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OA/ID Number: 13767
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Folder Title:
Lewiston High School, Lewiston, ME 9/3/91 [OA S327]
[3]

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G	26	21	5	6

LEWISTON REGIONAL TECHNICAL CENTER

156 EAST AVENUE

LEWISTON, MAINE 04240-5696

TELEPHONE #207-786-4446

FAX #207-795-4147

FAX COVER SHEET

TO: *Siggy Dooly*
Spokane writing office FAX #: *1-202-456-6218*

FR: *Gene McMillan*
Lewiston Adult Education

DT: *8/29/91*

RE: *Lewiston Adult Education*

NUMBER OF PAGES: (Include Cover Sheet) 2

REMARKS: *Mission Statement*

MISSION STATEMENT

Lewiston Adult Education will provide flexible learning programs in accessible sites to equip area residents with the tools necessary to (1) pursue their full intellectual, vocational, and personal potential (2) contribute to the economic strength of the community (3) participate as informed members of society.

Lewiston Adult Education classes are held at various locations and times:

3:00 p.m. - 9:30 p.m. on Mondays-Thursdays and Saturdays
 9:00-4:30 p.m. at Lewiston High School

8:30 a.m. - 9:00 p.m. at the Adult Learning Center

Various times at other locations

Enrollment breakdown 1990-1991

Diploma Classes	1689
GED	900
ABE	823
Community Education and others	5923
TOTAL	9335



STATE OF MAINE
OFFICE OF THE GOVERNOR
AUGUSTA, MAINE
04933

JOHN R. MCKERNAN, JR.
GOVERNOR

FAX: (207) 289-1034
OFFICE: (207) 289-3531

OFFICE OF GOVERNOR MCKERNAN
TELECOPIER INFORMATION FORM:

SENT TO: Leeann Metzger

FROM: Dave Lackey

EXT. _____

DATE: 8-23-91 TIME: 4:15 PM

NUMBER OF PAGES (INCLUDING THIS ONE): 11

COMMENTS:

Dept. Ed - Maine

*Mary Majorowicz
"Marovich"*

*207/289-
5806*

Lewiston Aspirations Contract

If this page does not transmit properly, please contact the Governor's Office as soon as possible. We will be happy to forward another copy.
To contact the office directly, please dial (207) 289-3531.

Debbie Vigil
208/3500

VISIT OF THE PRESIDENT
TO LEWISTON, MAINE
TUESDAY, SEPTEMBER 3, 1991
10:45 a.m. - 12:00 Noon

10:45 a.m. - 11:15 a.m. Elementary School Visit
11:30 a.m. - 12:00 Noon Lewiston High School Visit
THE PRESIDENT makes Brief Remarks.

ELEMENTARY SCHOOL VISIT 207/782-9551

[THE PRESIDENT departs Kennebunkport for transportation to Farwell Elementary School, Lewiston. THE PRESIDENT, accompanied by the Secretary of Education, Lamar Alexander, arrives Farwell Elementary. THE PRESIDENT is greeted by The Honorable John R. McKernan, Jr. (Governor of Maine) and Susan Martin, Principal. THE PRESIDENT is escorted into Farwell Elementary School and taken to fourth grade classroom. Principal Martin introduces Governor McKernan. Governor McKernan introduces THE PRESIDENT. THE PRESIDENT makes Brief Remarks to students. Students ask brief Questions and Answers with THE PRESIDENT. THE PRESIDENT, accompanied by Governor McKernan and Secretary Alexander, departs Farwell Elementary for Lewiston High School.]

LEWISTON HIGH SCHOOL VISIT 207/784-2371
795-4190

[THE PRESIDENT, accompanied by Governor McKernan and Secretary Alexander, departs Farwell Elementary School for Lewiston High School. THE PRESIDENT arrives at Lewiston High School. THE PRESIDENT, accompanied by Secretary Alexander, proceeds to Holding Room. (Program begins at 11:30 a.m.) THE PRESIDENT, accompanied by Secretary Alexander, proceeds from Holding Room to stage door. Governor McKernan introduces THE PRESIDENT. THE PRESIDENT enters to "Hail to the Chief". THE PRESIDENT proceeds to stage (left) and greets stage guests. THE PRESIDENT makes Brief Remarks (12 min.). THE PRESIDENT steps back from podium and departs stage (to right). THE PRESIDENT departs Lewiston High School for transportation to Kennebunkport.]

Richard Sykes

**VISIT OF THE PRESIDENT
TO LEWISTON, MAINE
SEPTEMBER 3, 1991**

THE PRESIDENT departs Kennebunkport.

ACCOMPANIED BY:
The Honorable Lamar Alexander,
David Kearns

Transportation to Lewiston TBA.

10:40 a.m.

THE PRESIDENT arrives Farwell
Elementary School, Lewiston, Maine.

MET BY:

The Honorable John R. McKernan, Jr.
Governor of Maine
Susan Martin, Principal
Robert Connors, Superintendent of
Schools

10:45 a.m.

THE PRESIDENT, accompanied by
Governor McKernan and school
officials, enters Farwell Elementary
School and walks to Classroom.

(Fourth Grade Class)

10:50 a.m.

Superintendent of Schools Connors
introduces **THE PRESIDENT** and
Governor McKernan to fourth grade
teacher and students.

10:52 a.m.

Governor McKernan introduces **THE
PRESIDENT** to fourth graders.

10:54 a.m.

THE PRESIDENT makes Brief Remarks.

No formal backdrop expected.
Brief Remarks should touch upon
reasons for coming to Lewiston, why
THE PRESIDENT is in Maine, the
importance of education to students'
future, etc.

11:00 a.m. THE PRESIDENT completes Brief Remarks and begins Questions and Answers with students.

11:10 a.m. THE PRESIDENT completes Questions and Answers and departs classroom.

11:13 a.m. THE PRESIDENT departs Farwell Elementary School for Lewiston High School.
Ground Transportation TBA.

11:20 a.m. THE PRESIDENT arrives Lewiston High School.
Rear Industrial Arts Wing entrance.
MET BY:
The Honorable Olympia J. Snowe
Member of Congress and
wife of Governor McKernan.
Richard Sykes, Principal

11:23 a.m. THE PRESIDENT, accompanied by Governor McKernan and Congresswoman Snowe, is escorted to Holding Room.
Ground Floor Industrial Arts Classroom.
Governor McKernan and Congresswoman Snowe proceed to stage.

[STAGE PROGRAM BEGINS:

11:30 a.m. Superintendent Connors calls assembly to order, makes welcoming remarks.

11:32 a.m. Brief welcoming remarks by Lewiston Mayor James Howaniec.

11:35 a.m. Governor McKernan makes Brief Remarks (Maine 2000) and introduces Stage Guests

STAGE GUESTS:

- Robert Connors
Superintendent of Schools
- Richard Sykes
High School Principal
- James Howaniec
Mayor of Lewiston
- Eve M. Bither
Commissioner of Education
- Lamar Alexander
Secretary of Education
- David Kearns
Deputy Secretary of Education
- The Honorable John R. McKernan, Jr.
- Senator George J. Mitchell
- Senator William S. Cohen
- Congresswoman Olympia J. Snowe
- ? Congressman Thomas H. Andrews
- James F. Orr, Chairman
Maine Coalition for Excellence

11:37 a.m.

Governor McKernan concludes Brief Remarks and introduces Secretary Alexander.

11:38 a.m.

Secretary Alexander makes Brief Remarks.

11:42 a.m.

Secretary Alexander concludes Brief Remarks and returns to stage seating.]

11:42 a.m.

THE PRESIDENT departs Holding Room and proceeds upstairs to Auditorium Door.

11:43 a.m.

THE PRESIDENT arrives Auditorium Door and awaits introduction.

Governor McKernan introduces THE PRESIDENT.

11:45 a.m.

THE PRESIDENT enters Lewiston High School Gymnasium, proceeds to stage and greets stage guests.

? Band playing Hail to the Chief.

Backdrop will be Blue Pipe and Drape. 13 guests are seated on stage as above. Podium is at center of stage with Presidential Seal and microphone. No Tele-Prompt-R is available.

11:47 a.m. THE PRESIDENT proceeds to podium and makes Brief Remarks.

11:58 a.m. THE PRESIDENT concludes Brief Remarks and steps back from podium.

11:59 a.m. THE PRESIDENT, accompanied by Governor McKernan and Secretary Alexander, departs stage for Holding Room.

12:01 p.m. THE PRESIDENT returns to Holding Room with Secretary Alexander and Governor McKernan.

12:05 p.m. THE PRESIDENT departs holding room and proceeds to limousine.

12:08 p.m. THE PRESIDENT departs Lewiston for Kennebunkport.

** NOTE: Following the President's remarks, the Maine Coalition for Excellence will hold a luncheon meeting. It is our understanding that Deputy Secretary David Kearns will be joining the Coalition for lunch.

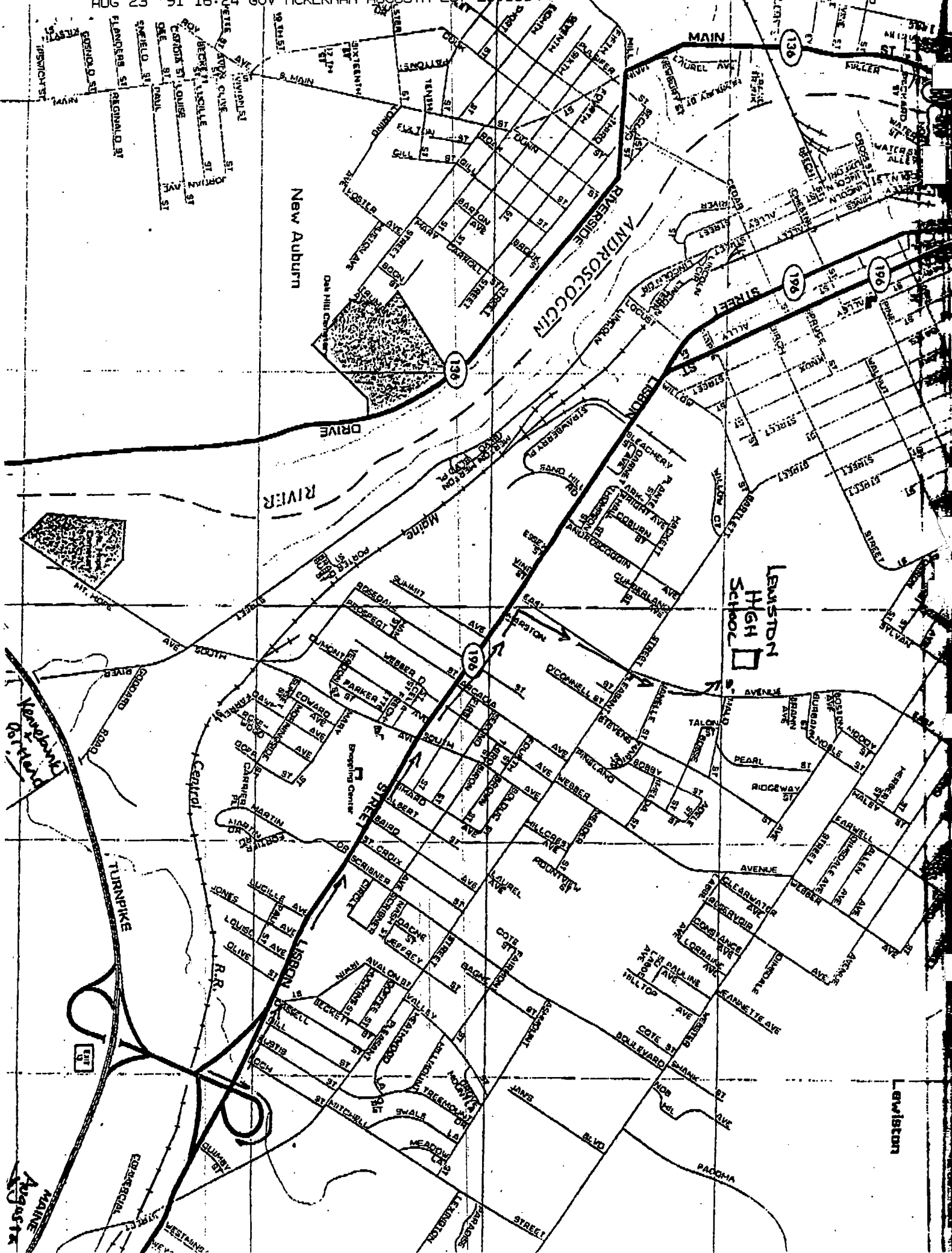
VISIT OF THE PRESIDENT
TO LEWISTON, MAINE
SEPTEMBER 3, 1991

STAGE GUESTS
LEWISTON HIGH SCHOOL

- THE PRESIDENT
- The Honorable John R. McKernan, Jr.
Governor of Maine
- The Honorable Lamar Alexander
U.S. Secretary of Education
- The Honorable George J. Mitchell
United States Senator and Senate Majority Leader
- The Honorable William S. Cohen
United States Senator
- The Honorable Olympia J. Snowe
Member of Congress (ME-2) and wife of Governor McKernan
- 7 The Honorable Thomas H. Andrews
Member of Congress (ME-1)
- David T. Kearns
Deputy Secretary of Education
- The Honorable James Howaniec
Mayor of the City of Lewiston
- Eve M. Bither
Maine Commissioner of Education
- James F. Orr
Chairman and Chief Executive Officer, UNUM Corporation
Chairman, Maine Coalition for Excellence in Education
- Robert Connors
Superintendent of Schools, Lewiston, Maine
- Richard Sykes
Principal, Lewiston High School

ADDITIONAL HONORED GUESTS:**Reserved seating, auditorium floor**

- The Honorable John L. Martin (D-151)
Speaker of the House, Maine House of Representatives
- The Honorable Charles P. Pray (D-5)
President of the Senate, The Senate of Maine
- The Honorable Nancy Clark
Majority Leader, The Senate of Maine
- The Honorable Dennis Dutremble
Assistant Majority Leader, The Senate of Maine
- The Honorable Charles Webster
Minority Leader, The Senate of Maine
- The Honorable Pamela Cahill
Assistant Minority Leader, The Senate of Maine
- The Honorable Dan Gwadowsky
Majority Leader, Maine House of Representatives
- The Honorable Joseph Mayo
Assistant Majority Leader, Maine House of Representatives
- The Honorable Walter Whitcomb
Minority Leader, Maine House of Representatives
- The Honorable Francis Marsano
Assistant Minority Leader, Maine House of Representatives
- Committee Membership, Joint Standing Committee on Education
Maine Legislature
- Androscoggin County Delegation, Maine Legislature
- Members, Maine Coalition for Excellence in Education
- Members, Maine State Board of Education
- Members, Commission for the Common Core of Learning
- Members, Lewiston Board of Education
- Members, Maine Aspirations Compact



New Auburn

ANDROSCOGGIN RIVER

LEWISTON HIGH SCHOOL

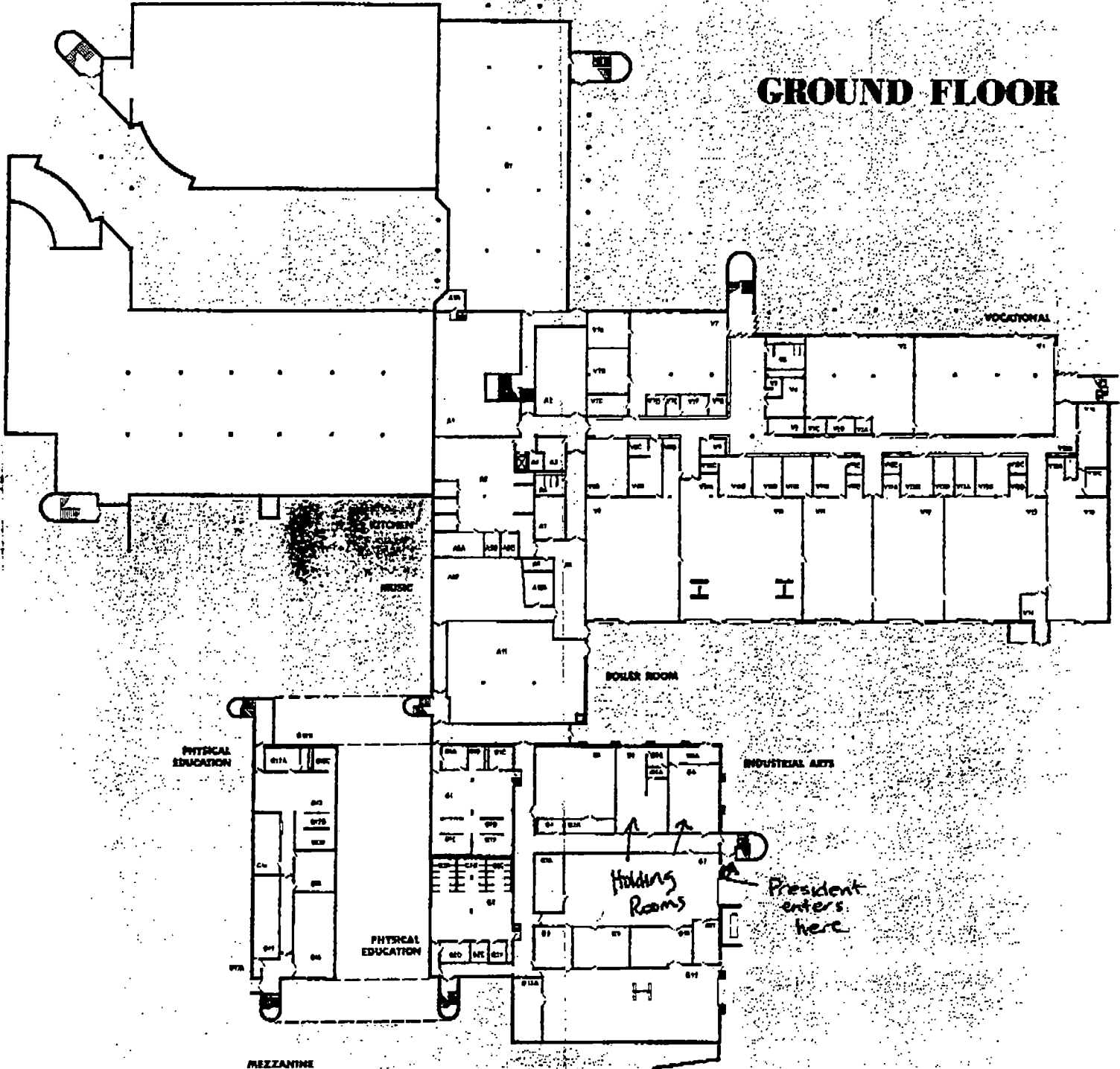
Turnpike

Central Ave

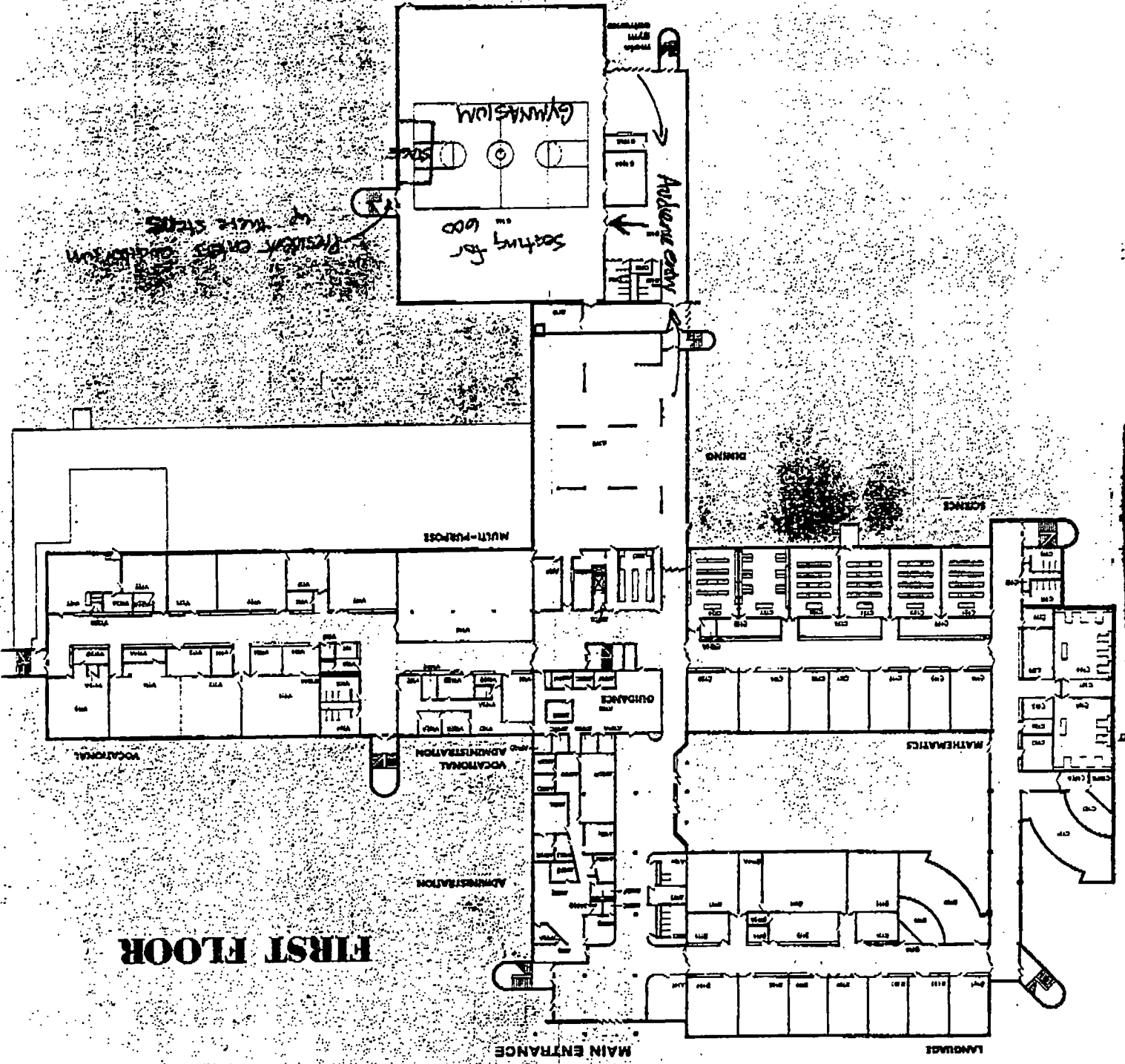
Lewiston

MAINE
Augusta

GROUND FLOOR



FIRST FLOOR



McGroarty/Dooley
August 28, 1991
3:30 pm
[MAINE.ED]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL
LEWISTON, MAINE
SEPTEMBER 3, 1991
xx:00 A.M.

