

7 - Ed 83
1/70
vol. 38
no. 1

GOVERNMENT PUBLICATIONS
DEPT.

JUL 13 1970

UNIVERSITY OF KENTUCKY
LIBRARIES

JUN 10 1970
Univer: Libr:

Kentucky State Plan for Accrediting Secondary Schools

Grades 7-12

7/9 10/12
9/12 7/12

Cost of printing paid from state funds.

KENTUCKY DEPARTMENT OF EDUCATION BULLETIN

Volume 38

TABLE OF CONTENTS

No. 1 (January) Kentucky State Plan for Accrediting
Secondary Schools, Grades 7-12.

No. 2 (February) Kentucky State Plan for Accrediting
Elementary Schools.

No. 3-5 (March--May) None published.

No. 6 (June) List and Classification: Kentucky
Elementary Schools, 1969-70.

No. 7 (July) List and Classification: Kentucky
High Schools, 1969-70.

No. 8-9 (August--September) None published.

No. 10 (October) Kentucky School Directory, 1970-71.

No. 11-12 (November--December) None published.

Vol. XXXVIII Date Jan. 1970 No. 1

Published by
Department of Education
Wendell P. Butler
Superintendent of Public Instruction

TABLE OF CONTENTS

No. 1 (January) Kentucky State Plan for Secondary Schools, Grades 7-12.

No. 2 (February) Kentucky State Plan for Secondary Schools.

No. 3-5 (March-May) None published.

No. 6 (June) List and Classification: Kentucky Secondary Schools, 1969-70.

No. 7 (July) List and Classification: Kentucky High Schools, 1969-70.

No. 8-9 (August-September) None published.

No. 10 (October) Kentucky School Directors, 197-71.

No. 11-12 (November-December) None published.

Kentucky State Plan
for
Accrediting Secondary Schools
Grades 7-12

Commonwealth of Kentucky
Educational Bulletin
Vol. XXXVIII Date Jan. 1970 No. 1

Published by
Department of Education
Wendell P. Butler
Superintendent of Public Instruction

Kentucky State Plan
for
Accrediting Secondary Schools
Grades 7-12

Commonwealth of Kentucky
Department of Education
Vol. XXVII, Part 1, 1975
Published by
Department of Education
Wendell T. Bell
Department of Public Instruction

FOREWORD

At no time in Kentucky's history have the challenges posed to educators been greater. The pressures of change occurring at an unprecedented rate in knowledge, technology, and social structures—in the very fabric of American life—weigh heavily upon us. Educational programs adequate to the demands of yesterday's less complex world seem glaringly inadequate for today.

In a concerted effort to bring about needed changes, we have turned our schools into laboratories. Experimentation is in evidence everywhere, creating new alternatives and further complicating decision-making. Many factors formerly held constant are in question. Indeed, the very goals of public education are being re-examined to determine their relevance to our age.

This willingness to undergo self-evaluation and to admit and remedy our inadequacies and weaknesses is necessary if we are to continue to play the vigorous and important role with which we are charged by law and by social consensus. To provide a framework for the sound planning and careful evaluation which are embodied in our charge, the Kentucky State Board of Education provides a State Plan for a Program of Studies and a State Plan for the Accreditation of Elementary and Secondary Schools. Of these documents, the first, the Program of Studies, was revised in the autumn of 1969 and is available now from the Division of Elementary and Secondary Education, Bureau of Instruction. This present bulletin offers the revised State Plan for Accreditation of the Secondary Schools.

The State Plan offered herein represents the cooperative efforts of educational leaders across the State of Kentucky. To those who gave of their time and shared their experiences to reexamine and evaluate past standards and to make recommendations for needed changes, we acknowledge our indebtedness. Staff members of the Department of Education participated in reformulation of the current standards. Charged with administering the plan, these same staff members now offer their services in interpretation of the standards and in planning to bring present programs in line with new criteria.

Wendell P. Butler
Superintendent of Public Instruction

FOREWORD

At the time in Kentucky's history have the challenges posed by the rapid changes in our society. The pressures of change occurring at an unprecedented rate in knowledge, technology, and social structure in the very fabric of American life weigh heavily upon educational programs designed to the demands of yesterday's complex world seem strikingly inadequate for today.

