorate the locker of the student celebrating a birthday or other special occasion. Decorations are often clever and colorful and provide a pleasant surprise for that student. In order to do this, students need only follow these simple procedures:

- Report to the office in the morning and get a pass to decorate.
- No more than three students are allowed to decorate a single locker at one time.
- No tape or adhesive is allowed on the locker.
- Students must remove all decorations at the end of the day.
- The decorators may not go into the locker.
- Decorations must be confined to the locker door.
- All decorations must be in good taste and conform to safety standards.

Lost and Found

During the course of the school year, we acquire a lot of clothing articles that go unclaimed. If your child is missing something, please check the lost and found station located on the first floor near the playground doors. Items that remain after a month will be donated to the health room or given to charity. It is especially important to label your child's Classical School apparel as it is much more difficult to identify a student's missing sweatshirt or t-shirt when so many students have the same item of clothing.

Office Hours

Office hours are between **7:15 am and 3:45 pm** during the school year.

Pledge of Allegiance

The pledge of allegiance is offered each school day at Classical School. Since 1999, we have traditionally offered the pledge of allegiance in Spanish on Fridays as a show of support for our World Language program.

I pledge allegiance to the flag of the United States of America,
and to the republic for which it stands, one nation under God,
indivisible, with liberty and justice for all."

Yo prometo lealtad a la bandera de los Estados Unidos de América,
y a la república que representa, una nación bajo Dios,
indivisible, con libertad y justicia para todos.

Wisconsin State Statute 118.06 (2) Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem.

Reporting Absences for K-8

If your child will be absent, please call the school or leave a message before **8:30 am** in the morning. Absences can also be reported via the Infinite Campus Parent Portal. When an absence is of a known duration, just one call is necessary. If the illness is of undetermined length, please call before the start of each school day. Notification by way of a fax is also accepted. In the case of a *communicable disease*, please call the **Health Department at 920-832-6429** as soon as the illness is diagnosed.

Classical School PHONE number: (920) 852-5525

Classical School FAX number: (920) 852-5526

Requests for Non-Participation in Outdoor Recess K-5

One Day Only:

Upon written request by a parent/guardian, a student will be allowed to stay indoors for recess for one school day due to illness/injury. Students will be supervised in the office area during recess and lunch.

More Than One Day:

Requests for permission to have a student stay indoors for more than one school day requires written authorization from the student's health care provider. Such written requests should be presented to the student's classroom teacher.

Resource Period – Grades 6-8

6-8 grade students will have a daily resource class period to use for homework each day unless a special schedule is in place. During resource, students are required to work silently and independently at assigned desks/seats. Teachers may use this time to answer student questions. Teachers should encourage students to have a book to read on days when they may not have enough homework or studying to fill their resource time. Students may sign out to go to other locations. If a student is going to one of the following locations, he or she should sign out to that location and sign in upon return:

Logic/English; Fine Arts; Science/Math; History/Math; Spanish, other non-homeroom teacher if he/she is available; Band, Chorus, Orchestra, Yearbook, etc., may be practicing or meeting at this time as well.

Safety Drills

We continually strive to make Classical School a safe place for all students and staff. As in the past, fire and tornado drills (which are required by law) will be held to familiarize our students with the procedures. In addition to those drills, we will be practicing safety drills. While we hope we will never have a real fire, a tornado, or an intruder in our building, it is important that we are prepared in the event of one of these situations. Teachers discuss safety-drill procedures with the students in each classroom in a manner that does not frighten students, but helps them to be prepared should an emergency situation arise.

School Cancellations/Delays

In the event that school is cancelled due to inclement weather, important information may be announced on local radio and TV stations. AASD uses the local radio and TV stations to inform families of such schedule changes as quickly as possible. Please avoid calling district or school offices during such emergency situations. This seriously disrupts our phone lines and makes it difficult to make vital outgoing calls. As a Charter School, we follow a unique bell schedule. Thus a “two hour delay” due to weather would literally be a delayed start time of two hours. Thus, K-5 would begin at 9:59am and 6-8 at 9:55am.

Schedules

K-5 Schedule			6-8 Schedule	
<u>Activity</u>	<u>Time</u>		<u>Period</u>	<u>Time</u>
Welcome	7:59-8:15		1	7:55-8:42
Lessons	8:15-9:15		2	8:45-9:37
Morning Recess	9:15-9:30		3	9:40-10:27
Lessons	9:30-11:25		4	10:30-11:17
Lunch/Recess	11:25-12:05		5	11:20-12:07
Lessons	12:05-1:10		6 (Lunch)	12:07-12:37
Afternoon Recess	1:10-1:25		7	12:42-1:29
Lessons	1:25-2:59		8	1:32-2:19
Dismissal	2:59		9 (Resource)	2:22-3:05

Visiting Classrooms

Classical School will follow AASD policy in regard to visitors in the school building. In addition to this policy, if you wish to observe your child in the classroom, please make a

prior appointment to do so with our enrollment support specialist at (920) 852-5525 ext. 38109. All visitors in the building **MUST** stop at the Welcome Station outside the school office to sign in and pick up a visitor's badge (even if you are only planning to make a quick run down the hall to drop off a forgotten lunch, for example). Please do not be offended if a staff member stops you in the hall if you are not wearing your visitor's badge. The safety of the students is our first and foremost concern. Please sign out of the building when you leave. **STUDENT VISITORS:** Student visitors may be allowed with specific permission from the school's administrator only. Any disruptions by student visitors is not allowed and staff members are to contact office regarding any disruptive visitor.

Winter Clothing

As the weather gets colder, students should come to school dressed appropriately. For recess, students are expected to wear a winter coat, hat, and mittens or gloves. To play in the snow, students must wear boots. Students in grades K – 3 must also wear snow pants. Please label all winter clothing clearly with your child's name.

ACADEMICS

Academic Honors 6-8 Grades

Honor Roll

Students who make honor roll each quarter will be acknowledged in the Classical Columns and will be rewarded with a Sundae party during lunch. Students with modified grade/expectations will not be included.

Highest Honors:

3.90 – 4.00 GPA

With Honors:

3.33 – 3.89 GPA

End-of-the-Year Academic Honors Program

At the end-of-year assembly, there will be an academic awards program where students in grades 6 -- 8 are recognized for their academic achievements. Academic honors are given for the levels based on the first three quarters of study:

- ***Cum laude*** – 3.30 – 3.59 cumulative GPA
- ***Magna cum laude*** – 3.60 – 3.89 cumulative GPA
- ***Summa cum laude*** – 3.90 – 4.00 cumulative GPA

Students who meet the cumulative summa cum laude level for 6th and 7th grade and again for 8th grade are recognized with a special three-year award. Students are also awarded "subject awards" for outstanding academic achievement in band, chorus, English, fine arts, history, composition, math, orchestra, physical education, and science. Unlike the honor roll, subject awards are not based solely on GPA. Instead, each award recognizes the student that best demonstrates the idea of achieving one's personal best in a given subject area. Students with modified grade/expectations will not be included.

Cheating and Plagiarism

Classical School promotes and expects ethical behavior from all members of our school community. Honesty and integrity are valued while dishonest and unethical behavior,

such as cheating and plagiarism, are not tolerated. Cheating is using someone else's words, work, and/or ideas and claiming them as your own. Plagiarism is stealing the work of another source and passing it off as one's own ideas or words. Using material or ideas without crediting the source is also considered plagiarism. The consequences for cheating and plagiarism may include receiving no credit for the assignment and/or redoing the work. Parents/Guardians will be notified if a student violates these expectations.

Cursive Writing Requirements

During the 4th quarter of third grade, teachers will phase in the cursive-only expectation for written assignments. Cursive-only expectation will start 2nd semester in fourth grade for all assignments but math, Spanish, and spelling. Students in fifth grade will be expected to use cursive starting with 2nd quarter for all assignments but math, Spanish, and spelling, and 6 through 8 must use cursive for all assignments other than math, Spanish, and spelling.

Extra Credit

Instruction is based on having students demonstrate consistent performance and the completion of all required classroom work. EXTRA CREDIT IS NOT AVAILABLE. Teachers for students who have satisfactorily completed the required assignments may offer optional enrichment. The purpose of optional enrichment is to provide an opportunity for students to extend classroom lessons after all the required assignments are completed. Optional enrichment cannot replace class assignments nor can it be used by students to raise their grade.

Grades

Classical School strives to teach students good habits that will carry them into life. With that goal in mind, Classical School has the following grading expectations in place for its students:

Grading Scales

Classical School uses a 10-point grading scale. Grades will be based on percentages or total points. The grading scale is as follows:

A+	99.50-100	B+	86.5-89.49	C+	76.5-79.49	D+	66.5-69.49	F	59.49 and below
A	99.49-92.50	B	82.5-86.49	C	72.5-76.49	D	62.5-66.49		
A-	89.5-92.49	B-	79.5-82.49	C-	69.5-72.49	D-	59.5-62.49		

Grading Scale for Elementary Art/Music/PE Report Cards and Personal Skills

Reports will be provided to parents during non-conference quarters – Quarters 2 and 4.

