

Jefferson County Public Schools Traditional Program Guidelines

**For Approval by the Jefferson County Board of
Education**

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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 four 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 with a rigorous and challenging curriculum in a highly structured learning environment. The Traditional Program places an added emphasis on high academic standards, proper conduct, citizenship and the development of self-discipline. 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 added emphasis on high academic standards, proper conduct, citizenship and the development of self-discipline.

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 cluster)
Shelby Traditional Academy (a districtwide magnet program within a cluster)
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.

Definition

The Traditional Magnet Program provides a rigorous academic curriculum in a highly structured learning environment that is essential for maximum student achievement. The Traditional program contributes to a student's growth by placing an added emphasis on high academic standards, proper conduct, citizenship, and the development of self-discipline. A focus on the core subjects and emphasis on critical thinking helps students build basic knowledge and gain high competence in fundamental skills.

Purpose

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

1. Study, understanding and mastery of
 - 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)
2. Mastery of skills in listening, reading, penmanship, grammar usage, composition, spelling, and mathematics.
3. Development and extension of logical reasoning, inquiry, and analysis.
4. Physical development in personal health, physical fitness as well as recreational and competitive sports in middle and high schools.
5. Traditional concepts of Citizenship, courtesy, integrity, 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 integrity. 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. Families are expected to express agreement with and active support for school expectations to help students adopt good personal and academic practices. In addition, families are expected to establish a supportive environment that promotes achievement and to provide models for good behavior. Consequently, there will be close ties and communication between school and family.

Teachers and administrators will help families 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.

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 the classroom and at home.
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. Emphasize character development through systematic instruction and training in the concepts of facts, truth, justice, integrity and fairness, while developing an understanding and an appreciation of these values.
6. Prepare for intelligent, responsible citizenship.
7. Assume increasing responsibility for personal behavior.
8. Learn values of teamwork and cooperation.
9. Develop a sense of individual achievement and competition.
10. Develop the skills to think and proceed logically in decision making.
11. Appreciate neatness and accuracy for quality production and performance.
12. Develop abilities of an effective expression of ideas.
13. Develop an intellectual curiosity.
14. Participate successfully in a sequential wellness program for the physical growth of children.

Family 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 instruction or part of a large project. All homework will be graded and returned to the students. Families are expected to monitor the child's progress by reviewing homework. In addition, families are expected to provide structured time and a productive environment for study at home.

Discipline

The discipline policies and procedures of the Traditional Program are the same as and not to exceed the JCPS Student Support and Behavior Intervention Handbook and the Student Bill of Rights as 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.

There is an added emphasis on student accountability for conduct. Progressive disciplinary measures are imposed for failure to follow the rules. Persistent failure to follow the rules may result in reassignment to a different educational setting.

Teachers are expected to maintain a consistent, firm, and fair behavior expectations with the complete support of families.

Traditional Program students will adhere to a specific 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.

Commitment to Program

At the beginning of each school year, each student and parent/guardian in the district's Traditional Program shall affirm their commitment to the program by reading and signing the school's student handbook.

Family Involvement

Families are expected to support all aspects of the Traditional Program including its purpose, philosophy, goals, expectations, programs and activities as well as to reinforce the school's discipline, attendance, and homework policies. 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 3) and Intermediate (Grades 4 and 5) at the elementary level, Grades 6 through 8 at the middle school level, and Grades 9 through 12 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 outlined in the Kentucky Academic Standards and the JCPS Curriculum Frameworks and Maps. Local schools may make additions to the curriculum through the site-based decision-making process.

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 classrooms provide the following:

Primary Program (Kindergarten-Grade 3)

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. In the Primary Program, the decision to move a student to the next grade level is based on anecdotal records, observations, teacher narratives, and portfolios.

Intermediate Program (Grades 4 and 5)

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

Art, music, health, library, and practical living are integral parts of the program. Students may begin instrumental music in Grades Four and Five.

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, writing, and literature as part of the language arts program.