In a concerted effort to bring about needed changes, we have turned our schools into laboratories. Experimentation in education is creating new alternatives and further emphasizing the role of the teacher. Many factors formerly held constant are in question. Indeed, the very goals of public education are being re-examined to determine their relevance to our age.

This willingness to undergo self-evaluation and to admit and correct our inadequacies and weaknesses is necessary if we are to continue to play the vigorous and important role which we are charged by law and by social consensus. To provide a framework for the sound planning and careful evaluation which are essential in our change, the Kentucky State Board of Education created a State Plan for a Program of Study and a State Plan for the Accreditation of Elementary and Secondary Schools. Of these documents, the first, the Program of Study, was revised in the autumn of 1973 and is available now from the Division of Elementary and Secondary Education, Bureau of Instruction. This document follows the revised State Plan for Accreditation of Elementary Schools.

The State Plan effort herein represents the cooperative efforts of educational leaders across the State of Kentucky. To those who gave of their time and shared their experiences in reviewing and revising past standards and to make recommendations for needed changes, we acknowledge our indebtedness. Staff members of the Department of Education participated in the development of the present standards. Changes with substantiating the plan these same staff members now offer their services in interpretation of the standards and in planning to bring present programs in line with new criteria.

Walter F. Fisher

Superintendent of Public Instruction

ACKNOWLEDGMENTS

This bulletin has been revised by the staff of the Division of Elementary and Secondary Education, Bureau of Instruction, to serve more adequately the accrediting program in a period of change. The revision was undertaken late in the year of 1968 and was approved by the State Board of Education at its December meeting 1969.

Kentucky recently completed a decade of accrediting schools under standards developed through a two-year study (1957-59) involving more than one hundred school and lay personnel. The work of this committee continues as a base for the 1970's.

The 1959 standards contributed much to the effort of the state and local districts as they worked to improve secondary schools during the 1960's, experiencing steady progress in the accrediting program during the ten years. However, change, innovations, new objectives, and a great variety of needs provide the mandate for revision.

We acknowledge with much appreciation the intensive work of assistant directors G. W. Kemper and Wilbur Smith for their leadership roles in working with members of the staff.

We wish to express our appreciation to Mrs. Martha Ellison, coordinator of curriculum development, for editing the bulletin, an extraordinary contribution. Also, a special word of appreciation is extended to superintendents, principals, and other central office personnel for implementing the old standards and for their consultative service during the 1969 revision.

Kentucky school leaders are no longer satisfied with meeting minimum standards. The state and local districts are challenged by the 1970's to meet more adequately the needs of youth by encouraging instructional improvement through the program of accreditation. To this end the secondary schools are provided an invaluable means for upgrading their instructional programs through the revised standards.

D. C. Anderson
Director, Division of Elementary
and Secondary Education

ACKNOWLEDGMENTS

This bulletin has been revised by the staff of the Division of Elementary and Secondary Education, Bureau of Education for the Handicapped, through the cooperation of the participating program in a period of one year. The revision was undertaken late in the year of 1968 and was approved by the State Board of Education at its December meeting, 1968.

Handicapped students recently completed a decade of secondary schools. The standards developed through a two-year study (1957-59) have been revised to reflect the progress in the past decade. The revision was undertaken late in the year of 1968 and was approved by the State Board of Education at its December meeting, 1968.

The 1957 standards contained much to the effort of the state and local districts as they sought to improve secondary schools. During the 1960's experimental study progress in the secondary schools has been significant. However, many innovations, new materials, and a great variety of needs provide the mandate for the revision.

The author wishes to express appreciation to the individuals who assisted in the revision: Mr. W. H. Kasser and Mr. William L. Miller, who assisted in working with members of the staff.

It is a pleasure to express our appreciation to Mr. Martin Wilson, Director of Curriculum Development, for editing the bulletin as a general word of appreciation. Also, appreciation is extended to the individuals, principals, and other staff members who assisted in the revision of the old standards and for their cooperation during the 1968 revision.

Handicapped school teachers are no longer satisfied with meeting minimum standards. The state and local districts are challenged to meet more adequately the needs of youth by providing instructional improvement through the program of individualized instruction. To this end, the secondary schools are provided an individualized instructional program through the revised standards.