Grade Key

M = Mastery of grade-level expectations

P = Progressing towards grade-level expectations

N = Needs improvement

Satisfactory/Needs Improvement on Report Card

S = Satisfactory

N = Needs Improvement

Types of Grades Received

Kindergarten

Students receive either an S for Satisfactory or an N for Needs Improvement for all class subjects. Art, music, and physical education report cards with skills assessment are included in the report cards at the end of each semester.

First Grade

Students receive letter grades using the above scale for reading, math, and spelling. Students receive either an S for Satisfactory or an N for Needs Improvement for their other subjects. Art, music, and physical education report cards with skills assessment are included in the report cards at the end of each semester.

Second Grade

Students receive letter grades using the above scale for reading, math, spelling, grammar and Spanish. Students receive either an S for Satisfactory or an N for Needs Improvement for remaining subjects. Art, music, and physical education report cards with skills assessment are included in the report cards at the end of each semester.

Third-Fifth Grades

Students receive letter grades using the above scale for all subject areas other than art, music, and physical education. Art, music, and physical education report cards with skills assessment are included in the report cards at the end of each semester.

Sixth-Eighth Grades

Students receive letter grades using the above scale for all subject areas.

Grading Weights – Math and Spelling Classes

Teachers will weight grades with 67 percent for exams and 33 percent for homework for all Saxon classes with the exception of Saxon K, Saxon 1-Kindergarten, and Saxon Geometry. The same 67/33 weight will be used for Spelling Mastery courses. All other curricular areas are weighted with total points unless approved by the administrator.

Group or Pair Assignments

Teachers should avoid assigning pair or group assignments as much as possible. If on the rare occasion a teacher does assign a group or pair assignment, the teacher must provide classroom time for the students to complete the work – it cannot be assigned for out-of-school homework. Rationale: As a non-neighborhood school, we place a burden on families to make arrangements for their children to get together for paired or group assignments.

History Textbooks– Grades 3-6

The Core Knowledge Sequence will be used to teach history. The Core Knowledge history textbooks will be the primary source for teaching history in grades 3 – 6. Other

sources may be used only to supplement the text. History books should not be kept in students' desks or sent home. PDFs are available to use off site.

Homework

Classical School is proud to have a challenging curriculum. With such a rich and rigorous curriculum, the students need time to work at home. The success of the students and program at Classical depends on the completion of the curriculum each year. For grades K-5, this translates to daily assignments in the areas of math, reading/English, and spelling. The completion of these daily assignments allows students to progress within their assigned groups. When the daily assignments are not completed during class time or study hall, they must be completed at home. The curriculum in all subject areas is valuable and important and will vary from day to day. In grades 6-8, students typically will have daily assignments in most subject areas.

We are aware that many students are involved with other interests and activities outside of school. We also support the importance of family and leisure activities. The teachers will attempt to coordinate their schedules and calendars so the students are not inundated with work on the same day. At the same time, gaining experience with the ebb and flow of a typical workload helps students develop self-discipline and organizational skills. Teachers will help students learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Parents should also consider their student's level of extra-curricular involvement putting schoolwork first.

Atypical homework or long-term projects during winter and spring break is discouraged. The day before a vacation is considered a school day; therefore, normal daily work will be assigned and needs to be completed for the first day after the break. Teachers will try to give more in-class work time.

Value of Homework

- Establishes habits of study, concentration, and self-discipline
- Develops organizational and time-management skills
- Reinforces skills and concepts learned in class
- Provides extra practice necessary for mastery of skills, facts, or concepts (mastery requires repetition)
- Strengthens home-school link
- Reaffirms the role of parents/caregivers as partners in education
- Informs parents of what is being taught in the classroom and the academic progress of their children
- Provides an opportunity for parents to be involved and actively assist their student in his/her studies

Expectations

Teachers

- Provide 15-minute study hall daily in homeroom at the K-5 level.
- The students in grades 6-8 have a daily resource period that will be used for homework completion, studying, receiving teacher support, making up missed work or tests, etc.
- Grades 2-5 teachers will verify that students have written their daily assignments in their assignment notebooks and check daily for parent signatures.

- Grades 6-8 resource supervisors verify daily that all students have written all their assignments in their assignment notebook at the start of resource period
- Provide checkpoints for long-term assignments
- Assign work that is academically beneficial
- Provide clear and structured directions and expectations for assignment, format, and due date
- Mark homework promptly and appropriately, maintain homework records, and provide feedback to students and parents/caregivers
- Alert parents/caregivers promptly of any developing problems concerning their students' homework and suggest strategies that they can use to assist their children with their homework

Students

- Record assignments everyday under teacher supervision in assignment notebooks
- Complete homework assignments neatly and on time
- Schedule wisely to meet assignment deadlines
- Attend school regularly and come prepared
- Get assignments when absent – make-up schoolwork will take priority over extracurricular activities
- Seek assistance from teachers and parents or caregivers when difficulties arise

Parents/Caregivers

- Take an active interest in homework
- Check and sign assignment notebooks daily depending on grade level.
- Set aside homework time nightly to establish a homework routine
- Provide an appropriate place and atmosphere for homework (quiet, uninterrupted, etc.)
- Get your child's assignments from school when possible – make-up schoolwork will take priority over extracurricular activities
- Contact teacher with questions/concerns
- Contact teacher for strategy suggestions
- Encourage and support student to complete homework at a high standard

Types of Homework

The two main types of homework are:

- Practice exercises to provide students with opportunities to apply new knowledge; review, revise, and reinforce newly acquired skills. Practicing for mastery examples:
 - ☐ Spelling words
 - ☐ Memorizing math tables
 - ☐ Spanish vocabulary and grammar
 - ☐ Historical dates
 - ☐ Writing essays, poetry, fiction
 - ☐ Math problems
 - ☐ Answering questions on readings
 - ☐ Preparing for quizzes and tests
 - ☐ Reading aloud for fluency

- ☐ Parents reading aloud to children
- Preparatory exercises to provide opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons including:
 - ☐ Background reading
 - ☐ Reading for class discussion
 - ☐ Researching topics for a class unit or work
 - ☐ Preparing for quizzes and tests

Homework Completion Related to Absences

Due to Illness

When a student is absent from school due to illness, parents are strongly encouraged to pick up their child's homework. Parents of students who are absent for more than two consecutive days must arrange to pick up their child's homework via another classmate or by arranging to pick up materials from the school. Homework can be picked up in the Classical School office no sooner than the end of the school day. Students will be given three days to make up all assignments due to absences from an illness. For example a student who is at home ill from Thursday through Monday and returns to school Tuesday must have all his or her assignments turned in by Friday. Weekends will count as one day.

Due to vacation/trip or non-illness related absences

Vacations during the school year are not treated as sick days. Absences other than illness or family emergency during the school year are discouraged. Your student's time in class is not reproducible. Please give teachers plenty of notice before leaving on vacation in order to provide ample time to prepare assignment materials. All assignments given prior to vacation departure are due on the day student returns to class. Late assignments are subject to the Late Work Expectations. In many cases teachers will not be able to provide assignments until the student returns. If this is the case, the teacher will assign a due date.

Student Bereavement or Family Emergencies

Unfortunately, there will be times when our students and their families will experience the loss of loved ones or other family tragedies and emergencies. Teachers should use their discretion to minimize the workload and assignments for their students until they are able to return to regular expectations.

Math

Advancement

Students will not be advanced in math class based solely on summer work or independent work outside of their math classrooms. While parent requests for advancement will be considered, the decision for possible advancement will ultimately be made between all involved math teachers and the principal. If the teachers and principal decide a student has the aptitude for advancement, the following steps will be taken for the Saxon level being "skipped":

- The student will meet with the teacher of the planned new Saxon level for expectations.
- The student must complete ALL "Practice Set" problems for each lesson.
- The student must complete the "Problem Set" for all odd lessons.
- The student will take an assessment for the "skipped" level in mid-August.
- All involved teachers and the principal will meet to discuss the results of the work completed over the summer and the assessment before making a final decision.

- If it is agreed upon for a student to advance a level, for the first quarter of the school year, the student must receive 80% or higher in the advanced math level or placement will be reviewed.

Calculator Use

Classical School has developed the following guidelines regarding calculator usage in our K-8 mathematics program.

1. Calculators at the **Saxon K-Course 1** levels may be used in the following circumstances:
 - a. At the directive of the textbook.
2. Calculators at the **Saxon-Course 2** level may be used at the discretion of the teacher. The correct problem set-up **MUST** always be shown on the student's paper.
3. Calculators at the **Saxon Course 3** and **Geometry** levels may be used for all problems unless directed by the teacher to complete a problem without a calculator. The correct problem setup **MUST** always be shown on the student's paper.