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Gov. McKernan, Congresswoman Snow, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I will not write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going to school, first in Texas, later on in Washington, D.C. Our kids are grown -- now it's the grandkids, {x} of them, starting a new school year just like all of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergardeners seemed disappointed I didn't bring along Arnold Schwarzenegger. Freshmen are more sophisticated -- but look closely, and you'll see the telltale signs of excitement.]] With the new year, the slate's wiped as clean as the blackboard. Every kid has a shot at straight A's -- if you can keep them.

As adults, we've got to capture that same sense of expectation -- that feeling that the school doors open onto a new world of possibility. Because the fact is, we face a challenge that shapes our future. The ringing of the school bell sounds an alarm -- a warning to all of us who care about the state of American education.

Every day brings new evidence of the crisis we confront. Take the latest SAT scores -- the ones that show the national average for math falling for the fourth straight year. Scores on the Verbal SAT dropped again -- to the lowest level ever. These sad statistics tell us again what we already know: our schools don't work. //

But what's worse is poll evidence that suggests too many parents and students remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they're aware something is wrong: Ask them to grade the nation's schools, and not even 1/4 will give them an A or B. But ask them to grade their own school, and you get a different answer: 3/4 grade their school as good -- even excellent.

We seem seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. It's time we get our heads out of the sand -- shake off our complacency. Our schools are failing us -- not just our students or parents, but society as a whole. //

What's at stake goes beyond some abstract notion of the state of American education. What matters is the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. What's at stake is what kind of country this will be -- not tomorrow, but ten years from now. Not next week, but for the next generation. You don't get a second chance to change the future. //

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us toward those goals. //

Today, I want to....: [[For the freshmen here, it's hard to focus on the future. How can you think about graduation -- when you're still trying to get your locker open? //]]

By the year 2000, we pledged to raise the national graduation rate to at least 90%. In 1990, Lewiston High graduated 95% of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95% {more than 20} of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center. //

By the year 2000, we've challenged ourselves to become first in the world in math and science. Right now, we stand 13th -- behind ^{17th} {country}. [Maine ranks {xx} among the 50 states.]

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here -- and it should matter to you. Think of the world we live in. The daily discoveries in science. The political upheavals that change the face of nations. Think of the Soviet Union -- the way we saw 70 years of history swept away in seven days of whirlwind change.

Just as surely, the world changes Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change -- today, Lewiston's traditional industries account for only 10% of the local economy. Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will be called on to work with their minds -- to keep pace with the technological revolution transforming the world. The pioneers of the next American century must be trail-blazers of a different sort, equipped to explore the far corners of the future -- and the deepest recesses of the human mind. //

Sometimes we think of education reform as a return to the schools of an earlier era. But the best schools of the 1950's wouldn't pass the test in 1991. And the very best schools right now won't be good enough for the year 2000 -- for the new century and new world beyond.

But we won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. Each state has to develop its own means of measuring progress -- its own report card. Each student and every parent deserves to know whether they and their schools measure up to world class standards.

One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society. We've shied away from asking our students to excel -- and holding them accountable when they don't. We've allowed grades to inflate and standards to crumble. We've worried more about how our students feel than what they learn. That's got to change. When a student graduates, he deserves to leave school with more than self-esteem. He deserves an education. //

.....: That every American child should start school ready to learn, that every American adult should be literate -- and that every American school must be drug-free.

Here in Lewiston, some of today's new freshmen got their start in school in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs beginning in elementary school. And right here at Lewiston High, after the high schoolers go home, adults come to school to learn to read, and to study for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. ///

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the fact is, the revolution can't stop here. Even the best school can never be good enough.

Here's a "word problem" that shows why. Assume a child goes to school from Kindergarten to 12th grade, and never misses a day. Subtract summers and weekends -- all the hours before and after school. What you're left with is 9%: that's the small fraction of their lives our children spend in school.

[[Now, maybe parents won't find the fact our kids spend 91% of their time outside the classroom too hard to believe -- especially when it seems like we spend 50% of our time nagging our kids to clean their rooms.]]

But what happens in that 91% makes all the difference in the world. When we see that dismal drop in SAT verbal scores, it

points beyond a failure in the school. It means we're not taking the time to read to our kids -- to talk with them -- to teach them the arts of communication, how to think in words.

The first lesson of the 91% must be learned by parents. Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

The average parent spends 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break. The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- our calculus and computer skills may not be all they should. Then again, the Class of '95 is old enough to watch the evening news with their parents -- to talk about what's going on in the world, to take interests, opinions, and ideas seriously. //

What happens at home matters. When our kids come home from school, do they ever pick up a book -- or do they sit glued to the tube watching music videos? In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

What we can do:

Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free.

For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

That's what America 2000 Communities are all about. That's what will reform our schools -- here in Lewiston and across the country. That's what will lead to an American renaissance in education -- a transformation that will make this Nation every bit the leader in the next Century that it has been since 1776.

Start with the sense of possibility you feel today -- and do not rest until this revolution is won. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

walker and ashley only grandkids not in school

10 in school

Dallas -- Aug 21

Doro -- Wed

Marshall -- Tues.

Neil's -- Tues.

Jeb's -- Tues.



OFFICE OF THE SECRETARY
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FAX COVER SHEET

MESSAGE

TO: PEGGY DOOLEY

FAX NUMBER: 450-6218

FROM: LESLIE ARSHF

[Large empty rectangular box for message content]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

August 29, 1991

NOTE FOR PEGGY DOOLEY

FROM: LESLYE ARSHT 

RE: Background for Lewiston Speech

As promised, here is "anecdotal" information about Maine.

The material is divided into three categories:

1. What Maine is doing to achieve the six national education goals.
2. Where Maine is falling short of the goals. (Obviously, this needs to be handled carefully.)
3. Focus on Lewiston (the kickoff site) and efforts being made to achieve the goals.

Also, we've provided summaries of the Blue Ribbon schools -- the material I sent yesterday.

Call if you need more information or clarification on any of this material. I can be reached on 401-3046.

Attachments

cc: Tony Snow

President Bush - MAINE 2000 Kick-Off - September 3, 1991**Information on Education in Maine****I. Performance on the 6 National Education Goals:****1. *All children in America will start school ready to learn.***

Maine...

- Has a statewide network for coordinating services (across departments) to Maine families and children (0-5) who are handicapped or at risk of developmental delay.
- Is piloting a preschool demonstration program.

2. *The high school graduation rate will increase to at least 90 percent.*

Maine...

- Has raised the high school graduation rate during past four years, from 75 percent to 80 percent (Class of '86 to Class of '90).
- Is supporting three intervention programs for at-risk children between the ages of 5 and 13.
 - ▶ In the past four years, the percentage of graduating seniors going on to post-secondary education has risen from 48% to 58%.

3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*

Maine...

- Is part of the New Standards Project, which is seeking to develop a nationwide examination system (consisting of performance exams, projects, and portfolios).

- Is seeking to restructure schools—and policies that surround them—through a systemic change effort called Re:Learning (related to Ted Sizer's coalition).
- Over the past four years, student achievement in grades 4, 8 and 11 has risen in each of the six subjects tested.

4. *U.S. students will be first in the world in science and mathematics achievement.*

Maine...

- Is defining new science performance standards in the year ahead.
- Has a coalition of teachers that are improving curricula and instruction, with emphasis on hands-on science.

5. *Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

Maine...

- Saw adult education enrollments rise from an estimated 88,000 to nearly 100,000 during the past four years. During this time, participation in basic adult literacy activities more than doubled (from 6,307 to 14,964).

6. *Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.*

Maine...

- Has developed a network of 117 community coalitions, representing nearly two-thirds of all school systems (63 percent), committed to making and keeping Maine schools drug-free. And drug abuse among teens is down in Maine.
- In 1988, 22% of Maine high school students reported use of an illegal drug, versus 54% nation-wide.
- 15 of its 25 colleges and universities have committed to implementing the Standards of the Network of Colleges and Universities.

II. Shortfalls on the 6 National Education Goals:**Goals 3 & 4**

Maine...

- SAT scores have dropped over the last 10 years, from 426 verbal and 485 math to 421 verbal and 458 math. National average: 422 verbal, 474 math.
 - ▶ Between 1990 and 1991 Maine's SAT scores fell 7 points (886 to 879). The U.S. average decline for the same period was 4 points.
- Did not participate in the first state-by-state comparison of student performance (National Assessment of Education Progress - in 8th grade mathematics).

III. AMERICA 2000 Community efforts:

- **Maine Coalition for Excellence in Education:** A statewide partnership of business, education and community leaders committed to fundamental reform in public education.

IV. Goal Performance at Kick-Off Sites:**Lewiston High School:****Background:**

- School enrollment is 1386.
- Student composition is Franco-American, inner-city, at-risk.
- Community is urban blue-collar (textile and shoe factories).
- Local economy is shifting from textiles to smaller-scale technological firms.
- L.L. Bean's telemarketing system recently located in Lewiston.

Goals Being Served:

2. *The high school graduation rate will increase to at least 90 percent.*
 - Lewiston's "Work Advantage" program gives students who work part-time (and who are headed directly from high school into the work force) an incentive to work hard in school. Through the program (which began in '90-91), students maintain a portfolio—a transcript, attendance record, resume, and teacher recommendations. Employers check students' report cards and limit the number of hours students work per week. The state and local chambers of commerce, as well as the principals association, have adopted the program.
 - Various efforts are under way at Lewiston to keep kids in school, and they are getting results. Lewiston's dropout rate declined from 11.3 percent in '86-87 to 4.9 percent in '89-90.
3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*
 - Lewiston emphasizes writing in all subjects. And it shows in Lewiston's writing (test) scores, which are improving and are well above the average for Maine schools. (Test scores in other subjects are roughly average.)
 - Nearby Bates College allows Lewiston seniors to earn college credit by attending Bates courses (such as calculus) tuition-free.
5. *Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*
 - Lewiston's adult education program enrolls 6,000 adults annually.

Farwell Elementary School:Background:

- School enrollment is 380; 97 percent white; largest ethnic group is Franco-American.
- Community is urban blue-collar (textile and shoe factories).
- Only 8 percent of students have parents with college degrees.
- 35 percent of students receive free or reduced-price lunches.

Goals Being Served:

3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*
 - Farwell Elementary School is implementing a "partnership" with parents to encourage reading at home. Parents sign a daily reading log once each week.
 - Farwell recognizes that it has a weakness in reading and is acting to strengthen it. Students in grades 3 through 6 are expected to read every night, and parents must sign a daily reading log once each week. For children in the first and second grades, Farwell has a reading incentive program that includes Pizza Hut's "Book It" program.
4. *U.S. students will be first in the world in science and mathematics achievement.*
 - Farwell's hands-on science program involves a partnership with the Boston of Museum of Science and with community members who visit classrooms and serve as mentors.
 - Its environmental education program (grades 4-6) links classroom lessons with fieldwork in a local wildlife sanctuary. The curriculum is developed with assistance from a naturalist at the sanctuary. This program has spread to other schools in Lewiston and neighboring Auburn, and it was highlighted in the 1991 Environmental Success Index by the Association of Environmental Educators.
 - Since implementing its hands-on science program, science scores have risen from below average to above average. Farwell students' performance is strongest in writing, thanks to a major effort five years ago to improve writing.

V. Two Blue Ribbon Schools in Maine:**Presque Isle High School [pronounced PRESS-kile]**

Presque Isle rewrote its chemistry curriculum, focusing on environmental and consumer issues. Since that change the percentage of students enrolling in chemistry has risen from 37 to 64 percent.

Recognizing the importance of agriculture to the area's economy, Presque Isle has a strong agricultural science program (see attachment for details).

Old Orchard Beach

Old Orchard Beach's AP English program has evolved into an innovative journalistic writing program that includes intensive study of literary techniques and composition, with special emphasis on how the humanities relate to other subject areas. An electronic network enables students to exchange and edit papers via modem from around the country, including with a high school in Anchorage, Alaska, A.J. Diamond High School.

Said one parent about Old Orchard Beach High School: "The assistance principal had me in three times a week last year to make sure that my son graduated."

Please see attached sheet

computer-assisted design (CAD). Using a modem and other hardware, the library has access to the University of Maine's computer catalog.

Presque Isle's science and math departments have developed several unique courses to address needs identified by school staff. To close a gender gap in math achievement and to encourage girls to continue in mathematics, Presque Isle initiated an Algebra I class whose enrollment is limited to girls. The class uses cooperative learning groups and an overhead viewer connected to a microcomputer screen to replace traditional blackboard instruction. Students in this course have shown improved self-confidence and skills and heightened mathematical interest. The school has received grants from the Pulp and Paper Institute and the state education department to rewrite its chemistry curriculum with an emphasis on environmental and consumer issues; since this change, the percentage of students enrolling in chemistry has risen from 37 to 64 percent.

Recognizing the importance of agriculture to the area's economy, Presque Isle offers a sequence of courses in agricultural science to prepare its students for careers. Agricultural Science I covers shop welding, small engines, greenhouse work, tractor maintenance, and methods of scientific inquiry as they relate to plant science. Agricultural Science II includes plant and soil science, agriculture and business management, forestry, and animal care. Third- and fourth-year courses allow students to specialize in one of these areas in preparation for college or work.

Indicators of Success

Students in grades 9 and 10 have shown steady improvement on Science Research Associates standardized tests, with the most recent cohort ranking in the 60th to 70th percentile range. Juniors have consistently scored well above the state average on the Maine Educational Assessment tests. Average

*Carol -
for file*

August 28, 1991

MEMORANDUM FOR DAN MCGROARTY

FROM: CAROL BLYMIRE

SUBJECT: LEWISTON

I just spoke with Sue Martin (207)795-4110, the principal at Farwell elementary school. She said that advance has not yet decided if POTUS will be speaking to kindergarteners or 4th-graders. If you have any suggestions either way, I recommend you call Mel Lukens in KB so you can have who you want.

Some of the 9th graders POTUS will speak to were in Head Start, but not DARE. As for Science and Math Achievement, the school has had trips to a nature sanctuary for environmental programs, and they often use instruction kits prepared by the Boston Museum of Science. The school had intensive math training programs for its staff this summer.

The high school has 9300 adults in its adult education program. 2500 of those are studying for their GED/high school diploma. 800 of them are in literacy training, and the rest are in classes for community education: i.e. cake decorating, parenting classes, etc.

The elementary school has a mascot; they are the Farwell Phantoms. A joke to bring up would be that the fire alarm in the school has been known to go off at random. That's something that all the staff will know about.

This year, Farwell is beginning a conflict-resolution program for the students as part of their self-esteem program. They also are renovating the roof of their building, so they're hoping for no rain next Tuesday -- another joke possibility.

That's all for now -- I'll get it to you as soon as I get anything else.

FARWELL SCHOOL
84-110 Farwell Street
Lewiston, ME 04240
Tel. #795-4110

STAFF DIRECTORY

Principal: Mrs. Susan B. Martin Secretary: Mrs. Irene Nadeau

School Hours: Grades 1-6: 8:30-3:00
Kindergarten: 8:30-11:15 a.m. session
Kindergarten: 12:15-3:00 p.m. session

Office Hours: 7:30-3:30

Kindergarten: Mrs. Patricia Lemaire	T-1: Mrs. Kathleen Roy
Grade 1: Mrs. Sherri Hart	Grade 4: Mrs. Diane Dion
Mrs. Betty Mauzy	Mr. David Marshall
Grade 2: Mrs. Mary Provencher	Grade 5: Mrs. Rita Ashton
Miss Anne Skelton	Ms. Patricia Casson
Grade 3: Mrs. Carlene Kilby	Grade 6: Mr. Timothy Brown
Mrs. Sandra Scribner	Mrs. Lyn Heath

Chapter I: Mrs. Connie Blackwood, Mrs. Mary Hurlbert,
 Mrs. Margaret Drury

Special Education

Mrs. Judy Richardson
Mrs. Ruth Simokaitis

Resource Room

Mrs. Marla Cornett

Itinerants

Guidance Counselor: Mr. Will Bartlett	Art: Mrs. Sue Moccia
Migrant: Mr. Tony Hodgdon	Music: Mrs. Mary Nadeau
Band: Ms. Laura Perkins	Speech: Ms. Heidi Finley
Ms. Cheryl Richards	Phys. Ed.: Mr. Fred Royer
Librarian: Mrs. Pauline Fontaine	Nurse: Mrs. Karen Ledew
Gifted & Talented: Mrs. MaryAnn Methvin	French:
L.D. Coordinator: Mrs. Sandy Bixby	

Aides & Assistants

Mrs. Sue Boucher	Ms. Debbie Cooper	Mrs. Claire Kordalski
Mrs. Roxanne Bragg	Mrs. Anne Dumont	Mrs. Louise Goyette
Mrs. Jean Coolidge	Mrs. Louise Gagne	Mrs. Diane Morin
Mrs. Sue Bolduc	Mrs. Diane Mottram	Mrs. Dawn Willard-Robinson
Mrs. Virginia Monica		

Support Staff

Kitchen: Mrs. Dolly Long, Manager	Custodians: Mrs. Lucille Renaud
Mrs. Muriel Vachon	Mr. Reginald Robert
Mrs. Dot Vachon	

ELEMENTARY SCHOOL HANDBOOK

A GUIDE FOR
PARENTS AND STUDENTS

1991 - 1992

LEWISTON SCHOOL DEPARTMENT *Policy on Non-Discrimination*

It is the policy of the Lewiston School Department to ensure equal employment/education opportunities/affirmative action regardless of race, sex, color, national origin, marital status, religion, age or handicap in accordance with all federal and state legislation.