D. O. Anderson
Director, Division of Elementary
and Secondary Education

TABLE OF CONTENTS

Foreword, Wendell Butler	i
Acknowledgments	iii
Focus	vii
Introduction	ix
Scheme of Classification: School District	1
Scheme of Classification: Secondary Schools	2
Standard I—Compliance with Statutory Law	4
Standard II—Statement of Philosophy and Objectives	8
Standard III—Planned Program of School-Community Relations	9
Standard IV—Program	10
Standard V—Essential Services	16
Standard VI—Organization of Program and Services	23
Standard VII—Personnel Policies	26
Standard VIII—Plant and Equipment	29

TABLE OF CONTENTS

Foreword, Wendell Butler 1

Contributors iii

Preface vi

Introduction ix

Volume of Identification: School District 1

Volume of Classification: Secondary Schools 2

Standard I—Comparison with statutory law 4

Standard II—Statement of Philosophy and Objectives 5

Standard III—Planned Program of School Community Relations 9

Standard IV—Program 10

Standard V—Essential Services 10

Standard VI—Organization of Program and Services 23

Standard VII—Personnel Policies 23

Standard VIII—Plant and Equipment 29

FOCUS

The purpose of the Standards of Accreditation has never been to define the outer limits of educational excellence, but merely to identify the base from which educational pioneers may launch out to discover new frontiers of learning as exciting and dynamic as the newly extended world in which we live.

Don C. Bale, Assistant
Superintendent for Instruction

FOR US

The purpose of the Standards of Accreditation has never been to define the entire field of educational endeavor, but merely to identify the areas in which educational programs are judged and to discover new frontiers of inquiry as existing and existing as the world extends which we live.

For U. S. Accreditation
Department of Education

INTRODUCTION

The classification scheme for accreditation of Kentucky high schools is not intended to suggest variance in the *quality* of program and services. The multiple standards approach is instead based upon the *extent* of program and service offerings. Ratings therefore are awarded according to the curricular offerings and services which meet standards set forth herein.

To achieve the goals of an adequate educational program, the immediate objectives and order of priority should be to strengthen existing programs and services, to expand present curriculum areas and services to meet desirable standards, and to add new programs and services as availability of teachers and facilities permits.

Several provisions are pertinent to the administration of secondary schools.

1. The annual reports of all high schools shall be made on forms provided by the Department of Education according to instructions outlined in these Standards.
2. Credit earned in any accredited school shall be accepted by any other accredited school.
3. Compliance with State Board of Education regulations for the educational plan, the building plan, and financial arrangements is a prerequisite for establishment of any public school.
4. The establishment of a new non-public school shall also meet equivalent pertinent provisions for public schools and the sponsoring agency may request the services of the Department of Education to this end. The sponsors of the proposed school shall provide a program that will meet accreditation standards or the proportionate part for each year of initial program offered and meet all other provisions set forth in these Standards.
5. Classified schools that maintain standards shall retain that classification and be so designated in the annual listing. A school not in full compliance with standards shall be advised prior to any change of status.

6. Instructional programs should be planned in accordance with the State Plan for the Program of Studies, approved by the State Board of Education September 17, 1969.
7. The high school is to comply with a uniform program of accounting for school activity funds determined by use of evaluative criteria provided by the Division of Finance.
8. The certificate of accreditation should be posted in a conspicuous place near the administrative entrance to the school building.
9. The deficiency form should be made available for examination by interested persons.

SCHEME OF CLASSIFICATION: SCHOOL DISTRICT*

MERITORIOUS REPORT	An extraordinary form of recognizing outstanding or exceptionally excellent features and phases of a local district school program. A district might have one, several, or even all aspects of its work so designated.	
SUPERIOR	Fully Accredited with Comprehensive Program	All schools in top classification
STANDARD	Fully Accredited with Standard Program	No more than 15% of children may be in school units of classification below that of the district.
BASIC	Fully Accredited with Basic Program	

* A period of self-evaluation by the district must precede any request to the State Board of Education for classification.