Grading

- Weighting grades for report cards and progress grades...
 - Saxon 1 (1st Grade) - Saxon Course 3
 - Tests will count for 67% of the final grade.
 - Assignments will count for 33% of the final grade.
 - Geometry
 - Tests will count for 80% of the final grade.
 - Assignments will count for 20% of the final grade.
- The program gets increasingly difficult. Some *suggestions* are listed below for teachers to use for lesson pacing in order to create more instructional time at the end of the year.
 - Lessons and investigations should not be skipped unless approval is given by administration or the technology is not available to complete the lesson and/or investigation.

Moving Students Between Skill-Level Groups

Students may not be moved to a new skill-level group (higher or lower) without the authorization of the school's administrator.

Penmanship Requirements

Zaner Bloser Printing

Kindergarten

Instructional minimum: 4 days/week; 10-20 minutes in addition to penmanship instruction found in Horizons Reading program.

First Grade

Instructional minimum: Every other day; 15 minutes.

Second Grade

Instructional minimum: 10 minutes twice/week.

Students receive quarterly grades.

Zaner Bloser Cursive

Formal instruction is required for grades 3-5 as follows:

Third Grade

- Instructional minimum: 10 minutes three times/week
- Introduce and teach lowercase alphabet
- Begin capital letters if time permits

Students receive quarterly grades.

Fourth Grade

- Instructional minimum: 10 minutes three times/week
- Introduce and teach all capital letters; review and practice lowercase letters

Students receive quarterly grades.

Fifth Grade

- Instructional minimum: 10 minutes three times/week
- Structured formal practice of all lowercase and capital letters

Teaching Guidelines

- All teachers will use the formal language for letter formation instruction used for Zaner Bloser method.
- Blackline masters are available for grades K-5
- Cursive will not be used in Spanish or math classes; use in spelling class is at teacher's discretion

Test Retakes

Test retakes are strongly discouraged. This is different from a Test Correction, which teachers reserve the right to have students partake in as part of the learning process. Following re-teaching, retakes will be acceptable for students who have not achieved mastery. Upon rare occasion, students may be allowed to retake an exam; the scores of the two exams will then be averaged to provide a composite score. Students may not be given more than one retake for any given exam. Teachers will give students sufficient notice for preparing for tests and will assist students in test preparation.

Typing Requirements

The CCSA Board approved the following on 4/10/08:

Teachers of students in grade 5 may require typed research papers or multi-paragraph essays that require multiple drafts. Teachers will provide classroom time for students to use Chromebooks as needed.

- **Rationale:** Typed papers reduce the time it takes students to do revisions. Students can make a few minor changes at a time without having to handwrite the entire paper again.

Teachers of students in grades 6-8 may require typed papers for any assignment.

- **Rationale:** Students in grades 6-8 have access to Chromebooks during resource if needed.

Unabridged and Adapted Literature

All literature, poetry, speeches, drama productions, etc., must be in the original, unabridged language unless a different version has specifically been approved by CCSA. This includes student recitation of plays, poetry, speeches, etc. They must be the original text and not a retold version unless approval has been granted.

COMMUNICATION

At Classical School, we pride ourselves on the quality of communication we provide parents. Good communication between teachers and parents is an essential component of a student's success at school.

Teachers are asked to let parents know as soon as they have concerns about a student's academic performance or other concerns surrounding the well-being of the student so the teacher and parent can work together as partners to help the student.

Parents should have a good general understanding of how their child is performing at school before report cards are sent home if the teacher has communicated well through school papers sent home, notes or phone calls to the parents, etc. It is also the responsibility of the parent/guardian to stay informed using the Infinite Campus.

Assignment Notebooks

Each child in grades 2 – 8 will complete assignment notebooks daily for each subject. Parents of students in grades 2 -- 5 are expected to sign the assignment notebooks each evening in order to know what assignments are due and when they are due. Second through fifth grade teachers will check each morning to make sure the assignment notebooks have been signed.

Resource period supervisors in grades 6 -- 8 will make certain that all students have written down all assignments before the commencement of the resource period.

Second grade students will be filling out assignment notebooks for math, reading, and spelling only. Teachers will use the assignment notebook for daily communication with parents as needed. Teachers of students in grades 2 – 8 will also record gimmes and assignments that received partial credit or a zero on the chart in the assignment notebook.

Students are to treat their assignment notebooks with care. Pages should NOT be torn out of the assignment notebooks as doing so causes the notebooks to fall apart. Teachers will provide students with page markers or clips. Teachers will assess the condition of the assignment notebook and will notify parents if a replacement copy needs to be purchased (~\$5.00 replacement fee).

The Classical Columns School Newsletter

The *Classical Columns* newsletter is the primary means of communication between the school and home. The newsletter is sent home via email the first school day of each month. It is important for parents to read the newsletter thoroughly each month. Please contact the newsletter editor at 920-852-5525 with items for the *Columns*. The *Classical Columns* can also be found at classical.aasd.k12.wi.us or hard copies will be available for pick up at the school.

Family Email/Telephone Directory

A listing of the Classical School families and their phone numbers will be compiled and distributed to students early in the school year. Should you NOT wish to have your

student included in this directory, you must complete a “Notice of Intent to Release Student Directory Information” with the school office. The directory is created as a way to help families connect with one another. It is not intended to be used for mass emails or for solicitation. If a family loses their copy, another can be purchased for \$2.00.

Infinite Campus Parent Portal

Parents of all AASD students are able to access information online about their child’s attendance, assignments, and grades through our student data system, Infinite Campus. Please note that AASD teachers are not required to enter grades on the portal; teacher participation in the program is voluntary. Check with your child’s teacher to see if he or she enters grades that may be accessed on the portal.

Parent/Teacher Conferences

Parent-teacher conferences are held twice a year and are designed so that specific suggestions and questions about the individual student can be explored. If at any time you would like to meet with a teacher outside of the scheduled conference times, please contact the teacher via email or the school office to arrange an appointment.

The Pegasus Flyer Weekly Take-Home Folders

The Classical staff will make every attempt to send all notices home on Thursday evening in the yellow take-home folders. We have named the folders the *Pegasus Flyers*. While each family should be checking their children’s backpacks every evening, it is especially essential that they be checked on Thursdays. Thursday is the rule of thumb for the *Pegasus Flyers* to be sent home; however, it may be necessary, due to deadlines and timeliness, to send some items home on other days as well. In an effort to conserve paper, one all-school note or message will be distributed per family. Family communications will be sent home with the youngest child enrolled at Classical.

Report Cards

Report cards will be sent home in the *Pegasus Flyers* at the end of each quarter or mailed home depending on the circumstances at the time of printing. Parents are also encouraged to keep an eye on their child’s progress on the Infinite Campus parent portal.

Telephone All-Call & Email System

The Appleton Area School District has a system in place that allows schools to send phone and email messages to all of our families with one call. The system helps us improve communication with parents as well as help reduce costs in some cases. For example, we can now use the system to remind parents of no-school days through a phone and/or email message instead of sending home paper fliers. Also, we can call or email parents to remind them of a special event or a canceled event.

FOOD

Adult Lunches

Adult hot lunches need to be ordered at the beginning of the school day.

Breakfast

In an effort to continue to grow and enhance the Appleton Area School District's Nutrition Policy, Chartwells Food Service offers a program for breakfast. Students in grades K-8 will be able to enter the building at 7:25 am to pick up their breakfast. Tables will be available in the Forum for students to eat their breakfasts. A monthly menu, which can be found on the backside of the monthly lunch menu, will be created so students can see what is offered each day. There is no fee for breakfast.

Free or Reduced Price Meals

Families may be eligible for lunches at a free or reduced price. This is a completely confidential program. Paper applications are available in the Classical office or the Chartwells Food Service office. You may also complete an application online through the parent portal. All forms must be completed and returned to the Classical School office or the Chartwells Food Service office for income verification and final approval. The Chartwells Food Service office is located in the Facilities and Operations Building, 531 N. Morrison Street, Appleton. Please call their office at 920-852-5314 with any questions or concerns.

Food From Home

Families play an important role in supporting a safe, healthy, and focused learning environment. Meals, snacks, and drinks from home should help students stay nourished and ready to learn throughout the school day. There is a wealth of research that has begun to reveal strong links between the chemicals and artificial substances in our food to a wide array of health concerns from cognitive-behavioral issues.

Food Sharing Is Not Allowed

Students may not share, trade, or give away food or drinks at school. This expectation helps protect students with food allergies, medical dietary needs, religious dietary restrictions, and family food preferences. If a student brings a meal, snack, or drink, it is for that student only.

Caffeinated Drinks Are Not Allowed

To support attention, self-regulation, and academic engagement, students should bring water, milk, or other non-caffeinated drinks appropriate for school. Sodas, energy drinks, coffee drinks, and other drinks with added caffeine are not permitted during the school day. We view these drinks as inconsistent with the focused learning environment we are responsible for maintaining.

