

DRAFT—Proposed Revisions

5-5-15

**Jefferson County Public Schools
Traditional Program Guidelines**

Approved by the Jefferson County Board of Education

January 26, 1998

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Introduction

In 1976 Vernon Smith, Robert Barr, and Daniel Burke observed: "Optional schools diversify educational opportunities within a community. Optional schools will not replace the conventional; they will compliment it so that the optional and the conventional school together will provide educational programs that are responsive to the needs of the students."¹ Today more than two decades later, their observation is not only still true; it is a principle underlying the educational program of more and more school districts nationwide.

In Jefferson County, the Board of Education understands and regards seriously the concept of providing a wide range of programs to meet the needs of a diverse student population. To this end, the Board has approved the development of a variety of magnet and optional programs. One of the earliest and most popular magnet programs in JCPS is the Traditional Program designed to meet the need or desire of some students for more imposed direction and structure. The Traditional Program emphasizes academic, moral and physical achievement in a very structured educational setting. In addition, the Traditional Program promotes established educational goals, develops and incorporates materials traditional to the attainment of those goals, and maintains a staff who is committed to rigorous academic, moral, and physical expectations.

The Jefferson County Public Schools (JCPS) initiated the Traditional Program in 1976-77 with an elementary school at Audubon Elementary School and a middle and high school at Thomas Jefferson High School. Since that time the location of the Traditional Program has changed several times and the program has expanded to include these Board approved Traditional magnet schools and programs:

Audubon Traditional Elementary Schools
Carter Traditional Elementary Schools
Greathouse/Shyrock Traditional Elementary School
Schaffner Traditional Elementary Schools
Foster Traditional Academy (a districtwide magnet program within a resides school)
Shelby Traditional Academy (a districtwide magnet program within a resides school)
Barret Traditional Middle School
Jefferson County Traditional Middle School
Johnson Traditional Middle School
Butler Traditional High School
Louisville Male Traditional High School

¹Vernon Smith, Robert Barr, and Daniel Burke, Alternatives in Education, (Phi Delta Kappa Educational Foundation, Bloomington, IN), 1976.

Purpose

Within its structured environment, the Traditional Program stresses the following:

1. Master of skills in listening, reading, penmanship, grammar usage, composition, spelling, and mathematics.
2. Study and understanding of ~~history, government, geography, literature, economics, sciences, foreign languages (Grades Seven through Twelve)~~
 - a. English/Language Arts, mathematics, science, and fine arts (Grade K through Five)
 - b. English/Language Arts, literature, mathematics, history, government, geography, sciences, world languages, and the fine arts (Grade Six through Twelve)
3. Development and extension of logical reasoning, inquiry, and analysis.
4. Physical development in personal health, physical fitness, and recreational and competitive sports in middle and high schools.
5. Traditional concepts of patriotism, courtesy, moral values, and respect for individual rights.
6. Clearly established codes of conduct, dress, and rules of operation.

Philosophy

The Traditional Program promotes development of students' intellect, physical health, and moral values. Students are expected to achieve the goals of self-discipline and self-direction. Achievement is the reward, and the program is aimed at teaching self-discipline and respect for authority.

Traditional schooling requires acceptance of and compliance with clearly established teacher and school guidelines. Parents are expected to express agreement with and active support for school expectations to help students' adopt good personal and academic practices. In addition, parents are expected to establish a home environment that promotes achievement and to provide models for good behavior. Consequently, there will be close ties and communication between school and home.

Teachers and administrators will help parents and students understand and take full advantage of the school's resources. The school will also provide a coherent, planned progression of **standards, including** skills, concepts and knowledge that contribute to the student's sense of purpose, self-confidence, and maturity. ~~In addition, the school will provide consistent philosophy and methods of basic instruction that promote continual building of skills, concepts and knowledge.~~

The traditional Program emphasizes basic education which includes language arts (especially reading and writing) and mathematics as well as exposure to and appreciation of the arts. Enrichment promotes development of students' interests and strengths and concentrates on development of content within the prescribed course of study.