SCHEME OF CLASSIFICATION: SECONDARY SCHOOLS

RECOGNIZED SCHOOLS

Merit Rating—This rating is a means of recognizing outstanding or exceptional features and phases of the school program in Comprehensive, Selective, and Standard high schools. A school might have one, several, or even all aspects of its work so designated in due course, provided efforts to improve continue even after the highest possible classification has been reached.

Comprehensive Rating—Fully Accredited with Comprehensive Program

A school that provides a minimum of 175 days of classroom instruction within a program consistent with other requirements.

C
L S
A C
S H
S O
I O
F L
I S
E
D

Selective Rating—Fully Accredited with Selective Program

A school in the vicinity of another high school that serves an overlapping pupil population, is selective in enrollment, maintains a program in at least nine of the ten curriculum areas, meets all other comprehensive school requirements, and compensates in depth of offerings for abridged breadth of offerings.

Standard Rating—Fully Accredited with Standard Program

A school that provides a minimum of 175 days of instruction and attains at least minimum program standards as designated for this type of school.

Basic Rating—Fully Accredited with Basic Program

A school that attains at least minimum program standards and meets other requirements as set up for this classification.

Accredited Emergency — A school conditionally accredited that maintains at least an “Emergency” program as defined in this section and substantially meets other requirements for the Basic classification.

STANDARD I—COMPLIANCE WITH STATUTORY LAW

KRS 156.160 (STATE) SUPERINTENDENT TO PREPARE SCHOOL BUDGET AND RULES AND REGULATIONS GOVERNING SCHOOLS, FOR ADOPTION BY BOARD . . .” (2) Minimum courses of study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools; (c) Rules and regulations for grading, classifying and accrediting all common schools, and for determining the scope of instruction that may be offered in the different classes of schools and the minimum requirements for graduation from the courses offered; . . . (6) Regulations governing medical inspection, physical education and recreation, and other rules and regulations deemed necessary or advisable for the protection of the physical welfare and safety of the public school children; . . . (8) Rules and regulations for approving private and parochial schools of elementary or high school grade, and commercial schools.”

A first step in seeking state accreditation or approval is compliance with pertinent provisions of the School Law and with administrative regulations of the State Board of Education. Minimum requirements provided by the law are listed in the left column. Interpretations and current needs and practices beyond the minimum are listed in the right column.

<i>Kentucky Revised Statutes</i>	<i>Some Interpretations and Current Needs</i>
KRS 156.445—Adopted Texts—“Only approved books to be used as basal texts.”	The textbook program provides basic tools which should be enriched by many text and non-book materials.
KRS 158.060 — School Month and School Day—“Six hours of actual school work shall constitute a school day. The daily session, including recesses and intermission, shall not exceed nine hours.”	The quality and extent of the educational program should determine the length of the school day within the statutory limits. Most schools in Kentucky exceed the minimum.
KRS 158.070—Term—“(1) The minimum school term shall be 9 1/4 months.”	An extension of the school term beyond the minimum is highly desirable.

KRS 158.080—Private Schools—“The term of the school shall not be for a shorter period in each year than the term of the public school provided in the district in which the child attending the school resides.”

KRS 158.140 — Admission to High School—“When a pupil in any public elementary school or any approved private or parochial school completes the prescribed elementary course of study he is entitled to a certificate of completion. The certificate shall entitle the pupil to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school to which a pupil may go. . .”

KRS 158.190 — Sectarian Books Prohibited—“No book or other publication of a sectarian, infidel or immoral character, or that reflects on any religious denomination, shall be used or distributed in any common school. . .”

KRS 158.200 to KRS 158.260 — Permissive code relating to released-time programs for moral instruction.

KRS 158.270—Instruction as to Nature and Effect of Alcoholic Liquor and Narcotics — “(1) The nature of alcoholic liquor and of narcotics and their injurious effects on the human system shall be taught in each of the grades, four to ten inclusive, of the common schools. . .”

KRS 158.280—Instruction in Conservation—“Instruction in all phases of conservation and preservation shall be included in the curriculum of the public schools of Kentucky. . .”

KRS 159.010 — Age Limits for Compulsory Attendance.

This is an example of equivalency provisions of the law concerning educational program and opportunities in non-public schools.