Healthy Snacks Support Learning

We encourage snacks that provide steady energy for a rigorous day of learning. Examples include fruits, vegetables, whole-grain crackers or pretzels, popcorn, cheese, yogurt, nuts, and granola bars.

Candy bars, desserts, and similar treats are sometimes part of family celebrations and have an appropriate place as fun foods. However, they are not considered healthy classroom snacks and should not be sent as daily school snacks.

Generally Acceptable

Water, Milk, and fruit juice

Fruit and Vegetables

Nuts, Seeds, and Legumes

Beef or Turkey Sticks

Whole Grain Crackers and Pretzels

Popcorn and Granola Bars

Cheese and Yogurt

Not permitted / not appropriate for daily school snacks

Soda, Energy Drinks, and beverages with added caffeine

Candy bars and other candies

Desserts and pastries intended as treats

Large bags of chips and similar highly processed food-like products

Food intended for sharing/trading

These expectations are for the snack time that occurs in the classroom. We will not monitor what families are packing in their child's lunch. The food sharing expectations will be monitored in the lunch room due to the reasons stated above. Classroom teachers may communicate additional restrictions (for example, nut-free classrooms, field trips, or special events) based on student health plans or safety needs.

If a student brings a prohibited item

Staff will generally ask the student to store the item out of sight for the remainder of the school day and then take it home. Opened items, like an energy drink can, may be disposed of by staff. The school's goal is correction and safety, not punishment.

Hot Lunch for Grades K-5

Chartwells Food Service sells hot lunch. The Infinite Campus portal can be used to purchase lunch. This system includes real-time breakfast and lunch information. The portal allows you to view meal purchases, make payments, and submit a confidential free & reduced meals application all in one convenient location. Lunch monies can also be paid by sending cash or check payable to AASD in an envelope with the child's

name, teacher's name, homeroom number, and the amount of payment clearly marked on the front of the envelope. You may pay daily, weekly, or monthly. If payment is for more than one student, please indicate the names and amounts for each. Some students may qualify for free or reduced lunch based on guidelines for family income. Families whose income is below the established guideline are also entitled to apply for free milk and waiver of school fees. Contact the school office (920-852-5525) or Chartwells (920-852-5314) for these applications. All applications are treated confidentially. Students may wish to bring bag lunches from home. Milk (1/2 pint) is available daily. Cash **will not** be accepted as students are going through the line.

Garden carts are a feature of the hot lunch program. Garden carts offer a variety of fresh fruits and vegetables daily and are intended to let students take what and how much they would like to help increase their produce intake.

Hot Lunch for Grades 6-8

Chartwells Food Service offers varied, appealing, and nutritious food selections each school day. A hot, five-component National School Lunch program meal is offered daily along with numerous hot and cold a la carte items. (A la carte items will not be available for the first month of school). Some of these a la carte selections can be substituted for the National School Lunch components (example: a slice of pizza can be substituted for spaghetti—the entrée that was on that day's menu.) The Infinite Campus portal can be used to purchase lunch. This system includes real-time breakfast and lunch information. The portal allows you to view meal purchases, make payments, and submit a confidential free & reduced meals application all in one convenient location. Lunch monies can also be paid by sending cash or check, payable to AASD, in an envelope with the child's name, teacher's name, homeroom number, and the amount of payment clearly marked on the front of the envelope. You may pay daily, weekly, or monthly. Cash **will not** be accepted as students are going through the line.

Garden carts are a feature of the hot lunch program. Garden carts offer a variety of fresh fruits and vegetables daily and are intended to let students take what and how much they would like to help increase their produce intake.

Menus

Menus can be found at <https://aasd.nutrislice.com/menu/classical-school>

Microwaves

Students in grades 3-8 have access to three microwave ovens to use during their lunch period. Students should only use the microwave to heat food up and not cook meals that take longer than two minutes. Use of microwave ovens is not available to K-2 students.

RULES AND EXPECTATIONS

Students are expected to treat others respectfully and politely observing the golden rule of doing unto others as you would have them do unto you.

After-School Safety

Grades K – 5 students may exit from the playground doors or the doors by the stairwell leading down to fourth grade at the end of the school day.

Grades 6 – 8 students may exit through the playground doors, middle school doors, or the doors by the stairwell leading down to fourth grade at the end of the school day.

Kindergarten students must be picked up near playground doors at designated outdoor area during the first two weeks of school. Older students may pick up their kindergarten siblings.

For the purpose of keeping our students as safe as possible, parents may not pick up their children (or drop them off) inside the building. If you need to pick up your child in the office or have other school business, please be sure to sign in at the Welcome Center located across from the office first and pick up a visitor's badge to wear in the building. You must also sign out at the Welcome Center as you leave.

Please remember that school is in session from 7:55 am until 3:05 pm due to our 6th -- 8th grade extended schedule. Parents entering the building any time between those hours must use the main doors, sign in and out at the Welcome Center, and wear a visitor's badge. Oftentimes, parents of students in the elementary grades forget that school starts earlier and ends later for our 6th -- 8th graders. We need to keep the building secure for them throughout their full school day.

Students who are not riding their bikes or walking home should be picked up promptly at 2:59 pm (K-5) or 3:05 pm (6-8). For parents who have children in both the elementary and 6th/7th/8th grade levels, please plan to supervise your elementary student(s) from 2:59 – 3:05 pm until the 6th -- 8th graders are dismissed. Students should be with their parent or carpool guardian if they are on the grounds after school dismissal.

If you need to be in the building or grounds to speak with a teacher or other parents after school, please make sure that your child is with you and not left to play freely around the school or grounds.

Outdoor supervision concludes at 3:10pm.

If your elementary child needs to remain at school beyond the pick-up times because of your work schedules, etc., please look into after-school care through private means or by contacting the YMCA about their aftercare program. You may also want to look at carpooling or making other aftercare arrangements with another Classical family.

We understand that many children like to spend time with their peers after school. If that is the case for your child, we'd encourage you to make arrangements for social gatherings outside of the school grounds.

Athletes- After School

Classical athletes are required to participate in a 10-minute supervised period between 3:05 – 3:20 pm at Classical School. Due to the differences in the end time of school for Classical and Einstein students (Classical ends at 3:05 pm and Einstein at 3:20 pm), we

have required procedures in place for student athletes between 3:05pm and 3:20 pm as follows: Students participating in sports after school on the Einstein/Classical Eagles' sports teams must report to the assigned room by 3:10pm on days of practices and games. Attendance will be taken promptly at 3:10 pm. Students may use this time to have a snack, visit quietly with friends, or get started on homework. Students will then be dismissed to walk to the Einstein building by 3:20 pm to begin their team sport. Students should take their coats, backpacks, homework, etc., with them as they will not be returning to the Classical School building after practices or games. Failure to report to the assigned room by 3:05 pm, any inappropriate or unacceptable behavior, etc., will be reported to the student's coach(es) and school's administrator as a violation of the athletic code of conduct.

Bicycles

If your child will be riding a bike to school, please send a bike lock with him or her to use. Bike racks are provided on the site.

- Child(ren) should ride on the road on the right side close to the edge of the pavement and in the same direction as the flow of traffic.
- Children should obey all stop signs and signals.
- Children should signal all turns and stops using proper signals.
- Children should ride single file and pass parked or moving cars with care.
- Instruct your child(ren) to walk their bicycle at busy intersections and corners, especially if they are turning left. They should use the pedestrian crosswalk.
- Allow pedestrians to go first at crossings and on sidewalks.
- Bicycles should be locked in the bike racks and **should be walked as soon as the student is on school grounds.**

Bullying and Harassment – AASD Policy

The Appleton Area School District is committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential. The Board of Education considers bullying to be detrimental to the health and safety of students and disruptive to the educational process and is prohibited. Bullying is deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. This behavior may include, but is not limited to, physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, extortion, use of computer or telecommunications to send messages that are embarrassing, slanderous, threatening or intimidating (cyber-bullying). Bullying may also include teasing, put-downs, name calling, rumors, false accusations, and hazing. Bullying based on sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, cognitive, emotional or learning disability in its education programs or activities is also prohibited by law and Board policy. In addition, the District prohibits bullying or discrimination on the basis of gender identity and gender expression. Bullying behavior is prohibited in all schools, buildings, properties, educational environments, as well as on any school grounds or school buses. This includes any property or vehicle owned, leased, contracted, or used by the AASD such

as public transportation regularly used by students to go to and from school and to school-sponsored events. Students who engage in any form of bullying behavior at school or at a school-sponsored activity, will be subject to disciplinary action in accordance with Board policy. This action may include off campus behavior that causes substantial disruption to the educational environment. Consequences and sanctions for such actions including retaliating against someone for reporting bullying behavior may include but are not limited to parent notification, suspension, expulsion, or referral to law enforcement officials for possible legal action. Student services staff will support the identified victim.