Inquiries and/or grievances can be made to James J. Tracey, Assistant Superintendent, Affirmative Action/Title IX/504 Coordinator, 36 Oak Street, Dingley Building, Lewiston, Maine 04240, Telephone (207)784-2996 or to the U.S. Department of Education, Office of Civil Rights, John W. McCormack, Post Office and Courthouse Building, Post Office Square, Boston, MA 02109, Telephone (617)223-9667.



LEWISTON SCHOOL DEPARTMENT
36 OAK STREET
LEWISTON, MAINE 04240

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PUPIL RECORDS

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1. Access to the educational records of the student upon request of the student's building principal or guidance office (junior and senior high schools).
2. The right to an explanation and interpretation of the record contents.
3. The right to a copy of the educational records at cost to the parent.
4. You may file any complaint concerning alleged failures by the Lewiston School Department to comply with the law by submitting the complaint in writing to:

The Family Education Rights & Privacy Act Office
Department of Education
330 Independence Avenue, S.W.
Washington, D.C. 20201

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ATTENTION PARENTS/GUARDIANS

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Student's Name

Parent's Signature

Telephone Number (Home)

Telephone Number (Work)

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time and go straight home...eat a warm, well selected, unhurried breakfast...brush teeth.

10. Help your child understand about traffic lights, the policeman, school patrol guides, and the school buses.

GIFTED EDUCATION PROGRAM

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Parents of Chapter 1 students are encouraged to:

1. Help establish and maintain communication between school and community.
2. Encourage parents to participate in school activities.
3. Help evaluate the program.
4. Offer suggestions for program improvement.

ELEMENTARY SCHOOL DIRECTORY

- Farwell School, Susan Martin, Principal** 795-4110
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- Martel School, Joanne Lebel, Principal** 795-4130
- McMahon School, Lynda Hood, Principal** 795-4140
Michael Martel, Assistant Principal 795-4140
- Montello School, Thomas Hood, Principal** 795-4150
Linda Golding, Assistant Principal 795-4150
- Pettingill School,** 795-4160
- Wallace School, Richard Bernier, Principal** 795-4170

DINGLEY BUILDING

- Robert V. Connors, Superintendent of Schools** 795-4100
- James J. Tracey, Assistant Superintendent** 795-4100
- Janice Plourde, Director of Elementary Education** 795-4103
- Melvin Curtis, Director of Special Education** 795-4108
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Assistant Director of Special Education 795-4108

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Paying students are encouraged to purchase lunches for the week from their teacher on Monday morning.

The menus are posted in each classroom monthly, are published in the local newspaper weekly, and are broadcast daily on the local radio stations. Any change in the menu will be announced at the school at least one day before the change.

Each school has established its own lunch room procedure. Generally, students are expected to pick up their own tray and food, display acceptable manners while eating, clean their table area before leaving the lunch room, and return their own trays and utensils to the designated areas. Shouting, running, and throwing of papergoods, food or utensils in the lunch room are not acceptable. These offenses will be dealt with individually, but could result in the loss of lunch room privileges. Any interested person may occasionally visit and participate in school lunch if prior arrangements are made with the school principal. A visitor will be charged the same amount as school personnel.

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1. Administering first aid
2. Notifying parents
3. Arranging for safe transportation home or to hospital or doctor's office if deemed necessary
4. Guiding parents, when necessary, to sources of treatment
5. Submitting a written report to the Superintendent of Schools on the appropriate accident form.

TEACHER NOTIFICATION

The principal or nurse shall notify the teacher of a student's physical condition, either permanent or temporary, which may affect the pupil's performance or relationships in the school.

STUDENT MEDICATION

Medication may not be administered by unlicensed personnel at these schools, except as provided by the written prescription of a physician or dentist or the written permission of the parent or guardian of the individual receiving the medication. Medication forms may be obtained from the school office or school nurse.

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT

1. When any teacher or other school official acting in his professional capacity, knows or has reasonable cause to suspect that a child has been subjected to conditions or circumstances which could reasonably result in abuse, he shall immediately report or cause a report to be made to the Principal of the school who shall then be responsible for reporting to the City of Lewiston Health Officer and to the Superintendent of Schools.
2. Reports of child abuse or neglect shall be made immediately by telephone and shall be followed by a written report within 48 hours.
3. Such reports shall include the following information if it is known to the person reporting: Names and addresses of the child and his parents or guardians; the child's age, sex and race; the nature and extent of the child's physical injuries; a description of any sexual abuse or neglect, including any evidence of previous injuries, sexual abuse or neglect to the child, or his siblings; family composition; the source of the report, the person making the report, his occupation and where he can be contacted; and the actions taken by the reporting source.
4. Any teacher or other school official who, in good faith, participates in the making of a report under this policy or in a judicial proceeding resulting therefrom shall be immune from any liability, civil or criminal, that otherwise might result by reason of such actions. For the purpose of any proceedings, civil or criminal, there shall be a rebuttable presumption that any person acting pursuant to this policy did so in good faith.

EMERGENCY FORMS

Each year we ask that emergency information forms be completed and returned to schools to aid us in case of accident or illness. Please be sure

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school of any temporary or permanent physical or emotional disability of the child.

IN-SCHOOL HEALTH SERVICES

All physical health screening is to be conducted according to guidelines published by the Department of Education. Nurses are to follow up any referrals. Vision screening is to be done by school volunteers or school nurses by November. Rechecks are to be done by the nurse.

In grades kindergarten, one, two, three, five, and seven, hearing screening is to be done by the school nurse by December of each year.

If possible, a general physical screening of all children in grades kindergarten through six shall be administered by the nurse each year. As a result of these screenings, referrals will be made by the school nurse, through the parents, to appropriate medical services (family doctor, specialists, clinics, etc.)

Scoliosis screening will annually be conducted in grades five and six by certified school nurses and physical education staffs.

Health information is entered in the child's records by the school nurse or other personnel who are authorized to do so.

REPORTING OF CONTAGIOUS DISEASES AND INFESTATIONS

Parents and/or school personnel shall report to the school nurse any case of pupils or other personnel who have been, or are, ill with a contagious disease or infested with scabies or lice. All students will be checked at least weekly for lice by the classroom teacher with rechecks by a school nurse if necessary. The school nurse will report the results to the building principal.

IMMUNIZATION

A mandatory immunization law, effective August 1, 1978, requires that all children in grades kindergarten through six be immunized against Polio, Diphtheria, Whooping Cough, Tetanus, Measles and German Measles (Rubella). Exemptions are allowed for children who cannot be immunized for medical reasons or for children whose parents have religious, moral, or philosophical objections to immunization.

The following schedule represents minimal immunization requirements:

1. Polio Vaccine: Three (3) doses are required. At least one of the three doses must have been given after the first birthday.
2. DPT and DT Vaccine: Three (3) doses are required (D- Diphtheria; P- Whooping Cough; T-Tetanus).
3. Measles Vaccine: One (1) dose given after the first birthday.
4. Rubella (German Measles) Vaccine: One (1) dose given after the first birthday.
5. Mumps Vaccine: one dose after the first birthday.

EMERGENCY AND FIRST AID PROCEDURES

In case of accident or sudden illness, the school or the school nurse, if available, has the responsibility of:

and they must be made aware of the Individual Education Plan (I.E.P.) for their child. Written parental consent is required for initial evaluation and placement in a special education program.

Under State and Federal legislation, special needs children and their parents have some very specific rights. Among these are the right to a free and appropriate public education in the least restrictive environment; the right to full access to a child's records; the assurance that those records are confidential and will not be transmitted without their permission; the right to participate in placement decisions as well as the right to help in the writing of the Individual Education Plan; the right to contest decisions which are made for the child by the Pupil Evaluation Team. The Special Education Office of the Lewiston School

Department has information containing a fuller description of public right under special education legislation which is available to you.

Children with handicapping conditions who cannot benefit from regular education programs because of their condition are entitled to special services. The areas of handicapping condition are a child who is:

Deaf	Speech and Language Impaired	Mentally Retarded
Hard of Hearing	Behaviorally Impaired	Multihandicapped
Deaf/Blind	Orthopedically Impaired	Visually Impaired
Learning Disabled	Other Health Impaired	Traumatically Brain Injured
Autistic		

If the need cannot be met within the local schools, it is the responsibility of the school system, with the assistance of State agencies, to find an appropriate educational placement.

SPECIAL SUBJECT TEACHERS

The art, music, and physical education programs are conducted by specialists in cooperation with classroom teachers.

Every child will have opportunities to benefit from a variety of activities, experiences, and educational materials through those enriching programs.

The elementary French program is introduced to children in the sixth grade. Elementary French is an informal introductory course. It is designed for each child to enjoy and use the language, if necessary, as an effective tool in the Lewiston Community.

SCHOOL HEALTH SERVICES RESPONSIBILITY

It is a primary objective of education in this school system to give the greatest possible contribution to the continuing health and welfare of its pupils. There must be a high degree of cooperation between the school and the home. However, parents have the primary responsibility for the health of their children. Therefore, it is the parent's responsibility to inform the

EDUCATIONAL PHILOSOPHY

We believe:

...that the public schools should attempt to provide the kind of education which will help every educable child and youth to be an effective, happy, and well-adjusted citizen, today and tomorrow.

...that all citizens need to understand youth and children and how they learn. In addition to an understanding, the school staff needs the cooperation of all citizens as it frequently evaluates and changes phases of the school curriculum in order to better provide educational experiences.

...that the school should provide factual knowledge of the traditional courses and also foster an interest in sports, music, art, literature, nature and government - local, state, and national - of such a nature that the student may continue to participate in and enjoy such activities throughout life.

...that helping a pupil to build a philosophy of life is as important as for a faculty to build its own educational philosophy. Every subject should have its overtones, created by the wise teacher, who realizes that there is as much to be learned between the lines as in the printed word. A personal interest for what he is himself and for what he can become is as much the duty of the teacher as the parent.

DISCIPLINARY PROCEDURES

MAJOR REASONS FOR USE:

1. Disruption of the teaching process
2. Protecting the welfare of other students - for example - by preventing running in the hallways
3. Safeguarding school property
4. Other areas of included:
 - a. Smoking
 - b. Leaving school grounds without permission
 - c. Defiance to authority
 - d. Throwing snowballs, a potential personal and property hazard
 - e. Bringing skateboards, or hockey sticks to school

The classroom teacher is primarily responsible for maintaining discipline in and out of the classroom whenever any offense occurs. He or she will be the recorder of all complaints concerning students enrolled in his or her classroom. Any of the above reasons would cause students to move from one step to another as listed below.

The guidance counselor may be involved at any one of the steps listed below depending upon the nature of the problem.

Suspension may occur before the fifth step depending upon the seriousness of the problem. The parent and child will always be notified of the causes prior to a suspension.

ASSERTIVE DISCIPLINE PLAN

Each school has the right to alter or change the procedure steps presented below. Written notification of any changes made by individual schools will be sent to the parents.

Procedure: (Sample Model)

FIRST STEP - Warning by school personnel.

SECOND STEP - Conference between student, teacher involved, and classroom teacher.

THIRD STEP - Teacher must release to the principal:

1. Causes
2. Methods used to try and correct problem
3. Recommendations for further action

Action to be taken by principal:

1. Conference with all parties involved at school
2. Parent notification, if necessary. Parent involvement in above conference depends upon nature of offense.

FOURTH STEP - Principal notified by classroom teacher

1. Parents are requested to attend a conference with all parties involved.
2. Detention if given to student by person having difficulty, and who stays with student to carry out the detention.

evaluation conference with each child's parents. This is for the purpose of discussing the student's progress up to that time. These conferences are held in grades kindergarten through six.

3. Parent Visitation to School and Class: This type of visitation is an opportunity for the parent to view the child in the school setting. This is generally emphasized during American Education Week. Visits are encouraged at the convenience of the parent and teacher. Such visits can easily be arranged by contacting the teacher or principal.

Scheduled Parent Conferences:

November 8, 1991

April 10, 1992

SPECIAL SERVICES FOR PUPILS

The Lewiston School Department provides many specialized services which are listed to benefit the entire school population. Among these are:

1. Director and Assistant Director of Special Education with an office in the Dingley Building (795-4108)
2. Special Education teachers based in each building
3. Speech Therapists
4. Guidance Counselors
5. Special Education Coordinating Teachers
6. Chapter 1 Coordinating Teacher
7. Tutorial services for ill or homebound students

In addition to these in-school services, the Lewiston School Department also provides a number of other student services to support the special education program. Among these contracted services are speech and hearing evaluation and therapy, psychological evaluation, consultation and counseling, physical therapy, occupational therapy and special transportation for special needs students.

It is the School Department's responsibility to identify, locate, and evaluate all handicapped children whether they are presently in school or are entering school for the first time. This is done through a screening process of testing which helps to identify children having special education needs. Children with potential special needs are referred to the PUPIL EVALUATION TEAM (P.E.T.) There is a team at each school, and it is the duty of this group to pinpoint the problem, through further evaluation if necessary, and to provide a program for the child in an appropriate educational setting.

If a child is found to have a special need or handicapping condition, the School Department is responsible for him/her from age five through twenty. Parents are urged to participate with the professional staff in the P.E.T. decision-making process through which appropriate programs for children are developed. Even if parents cannot attend and participate in meetings, they must be informed in writing of any decisions made regarding their child,

OBJECTIVES:

1. To strengthen the child's sense of responsibility by displaying his/her ability to complete a task without teacher involvement.
2. To reinforce selected skills by providing students with meaningful independent activities which further enhance previously taught materials.
3. To further develop good study habits.

APPROXIMATE TIME SCHEDULES:

K-2 homework is confined to simple tasks and projects.

Grade 3 - 15 minutes daily

Grade 4 - 30 minutes daily

Grade 5 - 45 minutes daily

Grade 6 - 60 minutes daily

STAFF GOAL:

School staff will encourage parents to become supportive and involved in the educational program by reading aloud to their children, helping them with their homework, monitoring their use of television and radio, and providing a model in the use of language and in developing positive reading habits.

"Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parent's role in it, both by reinforcing the relationship with the school and by helping and encouraging them in their own critical job of teaching the young."

First Lessons: A Report on Elementary Education in America
U.S. Department of Education

PUPIL PROGRESS REPORTS

Written reports are sent home with students four times during the year (November, January, April, June). This formal report shows the letter grade achieved by the student in each subject area. Special areas such as handwriting, music, art, study habits, etc., are indicated as either satisfactory (S) or unsatisfactory (U). The student's attendance is shown each quarter.

In June, the child's placement for the next school year is noted on the card. Whether the child is to repeat the grade level, has earned promotion to the next grade, or has been assigned to the next grade is also indicated.

PARENT-TEACHER CONFERENCES

Each student's progress is enhanced by close cooperation between the parents and school personnel. Conferences fall into the following categories:

1. Special Problem: The teacher or the parent may ask for a conference to discuss a particular matter. This may involve the child's behavior, a health problem, or perhaps an academic problem. This type of conference should be called as often as the teacher or the parent feels it is needed.
2. Student Progress: At the half-year point, each teacher schedules a formal

FIFTH STEP - Principal is again notified of the problem. One of the three types of action may be taken after parents are notified.

1. Detention for more than one day (30 minutes to one hour after school per day)
2. Suspension (for not more than three days); parents must accompany the child to school after the suspension has been completed.
3. The parent will have the option of spending the day at school with the student.

SIXTH STEP - If this step is necessary, automatic suspension after the parents are notified.

Note - At the end of each ranking period (quarter) all students have a new start with no steps recorded.

DETENTION

This can be held after school hours. Detention involving over thirty minutes must be made known to the principal.

Supervision of detention will be the responsibility of the staff person assigning detention. Bus students need to have advance notice (at least one day) in order for parents to provide suitable transportation for the student.

Any student who is not allowed, by the parent, to remain after school for detention, will be suspended from school by the principal.

SUSPENSION

Any student whose conduct interferes with the teaching process, causes destruction to school property, and/or is injurious to the welfare of the other students, may be suspended by the principal, provided the parent or guardian is notified immediately of the action and the reasons for it. A suspended student will have the right to make up all work missed only when he/she returns to school. All school work must be made up in the five school days immediately following suspension. Should no attempt at making up the missed school work be made, a failing grade will be assigned for that work.

Parents are encouraged to accompany their child to school after a suspension has been completed.

SAFETY

Safety is of primary importance in all schools. This includes all areas of safety, from running in the hallways to bicycling and games at recess. In order to prevent accidents we have established the following guidelines that all students are expected to adhere to and that all staff members are expected to enforce.

1. BUILDING SAFETY

No running, shoving, or "horsing around." No fire of any kind without teacher supervision. No students left unsupervised during normal school

hours.

2. PLAYGROUND

No baseball or contact sports without teacher supervision and the principal's permission. No piggy back riding or actions of this nature. There will be no taking of other student's clothing or belongings allowed. **No Fighting!** Above all, be careful.

3. BICYCLE

All bicycles should be registered with the police. All bicycles shall be locked. No bicycles shall be ridden at recess or noon time. All bicyclists will follow the rules pertaining to bicycle safety. Violation of any of these guidelines will mean suspension of the student's privilege to have his bike on school property.

WEAPONS

No weapons of any kind are allowed on school property without the express consent of the principal.

FIRE DRILLS

Fire drills are conducted periodically to ensure the safety of your child. There are a minimum of ten fire drills conducted each school year.

EMERGENCY EVACUATION

If the building must be evacuated due to unforeseen reasons, parents will be notified as soon as possible where their children may be found. Each school has an emergency evacuation procedure in this event.

SCHOOL INSURANCE

Accident insurance is available through the school. Information about rates and coverage will be sent home in September. Parents may choose the plan that best suits them or refuse the coverage. Please note, however, that the school does not provide any accident coverage.

Any student involved in school-sponsored athletics must have accident insurance.

POLICE SCHOOL LIAISON PROGRAM

The purpose of the Police School Liaison Program is to foster a closer working relationship between the police department, the school system, social, recreational and other helping resources as well as students and parents. Having established themselves in this area, the officers involved in the program are now receiving input from these various local agencies and their collective activities are producing positive results.

Early identification by school officials of students who are falling into the delinquency pattern is important so that preventative measures can be

trip and will make provisions for parental notification if the return of the students is delayed for any reason beyond their estimated time of return.

NO SCHOOL ANNOUNCEMENT

Announcements of school session cancellations are given over the radio by authority of the Superintendent. Stations **WLAM, WCOU**, and others will carry the announcement on or before 7:00 A.M. and as often thereafter as the radio announcers wish.

When school is cancelled, it shall be cancelled for the whole day. However, once school begins in the morning, classes will be held until normal dismissal time. The only exception to this is the kindergarten afternoon session; should it be cancelled the radio stations will carry the announcement from 11:00 A.M. on. Parents should use their own discretion in sending their youngsters to school in stormy weather.

LOST AND FOUND

There will be a lost and found box in the main office. If a valuable article is lost it should be reported to the principal's office. The school suggests that children not bring valuables or large sums of money to school.

Teachers do everything in their power to safeguard private property, but the school cannot be responsible for lost items.

We strongly recommend that all lunch boxes, eye glasses, outer clothing, etc., be marked with your child's name, address and school to assist us in returning items to the owner.

SCHOOL LIBRARY

All elementary schools have an area set aside for a school library. Library assistants maintain the library services for students and staff. Each school also relies heavily on parent volunteers to operate the library. Any volunteers having the time and interest should contact their school's principal.

Students are encouraged to use their school library.