Each district and school should have written policies dealing with promotions, retentions, transfers, and requests for transfers among accredited, approved, and non-approved schools.

All book and non-book printed materials used in public schools shall be purchased from approved public school buying guides or lists prepared or recommended by the State Department of Education.

Local boards of education are encouraged to adopt policies consistent with these provisions.

Planned teaching units on alcohol and drugs should be a part of the basic course of study for health and safety education for grades four through ten. This instruction should also be an integrated part of the secondary curriculum, particularly in science, physiology, driver training, and citizenship.

Planned instruction in conservation, organized in scope and sequence, should be an integral part of the science and social studies curriculum.

The age span for compulsory education is from 7 to 16 years of age.

KRS 159.040—Attendance at Private and Parochial Schools—“Attendance at private and parochial schools shall be kept by the authorities of such schools in a register provided by the State Board of Education, and such school authorities shall make attendance and scholarship reports in the same manner as is required by law or by regulation of the State Board of Education or public school officials. Such schools shall at all times be open to inspection by attendance officers and officers of the Department of Education.

KRS 159.160 — Teachers' Reports to Superintendent—“The principal or teacher in charge of any public, private or parochial school shall report to the superintendent of schools of the district in which the school is situated the names, ages and places of residence of all pupils in attendance at his school together with any other facts that the superintendent may require to facilitate carrying out the laws relating to compulsory attendance and employment of children. The reports shall be made within the first two weeks of the beginning of school in each school year.”

KRS 161.020 — Certificates Required of School Employees; to be Filed—“ (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, attendance officer, or other public school position for which certificates may be issued, or receive salary for services rendered in such position, unless he holds a certificate of legal qualifications for such position. (2) no person shall enter upon the duties of a position requiring certification qualifications until his certificate has been filed or credentials registered with the board of education employing him.”

This statute provides for uniform pupil accounting for all pupils in attendance in both public and non-public schools.

Compliance with the compulsory attendance law requires submission of reports by teachers on attendance of pupils in all schools.

Professional certification is a requirement for all staff members. The primary responsibility for obtaining a certificate rests with the individual. It is the responsibility of the superintendent of schools to make payment of salaries only to school personnel who hold valid certificates for their positions.

orm
at-
blic

KRS 161.170 — KRS 161.180 — KRS
161.200—KRS 161.210 — Teacher Re-
sponsibility for Course of Study, Pupil
Conduct, Records and Reports.

It should be noted that these represent
minimal regulations which most schools
supplement by policy.

at-
of
e of

uire-
pri-
g a
dual.
per-
ment
nnel
their

STANDARD II--STATEMENT OF PHILOSOPHY AND OBJECTIVES

The educational enterprise logically begins with sound beliefs and clear-cut objectives. Programs, policies, and practices for a school district and its component schools require a frame of reference. Each school shall develop its educational beliefs and objectives which reflect (1) the needs of all children and youth; (2) the needs of a free society; and, (3) the values of the humane tradition.

Within the foregoing frame of reference :

- A. The school district and community shall develop cooperatively, and re-study at frequent intervals, a statement of educational beliefs and objectives upon which unity, balance, and direction of the total school program may be established.
- B. Each school shall develop cooperatively, within the framework of the district, a statement of beliefs and objectives. The objectives shall be stated in terms of skills, abilities, and attitudes to be developed.
- C. Comprehensive supporting studies shall be made on a continuing basis for use by the district and each school and shall include:
 1. Holding power;
 2. Characteristics of pupil population—social, personal, educational—as revealed by organized testing, surveys, and other means;
 3. Curriculum;
 4. Follow-up of dropouts and graduates.
- D. Self-evaluation reports will be required of all schools seeking an up-grading or change in rating during any school year.
- E. Summary reports of these studies will be made to the Department of Education on request of the Superintendent of Public Instruction.

STANDARD III—PLANNED PROGRAM OF SCHOOL-COMMUNITY RELATIONS

Relations between the school and the community are dual in nature. Each, by the basic character of the relationship, possesses specific rights and certain responsibilities. A dynamic program of school-community relations embraces four major responsibilities which the district and school should accept. These are interpretation, information, cooperative study and evaluation, and community services. The most valid evidence of good school-community relations is the degree of participation on the part of citizens and the general public. A sound program of school-community relations will seek genuine acceptance of mutual responsibility by both professional and lay citizens of the school-community.

