

TRADITIONAL PROGRAM GUIDELINES
Approved by Jefferson County Board of Education
January 22, 1998

INTRODUCTION

In 1972, 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 complement it so that the optional and the conventional school together will provide educational programs that are responsive to the needs of students." Today more than three 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 that is committed to rigorous academic, moral, and physical expectations.

The Jefferson County Public Schools (JCPS) initiated the Traditional Program in 1972-77 with an elementary school at Audubon Elementary School and a middle and high school at Thomas Jefferson High School. Since that time 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 School
Carter Traditional Elementary School
Greathouse/Shryock Traditional Elementary School
Schaffner Traditional Elementary School
Foster Traditional Elementary Program (a District-wide magnet program within a resides school)
Maupin Traditional Elementary Program (a District-wide 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

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 skills, concepts and knowledge that contributes 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 Jefferson County Traditional Schools 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 standards through a specified sequence of subject matter with 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 through systematic instruction and training in the concepts of facts, truth, justice, and virtue, 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 of individual achievement and competition.
11. View the present and anticipate the future within a 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 for an effective expression of ideas.
15. Develop an intellectual curiosity.
16. Participate successfully in a sequential physical education program and nutritional program for the physical growth of children.

PURPOSE

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

1. Mastery 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 (Grade Seven through Twelve), and the fine arts.
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.

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

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 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 Elementaries, which have District wide magnets). Students of high school age may apply to 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.

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 adheres to the District's guidelines and ensures a balance of males and females.

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 for students with deep and persistent behavior problems.

Parents are expected to attend local 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, and 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.

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 students' 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 and who move from that school's attendance area will be transferred to the same position on the random-draw list of the Traditional school in the new area.

Students may not transfer into or out of the Traditional Program through the District's Student Transfer process.

RESPONSIBILITIES OF THE HOME

1. The Traditional Program accepts the fact that the specific value system that a student learns is the responsibility of the parents and the home.
2. The family is primarily responsible for ensuring that the student is motivated, ambitious, and appreciative of the effort which is necessary to develop talent.

3. The family is responsible for supporting and reinforcing the school's codes of conduct and dress, homework policies, and other expectations (such as regular attendance and promptness.)
4. The family should subscribe to the belief that productive work, whether physical or intellectual, is a meaningful and natural activity. The family should strive to encourage the development of positive attitudes toward work.
5. Opportunities for self-improvement, the development of hobbies, and understanding of the importance of participation must be a part of the home environment, as well as, of the school program.
6. Teaching is the responsibility of the professional staff. Within the framework of the traditional concept, the opinions of parents and others, as well as voluntary participation in the activities of the school under the direction of the principal, will be welcome.
7. The family should present and encourage respect for standards, expectations, and the purposes of education. Learning should be recognized as part of everyday life in the home.
8. The family should encourage the development of the proper use of language in all its forms. There should be access to ample and diverse reading materials (books, news-papers, magazines) in the home. The home should be a place where parents and children converse and freely express opinions.
9. The family needs to work hand in hand with the professional educator in determining ways and means for implementing the philosophy as a whole into an educational program. This type of advisory capacity is essential in order that consistency will be developed within the program and between the school and home.
10. The family is a part of larger society, and the school should be one place where people from different backgrounds meet and work together. The home as well as the school should provide an environment which encourages the understanding of diversity.

ACADEMIC PROGRAM

Organization 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.

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. 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 instructions 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 classroom situation in which the following are provided.

Primary Program (Kindergarten – Grade Three)

Students work with 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, teachers employ 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 fourth grade is based on anecdotal records, observations, teacher narratives, and portfolios.

Intermediate Program (Grades Four and Five)

The language arts program concentrates on reading, spelling, penmanship, and composition. Elementary school science emphasizes the acquisition of the fundamental concepts of science and exercises in exploration. The mathematics program emphasizes mastery of computational arithmetic. The social studies program separates instruction in history and geography.

Art, music, health, and physical education are taught by teachers only if itinerant teachers are unavailable. Students may begin instrumental music in Grade Five. In addition, the Traditional Program emphasizes library experiences and library-use skills.

REPORTING STUDENT PROGRESS

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

Students receive progress reports based on class participation, homework, and test scores. Teachers record daily progress and average this information to determine the student's level of progress.

The teacher will bring to the attention of parents and will note on the report card 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 a 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.

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 a part of the course of study to encourage independent work and good study habits. Home is also an extension of direct classroom instruction 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.

Promotion and Retention

Upon successful completion of academic work at one level/grade, students will progress to the next level/grade. Students progressing from elementary school to middle school and from middle school to high school will be at grade level for such entry. Students who do not maintain passing grades will need to successfully complete District-approved remedial work prior to the next school year in order to be promoted to the grade in the Traditional Program. However, a pattern of repeated course failures may indicate that placement in the Traditional Program is not in the student's best interest, and the parent or school may initiate procedures to exit the student from 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 holding true for middle school students 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 elementary schools.