HOMEWORK

PHILOSOPHY:

The Lewiston School Department agrees that the purpose for homework is to provide the child with worthwhile experiences in order to insure positive attitudes. It is desirable that the parents share these learnings with their child in order to reinforce the child's skills.

In addition to the above factors, the child is given the opportunity to further develop his/her sense of personal responsibility by being provided with activities he/she can successfully perform independently or with his/her family outside the school setting.

3.If a second offense of any kind occurs during the remainder of the school year, the student will be EXCLUDED from the bus for a period of five (5) school days from the date of the second offense. The same process of notification as outlined in paragraph two (2) will be followed except that the Principal shall be the person to notify the student and his parents that the student's privilege has been suspended for the required period of time. The Principal shall also notify the Transportation Officer that the appropriate notices have been given to the parents and student. There shall be no exception to this policy except by review and concurrence by the driver, the bus company, the Principal and the Assistant Superintendent. Upon completion of the five (5) day suspension, the student's bus privilege shall be reinstated.

4.If a third offense of any kind occurs during the school year, the student shall be excluded from the bus for a period of twenty (20) school days from the date of the third offense. The same process of notification as outlined in paragraph two (2) shall be followed except that the Principal shall be the person to notify the student and his parents that the student's privilege has been suspended for the required period of time. The Principal shall also notify the Transportation Officer that the appropriate notices have been given to the parents and students. There shall be NO exceptions to this policy except by review and concurrence by the driver, the bus company, the Principal and the Assistant Superintendent. Upon completion of the twenty (20) school day suspension, the student's bus privilege shall be reinstated.

5.Any subsequent violation shall result in another suspension for the duration of the school year. The responsibility for the transporting of the student then becomes the responsibility of the parents.

6.*Appeal:* The parents of a suspended student have the right to appeal the decision. This may be done by contacting the School Department (783-6766). As soon as feasible, and no later than five (5) days after contact by the parents, the Transportation Officer shall set a meeting time and place for the appeal as long as the decision is given within five (5) school days. If not satisfied with the decision, the parents may appeal to the Superintendent of Schools and the School Committee.

SPECIAL TRANSPORTATION

Should a student have a problem and not be able to ride a school bus, the parents should contact the Superintendent's Office to make arrangements for other possible transportation.

FIELD TRIPS

Pupils participating must present written permission from parents to the principal. Principals will have a listing of all students who participate in any

taken. The referral of these students to the police officers operating within the school setting has provided the necessary impetus to reverse such trends. The liaison personnel are members of the Lewiston Police Department Youth Bureau and may become involved from referrals made by the guidance people, principal, teacher, parents or students.

Several safety programs are conducted by the liaison officers in the classroom, such as:

<u>Program</u>	<u>Grade</u>	<u>Program</u>	<u>Grade</u>
Gun Safety	K-2	School Bus Safety	K-6
Halloween Safety	K-3	Better Safe than Sorry	K-4
Winter Safety	K-6	The World of Laws Program	4-5
Annual Bicycle Rodeo	K-6	Pedestrian Safety	K-2
Introductory Drug Education	3-4	Littering	K-5
Mickey's Field Trip To The Police Station	K-6	Bicycle Safety "Mr. Wheelie" "Film"	K-2 3-4
Babysitting - Basic Self-defense	6-12	Shoplifting Prevention	6-8
Police Station Tour		Runaways	6-12
Personal Safety	7-Adult	Rape - A Prevention Inquiry	7-Adult
Vandalism	2-6	Alcohol and You	7-Adult
Vandals	7-12	Drugs: The First Decision	6-9
Alcohol - How Much Is Too Much	6-12	"The M.L. Carr Challenger: Drug Film	7-9
Shoot, Don't Shoot	7-Adult		
The Cop On The Spot Program	7-12		

DARE

Grade 6: (Drug Abuse Resistance Education)

A seventeen week curriculum taught by specially trained Lewiston Police Officers. Nationally acclaimed drug education program teaches the student to recognize and resist the peer pressure to begin experimenting with drugs and alcohol. Program also teaches skills that can be used throughout the students life. Classes are 45 minutes in length and include Practices for Personal Safety; Consequences; Resisting Pressures to use Drugs; Resistance Techniques; Building self Esteem; Assertiveness; Managing Stress without taking Drugs; Media Influences on Drug Use; Decision Making and Risk Taking; Alternatives to Drug Use; Role Modeling; Support Systems; Ways to deal with Pressure from Gangs (Cliques); Taking a Stand.

ABSENCE DUE TO ILLNESS

Readmittance slips will generally be required from students for absences of three or more consecutive school days. This readmittance slip is

particularly important if a child has been hospitalized, has contracted an infectious disease, or has been infested with head lice or scabies. Absence due to "common cold" will not require a readmittance slip.

Readmittance slips may be obtained from a doctor, the Lewiston Health Office, or a school nurse.

We recommend that parents not send their child to school if that child does not feel well.

ABSENCE FOR OTHER REASONS

Any student absent for reasons other than illness should return to school with a written note to the teacher indicating that the parents are aware of and agree to the absence.

REQUESTS THAT STUDENTS STAY INDOORS DURING RECESS

If your child comes to school, he or she should be healthy enough to take part in the complete school program; therefore, it should not be necessary to request that your child remain indoors during recess due to illness. Parents should use their own discretion as to whether their child is well enough to attend school.

Exceptional circumstances should be brought to the attention of the principal or nurse to be reviewed.

DISMISSAL

Students are dismissed only to the parents or other persons authorized by the parents. If possible, parents should notify the school in advance. Reasons for dismissal:

1. Religious Purposes
2. Illnesses
3. Medical Appointments
4. Family Emergencies

DRESS CODE

Children should be dressed in such a manner as to cause no disturbance to the educational activities of the school.

SCHOOL TELEPHONES

COMMUNICATION WITH STUDENTS OR STAFF DURING SCHOOL HOURS:

Due to the number of students involved and the large number of activities that go on in a school office, only messages of an emergency nature can be forwarded to students or staff.

USE OF TELEPHONE BY STUDENTS:

The telephone is available to students only in case of emergency. We cannot allow its use for routine personal calls.

SCHOOL BUSES

Students in kindergarten through grade six living one (1) mile or more from the school will be transported. Students are not allowed to ride a bus other than their assigned bus unless written permission is received from the parent and space is available on the bus requested.

RULES OF BEHAVIOR FOR BUS STUDENTS

1. Pupils shall obey the driver who has full charge of the bus.
2. Pupils shall not extend arms, legs, or heads out of the bus.
3. Pupils shall go to their seats, without crowding or pushing, and *remain seated* while the bus is in motion.
4. Pupils shall refrain from talking with the driver while the bus is in motion except in an emergency.
5. Pupils shall not tamper with the emergency door or any other part of the bus equipment.
6. Pupils shall not mar or deface the bus. *Damage done to seats or other equipment must be paid for by the pupil (or parent).*
7. Pupils shall not open windows.
8. Pupils shall not fight or scuffle in the bus or create any disturbance.
9. Pupils must not throw objects within or out of the bus.
10. Pupils shall remain seated until the bus comes to a complete stop.
11. Pupils shall not place lunch boxes or other objects in the aisle of the bus.
12. Pupils, who after alighting from the bus and must cross the street, shall go to the front of the bus and wait until the driver directs them to cross the highway.
13. Pupils shall not smoke while on the bus.
14. Pupils shall not bring any intoxicating beverage on the bus. Pupils shall not bring any weapons on the bus. Pupils shall not bring any animals on the bus.

BUS DISCIPLINE PROBLEMS

Student disciplinary problems on the buses will be handled as follows:

1. While students are on a school bus, the driver is responsible for their behavior.
2. Any misbehavior will result in a written warning to the student. This warning is to be completed by the driver. A copy is to be retained by the bus company. All other copies will be given to the Transportation Officer for distribution (two to the Principal, one for the files). Upon receipt of this information, the Principal is to immediately notify the parents of the incident and the penalty involved (if any). This verbal communication is to be followed by a written notification to the parents. (See Rules of Behavior for examples of unacceptable behavior.)

Maine's Common Core of Learning



An investment in Maine's future





State of Maine

OFFICE OF THE GOVERNOR

AUGUSTA, MAINE 04333

October, 1990

Dear Maine Educator:

It gives me great pleasure to be able to send to you a copy of Maine's Common Core of Learning: An Investment in Maine's Future. This remarkable work of the Commission on Maine's Common Core of Learning, established by executive order in February of 1989, was submitted in its final report to me during September of 1990. Consisting of forty-one members, the Commission included representatives of K-12 education, higher education, the private sector, the arts, and students. The Commission read extensively, listened to presentations by content area experts, many of whom were teachers, discussed heatedly, held meetings throughout the state to ask for input from citizens, and reviewed a series of drafts of the final document. I am extremely grateful to the members of the Commission for their creative work, their close scrutiny, and their ability to reach a consensus on a most challenging assignment.

The Common Core represents the first attempt by our state to define the knowledge, the skills and the attitudes that every student will attain upon leaving our schools. It groups the traditional subjects in a more basic way by focussing on four major areas: Personal and Global Stewardship, Communication, Reasoning and Problem Solving, and the Human Record. The Commission believes that this integrated approach will serve students better as we enter the 21st Century.

While the initial work of the Commission is now completed, the task for our state has just begun. I hope that in the months ahead, communities throughout our state will engage in a discussion of the content of the Core and assess its implications for local practices. The Core is not a mandate, rather it directs our attention to those outcomes we hold important for all students in our schools.

In closing, I want to express my sincere gratitude for the commitment and time that you provide Maine students on a daily basis. You are not only making a significant difference in the lives of young people, but also ensuring that Maine's future will include a quality of life for its citizens and residents. Certainly, your work is consistent with many of the underlying themes found in the Common Core of Learning.

Sincerely,

A handwritten signature in black ink, appearing to read "John McKernan".

John R. McKernan, Jr.
Governor

JRM:cw
Enclosure

*... to provide an education adapted
to the years, to the capacity, and the
condition of every one, and directed
to their freedom and happiness.*

— THOMAS JEFFERSON
NOTES ON THE STATE OF VIRGINIA, 1787



THE CHALLENGE

Maine's Common Core of Learning challenges traditional beliefs about students and schooling. It is a statement of the knowledge, skills, and attitudes that all Maine students should have when they graduate from high school.

Traditionally, schools have been considered separate from society and the focus has been on their inadequacies. The current societal demands placed upon our educational system, however, highlight the reality that the schools cannot be viewed as separate — they are an integral part of the society in which they exist.

While the *Common Core of Learning* articulates a common vision for education in Maine, we all have an obligation to identify the roles we can play in transforming education from what it is to what it could be.

The Commission on Maine's Common Core of Learning calls on students, educators, parents, citizens, government officials, and all other Maine people to carry out the vision and potential embodied in this document.



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Commission on Maine's Common Core of Learning

July 31, 1990

Dear Governor McKernan:

On behalf of the Commission on Maine's Common Core of Learning, I am pleased to send you *Maine's Common Core of Learning: An Investment in Maine's Future*. Your executive order charged us with defining the knowledge, skills, and attitudes that all Maine students should have upon their graduation from high school. For the past sixteen months, Commission members have explored the various subject areas and the skills and attitudes that will be essential for meeting the demands of life in the twenty-first century. Our conclusions form the body of *Maine's Common Core of Learning*.

We know that the process of improving schools is complicated and takes continuous attention and effort. The members of the Commission believe that *Maine's Common Core of Learning* will assist school improvement efforts by offering educational outcomes that will help focus the discussions and efforts of educators, parents, and other community members.

Finally, the members of the Commission on Maine's Common Core of Learning thank you for the opportunity to serve on the Commission. All of us have gained a greater insight into the issues confronting our state and the importance of changing schools to prepare Maine students to meet the new demands of the twenty-first century. We have also learned about the power of working collaboratively to address a challenge facing our great State of Maine.

Sincerely,



Denison Gallaudet
Chair

LETTER FROM THE GOVERNOR



STATE OF MAINE
OFFICE OF THE GOVERNOR
AUGUSTA, MAINE
04333

JOHN R. MCKERNAN, JR.
GOVERNOR

August 1, 1990

To the Members of the Commission on Maine's Common Core of Learning:

It is with great pleasure that I accept from you *Maine's Common Core of Learning: An Investment in Maine's Future*. I know how hard you have worked to produce this document, and I commend you for your dedication and perseverance in this undertaking.

The residents of Maine are increasingly aware that our educational system must prepare students to meet unprecedented societal and economic demands. To do so, all students must have the knowledge, skills, and attitudes that you have outlined in *Maine's Common Core of Learning*.

The work of your Commission has provided an important first step in meeting the challenges we face as individuals and as a society. You have set forth outcomes by which we can establish where we are and a vision toward which we must strive.

On behalf of the people of the State of Maine, please accept my thanks for your contribution to improving the education of children in our state.

Sincerely,

A handwritten signature in blue ink that reads "John McKernan".

John R. McKernan, Jr.
Governor

THE COMMISSION

CHAIR:

Denison Gallaudet
President and Chief Executive Officer
Casco Northern Bank

EX-OFFICIO:

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Commissioner, Maine Department of Education

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THE COMMISSION'S JOURNEY

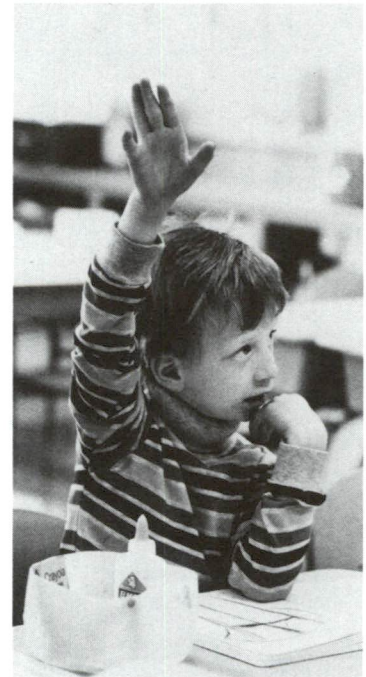
Since February 1989, the members of the Commission on Maine's Common Core of Learning have been on an educational journey. We began as a group of forty-five individuals from all walks of life and have evolved into a community of learners. We read widely, listened to and read about the current issues in each content area, and processed letters and public comment from eight regional forums. We listened to our thirty-eight student readers from three high schools. Debate and discussion of issues led us gradually to agreement about the knowledge, skills, and attitudes Maine students need by the time they graduate from high school. In defining this common core, we found it arranged itself in a way that will challenge Maine residents to reconsider how curriculum is organized and how schools are structured. Consequently, our report has the potential to revolutionize the way Maine students are educated.

Our early meetings focused on what skills and attitudes graduating high school students should possess to be productive citizens, what will be essential for them to know considering the demands the twenty-first century will place on them as adults. We heard reports on the current profile of Maine high school students and from the Maine Aspirations Compact, Human Resources Development Council, and the Commission on Maine's Future.

In later meetings, we listened as leaders in each of the subject areas presented current thought and research about those areas. This helped us add specificity to our base. As we gained insight into each subject, we began to see commonalities among them — knowledge, skills, and attitudes that overlapped the areas. When we viewed the concepts in this way, we found a dimension not seen when any one subject area was viewed in isolation.

We want our students to have this same view, to acquire the fundamental and specific aspects of each subject area and be able to integrate this knowledge to see the world as a multi-faceted whole.

FOR POTUS SPEECH
↳ Recognition AND
examples of Maine's
efforts.



WHY WILL IT BE NECESSARY TO EDUCATE MAINE STUDENTS DIFFERENTLY FOR THE TWENTY-FIRST CENTURY?

... the democratic promise of equal educational opportunity, half fulfilled, is worse than a promise broken. It is an ideal betrayed. — MORTIMER J. ADLER¹

Within the last forty-eight hours, in the towns, villages, and cities throughout Maine, approximately one hundred new Maine citizens have been born. They have entered a state rich in natural beauty and resources, a place remote in geography, yet inextricably linked to other parts of the nation and the world by technology.

We welcome these youngsters with a willingness to share the way of life we have known in Maine, yet with the realization that the economic and technological terrain of our state is changing rapidly. These children will enter the work force of the twenty-first century. Most of them will grow up to assume jobs that do not yet exist,² jobs that will be reshaped or invented to accommodate fast-paced technological development. They need the knowledge, skills, and attitudes that will prepare them to provide for themselves and others and will give them a future of options — personal and work related — in Maine and in the world at large. We, the residents of Maine, offer these children the promise of an education to help them achieve fulfilling work and to act responsibly in an increasingly complex society.

Current evidence suggests that some of our one hundred children will have little difficulty realizing our educational promise. Others, however, will be at risk — unable to give what is demanded by the conditions in our rapidly-changing world. Our promise to these children will be broken if schools do not prepare them for a lifetime of choices.

The challenges awaiting these children are not just economic. Their lives will be affected by global concerns of interdependent societies and cultures. These children will need to develop judgment, personal responsibility, and a sense of ethics as world citizens.

Maine, along with other areas of the United States and Canada, is faced with such intensifying environmental concerns as solid waste disposal and the effects of acid rain upon our timberlands. Many

We ... offer these children the promise of an education to help them achieve fulfilling work and to act responsibly in an increasingly complex society.



nations have serious air, water, and land pollution. Our children, as part of the world community, will need to contend with these issues as well as the growing impact of the ozone depletion, global warming, and the destruction of tropical rain forests.

Our biotechnical wizardry, which will have saved several of our hundred children from starvation and such deadly diseases as smallpox, has created a host of moral and ethical problems for them. With a greater ability to control life itself, these children, as adults, will face such increasingly urgent questions as the right to die, the custody of frozen embryos, and the soaring national cost of health care. They will need to respond to the threat of nuclear weapons and nuclear waste, as well as to critical challenges like the AIDS pandemic, issues that will require scientific and political expertise from some and commitment and spiritual depth from all.

Changing social factors at home will also affect the development of our hundred new Mainers. If current statistics hold, sixty of them will live in a home with only one parent by the time they are eighteen, many will spend large portions of time in child-care facilities, and at least twenty-five will know poverty in the important years between birth and age six.³ Once in school, several of these children will come home and wait for adults in an empty house or

They will need to respond to ... issues that will require scientific and political expertise from some and commitment and spiritual depth from all.

apartment. At current rates, at least ten will still be functionally illiterate by the end of their teen years;⁴ twenty-three will not complete high school;⁵ and many more will manage to earn a diploma by drifting through a "General" course of study that will give them little preparation either for work or for further education. Twenty-five of our one hundred children will be chemically dependent or at risk of dependency by the time they reach adulthood.⁶ Finally, one in fourteen of the girls will become pregnant as a teenager and several of our youngsters will become teen parents.⁷

As these typical one hundred children grow, they will enter an educational system that is struggling, often with commendable energy and dedication, to cope with watershed changes in our society. A century and a half ago, schools faced a similar challenge as a primarily agrarian society made the transition to the industrial age that has sculpted the economic might of the United States. Those schools produced a relatively small proportion of decisionmakers and a large mass of workers who were compliant, basically literate in English, and able to perform repetitive tasks effectively and in isolation — factory-model schools for an industrial economy. Until the 1950s, fewer than fifty percent of American students graduated from high school: our industries could absorb massive numbers of unskilled laborers.⁸ Without much more than an eighth grade education, large numbers of Maine workers succeeded in valued traditional occupations — farming, logging, and working on the sea or at the mill.