The district and the individual school shall take appropriate steps to:

- A. Initiate and plan cooperatively a comprehensive and continuing program for interpreting the schools to the people. When segments of the community lack understanding of and appreciation for a modern school program, a special effort should be made to improve community expectations of its schools and to establish a genuine concern for the rights of children and youth in a free society.
- B. Use a variety of ways and means to inform the people about their school and education in general. This should be accomplished through use of all available media and activities which bring citizens to the school and take the school to the community.
- C. Provide frequent opportunity for citizens' groups to participate in curriculum study and cooperative evaluation of the total educational program.
- D. Permit, within the framework of school board policies, use of school facilities and resources by community groups in social, recreational, and educational activities.

STANDARD IV—PROGRAM

The major criteria for the classification, accreditation, and recognition of schools shall be in terms of (1) breadth of offerings according to the State Plan for the Program of Studies; (2) continuity of the program within subject areas; (3) administrative and instructional provisions for differentiation in content and method according to measured pupil needs; and, (4) quality of instruction as revealed by systematic measurement and evaluation of achievement.

- A. The school district shall maintain balance in and among its separate school units through:
1. Consistent programs and services;
 2. Appropriate facilities for housing program and services;
 3. Equivalent teaching staffs;
 4. Adequate and appropriate instructional materials.
- B. The adequacy of a local district's total school program is largely a summation of the effectiveness of each school unit. However, there are certain other essentials required to achieve desirable coordination, balance, comprehensiveness, continuity, and articulation of the program.
1. *Effective Leadership*: The administrative and supervisory staffs are responsible for initiating sound and continuous planning for a total school program. An organized program includes identifying purposes, long-range planning, programming, and appraisal practices.
 2. *District Organization*: The school district eligible to receive maximum financial and educational benefits through the Foundation Program shall meet minimum suggested standards for the district and non-isolated schools.
 3. *Special Programs*: The school district, through its own efforts or in cooperation with neighboring school districts, shall provide for the needs of all exceptional children in its attendance area.
 4. *System-wide Evaluation*: At appropriate intervals, the school district should make an appraisal of its total program. This evaluation is in addition to those conducted by separate school units.

C. Standards for Program

1. Fully Accredited with Comprehensive Program

- a. In order that a program broad enough to meet the needs of individual students may be offered, an enrollment of at least 100 seniors and 600 students is considered minimum. Although smaller schools can offer a broad program, it is nationally recognized that program breadth becomes impracticable for smaller numbers.
- b. The Comprehensive high school (grades 9-12) shall offer and enroll annually pupils in a minimum curriculum as specified below with a minimum program from each of the 10 state-approved curriculum areas unless local surveys of pupils and community needs indicate that no pupils in the school are being deprived of essential learnings.

Areas of State Program of Studies	Minimum Unit Offerings			
	6-Yr.	4-Yr.	Sr. H.S. ¹	Jr. H.S.
(1) English Language Arts	7	5	4	3
(2) Social Studies	7	5	4	3
(3) Mathematics	6	4	4	4
(4) Science	6	4	4	3
(5) Health, Safety, and Physical Education	4	2	1	3
(6) Fine Arts (Music and Art—two units of each in 6-yr. and 4-yr. schools)	6	4	3	3
(7) Foreign Languages ²	3	3	3	1
(8) Industrial Arts ³	5	3	3	3
(9) Business Education	4	4	3	1
(10) Vocational Education				
(a) Agriculture ⁴	3	3	3	—

¹ Courses ordinarily considered as 9th grade courses shall not be counted toward meeting the minimum Accreditation Standards in the Senior High School. Some examples are English I, Algebra I, General Mathematics, General Science, and Health and P.E.

² Three units in one language or a minimum of two units each in two languages.

³ First unit offered must be general shop.

⁴ Can be omitted when local surveys indicate there is no need. Trades and Industries Program may be offered in an area vocational school (if available) on a maximum half-day basis to supplement the offerings of the regular high school program.

