

**Magnet Steering Committee Meeting Minutes**  
**April 21, 2016**  
**4-6 p.m.**  
**Gheens Academy**

Members Present:

✓	William Allen	✓	Sam Cowan	✓	Zina Knight	✓	Dana Kelly		Trina Steiden
	David Baugh		Giselle Danger-Mercaderes		John Marshall	✓	Chlise Robinson	✓	Milan Bailey
✓	Tammy Berlin	✓	Barbara Dempsey	✓	Kathy McGinnis		Mike Shelton		
✓	Enakshi Bose		Charles Dixon		Kumar Rashad	✓	Cassandra Shepherd		
✓	Karen Branham		Bryce Hibbard	✓	Michelle Pennix		Shantai Tudor		
✓	Chris Burba	✓	Michael Hirn		Shantel Reed	✓	Felicia Young		

The facilitators began the meeting with several updates:

- Summary of upcoming meeting dates and scheduled meeting dates for the summer.
- Status of the Magnet Schools Assistance Program (MSAP) district grant. Several schools expressed interest in participating in this district grant to support magnet schools. The district committee is currently working through the application process with schools who expressed interest to determine whether a district proposal is viable.
- Summary of one proposed change to the steering committee charter suggested by a committee member. The committee will review and respond to the facilitators with recommended edits or final approval.

The majority of the meeting was spent reviewing five of the draft products the committee intends to present to the Board of Education for review in May, each of which are outlined below and attached on subsequent pages.

First, the facilitator presented a proposed system model (see attachment ‘*System Approach to Magnet Schools*’) that addresses and connects work related to MSA recommendations #5 and #6, as well as the committee’s interest in identifying an evaluation process for existing magnets to demonstrate “success”. The proposed model outlines components of a district magnet system for evaluating new magnet applications and existing magnet programs, including the development of district standards/expectations, tools for application and evaluation, and common processes for schools and district within this framework.

The committee reviewed components of this model starting with the proposed tools: (1) an application document for schools with sustainability plan, and (2) a rubric-based evaluation tool for existing magnets that would be directly aligned with any standards recommended for adoption. This model corresponds with program evaluation research “best practices” and national models for magnet schools (i.e., Magnet Schools of America standards and rubric) used by many other districts. If utilized, this model would address the question of what successful magnet schools look like and how they function. Suggestions for improving the draft new or revised magnet application included:

- Adding a window, timeframe, or deadline for schools to complete and submit the application
- Thinking through what the response time might be for schools to be approved to begin a new magnet program and adding it to the application; because the suggested process requires new or revised magnet school proposals to be reviewed by a committee, then a recommendation to be forwarded to the superintendent's Cabinet, and then to the Board, a window of time by which schools might receive a response was suggested
- Adding a representative from transportation to the committee that reviews magnet applications
- On page four, clarifying available transportation for districtwide magnet programs
- On page seven, adding a question about possible building modifications or necessary campus modifications for magnet schools

Next, facilitators reviewed the draft document outlining general processes for schools and district staff for new magnet application and existing magnet program evaluation. The committee offered several suggestions, but the facilitators requested more detailed feedback once members have time to review more thoroughly. Mrs. Karen Branham then presented a revised version of the process document specific to schools on probation (presented initially at February 18<sup>th</sup> steering committee meeting), which proposes a framework for supporting magnet schools on probationary status.

Regarding the proposal to consider common, district standards for magnet programs/schools, this approach would support the Magnet Mission to "...attract a diverse population of students to cohesive, theme-based learning environments that promote excellence in student learning" by defining what successful magnet programs should do, how they should function, and how we might use those indicators to evaluate magnet programs and schools. The committee will review the *Magnet Schools of America Standards of Excellence*. It was noted that MSA is releasing a set of standards in early May that may include some updates. In the interim, the committee will work with the current MSA standards and indicators to determine extent of alignment with committee and district strategic priorities, as well as consider whether to recommend additional indicators specific to the JCPS magnet system. Once the revised standards are released by MSA, the committee will confirm whether and/or which ones to recommend for district adoption. Current standards can be found on the MSA website: <http://www.magnet.edu/e-choice-articles/national-standards-excellence> .

Finally, Mr. William Allen summarized updates to the Traditional Program guidelines (also distributed at the February meeting). Mr. Allen highlighted changes now in the document, such as an aligned definition of 'traditional program' schools, a provision now allowing students who move within traditional program schools boundaries to attend the traditional school that serves the new address, and updates to processes that address students who have not passed courses.