Dances and Social Events Grades 6 -- 8

Classical has several social events throughout the school year for students in grades 6-8. Students are required to observe the following rules:

- Guests are not allowed.
- Doors are locked one-half hour after the start of the event. Once a student is in the school building, he/she is not allowed to leave unless prior verbal or written permission has been obtained in advance from the school administrator. Leaving the building without permission will result in disciplinary action and the loss of the privilege to attend future school events.
- School telephones will be used for emergencies only with the consent of the dance chaperone.
- Students must make arrangements in advance for rides home after the event.
- Decorations must be left alone.
- There is to be respect and compliance shown to all chaperones.
- No music in poor taste will be played.
- Dangerous or inappropriate dancing is not allowed.
- No inappropriate romantic behavior or inappropriate dancing will be allowed.
- Parents will be called and asked to pick up students who violate the rules.
- In order to attend a social event, the student must be in attendance at school the entire afternoon of the event unless at a school-sponsored activity or event.

Drop Off and Pick Up

- The best place to drop off and pick up students is the parking lot between Einstein Middle School and Classical.
- Drop offs and pick ups are possible on the south side of Capitol Drive and the east side of Durkee Street. These 5-minute loading areas are for parents who choose to stay in their vehicle.
- Please do not use the staff parking lot for drop off or pick up.
- The safety of our students is of the utmost importance to us. To keep our students safe and ensure an efficient transition to the school day we ask parents to not enter the building when dropping off in the morning.
- Again, in the afternoon when picking up students, Parents, please stay outside the building and wait for the students to exit the building from the playground doors only and come to you.
- We love to have parents in the building during the day to volunteer (after signing in and getting a name badge, of course.)

- We strongly recommend that Classical parents make every effort to carpool. This, more than anything else, will reduce the number of cars moving through the area during peak periods.
- Students in grades K-8 must exit the building from the two southeast doors **only** at the end of the school day.

Lunchroom Expectations

- Students are expected to show respect to lunchroom supervisors, student lunch helpers, and other students.
- Students will go through the lunch line in a quiet and orderly manner.
- Students must sit at their assigned tables (K-5).
- Students are expected to use **quiet voices** in the lunchroom.
- Students are expected to display good manners in both eating and conversation.
- Students are to be silent if a whistle is blown.
- All food and beverages are to be consumed in the lunchroom.
- Food is **NOT TO BE SHARED!** This is a state health requirement.
- Throwing food or other objects is prohibited.
- Students are expected to keep their hands and feet to themselves.
- Students are to clean up their table and floor area and will wait for the signal for their table to be dismissed.

Playground

- Equipment that is taken outside must be brought back in after recess. Use equipment properly.
- Play away from bike racks and the building.
- Dress appropriately for the weather. Children without appropriate apparel will remain on the blacktop areas.
- Good sportsmanship is expected. Rough play is not allowed.
- Respect the playground supervisor.
- Any equipment that goes over the playground fence must be reported to the supervisor.
- Projection of snow, woodchips, ice, dirt, etc., is prohibited.
- Students will play safe games that do not involve rough contact. (Examples of inappropriate activities: tackle football, play fighting, king of the mountain, and rock or snowball throwing.)
- Tackling is not permitted.
- Grabbing others' clothing is not permitted.
- Pushing or shoving is absolutely forbidden.
- Students will play kicking or throwing games on the field..
- Students will use playground equipment in a safe manner.
- Gum, candy, food, beverage, etc., is not permitted on the playground.
- No rollerblading, skateboarding, riding scooters, or bikes is permitted on the school grounds.
- Students may not use electronic devices in school or on the school grounds.
- Tennis rules: pairs or singles (only four total on the court – no one else can be on the court).

Personal Device Expectations

Purpose: To foster a purposeful, positive and engaging learning environment by minimizing distractions from Smartphone/Personal Devices and promoting face-to-face interactions.

- **Best Case Scenario:** Student does not bring any Smartphone/Personal Device to school. School staff encourages students and families to leave devices at home to ensure a distraction-free learning environment for all students.
- **Smartphone/Personal Device Restrictions:** Smartphone/Personal Devices, smartwatches, earbuds, headphones, or any other sound making or listening device, etc., that connects to data/internet are prohibited from use at school. This includes all school-related activities, whether on or off-campus, during the school day and during any school-sponsored events.
- **Students using Smartphone/Personal Device:** If a student uses a Smartphone/Personal device during school hours, it will be respectfully collected by school staff and securely held in the office. The student may pick up the device at the end of the school day.
- **Disciplinary Actions:**
 1. **First Offense:** The Smartphone/Personal Device will be collected by school staff. The student will have a discussion with appropriate school staff and be allowed to pick the phone up at the end of the day.
 2. **Second Offense:** The Smartphone/Personal Device will be collected by school staff. The phone will be returned only to a parent/guardian.
 3. **Third Offense:** The Smartphone/Personal Device will be collected by school staff and the student will be subject to disciplinary measures that may include lunch detention for not following school expectations or required to leave Smartphone/Personal Device at home. A parent or guardian meeting will be required to retrieve the phone.
- **Emergency Contact:** In case of an emergency, parents/guardians can contact the Classical school office at **(920) 852-5525** and messages will be promptly relayed to the student. Students may contact parents through the school office phone or classroom phone.
- **Cell Phone Accommodations:** In circumstances where a student would need to have or access their cell phone as an educational accommodation due to a disability related need, the use of or access to a cell phone must be specifically outlined in their educational plan (e.g., IEP, 504, EL accommodations).
- **Exceptions:** In rare cases where a student needs to bring a cell phone for a specific reason (e.g., health-related issues, situational need), a written request must be submitted to and approved by the school/AASD administration in advance.
- **Review and Enforcement:** These expectations will be reviewed annually to ensure it meets the needs of our school community.

Community Responsibility: Students, parents/guardians, and staff are encouraged to work together to support and enforce these expectations.

Response to Behavior

Classical is dedicated to maintaining high academic and behavioral standards. We foster a positive and supportive learning environment by explicitly teaching and reinforcing our **Nine Classical Core Virtues**. These virtues empower students with the wisdom to navigate various situations responsibly and pro-socially.

We believe that student development is a shared responsibility between the school and our educational partners, especially families who choose Classical for its orderly learning environment. When student behavior disrupts this environment, we implement a range of **progressive disciplinary consequences**. These responses are designed to address specific behaviors while promoting responsibility, learning, and growth.

Minor Behaviors: These are typically handled by the nearest adult on site with a redirection. Behaviors may include but are not limited to:

- **Disrupting the learning environment:** Talking out of turn, making noises, not following directions
- **Unprepared, refusal to participate:** Not bringing materials to class, disengaging from learning activities, struggling to pay attention
- **Hallway issues:** Running, loud voices, tardiness, sharing food
- **Inappropriate physical contact**
- **Dress code violations**
- **Littering and disarray:** Leaving a mess around the desk, table, locker

Major Behaviors: These often require the dean of students and/or principal due to their impact on safety or the learning environment. Behaviors may include but are not limited to:

- **Refusal to comply after redirection**
- **Academic dishonesty, Cheating**
- **Bullying, Harassment**
- **Endangering behavior, Threats**
- **Physical aggression, Fighting**
- **Inappropriate sexual contact, language, or gestures**
- **Elopement, Skipping Class**
- **Property Misuse, Property Damage, Vandalism, Theft, Lying**
- **Use or Possession of Alcohol, Combustibles, Drugs, Tobacco, Weapons**

Progressive Discipline Overview: In a school setting, progressive discipline is a process of addressing student behaviors through a system of escalating consequences. It aims to promote positive behavior and create a supportive learning environment while ensuring students are held accountable for their actions. It also provides a reasonable opportunity for students to take responsibility for, learn from, and correct behaviors.

Key Principles of Progressive Discipline in a K-8 setting:

- **Consistency and Predictability:** Students will understand behavioral expectations and the consequences for not following rules.

- **Data-Driven:** The school will document behaviors and the effectiveness of consequences to make informed decisions.
 - **Collaboration with Families:** The school will communicate with and involve parents/guardians as partners in addressing student behavior.
 - **Focus on Teaching:** Every disciplinary interaction is an opportunity to repair relationships, teach skills, and develop better behavior habits.
 - **Developmentally Appropriate:** Consequences will consider the age and developmental stage of the student.
1. **Minor Behavior:**
 1. Teacher provided verbal warning and redirection
 2. Teacher conference with the student and reteaching expectations
 3. Teacher assigned loss of privilege (e.g., recess, playtime)
 2. **Repeated Minor/Initial Major Behavior:**
 1. Teacher/Dean/Principal assigned [Written behavior reflection](#) to be processed by student and signed by parent
 2. Teacher/Dean/Principal assigned Lunch Detention: lunch/recess away from peers
 3. Dean/Principal assigned After-school detention
 4. Dean/Principal led restorative conference/behavior contract
 5. Dean/Principal assigned In-School Suspension (ISS): Removal from regular classes while completing course work in a separate school setting.
 3. **Serious or Repeated Major Behavior:**
 1. Principal assigned Out-of-School Suspension (OSS): Removal from school for a specified number of days with a mandatory readmit meeting with parents before the student returns to school.
 4. **Severe Major Behavior (e.g., violence, weapons, drug offenses):**
 1. Expulsion: Permanent removal from the school. This follows a formal process with due process rights for the student.