Areas of State Program of Studies	Minimum Unit Offerings			
	6-Yr.	4-Yr.	Sr. H.S.	Jr. H.S.
(b) Home Economics ⁵	4	3	2	2
(c) Trade and Industrial ⁴	3	3	3	-
(d) Business and Office Education ⁶	-	-	-	-
(e) Distributive Education	-	-	-	-
(f) Health Occupations	-	-	-	-
(g) Technical Education	-	-	-	-
(h) Special Vocational Education	-	-	-	-
Elective Offerings	2	2	2	-
	—	—	—	—
Minimum total offerings required	60	45	39	26

2. Fully Accredited with Selective Program

- a. When two or more schools serve an overlapping pupil population, the school that is Selective in enrollment and maintains a program in at least nine of the ten curriculum areas but meets all other Comprehensive school requirements and compensates in depth of offerings for abridged breadth of offerings shall be classified as a "Selective" high school.

3. Fully Accredited with Standard Program

- a. The Standard high school (grades 9-12) shall offer and enroll annually pupils in a curriculum as specified below with a minimum program from each of the 10 state-approved curriculum areas unless local surveys of pupil and community needs indicate that no pupils in the school are being deprived of essential learnings.

⁴ See page 11, fn. 4.

⁵ Includes both vocational and non-vocational home economics.

⁶ See Business Education (Area 9) for both general and vocational education programs in business.

H.S.	Areas of State Program of Studies	Minimum Unit Offerings			
		6-Yr.	4-Yr.	Sr. H.S. ¹	Jr. H.S.
2	(1) English Language Arts	6	4	4	3
	(2) Social Studies	5	3	3	3
-	(3) Mathematics	5	3	3	3
	(4) Science	5	3	3	3
-	(5) Health, Safety and Physical Education	3	1	1	3
-	(6) Fine Arts (Music and Art— one unit of each in 6-year and 4-year schools)	4	2	2	3
-	(7) Foreign Language	2	2	2	-
-	(8) Industrial Arts	2	2	2	2
-	(9) Business Education	3	3	3	-
-	(10) Vocational Education				
6	(a) Agriculture ²	3	3	3	-
	(b) Home Economics ³	3	3	2	1
	(c) Trade and Industrial Education ²	2	2	2	-
	(d) Business and Office Education ⁴	-	-	-	-
	(e) Distributive Education	-	-	-	-
	(f) Health Occupations	-	-	-	-
	(g) Technical Education	-	-	-	-
	(h) Special Vocational Education	-	-	-	-
	Elective Offerings	6	4	2	-
	Minimum total offerings required	49	35	32	21

¹ Courses ordinarily considered as 9th grade courses shall not be counted toward the minimum Accreditation Standards in the Senior High School. Some examples are English I, Algebra I, General Mathematics, General Science, and Health and P.E.

² Can be omitted when local surveys indicate there is no need. Trades and Industries Program may be offered in an area vocational school (if available) on a maximum half-day basis to supplement the offerings of the regular high school program.

³ Includes both vocational and non-vocational home economics.

⁴ See Business Education (Area 9) for both general and vocational education programs in business.

4. Fully Accredited with Basic Program

- a. This high school (grades 9-12) shall offer and enroll pupils annually in a minimum curriculum as specified below with a minimum program from each of the 10 state-approved curriculum areas unless local surveys of pupil and community needs indicate that no pupils in the school are being deprived of essential learnings without positive efforts being made to provide for them. Alternations are permitted in third and fourth year courses which are not dependent upon prerequisites. These courses may be counted toward meeting program requirements, but only courses offered each year can be counted toward meeting the 26-unit requirement.

Areas of State Program of Studies	Minimum Unit Offerings	
	6-Year	4-Year
(1) English Language Arts	6	4
(2) Social Studies	5	3
(3) Mathematics	4	2
(4) Science	4	2
(5) Health, Safety, and Physical Education	3	1
(6) Fine Arts (Music and/or Art)	3	1
(7) Foreign Languages	—	—
(8) Industrial Arts	1	1
(9) Business Education	2	2
(10) Vocational Education		
(a) Agriculture ¹	3	3
(b) Home Economics ²	2	2
(c) Trades and Industrial Education	—	—
(d) Business and Office Education ³	—	—
(e) Distributive Education	—	—
(f) Health Occupations Education	—	—
(g) Technical Education	—	—
(h) Special Vocational Education	—	—

¹ Can be omitted when local surveys indicate there is no need.