The Traditional School Guidelines document passed out to committee members inadvertently omitted one change that had been recommended to the guidelines, and the correct version was displayed on the screen for review. Specifically, the last section of the guidelines focuses on 'Reassignment to a Different Educational Setting'. This initial draft outlined the process for parent initiated exits and reassignment from traditional program schools as well as the process traditional schools must follow when exiting students from the program, as defined by current district policy. The proposed change to this section replaced all of this language with the following sentence for greater simplicity: **"The Traditional Program Schools will follow the board policy regarding exit of students"**. Additionally, this change ensures traditional program school processes for exiting/reassigning students aligns with the current exiting process for all magnet schools (adopted by the Board of Education in 2001). This change was proposed because the issue of exiting students was assigned to the Application Process & Access subcommittee due direct implications for MSA Recommendations 11 and 26 (also assigned to this

subcommittee). The Application Process & Access subcommittee is scheduled to address student exit procedures across magnet schools in the next few months. Corresponding with steering committee processes, the next step will be to send back the draft guidelines to the Curriculum & Magnet Oversight subcommittee to review and come to consensus, and then bring the final draft back to the full committee for consensus before presenting to the Board. With the exception of the change to the last section on student exits/reassignment, committee members had no questions or concerns about the other updates to the traditional program guidelines.

Facilitators agreed to send deadlines for committee edits/feedback on the draft products. Responsible subcommittees will make proposed changes and send back to the full committee again for final review. Due to the timing of the Board works session (May 24<sup>th</sup>) relative to the next steering committee meeting (May 19<sup>th</sup>), the consensus process among steering committee members will be conducted via email.

Committee members provided Plus/Deltas to reflect on meeting processes and documents reviewed.

Plus (what went well, agree on)	Delta (suggested improvement)
Stayed on task	This is a good meeting location compared to others we have used
Achieved some products	Include meeting date on all materials
Systems approach is good	Visible parking lot so that all members can keep in mind suggested issues to-be-addressed
Detailed agendas are helpful for better understanding of expectations	Keep giving detailed agendas
	Summary box of other, relevant work from other groups/committees
	Intentional incorporation of student members to ensure their voice is heard, meaningful participation

Next meetings:

Thursday, May 5<sup>th</sup> – Core Team Meeting

Thursday, May 19<sup>th</sup> – Full Steering Committee Meeting

Tuesday, May 24<sup>th</sup> – Board work session presentation

Summer schedule meetings:

Thursday, June 2<sup>nd</sup> – Core Team

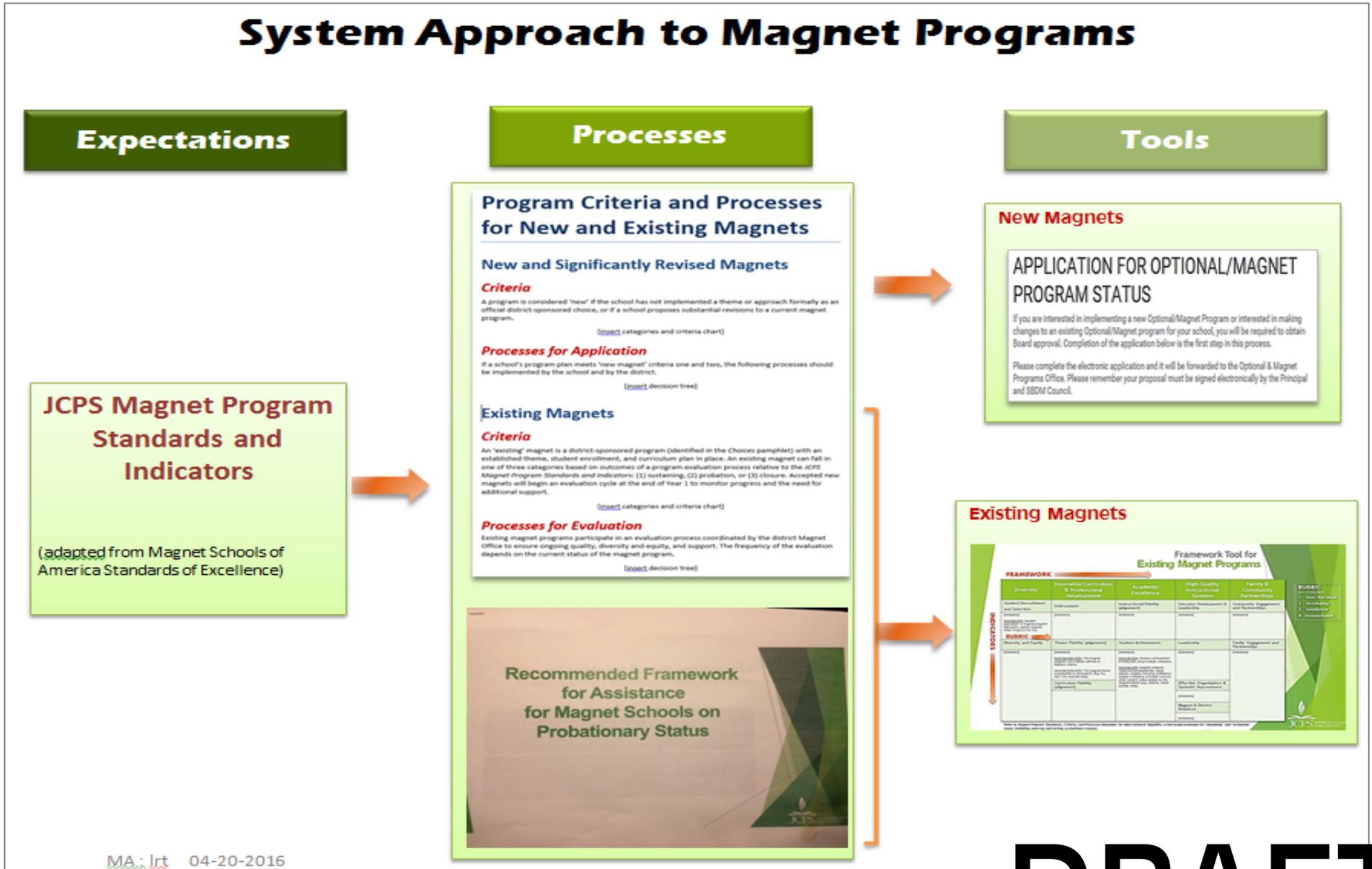
Thursday, July 21<sup>st</sup> – Full Steering Committee Meeting