Progress will be reported in letter grades based on the average of all earned grades. All students will be graded on the following scale.

EP Excellent Progress
GP Good Progress
SP Satisfactory Progress
LP Little Progress
PB Progress Below Age-Appropriate

NA-Not appropriate at this time
O Outstanding
S Satisfactory
N Needs Improvement
SP Progress at own pace but below

REPORT CARDS WILL BE SENT HOME SIX TIMES EACH SCHOOL YEAR

STUDENT EXIT FROM THE PROGRAM

Parent Initiated Exit

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 withdrawn during the middle of a grading period unless the receiving principal agrees.

School Initiated Exit

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

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

School may place student on probation following a conference with parent and student.

School sends parent a letter stating that student's status will be reviewed by school Exit Committee.

School's Exit Committee consisting of school staff, excluding principal – reviews student's status.

School sends parent a registered letter stating that student is going to be exited from school.

Student Assignment Unit facilitates placement of student in another school.

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

Parent may appeal to principal.

Parent may appeal to Director of Optional Magnet, and Advance Program.

Parent may appeal to Executive Director of Student Assignment.

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 are imposed for failure to follow the rules. Persistent failure to follow the rules will result in the implementation of an exit procedure. (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.

DISCIPLINE CODE

CLASSROOM, LIBRARY, ITINERANT AREAS

Students will come directly to the classroom and prepare for the activities of the day as directed by the teacher.

Students will respect the rights of others by moving and talking at appropriate times and in appropriate ways.

Students will –

be recognized before speaking;

avoid aimless wandering around the classroom;

work quietly;

speak courteously; bring necessary materials and leave other people's property alone;

concentrate on class activities in the classroom;

stay in the room unless receiving permission to leave;

refrain from chewing gum, eating candy, and drinking soft drinks during the school day.

REST ROOM BEHAVIOR

Students will –

Practice safety;

Help keep the rest rooms clean;

Be orderly in the restrooms.

LUNCHROOM

Students will practice courtesy and good manners at all times.

Students will –

enter the lunchroom quietly;

speak in low conversational tones;

remain seated until dismissed;

help keep the lunchroom neat and clear;

refrain from drinking soft drinks;

HALL BEHAVIOR

Students will –

- keep to the right in the halls;**
- respect all school property;**
- avoid unnecessary conversation**

PHYSICAL EDUCATION

Physical Education activities will be an extension of classroom learning.

Good sportsmanship will be emphasized.

Conduct will be such that no one's safety will be jeopardized.

Students will remain in designated areas.

Students will participate in physical education activities unless excused by a physician or by a note from home for occasional short-term illness.

Students will wear appropriate attire for physical education.

BUS CONDUCT

The following rules have been established in order to insure the safety of all students who ride buses.

- 1. Use only the bus and bus stop assigned.**
- 2. Orderly behavior is required at the bus stop.**
- 3. Remain seated, facing front, when the bus is in motion.**
- 4. Talk quietly and make no unnecessary noise.**
- 5. Do not talk to the driver unless it is necessary.**
- 6. Keep head and arms inside the bus.**
- 7. Do not litter the inside of the bus or throw anything out the window.**
- 8. Be quiet when the bus is crossing railroad tracks.**

JESSIE R. CARTER TRADITIONAL ELEMENTARY

MISSION STATEMENT

Jessie R. Carter Traditional Elementary is working diligently to help every student be successful. Carter School has embarked on a tremendous journey in which the school will be a place that encourages the

development of the whole child. Carter School is a warm, safe place that encourages children to excel in their areas of strength and supports them in areas where they require additional help.

In instruction, while the basics are taught first, the curriculum has been integrated. Teaming occurs within and across age level. Opportunities are provided for cooperative, small group projects that not only develop cognitive ability, but promote peer interaction. There are clearly established discipline and dress codes, and homework is assigned four nights per week.

Students at Carter will not only acquire knowledge, but the disposition and inclination to use it. The staff at Carter believes that providing quality educational opportunities for all of our students is a step toward a bright and prosperous future. Carter School is and will be educating students for the challenges of tomorrow.

ALL ABOUT CARTER SCHOOL

<u>Full Name</u>	J.R. Carter Traditional Elementary School
<u>Address</u>	3600 Bohne Avenue, 40211
<u>Phone</u>	(502) 485-6584
<u>Fax</u>	(502) 485-6584
<u>School Hours</u>	9:05 a.m. – 3:45 p.m.
<u>Motto</u>	“The Best In The West”
<u>Mascot</u>	Bear Cub
<u>School Profile</u>	Our student population consists of 612 students, Kindergarten through fifth grade