Student Pedestrians

- If your child walks to school, please help him or her choose the safest route to and from school using the safe walking route map. Instruct your child(ren) to follow this route. Even though it may not be the SHORTEST ROUTE, it is considered the SAFEST. Where there is no sidewalk and it is necessary to walk in the roadway, please instruct your child(ren) to always walk on the side facing traffic.
- Child(ren) should cross streets ONLY at marked or unmarked crosswalks. DO NOT cross at mid-block.
- Child(ren) should not cross between parked cars.
- Child(ren) should watch for turning vehicles.
- Child(ren) should WALK, not run, when crossing the street.
- Child(ren) should obey traffic signals and wait for the walk signal.
- Child(ren) should obey police officers, adult crossing guards, and school safety patrol.

Student Dress Expectations

Policy:

<https://www.aasd.k12.wi.us/district/leadership/board-of-education/district-school-policies/policy-details/~board/policies/post/443-1>

Students must wear the following items of clothing at all times:

1. A shirt (with fabric in front, back, sides, under arms).
2. Pants/jeans or the equivalent (ex: skirt, shorts, sweatpants, leggings, dress, etc.).
3. Shoes/appropriate footwear.

Appleton Area School District students are prohibited from wearing clothing or possessing accessories which, in the opinion of school authorities, is contrary to acceptable health and safety standards or may disrupt the educational process or learning atmosphere. Student dress attire must conform to the following minimum standards:

- Headgear may not be worn in the school building.
- Jackets, coats, and gloves must be removed at the student's locker or coat storage area. Any such items may not be worn around the building during school hours.
- Students must wear shoes/appropriate footwear. Metal cleats may not be worn.
- Students may not wear scanty/revealing clothing.
- No garments which advertise or promote alcohol, tobacco products, or other drugs may be worn.
- No attire with messages or symbols that include profanity, violent or sexual language/actions are allowed.
- Any attire or accessory which by its design, use or intended use, could cause bodily harm, property damage, or intimidation to other persons, may not be worn (e.g., chains, leather straps, pet collars, spikes, etc.).
- No attire with a gang related purpose is allowed.

Body markings or tattoos that do not meet the above standards must be fully covered.

This policy is in force during the school day, in school vehicles, and at all school activities. The wearing of outer garments and headwear will be permitted in school vehicles and at school activities when appropriate.

Toys and Valuables:

- Toys, valuables, good jewelry, etc., should be kept at home. This includes trading cards, stuffed animals, stereo headsets, electronic games, fidget spinners, etc..

Winter Playground Rules:

- No snowball throwing or projection of snow in any way is permissible.
- No sliding on the ice is allowed.
- All students are required to wear boots to play in the snow.
- K – 3 students must wear snow pants to play in the snow.
- Students should respect the snow sculptures, etc., of other students.

- Students should shake off all snow from clothing before coming into school; stomp snow off boots.
- All winter clothing should be put away neatly in the coat area or locker.

APPENDIX A – FREQUENTLY ASKED QUESTIONS

What are the school's hours?

The 6th -- 8th grade students have a nine-period school day with classes beginning at 7:55am and ending at 3:05pm. The K-5 day begins at 7:59am and ends at 2:59pm.

How long has the school been in existence?

Classical School started in the fall of 1999. We were the second charter school in the Appleton Area School District and the first classical school in Wisconsin.

How big is the school and what grades do you serve?

Classical School serves about 500 students in grades K-8.

What about transportation to and from school?

Parents are responsible for arranging transportation to school. Bus transportation is not provided.

Which curriculum does Classical School use?

Classical School uses the Core Knowledge® Sequence developed by E.D. Hirsch for grades K through eight to deliver a classical curriculum that is grounded in the classical trivium. The sequence is a challenging and proven curriculum now being used with positive results in over one thousand schools across the country. We use Direct Instruction *Horizons* and *Reading Mastery* to teach students to read. Saxon Math is taught at every grade level. Students are skill grouped in reading (K-3) and math (K-8) which allows them to begin coursework at their skill level and progress to the next level once mastery is obtained.

How much homework should be expected?

Classical School is proud to have a challenging curriculum. With such a rich and rigorous curriculum, the students need time to work at home. The success of the students and program at Classical depends on the completion of the curriculum each year. For grades K-5, this translates to daily assignments in the areas of math, reading/English, and spelling. The completion of these daily assignments allows students to progress within their assigned groups. When the daily assignments are not completed during class time or study hall, they must be completed at home. The curriculum in all subject areas is valuable and important and will vary from day to day. In grades 6 -- 8, students typically will have daily assignments in most subject areas.

We are aware that many students are involved with other interests and activities outside of school. We also support the importance of family and leisure activities. The teachers will attempt to coordinate their schedules and calendars so the students are not inundated with work on the same day. At the same time, gaining experience with the ebb and flow of a typical workload helps students develop self-discipline and organizational skills. Teachers will help students learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Parents should also consider their student's level of extra-curricular involvement putting schoolwork first.

What co-curricular activities does Classical School offer?

Our students participate in a variety of co-curricular activities such as Chess Club, Ski Club, and Forensics. Students in grades 7 and 8 participate in athletics with the Einstein Middle School which is just behind our school.

What music lessons are offered?

Students in grades K-5 study general music twice a week. Strings lessons are offered beginning in grade 4 and beginning in grade 5 for band. Students in grades 6 -- 8 choose among orchestra, band, and chorus instruction.

Where do students go to high school?

Which high school the students attend is at the discretion of the parents. Many Classical School students attend their neighborhood high school. Classical School students may select among North, East, and West High Schools during the fall of their eighth grade.

What is a charter school?

Charter schools are public, nonsectarian schools created through a contract or “charter” between the operators and sponsoring school board. The Wisconsin charter school law gives charter schools freedom from most state rules and regulations in exchange for greater accountability for results. The charter defines the mission and methods of a charter school; the chartering authority (school board) holds the school accountable to its charter. As public schools, they are open to all children, do not charge tuition, and do not have special entrance requirements.

Charter schools must demonstrate performance in the areas of academic achievement and organizational stability. A charter school has specific performance goals built into its contract with the authorizer. At Classical School we take student performance seriously – so much so that we believe that one of the benefits of a charter school is that it could be closed if it did not meet its performance goals.

It is important to note that not all charter schools are the same and can vary significantly in their philosophy, overall design, and overall results.

Are parent volunteers encouraged?

Absolutely! In fact our school was founded by a group of like-minded parents. 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. We have many opportunities for parents to help the school throughout the school year.

How are students admitted to the school and how do I apply?

Applications are selected based on a lottery system. The enrollment period begins December 1st of each fall for the following school year and ends on the third Friday in February. The lottery is held after the third Friday in February. Parents are notified in writing in early March of their child’s enrollment or waiting list status for the following school year. Applications received after the third Friday in February deadline are processed in the order in which they are received. Currently enrolled students at Classical do not need to reapply.

Does the waiting list carry over from year to year?

No. In accordance with state law, the waiting list cannot carry over from year to year.

Does the school have any priorities in enrollment?

Yes. The only lottery priorities allowed by Wisconsin state law are (Priority #1) applicants with siblings who are students of Classical School at the time of the lottery

and (Priority #2) children of Classical School staff members who are employed full-time at Classical School at the time of the lottery, children of school founders, and children of Classical Charter School Association Board members who are serving on the board at the time of the lottery. Full-time employment status is determined by Appleton Area School District policy. Students enrolled under priority #2 are limited to 10% of the school's total enrollment.

How does the Core Knowledge® curriculum differ from the Common Core State Standards?

To understand the difference between Core Knowledge® and the Common Core State Standards, it is first important to note that the terms “standards” and “curriculum” are not synonymous. Standards define what children should know and be able to do at the end of each grade. A curriculum like Core Knowledge® describes the content children need to learn to meet those standards.