Thursday, August 4<sup>th</sup> – Core Team (TBD)

Thursday, August 18<sup>th</sup> – Full Steering Committee Meeting

# Document Map

## System Approach to Magnet Programs



MA:lrt 04-20-2016

# DRAFT

# Program Criteria and Processes for New and Existing Magnets

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Jefferson County Public Schools offers various magnet programs at each school level. The mission of the JCPS magnet schools is as follows:

*The mission is to provide specialized educational options that attract a diverse population of students to cohesive, theme-based learning environments that promote excellence in student learning.*

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A ‘magnet’ program within Jefferson County Public Schools strives to meet standards outlined in the *Jefferson County Public Schools Magnet Program Standards and Indicators*. The criteria and processes described here align with these standards. These standards correspond with JCPS strategic priorities as well as Magnet Schools of America (MSA) Standards of Excellence.

## New and Significantly Revised Magnets

### Criteria

*A program is considered ‘new’ if the school has not implemented a theme or approach formally as an official district-sponsored choice, or if a school proposes substantial revisions to a current magnet program.*

Criteria 1	AND	Criteria 2
New or revised theme is not currently approved by the district.		Proposal submitted by school and supported by current principal, SBDM, and appropriate district staff (e.g., Assistant Superintendent).

### Processes for Application

If a school’s program plan meets ‘new magnet’ criteria one and two, the following processes should be implemented by the school and by the district.

[insert decision tree flow chart to replace numeric lists]

- **School Process**
  1. Obtain a written letter of support from the principal, school, SBDM, and area Assistant Superintendent.
  2. Submit a proposal using the *New Magnet Application* to the JCPS Magnet Office. Proposals should demonstrate clear alignment with the *Jefferson County Public Schools Magnet Program Standards and Indicators*.
  3. Incorporate key planning components of accepted proposals into CSIP to align with school strategies and delivery targets.

- **District Process**
  1. The Magnet Office will distribute new proposals to district review committee.
  2. The district review committee will respond to proposals: (1) accept, (2) revise and resubmit, or (3) reject with clear rationale.
  3. Accepted proposals are submitted to Cabinet for review and feedback.
  4. Proposals accepted and sponsored by Cabinet are presented to Board of Education for final review and approval.

## Existing Magnets

### Criteria

An ‘existing’ magnet is a district-sponsored program (identified in the Choices pamphlet) with an established theme, student enrollment, and curriculum plan in place. An existing magnet can fall in one of three categories based on outcomes of a program evaluation process relative to the JCPS Magnet Program Standards and Indicators: (1) sustaining, (2) probation, or (3) closure.

EXISTING Magnet Categories	Criteria 1	OR	Criteria 2
<b>Sustaining</b>	Program rated as ‘Established’ or ‘Demonstrated’ on indicators (TBD) under at least four (of five) Pillars in a single year.		
<b>Probation</b>			
<b>Onset</b>	Program rated as ‘Does not Meet’ on indicators (TBD) under more than one Pillar in a single year.		Program rated as ‘Developing’ on indicators (TBD) under more than one Pillar across two consecutive years with little evidence of improvement plan.
<b>Exit</b>	Growth in program ratings on indicators that led to probation (e.g., from Does not Meet to Developing in a single year; from Developing to Established in one to two years).		Three to five year school improvement plan (clearly describing goals and action steps for improvement and sustainability).
<b>Closure</b>			
<b>School opt-out</b>	School must submit a request for program termination with clear rationale (e.g., persistent probation; persistent enrollment problems; SBDM support letter).		School must submit an exit plan and establish agreements with the district on how and when the program will end, how to continue supporting currently enrolled students.
<b>District determined</b>	Program rated as ‘Does not Meet’ on indicators (TBD) under more than one Pillar across three consecutive years; fiscal analysis confirms lack of viability; and, district cannot provide resources needed to move the program forward.		Program rated as ‘Developing’ on indicators (TBD) under more than one Pillar across five consecutive years with little evidence of improvement plan; fiscal analysis confirms lack of viability; and, the district cannot provide additional resources to move the program forward.