Major Goals

The basic goals for students in the Traditional Program are the following:

1. Develop the highest possible competence in basic academic skills for continued learning.

2. Establish good study habits in a quiet orderly classroom and home atmosphere.
3. Achieve predetermined and uniform **academic** standards through a specified sequence of subject matter with a quantitative measure of student progress.
4. Increase responsibility, pride, and confidence.
5. ~~Acquire the tools for mastering systematic, factual and disciplined subject matter.~~
6. ~~Develop discipline of mind and character~~ **A strong emphasis on character development** through systematic instruction and training in the concepts of facts, truth, justice, and ~~virtue~~ **fairness**, while developing an understanding and an appreciation of these values.
7. Prepare for intelligent, responsible citizenship.
8. Assume increasing responsibility for personal behavior.
9. Learn values of teamwork and cooperation.
10. Develop a ~~spirit~~ **sense** of individual achievement and competition.
11. ~~View the present and anticipate the future within an historical framework.~~
12. Develop the skills to think and proceed logically in decision making.
13. Appreciate neatness and accuracy for quality production and performance.
14. Develop abilities of an effective expression of ideas.
15. Develop an intellectual curiosity.
16. Participate successfully in a sequential ~~physical education program and nutritional program~~ **wellness program** for the physical growth of children.

Parent and Student Expectations

All Traditional Schools will require students to meet the same standards. Each school may adopt its own student handbook and teacher handbook reflecting the individuality of that setting and stating specific expectations.

Homework

Homework is essential to ensure that students' learning needs are met, to complete courses, and to provide opportunities for students to practice and apply learned skills and/or knowledge. Homework will be assigned on a regular basis as part of the course of study to encourage independent work and good study habits. Homework is also an extension of direct classroom instructions or part of a large project. All homework will be graded and returned to the students. Parents are expected to monitor the child's progress by reviewing homework. **In addition, parents are expected to provide a quiet place and time for study at home.**

Discipline

The discipline policies and procedures of the Traditional Program are based upon the policies and procedures adopted by the Board of Education. Administrators, teachers, students and parents must understand, accept, and support these discipline policies. Through this four-way understanding, Traditional Program schools operate calmly, quietly, and in an orderly fashion.

Students are strictly accountable for their conduct. ~~Constructive penalties~~ **Progressive disciplinary measures** are imposed for failure to follow the rules. Persistent failure to follow the rules ~~will result in~~

the implementation of an exit procedure may result in reassignment to a different educational environment (see page 10).

Teachers are expected to maintain a consistent, firm, and fair policy with the complete support of parents.

Teachers are responsible for correcting any infraction of rules they may observe in any area of the school building or on the school grounds.

Traditional Program students will subscribe to an appropriate standard of behavior and dress. The policies and procedures related to these standards can be found in the handbook for each Traditional Program school in Jefferson County. The local school's site-based decision-making process determines if uniforms are required.

Reaffirmation of Commitment to Program

All Students enrolled in the eighth grade in the District's Traditional Program shall reaffirm their commitment to the program as a condition of enrollment at the high school level. each year through each school's student handbook. Each school may adopt its own student handbook reflecting the individuality of that setting and stating specific expectations. If the student is not passing required coursework at the time of reaffirmation, end of each school year, the student will retain the opportunity to continue in the program if District-approved remedial course recovery work is successfully completed prior to the beginning of the next school year within the guidelines and timelines established by the local school. However, a pattern of repeated course failure may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate the procedures to exit the student from the Traditional Program

Parent Involvement

Parents are expected to support all aspects of the Traditional Program including its purpose, philosophy, goals, expectations, programs and activities of the school as well as to reinforce the school's discipline, attendance, and homework policies. In addition, parents are expected to provide a quiet place and time for study at home. Regular student attendance is essential for promotion and success.

Academic Program

Organizational Structure

The Traditional schools operate on the same grade level structure employed at other schools throughout the District; namely, Primary school (Kindergarten-Grade Three) and Intermediate (Grades Four and Five) at the elementary level, Grades Six through Eighth at the middle school level, and grades Nine through Twelve at the high school level.

The school calendar and the hours of the school day are consistent with those adopted by the Board of Education for use in most District schools.

Curriculum and Instruction

In the Traditional Program schools, the scope and sequence of the curriculum is based upon the Academic Expectations as required by the Kentucky Education Reform Act, outlined in the Kentucky Core Academic Standards.

Local schools may make additions to the curriculum through the site-based decision-making process with JCPS approval. All content areas covered in the Comprehensive Program are included in the Traditional Program. The following curricula learner experiences and strategies will be incorporated in the Traditional Program:

Elementary Schools

The Traditional Program elementary school maintains that all areas of the child's development are important—physical, social, emotional, and intellectual. The program stresses basic skills instruction with problem-solving, critical-thinking, and writing skills integrated across the curriculum. Curriculum and teaching methods ensure that students not only acquire knowledge and skills but will also develop the disposition and inclination to use them.