Today, however, demographic trends, technological change, and tighter international competition have changed the employment landscape. Many opportunities in the mills and factories, once the mainstays of local economies, are disappearing as firms close plants, consolidate, or automate to survive. Since 1947, manufacturing jobs in Maine have declined from forty-four percent of the state's economy to twenty-two percent, and the decline continues as the service sector booms.⁹ The smaller number of children born in Maine, and indeed in the nation, during the last two decades will also influence the futures of our new arrivals. Ninety percent of Maine's labor force of the year 2000 is already working.¹⁰ Each year fewer young workers will enter the job market, and their required level of preparation for employment will rise as service and

As these typical one hundred children grow, they will enter an educational system that is struggling, often with commendable energy and dedication, to cope with watershed changes in our society.



information industries create virtually all the new jobs and most of the new wealth in our state. Maine employers will seek qualified workers not only among the young, but increasingly among women not now employed, the elderly, and people with special needs.¹¹

Maine businesses, in need of literate workers with good problem-solving skills, are becoming alarmed at the lack of competency in reading, writing, and mathematics of entry-level workers.¹² Here and across the nation, industrial jobs are changing shape, depending more on computers and other sophisticated machinery, requiring workers with greater flexibility¹³ and improved information management skills. With this increased demand for highly-skilled workers, the lack of such skills among the unemployed disqualifies most from these jobs.¹⁴

The emerging jobs in service and information industries need workers who have learned how to learn.¹⁵ They need to know how to find and use information from libraries and other learning resources, not only for their employers' needs but for their own. Because

Maine businesses ... are becoming alarmed at the lack of competency in reading, writing, and mathematics of entry-level workers.

service work is also people-oriented, those employees, more than ever before, will need to be able to work cooperatively with others and interact effectively with the public.¹⁶ Moreover, they will need to have completed high school and, for roughly three out of four new jobs, some education or training beyond high school.¹⁷

Our one hundred typical Maine youngsters will need to adapt quickly to change as the ever shorter life cycle of products, technologies, and industries results in more rapid obsolescence of their skills.¹⁸ They will change jobs an average of eight times during their working lives.¹⁹ As knowledge continues to multiply, information-management and computer-related skills will become tools for survival.

As we survey the current state of our delivery on that educational promise to Maine children, we must be alarmed. In the face of this rapid change, our public schools retain an outdated model of schooling at great costs to the young — and ultimately to society at large. The quality of education once reserved for a relative few must now be offered to all.

Most public high schools in Maine and the nation are, in fact, two high schools: one for students in college preparatory courses, the other for the rest. The tracking system, which sorts youngsters into at least these two categories (and frequently into more), purports to separate by academic ability. The evidence suggests that it actually separates by socio-economic status.

Beginning gradually with reading groups in the early grades, such grouping practices become less flexible as children grow older. As students in the "lower" track begin high school, they frequently become locked into a program that offers less adequate curriculum and instruction than that provided to their college-bound peers. Adults often underestimate the intellectual abilities of "lower track" students, sometimes by a wide margin, and either subtly or overtly communicate low expectations for academic performance.

Inequalities in commitment to the two student groups abound, shown in distribution of resources, teaching skill, exploration of rich and stimulating ideas, adult enthusiasm, and positive messages about students' worth.

The quality of education once reserved for a relative few must now be offered to all.



School communities that wish to examine evidence of these inequalities should work with the available data about the relationship between socio-economic status and students' placement in academic tracks or "ability groups" in their own schools. (The argument that students choose their own placement is specious; by the time students reach high school, they have repeatedly received clear messages about where they "belong" in the tracking system.)

School communities might also examine their students' performances on the eleventh grade Maine Educational Assessment (MEA), designed to test not what college-bound juniors should know but what *every* Maine junior should know. Check the percentage of students enrolled in college-preparatory versus other programs. Look at the disparity between the average MEA scores of those two groups. Study the scores as broken down by gender. What conclusions can you reach about the degree to which our schools, as they are now structured, serve the needs of all students?

When surveyed by the MEA, teachers and principals across the state acknowledge that their schools' academic programs are less adequate in meeting the needs of non-college-bound students than the needs of the college-bound. More powerful evidence comes from students themselves. Concerned educators and citizens may listen to youngsters talk about the ways in which schools separate students and what that actually means for them. The Commission's student readers at three Maine high schools spoke eloquently to this, and our experiences in schools underscore their statements.

Most public high schools ... are, in fact, two schools: one for students in college preparatory courses, the other for the rest.

An alternative way to learn about these inequalities might be to spend one school day following the schedule of a non-college-bound student and the next in college preparatory classes. Adults who have done this describe significant differences between those experiences and relay great concern about the degree to which we are underserving about half the student population.

Too many of our students are already not being prepared to fulfill their potential, to have meaningful choices about their employment, and to meet the responsibilities of citizenship in a democratic society. All our youngsters are Maine's most precious resource. We must prepare all for the demands of their future.

With strong community support, our schools can adapt to the challenges of a rapidly-changing, information-based society. We can prepare students for the society in which they will live. The Common Core of Learning is a renewed promise to the youth of Maine. It is a commitment to an education that will offer the knowledge, skills, and attitudes they will need to ensure their independence, choice, and quality of life in the twenty-first century.



*Jaime Beaucoy
études
le français*

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Maine's most precious
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THE COMMON CORE OF LEARNING

In the twenty-first century, the world will be our classroom and the universe shall be studied. — JASON BECKLER¹

As we discuss what our youth should know and be able to do in the twenty-first century, it is tempting to chip away at a very complex, integrated whole by relying on the familiar ways of dividing knowledge: the subject areas, as they were divided for us when we studied them in school. We are, however, entering an era in which we are thinking differently about knowledge — in fact, looking at a different conceptual model of how our world works. Observations of complexity and chaos both within the atom and among the reaches of the cosmos teach us that our search for the orderly, predictable arrangement of pieces results in only a partially accurate picture of reality. The same lesson comes out of studies of the inner workings of the human brain, which processes and organizes many things — parts and wholes — simultaneously. These models, emphasizing holism and integration, reshape not only the way we conceptualize the world around us, but also the way we think about learning.²

The knowledge, skills, and attitudes presented here are loosely organized into four categories that cut across the familiar subject areas. While we recognize that some thought processes are unique to a given subject (thinking like a historian, for instance, is not the same as thinking like a scientist), we also recognize that some areas are common to many subjects. Let's think of these areas in musical terms, as dynamic, complex, unified sound — an artistic whole.

We know that musicians are natural integrators: they wear many hats. They are linguists, communicating in the only language understood in every culture on the globe. They are physicists, adjusting nuances of their technique to their understanding of sound's travel through air in varying kinds of spaces. They are mathematicians, subdividing rhythms and pitches and using proportion in volume, phrasing, and tone color. They are physical and intellectual athletes, with highly disciplined muscles of body and sinews of memory. They are problem-solvers, alert, instantly flexible. They are psychologists in their understanding of a composer's intent and in their intuitive sense of what their fellow musicians are doing.

These models, emphasizing holism and integration, reshape ... the way we think about learning.

Most of all, they are artists, engaged in dynamic recreation and expression of the deepest parts of the self — the essence of what it means to be human. All this at once!

We, as listeners, hear their music all at once; it engages and touches us at many levels as we respond to its complexity.

Similarly, teaching and learning in the twenty-first century must have an integrated approach. Increasingly we will need to see connections and patterns among areas of thought that have too often been understood — and taught — in compartments or pieces. In our daily lives, as in making or hearing music, we do operate in an integrated or “interdisciplinary” fashion. Consider the knowledge, skills, and judgments involved in driving a car, preparing a meal, using your checkbook, or cultivating a garden.

Good teaching has always helped students to see the world and their knowledge as a whole and to be able to think critically and flexibly. In the future, these abilities will be ever more important. Our educational process must move away from the fragmenting of knowledge that has characterized it in the past. This is no easy task — it involves reconstructing deeply-internalized patterns of thought — yet it is necessary if we want our students to think better.

The Common Core of Learning is a non-disciplinary organization of knowledge, skills, and attitudes, an integrated approach to teaching and learning. It is *not* an arrangement of skills into four new courses (Communication I, The Human Record II). The essential concepts gleaned from the currently taught subject areas are organized in the areas of Personal and Global Stewardship, Communication, Reasoning and Problem Solving, and The Human Record. They are listed by subject areas in the Appendix.

Our educational process must move away from the fragmenting of knowledge that has characterized it in the past.



THE COMMON CORE OF LEARNING



PERSONAL AND GLOBAL STEWARDSHIP

Responsible citizenship requires awareness and a concern for oneself, others, and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation, and the world. It includes the knowledge and care of all dimensions of our selves as humans, an understanding of the group process, and a willingness to exercise the rights and responsibilities of citizenship. Stewardship also includes the study of current geography and foreign language and an appreciation of pluralism and human rights.

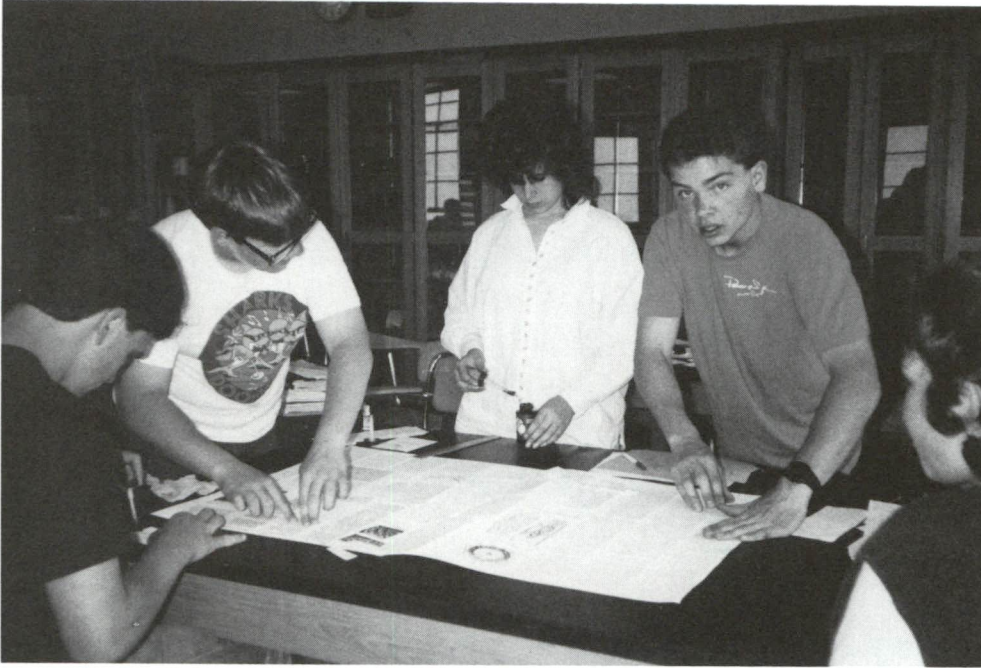
Students with a common core of knowledge . . .

- Accept responsibility for personal decisions and actions
- Have self-confidence and a willingness to risk mistakes in order to learn
- Are responsible for their own learning as independent and cooperative thinkers and informed decisionmakers
- Have the ability to adapt quickly to new situations and react to new information
- Concentrate and persevere on tasks
- Demonstrate academic honesty and respond to challenges with courage and integrity
- Respect the human rights of all people
- Understand the ethical dimensions of citizenship, love, friendship, and parenting
- Have skills that enhance their personal well-being:
 - Ability to state their own needs
 - Decision-making ability, including the ability to make informed career and life choices that result in healthy self-esteem

- Straightforward communication and ability to build and sustain healthy relationships
 - Ability to manage stress
 - Ability to cope successfully with peer pressure and media messages urging dangerous or unhealthful behavior
 - Ability to select leisure time activities that develop and enhance wellness
- Understand basic concepts of growth and development, sexuality, family life, and parenting
 - Have a basic understanding of the changing roles and rights of women and men in an increasingly diverse society
 - Understand and practice self-care health skills, including good nutrition, safety and first aid, and avoidance of alcohol, tobacco, and other drugs
 - Know when, where, and how to gain access to good health care
 - Participate daily in physical activity and assess, develop, and maintain physical fitness
 - Have a basic understanding of the development of modern technology and its effects on people, human culture, and the environment
 - Find satisfaction in reading and writing and make those activities part of their everyday lives
 - Understand that calculators, computers, and other technological devices are tools in the hand of the learner
 - Believe that mathematics makes sense and have confidence in their ability to use mathematics meaningfully
 - Show empathy and courtesy for others and respect for differences among people and cultures
 - Understand the nature and roots of prejudice in themselves and others, as well as the ways prejudice contributes to injustice and oppression
 - Are aware of our interdependence with the environment and are socially and environmentally responsible consumers
 - Understand the arts to be a process for personal development and expression as well as for creating an aesthetic product
 - Grasp the unique ability of the arts to encourage empathy and build a sense of community
 - Possess knowledge of the everyday culture of another country (major customs, cultural commonplaces, and daily routines) and can identify similarities and differences between it and American culture
 - Possess, as a result of non-native language study, an understanding of and an appreciation for the place of their own culture, language, and historic/ethnic heritage, as well as those of others, in a

pluralistic society

- Understand the geography of the places where a non-native language is spoken
- Understand basic principles of individual and group behavior, social organizations, and the processes of social change
- Understand the contributions made by various racial, ethnic, and religious groups to pluralistic societies, both their own and others around the world
- Demonstrate basic knowledge of the physical, economic, social, cultural, and political geography of Maine, the United States, and the world
- Understand the historical evolution of democratic principles and components of the constitutional government of the United States, as well as policy-making procedures of our local, state, and federal governments
- Show a basic understanding of world economic ideologies, systems, and practices and the global interdependence of economies
- Value and experience the opportunities for political, social, and economic participation in the life of the community
- Appreciate the inherent value of natural resources apart from their use by humans
- Respect and value all forms of life, their role in whole and healthy ecosystems, and the precarious position of our planet's environment in supporting life
- Understand work both as a means of economic survival and as an important source of personal identity and satisfaction
- Have a basic knowledge of work — careers, occupations, jobs, and the structure and functions of the labor market (national, state, and local)
- Are aware of their individual interests, aptitudes, skills, and values in relation to demands of the workplace; set goals for future work and understand the necessary preparation
- Understand the value of dependability, productivity, and initiative in all areas of life, including the world of work
- Seek out a fair share of the work load and manage time responsibly
- Work cooperatively and actively in group decision making, whether in small groups or in the larger society; are able to listen, share opinions, negotiate, compromise, and help the group reach consensus



COMMUNICATION

The ability of human beings to communicate through a variety of media with a high degree of specificity is one of our most remarkable achievements. In a rapidly-changing world, communications skills will become ever more essential to our students' future success.

Students with a common core of knowledge . . .

- Communicate clearly — orally, in writing, and with graphics
 - Have a strong command of standard oral and written language conventions
 - Demonstrate basic proofreading and editing skills
 - Use handbooks and reference books to locate language terminology and rules
 - Use writing to record the thoughts of others
 - Reflect on and evaluate their own language use, including choosing the level of language (formal, colloquial, slang) appropriate to the setting in which they find themselves
 - Understand the role of symbols as a means of human expression
- Use oral and written language in all its varieties to get things done, to take charge of their lives, to express their opinions, to function as productive citizens, and to entertain and enjoy themselves and others
- Demonstrate awareness of gender stereotyping and cultural bias in our language

- Can use technology-based (CD ROM, interactive video, multimedia, telecommunication, etc.) and traditional ways of acquiring information
- Understand the similarities and differences in the ways various social, vocational, and cultural groups use language
- Can use
 - Database management skills to organize information
 - Word-processing skills to convey ideas
 - Spreadsheet and graphing skills to express ideas quantitatively
- Understand the capabilities of the computer and use it as a creative learning tool
- Can express their ideas and emotions through participation in one or more of the visual and performing arts
- Can use and understand language appropriate to each art form when discussing and interpreting art works
- Can communicate and understand others in more than one language
 - Can ask and answer questions in another language and maintain a simple conversation in areas of immediate personal need
 - Can read, understand, and write in individual sentences or a short paragraph in another language authentic information about everyday topics
- Can understand and use the language of mathematics, orally and in writing, including the ability to express mathematical ideas through measurement and with physical material, pictures, diagrams, and graphs
- Have sufficient knowledge of the vocabulary and methods of science to be intelligent consumers and responsible users of scientific information
- Have mastered the numerical skills of science, including basic dexterity with numbers, competency with simple calculators, the ability to make estimations, and an appreciation for the vast differences among orders of magnitude from the subatomic to interstellar space



REASONING AND PROBLEM SOLVING

Knowledge is power. We must help students want to gain knowledge, show them how to get it, and encourage them to use it to reach a new understanding or to create a new product. We must help students learn to reflect on their processes of learning, regardless of their field of study.

Students with a common core of knowledge . . .

- Have developed attitudes and thinking skills essential to lifelong learning: curiosity and openness to new ideas, creativity, integrity, diligence, fairness, skepticism, and imagination
- Can think logically and solve problems by
 - Observing carefully
 - Defining the problem
 - Framing useful questions
 - Designing experiments that can answer those questions
 - Gathering and selecting information
 - Analyzing data — comparing and contrasting, seeking patterns, deducing sequential order, and developing tables/graphs/rules
 - Considering and testing more than one solution
 - Justifying strategies and solutions
 - Applying strategies and solutions to new situations
- Find tools in all areas of study to solve problems, investigate content, and develop thinking skills

- Recognize the interrelationships of the basic principles within an area of study
- Can easily make connections and move between and among the various areas of study
- Use language to understand themselves and others, to make sense of their world, and to reflect on their lives — by telling and listening to stories; by reading novels, poetry, and biographies; and by keeping journals or logs
- Can, as competent language users,
 - Use prior knowledge to comprehend new oral or written texts
 - Know when they don't know or don't understand oral or written language and have strategies for clarifying their thinking — by asking questions, rereading, or writing to learn
 - Respond to the material they read, hear, or watch by questioning, connecting, evaluating, and extending
 - Understand literal messages read or heard
 - Read and listen critically and interpretively
 - Make connections within and among texts
 - Use other readers' experiences with, responses to, and interpretation of texts
 - Hear literature, appreciating its sounds and cadences
- Recognize when language is being used to manipulate, coerce, or control them, and use language as an effective response to such attempts
- Understand that writing is a process that involves planning, drafting, giving and receiving feedback, revising, editing, and publishing
- Sustain concentration and commitment to problem solving over necessary lengths of time using oral or written language as a means of organizing and recording thoughts
- Understand enough about their individual learning styles to explain how they best become able to talk and/or write about an idea
- Understand how the arts, because of their power to move us, can be misused to exploit and manipulate masses of people
- Can create an original work in one of the fine arts or perform an interpretation of an existing work in one of the performing arts
- Can use the formal elements of the arts to make aesthetic judgments
- Can make number sense
 - Use estimation in both solving problems and in checking the reasonableness of the results
 - Explore relationships among representations of, and operations on, whole numbers, fractions, decimals, integers, and rational numbers

- Select and use an appropriate computational method from among mental arithmetic, paper-and-pencil, calculator, and computer methods
- Understand and can apply concepts of ratio, proportion, and percent in a variety of situations
- Use mathematical models, facts, properties, and relationships to explain their thinking
- Can create experimental and theoretical models of situations involving probabilities using traditional and computer-based technologies
- Use basic statistical methods to describe, analyze, evaluate, and make decisions
- Can represent a situation that involves variable quantities with expressions, equations, inequalities, and matrices (basic abstract algebra)
- Recognize and formulate real-world problems from situations within and outside mathematics
- Understand personal economics and have the ability to manage money
- Demonstrate fundamental scientific manipulation skills — reading scales and gauges, diluting liquids, mixing solid substances based on prescribed proportions, trouble-shooting common mechanical problems, and making simple electrical connections





THE HUMAN RECORD

The study of the human record not only includes the actions and events of the past but also the constructs of human thought and creativity as they have evolved through time. The human record includes works of literature and the arts; scientific laws and theories; and concepts of government, economic systems, philosophy, and mathematics. In fact, much of what we now think of as "subject matter" in today's curriculum belongs in this section.

Students with a common core of knowledge . . .