The personal development area addresses personal and social needs typical for 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 6

Basic English: Reading and Literature

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

Career Education

Science/Health

Mathematics

Physical Education

Music: Band, Orchestra, and Vocal

Technology

Art

Grade 7

English Composition/Literature

Social Studies

Science/Health

Mathematics

World Language

Physical Education

Music: Band, Orchestra, and Vocal

Technology

Art

Grade 8

English Composition

Literature

Social Studies

Science/Health

Mathematics

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 collaborate to select courses from the following list of subject areas:

1. English Language Arts

2. Mathematics
3. Science
4. Fine Arts (Visual Arts, Music, and Drama)
5. World Language (Latin, Spanish, German, and French)
6. Social Studies (History, Economics, and Government)
7. Business
8. Honors
9. JROTC (Butle and Male)

The required units or courses for each Major can be found in the scheduling book for each Traditional High School. All units or courses are one full school year in length. No credit is given unless the entire course or unit 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 specified by state regulation and by the Jefferson County Board of Education shall be completed before a student is awarded a high school diploma.

Reporting Student Progress

The guidelines for assessing and reporting to parents/guardians the achievement of elementary, middle, and high school students will follow the Jefferson County Board of Education approved Student Progression, Promotion, and Grading for each level. Students receive progress reports based on the categories of academic grades outlined the Jefferson County Board of Education approved Student Progression, Promotion, and Grading for each level. Teachers record student progress and use this information to determine the student's level of progress.

The teacher will communicate with families any work that is below level/grade expectation as well as enrichment activities from which the student could benefit.

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/guardian. If the parent/guardian cannot be contacted by phone, the teacher will mail a written notice. This prompt notice will allow time for the student or the parent/guardian and teacher to take positive action to ensure student success in the Traditional Program.

In addition, all elementary school 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. Students who do not maintain passing grades will need to successfully complete District-approved course recovery work within the guidelines and timelines established by the local school in order to be promoted to the next grade in 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 course/credit recovery program and earns Carnegie unit(s) within the guidelines and timelines established by the local school will be promoted in the Traditional Program. Promotion based upon Carnegie units will be as follows:

Carnegie Units Earned

Grade Designation

Sophomore (Grade Ten)	5
Junior (Grade Eleven)	11
Senior (Grade Twelve)	16

Application Process

Any student residing in Jefferson County who desires a more structured instructional environment is eligible to apply for the Traditional Program. 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 selection 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 considered 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 may be made for Districtwide Traditional Magnet Programs. Students of high school age may apply to any Traditional High School.

Students receive notice of placement or non-placement in the spring 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.

Students may be placed in available openings through the fifth day of the new school year. Students will not be admitted after the fifth day.

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

If the parent/guardian 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 by random draw while maintaining 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 students with deep and persistent behavior problems.

Parents/guardians are strongly encouraged 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 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.

~~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/guardians including students receiving ECE services.~~

Student Movement within the Program

Elementary or middle school students who are attending a Traditional Program and move out of that school's attendance area will have the option of moving to the Traditional Program school that serves the student's new address, or remaining at the current school for the remainder of the school year. Parents/guardians 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/guardian, 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 Reassignment to a different educational setting

Parent/Guardian Initiated Reassignment

When a parent/guardian 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 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 Magnet Program guidelines:

1. School notifies parent/guardian in writing about unsatisfactory student behavior or academic performance.
2. School may place student on probation following conference with parent/guardian and student.
3. School sends parent/guardian 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/guardian a **registered letter** stating that a student is going to be exited from school.
6. Middle and High school students will be reassigned to their reside school. Elementary students will complete a cluster application in order to be assigned to their new school.

If the parent/guardian wishes to appeal the school's exit decision, the parent/guardian shall meet with the principal to discuss the appeal. After meeting with the principal, if the parent/guardian is still not satisfied, the parent will meet with the JCPs Magnet Coordinator for Student Assignment (reference old document).

Federal and State Compliance

All Traditional Programs are subject to Federal and State requirements including but not limited to the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).