The Traditional Program elementary school is a self-contained classroom situation in which the following are provided: classrooms provide the following:

Primary Program (Kindergarten-Grade Three)

Students will use manipulatives and engage in hands on activities to increase active learning. In the Primary years, the teacher frequently uses small-group instruction and then as students mature, teacher employs a somewhat less teacher-directed structure. Classrooms are organized using the multi-age approach as required by the Kentucky Education Reform Act. In the Primary Program, the decision to move a student to the fourth grade next grade level is based on anecdotal records, observations, teacher narratives, and portfolios.

Intermediate Program (Grades Four and Five)

The English Language Arts program concentrates on reading, spelling, penmanship, and composition writing. Elementary school science emphasizes the acquisition of the fundamental concepts of science and exercised in through exploration. The mathematics program emphasizes mastery of the computational arithmetic and problem solving. The social studies program separates incorporates instruction in history and geography.

Art, music, health, library, and physical education practical living are taught by teachers only if itinerant teachers are unavailable integral parts of the program. Students may begin instrumental music in Grades Four and Five. In addition, the Traditional Program emphasizes library experiences and library-use skills.

Middle Schools

The Traditional Program middle school provides learning experiences in the following three areas:

1. Academic Skills
2. General Knowledge
3. Personal Development

The skills area continues and extends skills begun in the elementary grades, such as listening, writing, speaking, reading, and computing. The program also emphasizes thinking skills, i.e., inferring, generalizing, and hypothesizing, as well as study skills and critical-thinking skills.

In the area of general knowledge, the program acquaints students with important concepts in major subject areas and emphasizes the following:

1. English, geography, and history;
2. Computational arithmetic as part of the mathematics program; and
3. Reading, ~~composition~~ writing, and literature as part of the language arts program.

The personal development area addresses personal and social needs important to the middle school student. Experiences in this area include health and physical education activities. Students also may participate in a wide range of personal interest areas such as art, music, home economics, and technology. The middle school instructional program by grade level may include the following:

Grade Six

Basic English: Reading and Literature

Social Studies: Geography, History, Economics, Patriotism, and Civics

Career Education

Science/Health

Mathematics

Physical Education

Music: Band, Orchestra, and Vocal

Technology

Art

Grade Seven

English Composition/Literature

Social Studies

Science/Health

Mathematics

Foreign **World** Language

Physical Education

Music: Band, Orchestra, and Vocal

Technology

Art

Grade Eight

English Composition

Literature

Social Studies

Science/Health

Mathematics

Foreign **World** Language

Physical Education

Music: Band, Orchestra, and Vocal
 Technology
 Art

High School

Majors

The program of studies for the Traditional Program high school is organized into majors which are academic areas of concentration. Each student must complete one major as part of the requirements for graduation. The parent, student, and counselor in conference select courses from the following list of subject areas:

1. Composition and Literature **English Language Arts**
2. Mathematics
3. Science
4. Fine Arts (Visual Arts, Music, and Drama)
5. Foreign **World** Language (Latin, Spanish, German, and French)
6. Social Studies (History, Economics, and Government)
7. Business
8. Excel **Honors**
9. JROTC (Louisville Male Only **Butler and Male**)
10. Technical (Butler only) — The Technical major is unique to Butler where students pursue high-technology courses in on-campus labs. The Technical major is limited to the following areas: electronics, including robotics and computer repair; Computer-Assisted Drafting (CAD); and data/processing. Sophomore Technical majors enroll in a survey/course that outlines the three areas and includes field trips and guest speakers. In addition to providing students with practical job skills and experiences, the technical major focuses on preparation for college.

Required Units for Each Major

	Eng.	Math	Sci.	S.S.	F. L.	Arts	Bus.	H&PE	JROTC	Elec.	Tech
Business	4	3	3	4	2	0	6	1	0	1	0
English	6	3	3	4	2	0	1	1	0	4	0
Excel	4	4	4	4	4	0	1	1	0	2	0
Fine Arts	5	3	3	4	2	4	1	1	0	1	0
For. Lang.	4	3	3	5	4	0	1	1	0	3	0
Mathematics	4	4	4	4	2	0	1	1	0	4	0
JROTC (Male)	4	3	3	4	2	0	1	1	4	2	0
Science	4	4	5	4	2	0	1	1	0	3	0
Soc. Stud.	4	3	3	5	2	0	1	1	0	5	0
Tech. (Butler)	4	3	3	3	1	0	1	1	0	3	5

The required units or courses for each Major can be found in the scheduling book for each Traditional High School.

All units or course are one full school year in length. No credit is given unless the entire course is successfully completed.

Graduation Requirements

Students graduating from the Traditional Program high school are expected to possess the skills and the knowledge necessary to enter the job market, to attend college, or to attend a post-secondary school or institute for additional training, or to enter the military.