- Are able to read, for a variety of purposes, diverse types of material, including poems, stories, novels, drama, and expository texts in both print and electronic media
- Are familiar with works of diverse literary traditions — works by women and men of many racial, ethnic, and cultural groups in different times and parts of the world, including Shakespeare, the Bible as literature, and classical mythology
- Are familiar with contemporary and enduring works of American literature and have a sense of how important themes of American experience have developed through time
- Have a basic understanding of the history and structure of the English language
- Understand and appreciate the unique qualities of each of the art forms — drama, dance, music, and the visual arts
- Have a basic knowledge and understanding of art forms from various cultures and historical periods

- Understand how libraries and other repositories of human knowledge are organized
- Know about themselves as a species — the human life cycle, how we are distinguished from other life forms, the ways we learn and reason, and how we function biologically
- Know how to prevent or control diseases and disorders, including HIV (AIDS) infection
- Understand the role of daily physical activity in contributing to personal health and well-being
- Realize that scientific theories are creations of the human mind and can change with new developments
- Appreciate the impact of significant scientific discoveries and grasp the changes in human history brought about by the evolution of scientific thought
- Understand the atomic basis of the structure of matter, the existence of the basic forces of nature, the behaviors of the various stages of matter, and the common changes that various types of matter undergo
- Are aware of the forces that shape the earth as well as the universe and recognize that both order and chaos are present
- Appreciate that transformations of energy pervade biological, chemical, geological, and physical systems
- Understand the basic mechanical, optical, electrical, and magnetic workings of the physical world as well as the fundamental laws governing the motion of objects
- Understand the roles played by cell theory, plant and animal structure and function, ecological relationships, the principles of genetics, and evolution in our living environment
- Have a working understanding of the concepts, processes, and systems of technology, and of the safe and effective application of tools, materials, and machines
- Understand and apply the core concepts embedded in each of the social sciences — history, geography, political science, economics, philosophy, sociology, psychology, and the humanities
- Understand and be able to apply fundamental themes in geography: location, place, relationships within places, movement, regions, and global interdependence
- Understand the eras and major concepts in world history and in American history
- Understand the democratic principles upon which the United States was founded
- Demonstrate a working knowledge of the Declaration of Independence and the United States Constitution

WHAT MUST HAPPEN IN MAINE SCHOOLS FOR THE TWENTY-FIRST CENTURY?

We, the Commission, believe that all students are capable of learning the Common Core. We realize that it will take some students longer than others and that schools will need help in accommodating various learning rates and styles. But all students can and must gain control of the Common Core if they are to live productive, satisfying, free lives in the twenty-first century. We intend the Common Core to be the basis for educational change, a vision by which the course of education in Maine can be charted for the next decade. It is not meant to define all that students will learn during their educational experience but what must be common to all students.

To achieve this goal, we need to structure educational experiences to help children learn and want to keep learning throughout their lives. Research in cognitive psychology as well as the practical experiences of educators can teach us how students learn. Knowledge about teaching and learning constantly evolves, requiring us to work in the same way we ask students to, by seeking out and applying new knowledge, by experimenting, modifying, and refining to create optimal learning conditions.

When students are provided with experiences that actively involve them and are personally meaningful, their learning increases. Students should engage in genuine communication and in solving real problems, not in filling blanks nor memorizing problem-solving strategies. They need frequent library experiences connected to their classroom learning, for instance, rather than information skills instruction given and received in isolation. Texts and lessons that provide instant access to information or the simple steps to a thinking process hamper the development of students' skills in locating information and applying it to other situations. These skills are indispensable for today's youngsters, who "must realize that information, in whatever format, is our link with the best in human achievement, culture, and feelings."¹

Similarly, our youngsters need more access to computers in school if they are to be ready for the challenges of their adult world. Computer-related technology should be a fundamental instrument in the curriculum, not an extra. Schools need more help in keeping pace with the technological realities of our society.

We, the Commission, believe that all students are capable of learning the Common Core.



The lack of opportunity for interaction with fellow students in today's schools also limits students' intellectual and emotional growth. Few places in our society isolate people from one another as completely as schools. Instead of prohibiting interaction, schools should encourage students to work together. Such learning has many benefits. Discussing the content of a lesson and listening to how others process information helps students establish a knowledge base upon which to build more complex understandings. Learning with others promotes empathy and a regard for different points of view.

Schooling cannot be separated from a student's identity, self-esteem, and feelings. Youngsters who lack confidence in their ability to do something probably will not do it. Similarly, students who accomplish tasks easily and achieve excellence but have little support from home and community may come to believe such accomplishment is not valued. As children gain knowledge and understanding about the world, they need also to learn about the worth of each individual. Educational systems must neither label children in deleterious ways nor employ groupings that exclude some students from an education of quality.

We intend the Common Core to be the basis for educational change ...

We need to allow youngsters to arrive at the Common Core through uncommon means and in varying times.

If we wish our young people to be both competent and confident as they leave our educational system, our model of instruction should not be governed by time. Learning isn't a race; finishing first should bring no prize. People learn at different rates. To accommodate their differences, we need to know the level of competence we want students to achieve, where they are in relation to that level, and how we can best help each student reach the goal. We need to allow youngsters to arrive at the Common Core through uncommon means and in varying times.

Commission members are concerned that some youngsters, particularly those with special needs, might be considered exempt from the goals of this document. We believe exceptional students should experience the Common Core of Learning to the degree that they are able, with the support of teachers who build on their strengths. The Individual Education Plan (IEP) is the vehicle for identifying which learning outcomes are appropriate for a given student.

Some people may criticize the Common Core of Learning as possible only in an ideal society. The members of the Commission do not believe that we live in an ideal society; we do, however, believe we live in a society of ideals. In matters pertaining to the education of our youth in Maine, only the highest ideals are acceptable. The quality of life in Maine depends upon their realization.

Likewise, some may be concerned that the Common Core will become a legislated mandate and that districts will have to quickly begin implementation. We do not believe the types of changes proposed by the Common Core can be mandated. We believe instead that the process of change can begin with every community examining its beliefs about learning and the potential of its children. Thus, the residents of every Maine community could use the Common Core of Learning as a catalyst for community discussions about education.

A vision of a common core requires that members of the community, including school personnel, become actively involved in the educational process. In the past, we have too often relied on educators to articulate the educational goals for our youth. We cannot

We do not believe the types of changes proposed by the Common Core can be mandated.



expect that educators alone can effect the types of fundamental changes we envision. Parents, students, business people, and other community members can share the task of helping to define the community's educational values, and they can use their shared values as a basis for educational practice. We need to examine how these beliefs are translated into practice not only within the schools but also within the community. Do the schools operate in ways that support the educational values of the community? Do local businesses support schools in their employment practices? Do all residents have educational opportunities that are congruent with the community's educational values? What would a community be like where people had a commitment to personal and global stewardship? What would change? What would remain the same? How could this belief become a basis for action in schools as well as in the community?

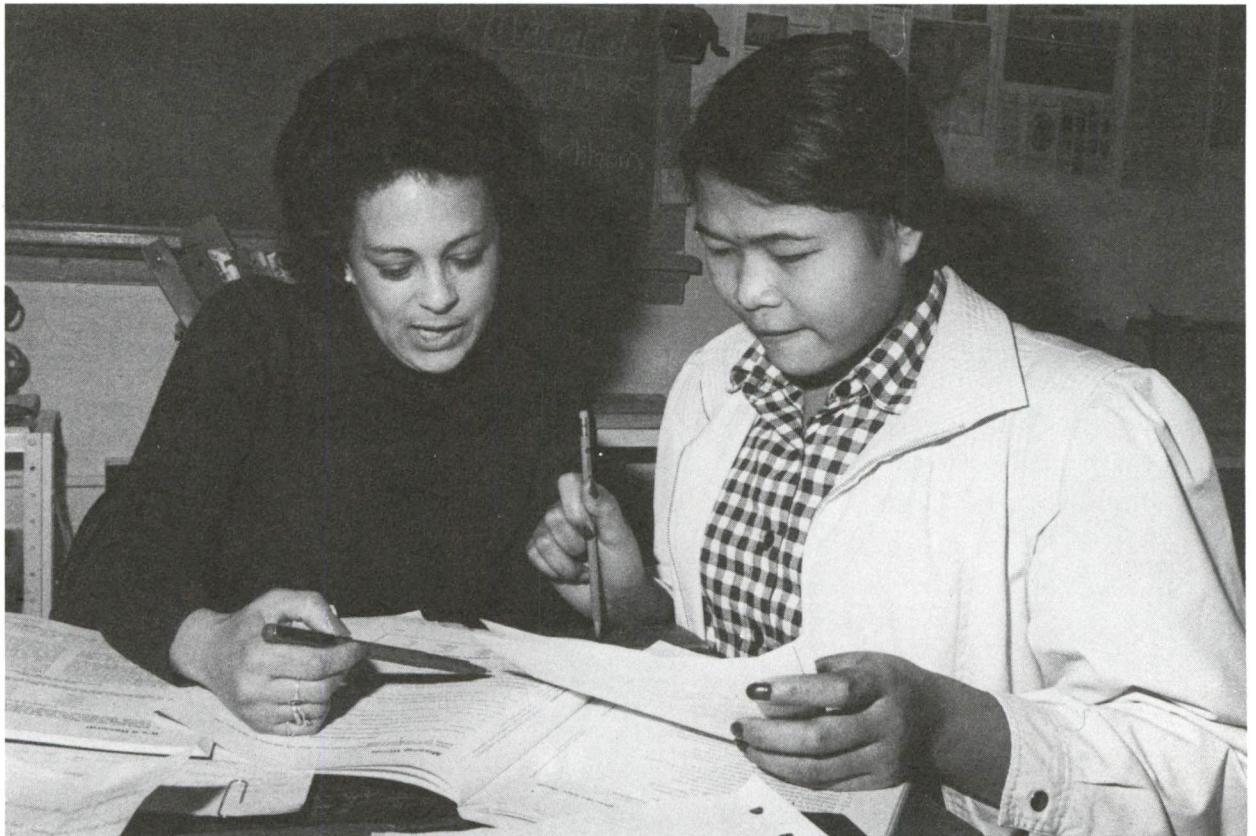
Changing how our children are educated is a dynamic process, constantly evolving, continually renewing. It requires, from us all, energy, commitment, introspection, and a vision that all students can obtain a common core of learning.

It requires, from us all, energy, commitment, introspection, and a vision that all students can obtain a common core of learning.

**We must be advocates
for and participants in
lifelong learning....**

Our schools need teachers and administrators with the courage, vision, and energy to lead change efforts. They need time and resources to reflect collaboratively on students, curricula, and teaching to decide which knowledge, skills, and attitudes are best taught by integrating subjects and which are essential to specific subjects. Their criteria for making such decisions must always be the optimal growth of young people.

We, as parents and other members of the community, need to celebrate and help the efforts of our educators. We must vote to commit funds for improving and updating educational programs, resources, and facilities to make modern technology a part of the daily functioning of the school. We must become partners with schools to expand educational opportunities for students and to collaborate with them about program offerings. We must be advocates for and participants in lifelong learning in many ways, including support for and use of our libraries. But above all we, as parents particularly, must be instrumental in developing our children's abilities.



Maine's Department of Education and our local communities need to actively support school efforts. State government and our school boards need to show a degree of regulatory flexibility with schools as they progress toward helping students achieve the Common Core. They need also to offer school staffs financial, technical, and moral support for risk taking. They need to allocate more resources and allow current resources to be reapportioned to provide teachers with better pre-service and in-service training.

We cannot support educational change without some assurance that change efforts are making a difference. Accountability is imperative. Evaluation, however, cannot be limited to standardized assessment of student progress. We need to expand assessment to include portfolios, demonstrations, student products, and student performances. This information will not only give a true picture of individual student achievement but also provide communities with a more accurate picture of the strengths and weaknesses of their schools' programs.

As we pursue the Common Core, we must know that none of us is acting alone. We all — students, educators at all levels, parents, employers, citizens, government agencies — are doing this together. We all need to be initiators as well as supporters. We need to be partners. Our children deserve an education that will ensure their chances of a prosperous and productive adulthood. It is an investment in our future as well.

**Our children deserve
an education that will
ensure their chances
of a prosperous and
productive adulthood.**

APPENDIX: THE COMMON CORE OF LEARNING ORGANIZED BY SUBJECT AREA





APPENDIX: THE COMMON CORE OF LEARNING ORGANIZED BY SUBJECT AREA

INTRODUCTION

Although the knowledge, skills, and attitudes presented in Maine's Common Core of Learning can be organized according to the familiar areas of study, the "lines" between them are, in fact, fluid, not lines at all. Students need to explore areas of commonality between and among subjects as well as the subjects themselves.

Certain skills and attitudes apply across all areas of study and are not new. They are, however, becoming more essential than ever to the future success of Maine's citizenry. These critical common skills and attitudes should be developed and encouraged in every classroom.

Academic Skills

- Curiosity and the habit of lifelong learning
- Clear oral, written, and graphic communication
- Ability to communicate and understand others in more than one language
- Ability to think creatively
- Ability to think logically and make informed judgments, especially in the use of evidence to support general statements or opinions
- Skill in solving problems: defining a problem, framing useful questions, gathering and selecting information, analyzing data, considering and testing possible solutions, and applying strategies to new situations
- Ability to find, select, evaluate, organize, and use information in various formats from libraries and other repositories
- Skill in evaluating the reliability of information from video, audio, and printed sources, including advertising and the mass media
- Ability to adapt quickly to new situations and react to new information
- Ease and flexibility in making connections and moving among various disciplines of thought
- Understanding that technology is a tool in the hand of the learner

Personal Skills and Attitudes

- Ability to accept responsibility for personal decisions and actions
- Ability to state their own needs
- Academic honesty and the ability to face challenges with courage and integrity
- Ability to develop and maintain a healthful lifestyle
- Empathy and courtesy for others and respect for differences among people and cultures
- Self-confidence and a willingness to risk mistakes in order to learn
- Ability to concentrate and persevere on tasks
- Willingness to seek out a fair share of the work load and manage time responsibly
- Skill and a willingness to work cooperatively with others, including ability to listen, share opinions, negotiate, compromise, and help a group reach consensus
- Reverence for all forms of life and a regard for the interdependence of life forms

*Work without Hope
draws nectar in a sieve,
Hope without an Object
cannot live.*

— *SAMUEL TAYLOR COLERIDGE*¹

The quality of the Maine workforce in the twenty-first century depends upon the skills and understanding of the people working. To work productively, we need to understand how a workplace functions, how the people, tools, materials, and processes interact. We need also to understand the impact these interactions have on human society.

Our labor markets and society in general are changing at an accelerating pace. The number of Maine residents in the labor force is declining and will continue to decline over the next several decades. Most workers will change jobs many times throughout their working lives. To thrive in this changing world, individuals need skills for personal relationships and growth, skills that offer a broad range of personal and work choices.

Students with a common core of knowledge:

Personal and Global Stewardship

- Have a basic understanding of the changing roles of men and women in an increasingly diverse society
- Are aware of their individual interests, aptitudes, skills, and values in relation to demands of the work place; set goals for future work and understand the necessary preparation
- Recognize the value of dependability, productivity, and initiative in all areas of life, including the world of work
- Understand work both as a means of economic survival and as an important source of personal identity and satisfaction
- Have ability to make informed career and life choices
- Have a basic knowledge of the development of modern technology and its effects on people, human culture, and the environment
- Have a basic knowledge of work — careers, occupations, jobs, and the structure and functions of the labor market (national, state, and local)

Communication

- Use language, written and verbal, to work cooperatively and effectively with others

Reasoning and Problem Solving

- Can solve problems by
 - Observing carefully
 - Defining problems and framing useful questions
 - Creating experiments or designing solutions
 - Gathering, selecting, and analyzing data
 - Testing more than one solution
 - Justifying strategies and solutions
 - Applying strategies and solutions to new situations

The Human Record

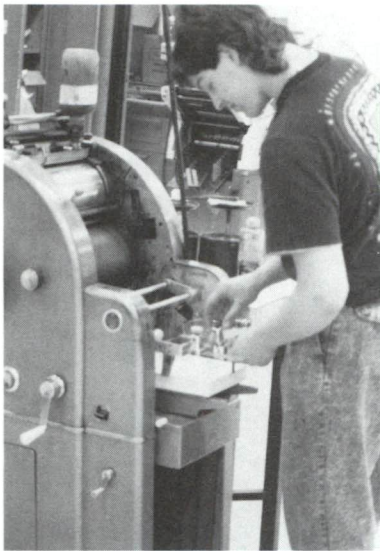
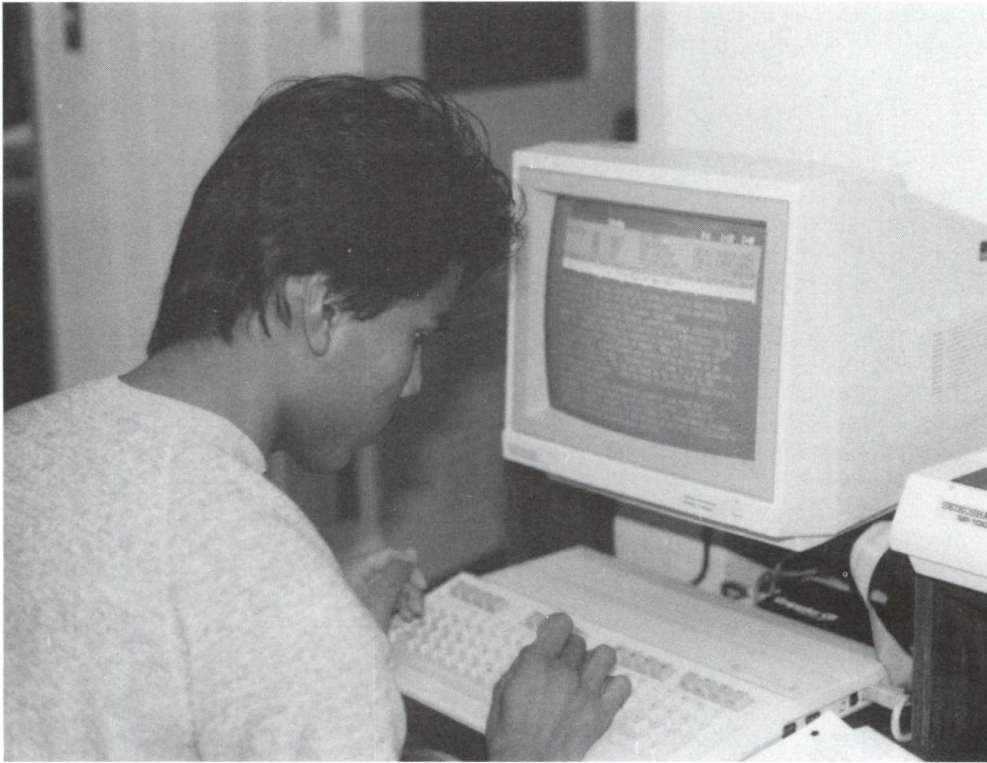
- Have a working understanding of the concepts, processes, and systems of technology through time, and of the safe and effective application of tools, materials, and machines

Implications for Teaching

Applied technology and vocational educators have a wealth of knowledge and skill in teaching methods that require youngsters to solve real problems. They structure learning situations to link the abstract with the concrete, motivating students by showing them the relevance of each task. Students are coached to explore the natural connections among subject areas and thus become active learners.

Applied technology and vocational educators, therefore, have a special role to play in helping Maine schools achieve the vision set out in the Common Core. If "academic" and "vocational" teachers are brought together in interdisciplinary teams, the distinctions between these courses will be erased and creative use of all members' expertise in pedagogy and curriculum can be made. As a result, all students can be helped to reach Common Core outcomes more effectively as they see connections between their theoretical learning and the practical research and design problems they are asked to solve. They will also be helped to link the activities of school and work as they study the application of their developing knowledge, skills, and attitudes to careers.

Vocational-technical facilities can serve as laboratories for all students, with instructional teams creating learning experiences that integrate concepts and practices across curriculum areas.