As an Appleton public school, Classical School supports many of the initiatives and programs the district sets forth. As a charter school, however, Classical School has the latitude, based on the charter agreement with the district, to create a unique learning environment. A significant part of what makes Classical School unique is the utilization of the Core Knowledge® curriculum. The following are some distinctions between the Core Knowledge® curriculum and the Common Core State Standards:

- The Core Knowledge® curriculum is comprised of specific grade level knowledge that is aligned with many local, state, and federal educational goals and benchmarks including the Common Core State Standards.
- The Common Core State Standards align with Core Knowledge® but Core Knowledge® was not altered to affect that alignment.
- Core Knowledge® existed before the Common Core State Standards. The Core Knowledge® Foundation was founded in 1986. Wisconsin adopted the Common Core State Standards in mathematics and English language arts in 2010.
- The Core Knowledge® curriculum used by Classical School and well over 1000 other schools nationally is a solid curricular choice to meet and exceed the standards put in place by the Common Core State Standards initiative.

How does the Core Knowledge® curriculum fit with your school's educational framework?

Our school attempts to emulate a classical model of education. Core Knowledge®, as we see it, fits well into the grammar stage of classical education when children have a high capacity and motivation to soak up a lot of information but do not yet have the developmental machinery for critical analysis or expression. E.D. Hirsch's book, *The Schools We Need and Why We Don't Have Them* speaks to developmental issues in what we call the Grammar Stage. Students then progress to the logic stage of their studies in about grades five through eight.

How do you develop students' individuality, their ability to make some of their own choices (perhaps in literature or political perspective or personal philosophies)?

We want to prepare children to be informed, thoughtful participants in society by giving them a solid educational foundation. “Individuality” and “choice” are loaded terms these days, and they are admittedly not part of our rhetoric. On occasion we are asked if our

school produces “drones” that know how to spit back information but cannot “think for themselves.” It would be fair to say that our educational philosophy assumes that competent choosing requires a foundation of knowledge (“grammar”) as well as training in the reasoning process (“logic”). Furthermore, our educational philosophy assumes that individuality is best expressed through exposure to the best historical examples in literature and art, as well as instruction and practice of the forms and art of expression (classical rhetoric). Consequently, a classical education will not, by comparison to progressive approaches, be emphasizing individuality or self-chosen courses of study at a young age. Instead, we believe that our slower approach will in fact produce people who are ultimately better prepared to think for themselves and persuasively and artfully express themselves.

How do you make room for exploration of some of the 5,000 new young-adult fiction books that come out every year, with contemporary issues, perspectives, etc.?

While our teachers are certainly open to good new materials that come to their attention, we have a decided bias toward the tried and true which, in addition to literary merit, also contribute to “cultural literacy.” Our curricular choices also reflect a philosophy of the universality of human experience: that while times and faces change; we can learn from and deeply resonate with experiences of those of the past. If we do our job well, our students will have a lifetime to explore the ancient as well as the very contemporary. For now, part of our job of picking the best things for the curriculum involves availing ourselves of that cumulative judgment of merit.

Why was Spanish chosen for the school’s foreign language program, and how does Spanish fit, along with Latin, into a classical education?

Spanish is the most functional spoken language in our society today. Unlike English Spanish is a direct descendent of Latin. Greek and Latin roots are taught at Classical School beginning in fourth grade. While the benefits of learning Greek and Latin are many, including improved aptitude for all language learning, increased logical thinking and higher test scores, Classical School strongly supports the early learning of a spoken language such as Spanish. The combination of Greek and Latin roots and Spanish language learning fits well with the structure of a classical education.

Spanish has become essential to many students and professionals who find it a necessary tool in the fields of business, economics, politics, literature, and culture. In fact our students’ professional future may depend upon their ability to use Spanish as an effective means of communication since Spanish is one of the most spoken languages in the world.

There are many reasons to study a second language at the K-8 level. The primary reason, of course, is that it is generally believed that the younger one is, the easier natural language acquisition will be. Other important benefits of learning Spanish in the grammar and logic stages include:

- The study of a Romance language such as Spanish contributes to the literacy of students and helps them with vocabulary development in their own language. Early study of a second language results in better pronunciation and heightened proficiency if students have sufficient exposure to the language.
- Analyzing skills and creativity improve when students study a foreign language.

- Studying a foreign language creates attitudes that are more positive and less prejudiced toward people who are culturally different.
- English vocabulary skill increases.
- Memory is enhanced through foreign language study.
- Quality of English writing among students improves with foreign language study.
- Reading skill in English improves when students study a foreign language.
- Various verbal and even non-verbal tests of intelligence have shown bilinguals to outperform monolinguals.
- Children who have studied a foreign language in elementary school achieve expected gains and have even higher scores on standardized tests in reading, English language arts, science, mathematics, social studies, and geography (Armstrong & Rogers, 1997; Genesee, 1979; Genesee, Holobow, Lambert & Chartrand, 1989; Kennedy, 1998; McCaig, 1988; Rafferty, 1986; Swain, 19.)

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- **What is the philosophy behind the Classical School Spanish program?**

Because students at Classical study Hispanic geography, culture, art, etc., throughout their classical studies, Spanish instructional time focuses on teaching the language directly.

Since most children under the age of fourteen are still able to acquire a second language, it is important to expose them to as much Spanish as possible. For this reason our Spanish classes are taught almost exclusively in Spanish with very small amounts of English.

Early language learning at Classical School begins by listening and understanding vocabulary meaning followed by speaking. Consequently, oral and aural proficiency and fluency is the emphasis of instruction in the lower grades. Lessons are organized to promote natural language acquisition through constant exposure to and repetition of the vocabulary and basic grammar of everyday situations. As the students progress in Spanish, the curriculum aims to support the acquisition of a more sophisticated and specialized grammar and vocabulary while focusing more on conversational skills of speaking the language.

No doubt your students probably test well, but what if the skills that make good test takers do not translate into the skills that make good citizens?

It is important to point out that skill is only part of what we test for, and for us assessment is simply a tool for teachers to help students reach mastery. Much of our testing is designed to measure skill (in computation or grammatical analysis for example), but much of it is also designed to measure knowledge. For a citizen inclined to do the right thing, both knowledge and skill can help one in making a good decision. It can be argued that our students will have a wealth of knowledge and historical precedent to draw on. If we do a good job in teaching logic, they will also have the tools they need to reason well. In these ways they may be better prepared to be better citizens than children without this classical foundation.

The classical model does not simply assume that people are naturally good; it assumes character can and should be shaped. Another interesting and very helpful thing about a classical approach is the idea of moral inspiration. Mary Beth Klee mentions this in her book, *Core Virtues*. The idea is that character formation is a lifelong pursuit, much of it happening long after schooling in the trivium. The examples that students are exposed to now in good literature will give them something to draw on for many years to come.

Another factor in our school that should not be minimized is the participation of parents. Certainly much of character is formed in the home. The CK sequence is published and available to parents, so it is easy for parents to know exactly what is being taught in school and work together with teachers to reinforce moral lessons.

What does Cultural Literacy mean?

Cultural Literacy is a term coined by E. D. Hirsch (founder of the Core Knowledge® Foundation). The term refers to commonly held knowledge and educational justice. Hirsch argues that in order to overcome unfairness in schooling, it is necessary to impart a universally shared core of knowledge. Educational justice means equality of educational opportunity. It is the background knowledge that is needed to understand public discourse. For example, a writer who pens “don’t put all your eggs in one basket” doesn’t diverge to tell you he isn’t really giving advice to chicken farmers. He is assuming that his audience shares certain knowledge. Cultural Literacy helps to provide all children, regardless of background, the shared knowledge they need to be included in our national literate culture.

How does Cultural Literacy transfer to the Core Knowledge® Sequence and how does it fit a traditional, classical education?

If you look at the *Core Knowledge® Sequence* or pick up a book such as *What Your Third Grader Needs to Know*, you will certainly see lists of facts that are to be taught. It also does look somewhat “traditional.” The intent of Cultural Literacy, however, is not to enforce an ideologically canonized body of knowledge but aims rather at describing what literate Americans generally know. There is a certain amount of subjectivity involved in the Core Knowledge® Sequence, no doubt, but the Core Knowledge® Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge® Sequence presents a practical answer to the question, “What do our children need to know?” E.D. Hirsch describes it as, “An idea. . . that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.”

Classical School seems to give a lot of information very early. Does this trivialize and oversimplify knowledge at the expense of true understanding?

Hirsch argues that children are cognitively “wired” to pick up facts long before they realize the full significance or interconnectedness of those facts. What fourth grader will read *The Narrative of the life of Frederick Douglass, an American Slave* and appreciate the full depth of slavery in this country? She will, however, have some acquaintance with important facts of American history which can provide a foundation for further learning – as well, we hope, as a growing empathy that might lead to compassionate

decisions. From a Classical learning point of view, we must remember our long-term goals. The Rhetoric stage builds upon the Logic stage which builds upon the Grammar stage. It is too bad when someone never moves beyond a simplistic level of understanding. Most people, for example, have only a childlike, sentimentalized understanding of the story of *Gulliver's Travels*. An older person can revisit it to grapple with some profound dilemmas of the human condition. Nevertheless, you have to start somewhere.

Does Cultural Literacy demand a certain theory of learning?