Graduation Requirements (depending upon student's chosen major) for Butler Traditional High School and Louisville Male High School are as follows:

Courses	Carnegie Units
English	4-6
Mathematics	3-4
Science	3-5
Social Studies	3-4
Health and Physical Education	1
Foreign Language	2-4
Business	1-6
Electives	1-5
Technical	0-5
Fine Arts	1

In addition, a completed portfolio, as mandated by state assessment and accountability, is required for graduation.

Graduation requirements specified by state regulation and by the JCBE shall be completed before a student is awarded a high school diploma.

Reporting Student Progress

Reporting of student progress at the elementary, middle, and high school levels conforms to state and local regulations except that elementary report cards are distributed at six week rather than nine week intervals.

The guidelines for assessing and reporting to parents/guardians the achievement of elementary, middle, and high school students will follow the JCBE approved Student Progression, Promotion, and Grading for each level.

Students receive progress reports based on class participation, homework, and test scores the categories of academic grades outlined the JCBE approved Student Progression, Promotion, and Grading for each level. Teachers record daily student progress and average use this information to determine the student's level of progress.

The teacher will bring to the attention of **communicate with** parents and will note on the report card **any** work that is below level/grade expectation as well as enrichment activities from which the student could profit.

If the teacher observes a decline in student's work or a negative change in attitude or behavior, the teacher will immediately notify the parent. If the parent cannot be contacted by phone, the teacher will mail a written notice. This prompt notice will allow time for the student or the parent and teacher to take positive action ~~before a serious problem develops, thus supporting the student's continuation in the Traditional Program~~ **to ensure student success in the Traditional Program.**

In addition, all elementary schools policies and procedures will be consistent so that students entering the middle schools from all elementary schools are accustomed to the same goals, expectations, rules, and regulations with the same policies and procedures holding true for middle school student moving to high school.

Elementary School

Students will continue to the next level/grade in accordance with the policies established by the Jefferson County Board of Education for the elementary schools.

Middle School

Students will be expected to pass all of the basic subjects-language arts, mathematics, social studies, and science-in order to be promoted to the next grade. Students must pass five of six classes, four of which must be basic subjects. ~~The method used to determine promotion for middle school students in the Comprehensive Program does not apply to middle school students in the Traditional Program.~~ Students who do not maintain passing grades will need to successfully complete District-approved remedial **course recovery** work prior to the next school year **within the guidelines and timelines established by the local school** in order to be promoted to the next grade in the Traditional Program. ~~However, a pattern of repeated course failure may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate the procedures to exit the student from the Traditional Program.~~

High School

Promotion of students in Grades Nine through Twelve is determined by the number of Carnegie units earned. A student who does not maintain passing grade but successfully completes a District-approved remedial **course/credit recovery** program and earns Carnegie unit(s) prior to the next school year **within the guidelines and timelines established by the local school** will be promoted in the Traditional Program. ~~However, a pattern of repeated course failure may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate the procedures to exit the student from the Traditional Program.~~ Promotion based upon Carnegie units will be as follows:

Carnegie Units Earned

Grade Designation	Class-of 1999	Class-of 2000 & 2001	Class-of 2002
Sophomore (Grade Ten)	4	4	5
Junior (Grade-Eleven)	9	9	11
Senior (Grade Twelve)	14	15	16

Application Process

Any student residing in Jefferson County who desires a more structured instructional environment is eligible to apply for the Traditional Program.

Applications for the Traditional Program and additional information may be obtained by contacting the Office of Optional, Magnet and Advance Programs, PO Box 34020, Louisville, KY 40232-4020; or by calling 485-3323 can be done online at jcpsky.net or at the Lam Building in the Application Center. Applicants should follow the same procedures as all other students submitting applications in order to register and apply for any Magnet School in the upcoming school year.

Traditional Schools use a random-draw list process. Applications will be accepted during the application period in the school year prior to the offer of placement and will be included in the random-draw lists only if indicated as a student's first choice and if the application is submitted by the deadline.

All applications received after the deadline will be added to the bottom of the list late file in the order in which they are received.

Students of elementary and middle school age apply to the Traditional Program and are assigned by the Office of Demographics according to street address (exceptions: Foster and Maupin Shelby elementary schools, which have Districtwide magnets). Students of high school age may apply to either one of the Traditional Program's two High schools.

Students receive notice of placement or non-placement by early May of the school year prior to possible enrollment into the Traditional Program. Should a vacancy occur after this date, students may be offered placement by use of the random-draw list or as add-on applicants the late file.

Students may be placed in available openings through the fifth day of the new school year. After this date the random-draw list will be discarded.