*Art is the imposing of a pattern on
experience, and our aesthetic
enjoyment in recognition of the pattern.*
— ALFRED NORTH WHITEHEAD²

The fine arts give us things of beauty. They challenge and extend human experience, providing means of expressing intimate thoughts and feelings beyond ordinary speaking and writing. They are a unique record of diverse cultures and the manner in which these cultures have developed over time. The arts also provide distinctive ways of understanding human beings and nature. They are creative modes by which all people can enrich their lives, both by self-expression and response to the expressions of others.³ All Maine students must have experiences in the fine arts by the time they graduate from high school.

Students with a common core of knowledge:

**Personal and
Global Stewardship**

- Understand the arts to be a process for personal development and expression as well as for creating an aesthetic product
- Grasp the unique ability of the arts to encourage empathy and build a sense of community
- Show respect for diverse points of view and artistic expressions of other cultures

Communication

- Can express their ideas and emotions through the participation in one or more of the visual and performing arts
- Demonstrate a working knowledge of the role of symbols as a means of human expression
- Can use and understand language appropriate to each art form when discussing and interpreting art works

Reasoning and Problem Solving

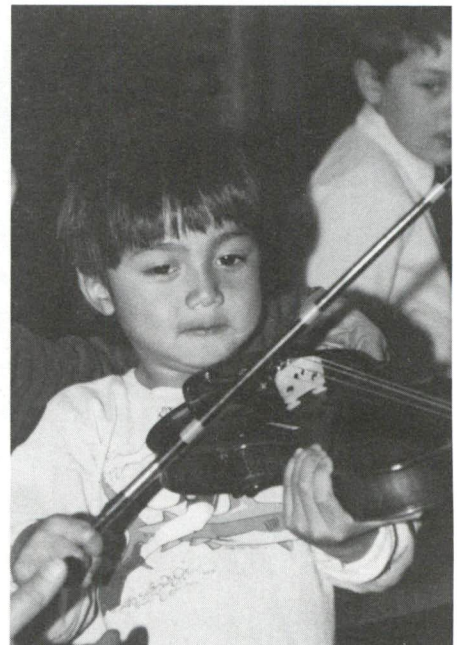
- Understand how the arts, because of their power to move us, can be misused to exploit and manipulate masses of people
- Use the arts as a means of solving problems and developing thinking skills
- Use the formal elements of the arts to make aesthetic judgments
- See connections between the visual/performing arts and other disciplines of thought

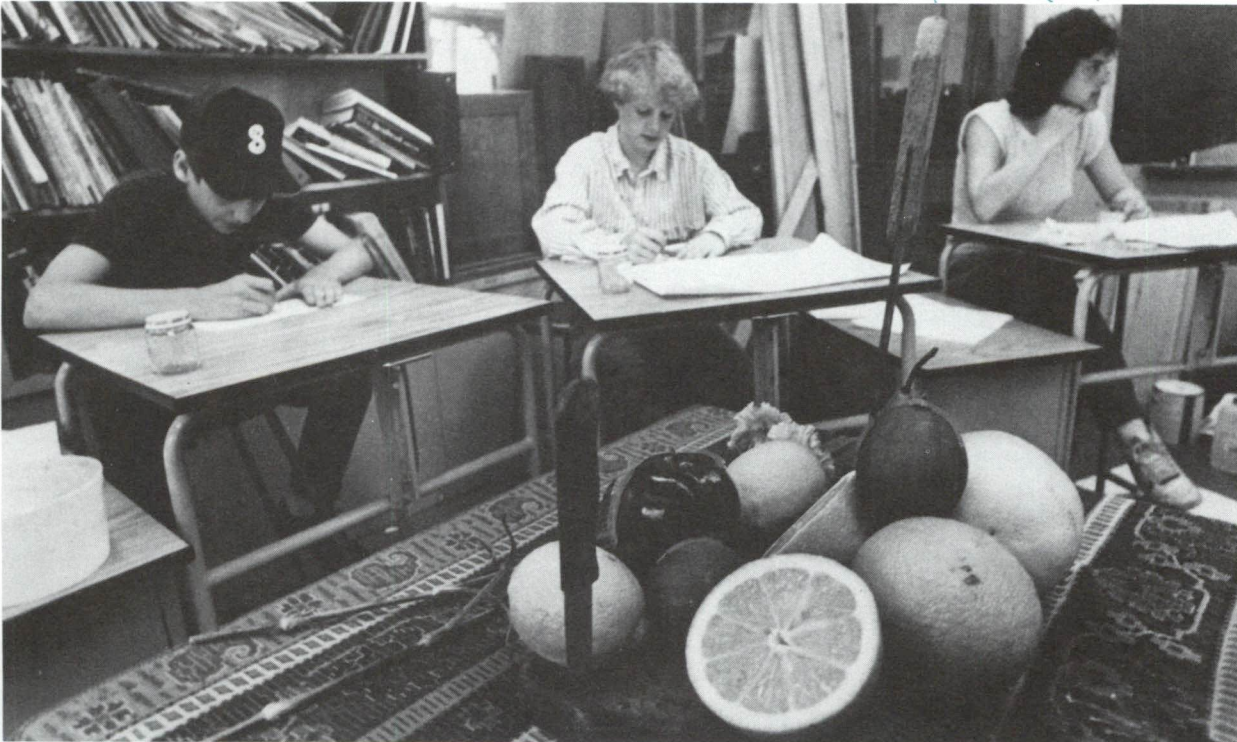
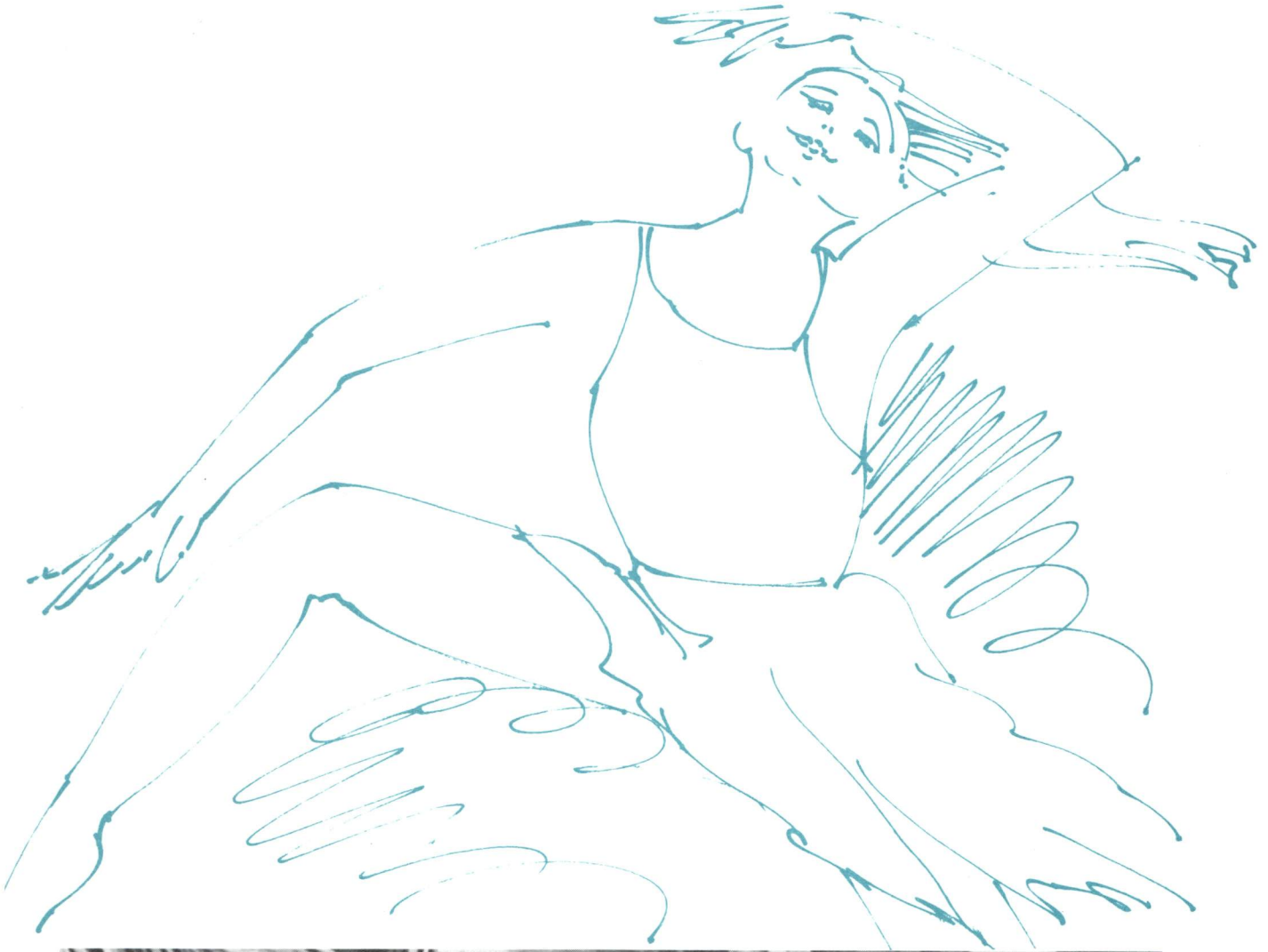
The Human Record

- Understand and appreciate the unique qualities of each of the art forms — drama, dance, music, and the visual arts
- Have a basic knowledge and understanding of art forms from various cultures and historical periods

Implications for Teaching

The study of the arts should engage students through their bodies, minds, and senses, making them active participants — as makers or doers, as members of a cultural community that understands and appreciates the arts, and as people familiar with a shared human artistic heritage. The arts are not for an elite. Visual and performing arts skills are fundamental tools for lifelong communication and self-exploration. For students to learn an appreciation for and understanding of the arts in history, science, and language, art study should be related to other subjects whenever possible.





... the big story of the 1990's will not be high-tech, but a renaissance in the arts, literature, and in spirituality . . . Science and technology don't tell us what it means to be human. The arts and literature and religion do that.
 — JOHN NAISBITT⁴

The fundamental need for a sense of meaning and common human experience is a province of the English language arts. All students share this need, learn best when it is frequently and explicitly addressed in their schooling, and can explore it effectively through literature study.

The English language arts also form the foundation for effective communication, which depends upon a citizen's ability to speak, listen, view, read, and write. These skills, essential to the health of a democracy, are ever more important because of technological advances that have resulted in a modern explosion of communications media. The sophisticated devices that allow us to communicate more quickly over distances are still dependent upon the basic language arts.

Students with a common core of knowledge:⁵

Personal and Global Stewardship

- Find satisfaction in reading and writing and make those activities part of their everyday lives

Communication

- Communicate clearly — orally, in writing, and with graphics
 - Have a strong command of standard oral and written language conventions
 - Demonstrate basic proofreading and editing skills
 - Use handbooks and reference books to locate language terminology and rules
 - Reflect on and evaluate their own language use, including choosing the level of language (formal, colloquial, slang) appropriate to the setting in which they find themselves
- Use oral and written language in all its varieties to get things done, to take charge of their lives, to express their opinions, to function as productive citizens, and to entertain and enjoy themselves and others
- Demonstrate awareness of gender stereotyping and cultural bias in our language

Reasoning and Problem Solving

- Recognize when language is being used to manipulate, coerce, or control them, and use language as an effective response to such attempts
- Use language to understand themselves and others, to make sense of their world, and to reflect on their lives — by telling or listening to stories; by reading novels, poetry, and biographies; and/or by keeping logs or journals
- Understand their individual learning styles, how they are best able to talk and write about an idea
- Will, as competent language users,
 - Use prior knowledge to comprehend new oral or written texts
 - Know when they don't know or don't understand oral or written language and have strategies for clarifying their thinking — asking questions, rereading, or writing to learn
 - Respond to the material they read, hear, or watch by questioning, connecting, evaluating, and extending
 - Understand literal messages read or heard
 - Read and listen interpretively and critically
 - Make connections within texts and among texts
 - Use other readers' experiences with, responses to, and interpretations of texts
 - Hear literature, appreciating its sounds and cadences
- Understand that writing is a process that involves planning, drafting, giving and receiving feedback, revising, editing, and publishing
- Sustain concentration and commitment to problem solving over necessary lengths of time using oral or written language as a means of organizing and recording thoughts

The Human Record

- Are able to read, for a variety of purposes, diverse types of material, including poems, stories, novels, drama, and expository texts in both print and electronic media
- Are familiar with works of diverse literary traditions — works by women and men of many racial, ethnic, and cultural groups in different times and parts of the world, including Shakespeare, the Bible as literature, and classical mythology
- Are familiar with contemporary and enduring works of American literature



and have a sense of how important themes of American experience have developed through time

- Demonstrate knowledge of how language works and reflect about such things as the relationship between thought and language, the ways people use language and other symbol systems to communicate, the history and structure of language, and the similarities and differences in the ways various social, vocational, and cultural groups use language
- Have a basic understanding of the history and structure of the English language
- Understand how libraries and other repositories of human knowledge are organized

Implications for Teaching

The English language arts has recently undergone redefinition based on extensive research in linguistics, learning theory, language development, and literature. The standard English program as many of us know it has significantly changed.

The central concern of language arts studies is to develop students' ability to use language to help them control their lives — through communication, reflection, and understanding. To do so, students must be active learners.

We must design learning around ideas, concepts, and themes that make sense to students' daily lives. In all areas of study, they need to practice language arts strategies and receive feedback to help them improve. We must encourage and expand the interest in language that students bring with them when they first come to school — by ourselves, teachers as well as parents, being active, visible readers and writers.

सत्यमेव
जयते

Although Hindi is the third most commonly-spoken language in the world, few Americans would be able to read this quotation ("Truth will triumph."). Additionally, few Americans speak Mandarin Chinese, the world's most commonly-spoken language, or Japanese, the language of one of our most important trading partners. Certainly the Japanese recognize the advantage of speaking English: about 10,000 Japanese salespersons speak English, while fewer than 1,000 American salespersons speak Japanese. We don't fare any better with the language of our superpower colleague, the U.S.S.R. — there are more teachers of English in the Soviet Union than there are students of Russian in the United States.

Non-native language study is crucial for our national trade, diplomacy, and defense efforts. Knowing the languages and cultures of other countries prepares us to understand more about our planetary neighbors and communicate more effectively with them.

The study of foreign languages will help prepare Maine students for life and work as world citizens of the twenty-first century. Non-native language teaching must also develop students' cultural understanding, enabling them to apply what they have learned to authentic situations both at home and abroad.

Students with a common core of knowledge:

Personal and Global Stewardship

- Possess knowledge of the everyday culture (major customs, cultural commonplaces, and daily routines) of the country whose language they have studied
- Understand the geography of the places where the language is spoken
- Identify both similarities and differences between American culture and the culture(s) associated with another language
- Possess, as a result of non-native language study, an understanding of and appreciation for the place of their own culture, language, and historic/ethnic heritage, as well as those of others, in a pluralistic society
- Demonstrate increased confidence and empathy as world citizens
- Show heightened ability to understand and cope with unfamiliar situations, both in their own culture and in the culture of another country

Communication

- Can speak and understand, in a non-native language, simple statements necessary for basic survival in the target culture
- Can write in another language a clear, concise series of sentences or a short paragraph about familiar everyday topics

Reasoning and Problem Solving

- Can ask and answer questions in another language, and maintain a simple conversation in areas of immediate personal need

The Human Record

- Can read and understand, in individual sentences or a short paragraph in another language, authentic information about everyday topics

Implications for Teaching

Practices in foreign language teaching and learning have changed dramatically over the past few years. A focus on what students can actually do with a language is replacing passive rote memorization of dialogues and grammatical structures. The emphasis is on the message, not the form. The foreign language classroom environment should be dynamic, positive, and non-threatening as students actively participate in exercises and activities that foster real communication.

Instruction in foreign languages can begin in the early elementary grades when a child's interest in and ability to learn language is at its peak and can extend from kindergarten through high school. Skills development in listening, speaking, reading, and writing should be presented in authentic cultural contexts. Only through an extended sequence of language learning and practice can students achieve a higher level of proficiency.

We need to introduce languages not presently taught in our schools, such as Mandarin Chinese, Russian, and Japanese. With more widespread opportunity and encouragement to study these tongues, and perhaps even more importantly the cultures associated with them, students, as future American citizens, will be able to deal more effectively with trading and diplomatic partners of the United States.



Physical and mental health dimensions of educating [the young], dimensions so vital to the ancient Greeks, are largely lost on us Americans . . . In the view of 70 percent of all U.S. teachers, poor health and under-nourishment are problems for their students . . .

Although good health does not guarantee that students will be interested in learning, ample evidence suggests that the absence of good health lowers students' academic performance. The most obvious example is absences.
— CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT⁶

A 1989 large-scale study by the University of Maine revealed that Maine school children are not as physically fit as many of their peers in other states, particularly in areas of cardiovascular fitness and body composition (fat-to-muscle ratio).⁷ A quick glance at a daily newspaper, which commonly reports statistics about Maine children and teens at risk, confirms that many Maine youngsters suffer mental and emotional problems that affect their ability to learn. These factors relate directly to the quality of life for these young people, including their potential to become productive citizens.

Students with a common core of knowledge:

Personal and Global Stewardship

- Have skills that enhance their personal well-being
 - Decision-making ability
 - Interpersonal skills
 - Critical thinking and problem-solving skills
 - Ability to manage stress
 - Ability to cope successfully with peer pressure and media messages urging dangerous or unhealthful behaviors
- Participate daily in physical activity and assess, develop, and maintain physical fitness
- Understand basic concepts of growth and development, sexuality, family life, and parenting
- Select leisure time activities that develop and enhance wellness
- Understand and practice self-care health skills, including good nutrition,

safety and first aid, and avoidance of alcohol, tobacco, and other drugs

Communication

- Communicate directly and honestly with others
- Have the ability to state their own needs

Reasoning and Problem Solving

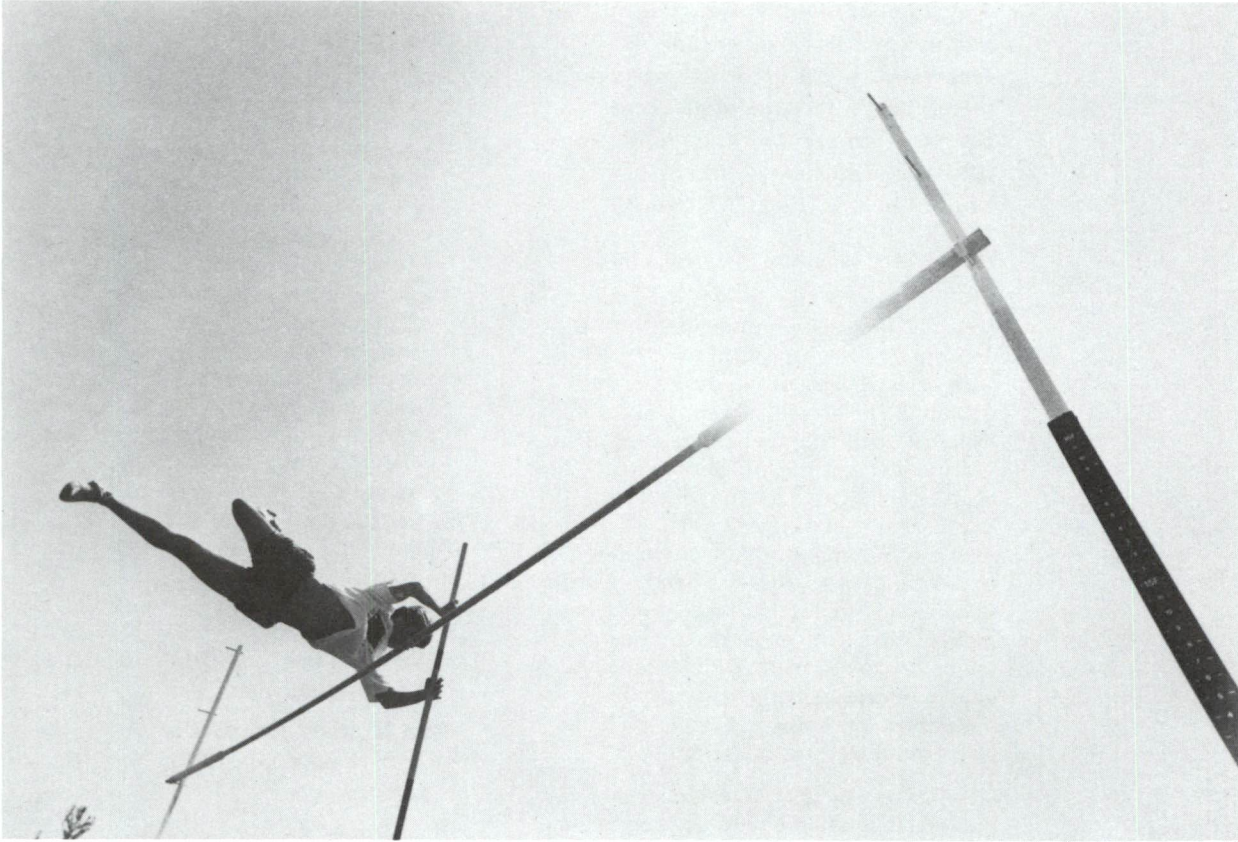
- Have the ability to form and sustain healthy relationships
- Know when, where, and how to gain access to good health care
- Understand personal economics and have the ability to manage money

The Human Record

- Understand the role of daily physical activity in contributing to personal health and well-being
- Know how to prevent or control diseases and disorders, including HIV (AIDS) infection

Implications for Teaching

Health and physical education studies during their school years help students learn and provide direction for their life-long productivity, well-being, and satisfaction. These studies actually constitute a "wellness" program — a holistic approach to physical, mental, and emotional health — that can be conducted with a comprehensive, sequential framework daily throughout the school years. It can be integrated with the student's *whole* life, including that of family and community. Students should be involved in learning activities that model good physical, mental, social, and emotional health practices. Similarly, we need to provide, as part of the classroom routine, early and sustained counseling for the achievement of personal aspirations (for postsecondary work or schooling, for instance) through a coordinated and integrated program of instruction.