Cultural literacy does imply some principles of learning. For one, knowledge builds upon knowledge (you can learn more when you know more). So Core Knowledge® is very carefully sequenced so that each year builds upon the previous years. Hirsch also argues that higher order thinking skills are domain specific. In other words being an expert in one field does not necessarily translate into being an expert in other fields. Therefore, it is important that students be equipped with a certain breadth of learning. As Hirsch explains, "Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason the Core Knowledge® Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators)."

What are the benefits of Cultural Literacy and the Core Knowledge® Sequence for parents?

Nothing can be more frustrating for parents than to not have a clear understanding of what their children are learning in school. Many of our parents have shared with us how much they appreciate the *Core Knowledge® Sequence* because it allows them to know exactly what their child will be learning each year. Because of this many parents are encouraged to participate in their children's education. Our teachers do a wonderful job each month of letting parents know exactly what their children are learning so they can reinforce these subjects with discussion at home, more in-depth reading, etc.

What about a diversity of cultures in America, much more in the world?

Hirsch succinctly addresses this topic in his article "Toward a Centrist Curriculum: Two Kinds of Multiculturalism in Elementary School":

In order to be accepted, the Core Knowledge® Sequence had to be ratified by persons of good will from many ethnic groups. Because people of good will from many ethnic groups participated in its formation, the curriculum is a consensus document that is multicultural in flavor. As any centrist curriculum must, it exhibits the following characteristics: 1) It encourages knowledge of and sympathy towards the diverse cultures of the world. 2) It fosters respect for every child's home culture as well as for the cosmopolitan school-based culture. 3) It gives all children competence in the current system of language and allusion that is dominant in the nation's economic and intellectual discourse.

This third requirement raises a question about including a strong element of the

so-called “dominant” culture. Common sense and experience both dictate caution in trying to revolutionize American culture through the school curriculum by neglecting or even rejecting the currently dominant culture. That would simply harm children who are in most need of help. In order to get a good job, a young person must be able to communicate in speech and writing in the standard language and allusion system of the marketplace. Since this system of intellectual currency is in broad use by millions of adults, it is a highly stable system that is slow to change. Hence, in order not to penalize students, schools must include as part of the curriculum the system of language and allusion that is currently in place.

This means that a cosmopolitan, centrist curriculum will initiate evolutionary rather than revolutionary change in American culture. Nonetheless, wherever there is an opportunity for fostering greater cosmopolitanism, it should be encouraged as insistently as is feasible without injuring any child’s practical chances in life.

As earnestly as we welcome this movement towards a multicultural redefinition of American culture, we must quickly add that the issue of multicultural redefinition must not distract us from the issue of educational excellence and fairness in areas beyond the history and literature curriculum. For even after our curricula have included many more elements of African, African-American, Native American, Asian, and Latino culture, we still face the task of giving all children a good education.

It will do African-American children little good, for example, to learn a lot about their African and African-American past if they still cannot read and write effectively, do not understand natural science, and cannot solve basic mathematical problems. In the information age, such educational defects simply prolong victimization by keeping people in menial jobs, if there happen to be enough menial jobs to go around. The only kind of multiculturalism that can overcome this victimization is the kind that invites all children to become active, effective members of the larger cosmopolis. Every child should be able to read a serious book or training manual. Every child should be able to communicate with strangers in the larger society, give a talk to unknown fellow citizens, and to understand what is being said in such communications.

Cosmopolitanism is a true friend of diversity. It is the only valid multiculturalism for the modern era. Only a cosmopolitan, centrist core curriculum can enable all children to be well educated. The great ethnic diversity of America is not going to disappear just because we adults decide to empower children with a core of commonly shared knowledge — a common school-based culture in addition to their home culture. If we Americans are to choose between the narrow ideal of ethnic loyalty and the broad ideal of social fairness, let us without hesitation choose fairness.

Doesn’t any list essentially amount to cultural imperialism, where the privileged majority imposes its cultural identity on minorities (even if they give a token nod to “diversity”)?

It is important to distinguish cultural literacy from cultural identity. It is not the goal of our school to engineer a cultural identity in our students, much less to undermine the cultural identity of any family. Having said that, it must be acknowledged that this is a

difficult issue. It is easy for the “majority” to be unaware or dismissive of the struggles of minorities, and it is easy for minorities to feel that what goes on in a school marginalizes or runs roughshod over them (sometimes in ways that have to do with the curriculum). These days “diversity” is much talked about, but our focus is on “commonality.” Most of us would probably acknowledge that there are some human universals, and that people living together in the U.S. or interacting in the common public sphere, do have shared knowledge that ought to be taught to our children. Core Knowledge® emphasizes that its material must be supplemented with things that are important regionally or in the community.

Would an emphasis on Cultural Literacy help reform schools in America?

Hirsch thinks so and obviously so do we. This was a primary consideration for selecting the Core Knowledge® Sequence as our curriculum. We agree with Hirsch that careful attention to content in education is an answer to declining test scores, to ideologically driven, faddish, and unsuccessful teaching methodologies, to many of the problems facing economically and socially disadvantaged students, and to a revival of the kind of robust public square required in a healthy democracy. Hirsch emphasizes the need for Core Knowledge® in his book, *The Schools We Need and Why We Don't Have Them* (a broad-ranging case citing research and international comparisons extensively). We assume that, as a choice school, parents look into our program enough to like and understand what they are signing their children up for. We hope they agree that the *Core Knowledge® Sequence* exhibits solid good sense and is a rich fare for our children. It is also important to note that we are a Classical school and Core Knowledge® fits the content-rich requirements of a classical structure and approach to education very well.

In a nutshell what are ways that I can help foster classical education in our home?

First, as parents you have an important role, not only in reinforcing a classical education at home – helping children with homework is one way, but supplementing the curriculum where needed. This could be in the way of visiting the library for further reading on topics of study; reading the classic literature along with your children for family discussion; listening to additional pieces of music composed by the musicians they have studied in music class; and educating your children in the traditions that make up their cultural identity. The list really is endless. Secondly, it needs to be pointed out again and again that classical education is a very demanding curriculum for our teachers. They have done, and continue to do, a remarkable job. We need to support and encourage them in as many ways as we can think of. Finally, we should recognize that we are educationally “privileged.” The educational opportunity that Classical education affords our students and families implies some responsibility to the broader community. One way to act on this responsibility is to help make sure that everyone who comes to us (especially those who are educationally “at-risk”) succeeds at our school. You might consider helping with after-school tutoring, for example.

What type of grading scale does Classical School utilize?

Classical School uses a 10-point grading scale. Grades will be based on percentages or total points. Students begin receiving letter grades in the 1st grade. The grading scale is as follows:

A+ 99.5-100

A	92.5-99.49
A-	89.5-92.49
B+	86.5-89.49
B	82.5-86.49
B-	79.5-82.49
C+	76.5-79.49
C	72.5-76.49
C-	69.5-72.49
D+	66.5-69.49
D	62.5-66.49
D-	59.5-62.49
F	59.49 and below

Elementary Art/Music/PE Report Cards and Personal Skills are graded as either M: Mastery of grade-level expectations; P: Progressing towards grade-level expectations; or N: Needs improvement. Grades of S for Satisfactory or N for Needs Improvement are given in kindergarten and in a few subjects beyond kindergarten, depending upon the student's grade level. See the Classical School Family Handbook for more specific grading information.

Which standardized tests are required at Classical School?

The charter that Classical School holds with the Appleton Area School District states that Classical School will participate in state and federally mandated tests to measure student progress. In Wisconsin, the FORWARD Examination is the required assessment. The Forward Exam is used to determine how well students are mastering the Wisconsin State Standards. Students in grades 3 – 8 take the English Language Arts and Math portions of the Forward Exam. Grades 4 and 8 are required to take the Science and Social Studies portions as well.

In addition to any state and federally mandated standardized tests, Classical School may choose to administer other standardized examinations deemed beneficial to evaluating student progress. Classical School chooses to participate in the i-Ready assessment which measures student progress from year to year in math and reading.

How does Classical School's curriculum prepare our students for these tests?

In a content-based classical curriculum such as ours, instruction focuses on areas that help students perform well on standardized tests without having to teach to the test or narrow our curriculum. Our curriculum focuses on solid, shared content from a variety of cultures. Students are able to use this information to draw connections and comparisons. Each content area is a strand in a fabric that is woven into our curriculum. Add to that skilled, dedicated, and caring teachers and you have a winning combination.

How did Classical School students perform on the state Report Cards?

As part of the new state accountability system, reflected in Wisconsin's approved ESEA Flexibility Request, the Department of Public Instruction has produced report cards for every district and school in Wisconsin. These Report Cards provide data on multiple indicators for four Priority Areas:

- Student Achievement – summarizes how this school's students performed on

state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

- Student Growth – measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.
- Target Group Outcomes – examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.
- On-Track to Graduation – indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

View Classical School's most recent [DPI Report Card](#) for more information