If an applicant is not offered a placement in the Traditional Program, the student may reapply for the next school year.

If the parent declines placement of the student, the vacancy will be offered to the next student on the random-draw list.

Student Selection

Students will be selected for the Traditional Program in a manner which maintains a racial balance within the District's guidelines and ensures a balance of males and females the District's diversity guidelines.

There will be no specific criteria of earned student grades or student achievement as part of the screening procedure; however, the staff retains the right to counsel students whose achievement or grades are so low as to raise real questions as to the appropriateness of the Traditional Program experience. The same holds true of student with deep and persistent behavior problems.

Parents are expected to attend local school meetings designed to provide orientation to the Traditional Program and/or the school.

Parents of siblings who share the same birth date (twins, etc.) will file a single application, fill out applications for each twin, triplet, etc., and they will be counted as one applicant. Selection will be made in the same manner as for an individual student. No other priority is given to siblings.

Exceptional Child Education students are eligible for inclusion in the Traditional Program if they are able to satisfy the same academic and behavioral standards expected of all Traditional Program students. Itinerant services are provided as appropriate. The Exceptional Child Education Program applies to all grade levels, and, therefore, is an integral part of the Program. The principal and staff may counsel with all students and their parents including those whose needs demand ECE services.

Students participating in Exceptional Child Education may participate in the Traditional Program. Traditional schools make a good faith effort to assist students with disabilities in achieving the goals and benchmarks/objectives within the student's Individual Education Program including those related to transition. Given the supports described in a student's Individual Education Program, the student with a disability is expected to strive for the academic and behavior standards of the Traditional School and make progress toward obtaining goals stated on the student's IEP. The principal and staff may counsel with all students and their parents including students receiving ECE services.

Student Movement within the Program

Students who are attending a Traditional Program school and who move out of that school's attendance area will be moved to the Traditional Program School which serves the student's new address if a vacancy exists. If a vacancy does not exist, the student may remain in the current school for one year if transportation is provided by the parent.

Names of students who are on the random-draw list of a particular Traditional Program school and who move from that school's attendance area that have been accepted into the traditional program, will be

moved to the school that serves the student's new address if a vacancy exists. If a vacancy does not exist the student may remain at the current school for a year as long as the parent provides transportation. will have the option of moving to the Traditional Program school which serves the student's new address, or remaining at the current school for the remainder of the school year. Parents must provide transportation if the student remains at their current school. For the following year, the student will be required to move to the Traditional Program school which serves the student's new address.

Students may not transfer into a Traditional Program through the District's Student transfer process.

Strategies to Support Successful Participation in the Program

Strategies to support successful participation in the Traditional Program may include but not limited to the following:

- Conference with parent, students, and teachers
- Academic and behavior progress reports or report cards every three weeks
- Letter each grading period for failing grades
- Weekly progress report
- Extended School Services
- Tutoring
- Behavior Contracts
- Assignment Log and/or Contract
- Progressive Disciplinary Actions as Appropriate
- In School Adjustment Program (ISAP)
- Other

Student Exit from the Program Reassignment to a different educational environment

Parent Initiated Exit Reassignment

When a parent decides to withdraw a student from the Traditional Program, the withdrawal should be made at the end of the school year. If it is not in the student's best interest to wait until the end of the year, the withdrawal should coincide with the end of a grading period. No student will be transferred in the middle of a grading period unless the receiving principal agrees.

School Initiated Exit Reassignment

Schools are expected to make every effort within reason to facilitate satisfactory student academic performance and behavior. When these efforts are unsuccessful, the following steps will be implemented by the Traditional schools in accordance with the exit procedure adopted as part of the Student Assignment Plan:

1. School notifies parent in writing about problematic unsatisfactory student behavior or academic performance.

2. School may place student on probations following conference with parent and student.
3. School sends parent a letter stating that student's status will be reviewed by school Exit Committee.
4. School's Exit Committee consisting of school staff, excluding principal – reviews student's status.
5. School sends parent a **registered letter** stating that a student is going to be exited from school.
6. ~~Student Assignment Unit facilitates placement of student in another school.~~ **Middle and High school students will be reassigned to their reside school. Elementary students will need to fill out a cluster application in order to be assigned to their new school.**

If the parent wishes to appeal the school's exit decision, the following process will be implemented

1. Parent may appeal to principal.
2. **Parent may appeal to a district level committee that includes representatives from the following departments: Academic Services, Data Management, Equity and Poverty.**
3. ~~Parent may appeal to Director of the Optional/Magnet Program.~~
4. ~~Parent may appeal to the Executive Director of Student Assignment~~