The national spotlight is turning on mathematics as we appreciate its central role in the economic growth of this country . . . Mathematics must become a pump rather than a filter in the pipeline of American education. — EVERYONE COUNTS®

A review of the news is powerful evidence that the world is often described in mathematical ways. All seven articles on one page in a recent issue of *The New York Times*, for instance, included mathematical details, from voting patterns in Chicago, to compliance figures for the asbestos law, to production statistics of Vermont's maple syrup industry. Advances in our technological society cause an abundance of data daily to bombard us. As a result, mathematics skills must extend beyond the ability to calculate. Citizens must be able to interpret, evaluate, recognize patterns, make comparisons, and understand relationships from data.

The overall goal of teaching mathematics should be to develop in each learner an understanding of mathematics that lasts a lifetime and grows to meet changing demands. Students must be equipped with the mathematical skills that afford them the flexibility, adaptability, and creativity to function as productive citizens in the changing technological society of the twenty-first century.

Students with a common core of knowledge:

Personal and Global Stewardship

- Understand the value of applying mathematics to everyday situations
- Have confidence in their ability to use mathematics meaningfully

Communication

- Can use and understand the language of mathematics
- Can represent a situation that involves variable quantities with expressions, equations, inequalities, and matrices (basic abstract algebra)
- Use patterns and relationship to analyze mathematical situations, including the development of tables, graphs, and rules

Reasoning and Problem Solving

- Recognize and formulate real-world

problems from situations within and outside mathematics

- Can make number sense
 - Use estimation in both solving problems and checking the reasonableness of the results
 - Explore relationships among representations of, and operations on, whole numbers, fractions, decimals, integers, and rational numbers
- Select and use an appropriate computational method from among mental arithmetic, paper-and-pencil, calculator, and computer methods
- Understand and can apply concepts of ratio, proportion, and percent in a variety of situations
- Can create experimental and theoretical models of situations involving probabilities
- Use basic statistical methods to describe, analyze, evaluate, and make decisions
- Make and test conjectures and follow logical arguments

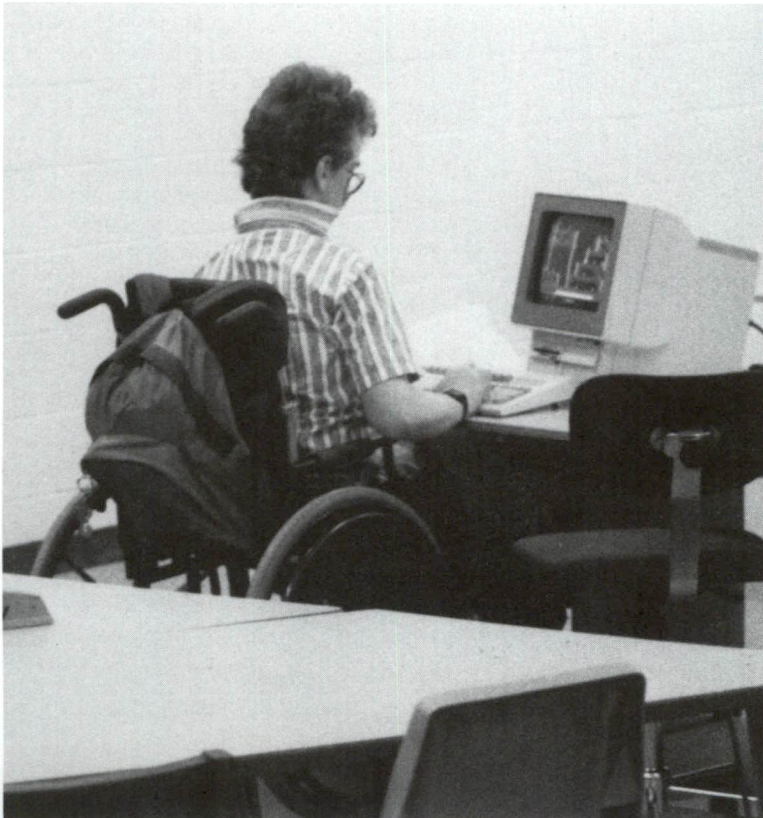
The Human Record

- Understand measurement and relationships

Implications for Teaching

Curriculum reform in mathematics must address both its content and emphasis as well as how instruction is approached. With increased availability of calculators and computers, we no longer need to focus on computation and other traditional skills that have dominated the kind of mathematics taught and the teaching methods used. The present mathematics curriculum is narrow in scope; fails to foster mathematics insight, reasoning, and problem-solving; and emphasizes rote activities. At the secondary school level this is particularly true for the curriculum of non-college-bound students, who are often wrongly assumed to be unable to engage in higher-order mathematical thinking demanded by basic abstract algebra.

We must help students understand the process of mathematics so they retain the belief that learning math makes sense. They need practical experience in relating mathematics to their everyday lives so they can choose from a variety of computational or estimation techniques depending on the situation.



Ignorance of science threatens our economic well-being, national security, and the democratic process. We must do better. — CARL SAGAN⁹

At a time when lead stories in the media describe world-shaking events such as cold fusion in a Mason jar, superconductivity, life-threatening retroviruses, and Voyager discoveries, students in the United States do poorly on international science assessments. Yet there are few, if any, jobs that have been totally unaffected by recent scientific developments or improvements.

For a society as dependent upon science and technology as ours is, tolerating a lack of basic scientific knowledge among ordinary citizens is not only unwise but risky. Concentration of the control of scientific thought in the hands of a relative few can lead to potentially devastating consequences. Therefore, all Maine students need a fundamental understanding of and ability in all areas of science and technology.

Students with a common core of knowledge:

Personal and Global Stewardship

- Realize that intrinsic to all scientific endeavors are certain basic values and attitudes, including integrity, diligence, fairness, curiosity, openness to new ideas, skepticism, and imagination
- Understand the dynamic nature of our planet and the various forces that shape the earth and the universe and recognize that both order and chaos are present
- Respect and value the diversity of life, the interdependence of all life forms and the precarious position of our planet's environment in supporting life

Communication

- Have sufficient knowledge of the vocabulary and methodology of science to be intelligent consumers and responsible users of scientific information
- Communicate ideas effectively by using the fundamental skills of writing, speaking, and listening and are able to construct graphs and use sources of information
- Have mastered the numerical skills of science, including basic dexterity with numbers, competency with simple

calculators, ability to make estimations and appreciate the vast differences among orders of magnitude from the subatomic to interstellar space

Reasoning and Problem Solving

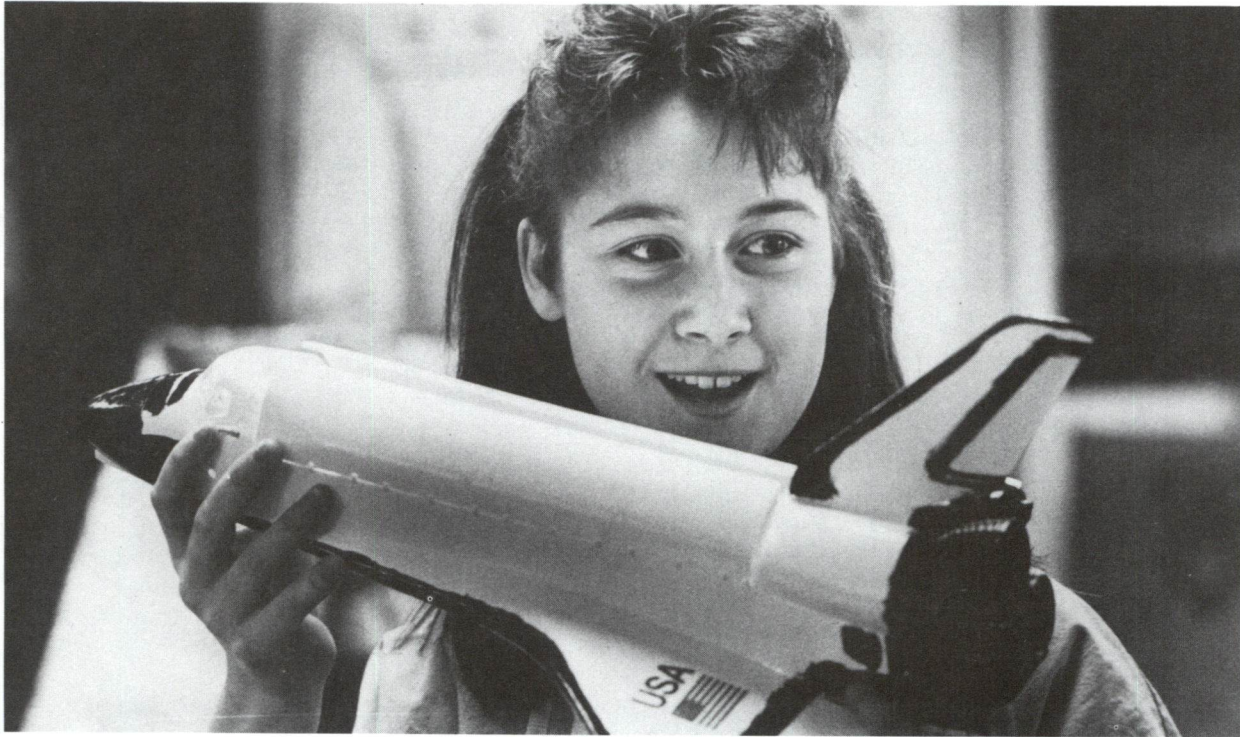
- Observe carefully, find patterns that may exist, and deduce the order in which sequenced events take place
- Can use science process skills to interpret information, offer explanations for findings, raise questions that can be tested experimentally, and design experiments that can answer those questions
- Demonstrate fundamental manipulation skills — reading scales and gauges, diluting liquids, mixing solid substances based on prescribed proportions, trouble-shooting common mechanical problems, and making simple electrical connections

The Human Record

- Know about themselves as a species — the human life cycle, how we are distinguished from other life forms, the ways we learn and reason, and how we function biologically
- Understand that transformations of energy pervade biological, chemical, geological, and physical systems
- Understand the atomic basis to the structure of matter, the existence of the basic forces of nature, the behaviors of the various states of matter, and the common changes that various types of matter undergo
- Understand the basic mechanical, optical, electric, and magnetic workings of our physical world as well as the fundamental laws governing the motion of objects
- Understand the roles played by cell theory, plant and animal structure and function, ecological relationships, principles of genetics, and evolution in our living environment
- Realize that scientific theories are creations of the human mind and can change with new developments
- Recognize the interrelationships of the fundamental principles common to all the sciences, along with their links to technology
- Understand how science and technology affect human history

Implications for Teaching

The lightning pace of current and future technological change places an especially heavy burden on today's



science and technology educators. Virtually all of our youngsters require a higher skill and comfort level with various aspects of science and technology than the average citizen of preceding generations has needed. Yet it is no longer possible for teachers to "cover the facts" of science, given that the production of new scientific and technological information is expanding exponentially. The process skills of science, however, contain some useful techniques for survival in our increasingly-complex world. These practical problem-solving skills can help to develop the higher-order thinking skills so necessary for our youngsters to succeed.

A shift in science teaching and learning is therefore taking place. Students are now being encouraged to learn science and technology through inquiry methods that actively engage them as scientific thinkers and problem-solvers, rather than treat them as passive receivers of knowledge. Hands-on activities are essential.

This mode of science and technology instruction should begin regularly in the early elementary grades, capitalizing on young children's natural capacity to wonder about the nature of the physical

world and living things and to become excited about guided discovery. Emphasis on student as doer and meaning-maker should continue in science and technology instruction through the high school years, focusing on both the logic and imagination demanded by scientific thinking.

In our secondary schools we must offer sufficient hands-on laboratory experiences to all students, with special attention given to providing more effective instruction for non-college-bound students. Their presently inadequate scientific and technological skills place them at special risk of being left behind in the economy of the future.

At all levels, effective learning of science and technology should be integrated with work in other disciplines. While this merger is most obvious with mathematics, language arts skills can be used regularly to report on and make meaning of the results of scientific inquiry. We must help students to explore the ongoing relationship between science and historical events and trends, the ethical dimensions of science and technology, and the relevance of scientific and technological knowledge to their daily lives.

Citizenship is not a spectator sport.
— ANONYMOUS

To contribute effectively as citizens in a democratic society and an interdependent world, students need to understand our society's central institutions and values as well as those of other cultures. Understanding the international context of contemporary life is essential for becoming humane, rational, creative, and productive world citizens.

The social studies focus on the complexity of our environment, historic, political, economic, geographic, cultural, and social. It is a natural integrator, combining the study and appreciation of history and the social sciences. It promotes skills and attitudes necessary for active and effective citizenship.

We all need to see our own life experiences as part of the larger human adventure in time and place. We need to understand how modern societies evolved, how they function, and how they change over time. Knowledge of past civilizations and their links to the present help us prepare for our individual and collective future.

Students with a common core of knowledge:

Personal and Global Stewardship

- Are responsible for their own learning as independent and cooperative thinkers and decisionmakers
- Appreciate their own historic and ethnic heritage as well as those of others
- Understand the rights and responsibilities of citizenship
- Value and experience the opportunities for political, social, and economic participation in the life of the community
- Understand the contributions made by various racial, ethnic, and religious groups in developing pluralistic societies, both our own and others around the world
- Understand the nature and roots of prejudice in themselves and others, as well as the ways prejudice contributes to injustice and oppression
- Demonstrate basic knowledge of the physical, economic, social, historical, cultural, and political geography of Maine, the United States, and the world

- Understand the historical evolution of democratic principles and components of the constitutional government of the United States, as well as policy-making procedures of its local, state, and federal governments
- Show a basic understanding of world economic ideologies, systems, and practices and the global interdependence of economies

Communication

- Understand and can organize information garnered from various sources, including maps, charts, graphs, globes, printed materials, film media, and the arts

Reasoning and Problem Solving

- Can integrate observations and learning from literature, art, and music into their social studies programs
- Can compare and contrast different political, economic, and social systems of the past and present
- Are responsible consumers

The Human Record

- Understand and apply the core concepts embedded in each of the social sciences: history, geography, political science, economics, philosophy, sociology, psychology, and the humanities
- Understand and be able to apply fundamental themes in geography: location, place, relationships within places, movement, regions, and global interdependence
- Understand the eras and major concepts in world history and in American history
- Understand the democratic principles upon which the United States was founded
- Demonstrate a working knowledge of the Declaration of Independence and the United States Constitution



Implications for Teaching

In an integrated social studies program, the community becomes a classroom where students can experience the democratic process and cultural richness of our society. They actively participate in the planning, monitoring, and evaluating of their learning experiences. Together they discuss, debate, and hold mock trials and other simulations, learning interactively and gaining self-confidence and skills as effective participants: planners, problem-solvers, decisionmakers, and leaders.

The process of social studies learning naturally involves the complex relationships between the individual (the student) and the world at large (the community). The goal of a social studies program is to prepare students for informed citizenry. In working towards that goal, every student should complete a community service project before graduating from high school. By so doing, students shift the focus from the community as a resource of the school toward the school as a resource of the community.



ENDNOTES

SECTION I (Notes to pages 10–16)

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2. Maine Human Resources Development Council. *Maine Human Resource Development Plan*. Executive Summary. Augusta: Maine Department of Labor, July 1, 1988. p. 2.
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5. Many of these statements have been drawn directly from National Council of Teachers of English, *The English Coalition Conference: Democracy Through Language*. Urbana, Illinois, 1989.
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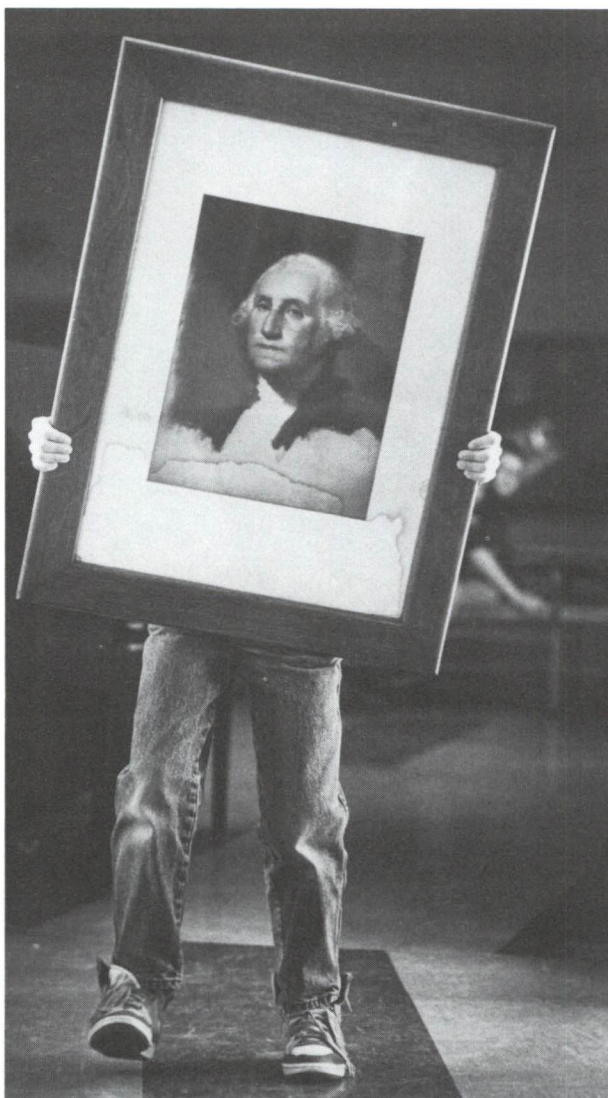
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What the people want is very simple. They want an America as good as its promise.

— BARBARA JORDAN

HARVARD COMMENCEMENT ADDRESS, JUNE 16, 1977