### Processes for Evaluation

Existing magnet programs participate in an evaluation process coordinated by the district Magnet Office to ensure ongoing quality, diversity and equity, and support. The frequency of the evaluation depends on the current status of the magnet program. **Accepted new magnets will begin an evaluation cycle at the end of Year 1 to monitor progress and the need for additional support.**

EXISTING Magnets	Evaluation Frequency	Processes	
		School	District
<b>Sustaining</b>	Every three years after initial evaluation (e.g., 2015-16; 2018-19)	<ol style="list-style-type: none"> <li>1. Self-assessment using Evaluation Tool for Existing Magnets.</li> <li>2. Submit self-assessment and Executive Summary to Magnet Office.</li> </ol>	<ol style="list-style-type: none"> <li>1. District assessment using Evaluation Tool for Existing Magnets.</li> <li>2. Feedback session between district and school staff.</li> </ol>
<b>Probation</b>	Every year while under probationary status	<p><b>** See tasks identified on <i>Framework and Criteria for Supporting Magnet Schools</i> as examples.</b></p> <ol style="list-style-type: none"> <li>1. Submit plan for improvement</li> <li>2. Identify evidence of improvement</li> </ol>	<p><b>** See tasks identified on <i>Framework and Criteria for Supporting Magnet Schools</i> as examples.</b></p> <ol style="list-style-type: none"> <li>1. Work with school on improvement planning</li> <li>2. Provide support in area (s) of need.</li> </ol>
<b>Closure</b>	After determination that 'closure' is necessary to establish an agreed upon exit plan between school and district.	<ol style="list-style-type: none"> <li>1. Submit a request for program termination.</li> <li>2. Once request is accepted, submit a plan for ending the magnet program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review school evaluation history, impact of program closure on students and surrounding schools.</li> <li>2. Review program termination plan.</li> <li>3. Establish agreements with school on how and when program will be terminated.</li> </ol>

# DRAFT

Recommended Framework

[Karen Branham will send]

Application

[Karen Branham will send]

# Framework Tool for Existing Magnet Programs

**FRAMEWORK** →

**INDICATORS**

	Innovative Curriculum & Professional Development	Academic Excellence	High-Quality Instructional Systems	Family & Community Partnerships
<b>Diversity</b> Student Recruitment and Selection [indicators] Example JCPS: Student population in magnet program falls within district diversity index range (1.4 to 2.5).	Environment [indicators]	Instructional Fidelity (alignment) [indicators]	Educator Development & Leadership [indicators]	Community Engagement and Partnerships [indicators]
<b>Diversity and Equity</b> [indicators]	Theme Fidelity (alignment) [indicators] Example MSA/JCPS: The magnet program has a clearly defined or relevant theme. Example MSA/JCPS: The magnet theme is accessible to all students (e.g. ELL, ECE, F/R, race/ethnicity)	Student Achievement [indicators] Example MSA: Student achievement is measured using multiple indicators. Example JCPS: Magnet program meets school-established yearly delivery targets, including proficiency targets in Reading and Math and any other content areas related to the magnet theme (e.g., science, social studies, arts).	Leadership [indicators]	Family Engagement and Partnerships [indicators]
	Curriculum Fidelity (alignment)		Effective Organization & Systemic Improvement [indicators]	
			Magnet & District Relations [indicators]	

**RUBRIC**  
(per indicator)

- 1 – Does Not Meet
- 2 – Developing
- 3 – Established
- 4 – Demonstrated

Refer to Program Criteria and Processes for New and Existing Magnets document for description of eligibility criteria and processes for 'sustaining' and 'probation' status (including entering and exiting probationary status).



# DRAFT

**DRAFT**—Proposed Revisions

**4-20-16**

**Jefferson County Public Schools  
Traditional Program Guidelines**

**DRAFT**

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

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## **Traditional Program Guidelines**

### **Approved by Jefferson County Board of Education**

#### **Date Pending**

#### **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."<sup>1</sup> 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

<sup>1</sup>Vernon 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 based upon the Student Code of Conduct 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 (Butler 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

**The Traditional Program Schools will follow the board policy regarding exit of students.**