² Includes both vocational and non-vocational education in home economics.

³ See Business Education (Area 9) for both general and vocational education programs in business.

Areas of State Program of Studies	Minimum Unit Offerings	
	6-Year	4-Year
Elective Offerings	5	5
Minimum total offerings required	38	26

5. Accredited Emergency

- a. Any high school that cannot currently meet program standards for a fully accredited high school may be approved on an emergency basis provided the school shall offer and enroll pupils annually in a minimum program from at least seven of the 10 state-approved curriculum areas and make satisfactory annual progress toward meeting basic program standards. Alternations are permitted in third and fourth courses as under the Basic program classification.

Areas of State Program of Studies	Minimum Unit Offerings	
	6-Year	4-Year
(1) English	6	4
(2) Social Studies	5	3
(3) Mathematics	4	2
(4) Science	4	2
(5) Health, Safety, and Physical Education	3	1
(6) Fine Arts (Music and/or Art)	3	1
(7) Foreign Language	—	—
(8) Industrial Arts ¹		
(9) Business Education ¹		
(10) Vocational Education	2	2
(a) Agriculture ¹		
(b) Home Economics ²	—	—
(c) Trade and Industrial Education	—	—
(d) Business and Office Education	—	—
(e) Distributive Education	—	—
(f) Health Occupations Education	—	—
(g) Technical Education	—	—
(h) Special Vocational Education	—	—
Elective Offerings	3	3
Minimum total offerings required	30	18

¹ Either Industrial Arts, Business Education, or Agriculture may be counted as the seventh curriculum area.

² Includes both vocational and non-vocational home economics.

STANDARD V—ESSENTIAL SERVICES

The best program of studies can be seriously impaired by inadequacy of essential supporting services. The services needed are both instructional and co-ordinate in nature. The co-ordinated services generally cut across several levels of the school program to make instruction more effective.

A. Library Standards

1. Appropriation

- a. Fully Accredited with Comprehensive Program
\$2.00 per pupil for printed materials.
\$0.75 per pupil for audiovisual or non-printed materials, or a minimum of \$300.00, whichever amount is larger.
- b. Fully Accredited with Standard Program
\$2.00 per pupil for printed materials, or a minimum of \$400.00, whichever amount is larger.
\$0.75 per pupil for audiovisual or non-printed materials, or a minimum of \$150.00, whichever amount is larger.
- c. Fully Accredited with Basic Program
\$2.00 per pupil for printed materials, or a minimum of \$400.00, whichever amount is larger.
\$0.75 per pupil for audiovisual or non-printed materials, or a minimum of \$150.00, whichever amount is larger.
- d. Accredited Emergency
\$2.00 per pupil for printed materials, or a minimum of \$400.00, whichever amount is larger.
\$0.75 per pupil for audiovisual or non-printed materials, or a minimum of \$150.00, whichever amount is larger.

2. Collection

- a. *Books*—For all high schools there shall be a basic collection of at least 750 books, exclusive of duplicates, government documents, and currently adopted textbooks. This collection should meet the curricular, developmental, and recreational needs of the particular school. For schools having above 100 enrollment there shall be provided a minimum of 5 additional books per pupil and every effort shall be made toward providing 10 or more books per pupil.
- b. *Magazines*—The minimum number of magazine titles that shall be provided is:

Type of School	Up to 300	300-1000	1000 and over
Junior High School	10-15	16-30	30 and up
Senior High School	15-25	26-75	76 and up

- c. *Newspapers*—Junior high and senior high schools shall subscribe to 2 or more newspapers.
- d. *Audiovisual Materials*—An adequate collection includes filmstrips, slides, records, recordings, tapes, maps, globes, realia, models, and films.

All audiovisual materials owned by the school should be organized, catalogued, and administered by the professional staff of the library. Additional professional staff should be provided for this purpose.

Provision shall be made for additional staff to maintain and service equipment.

3. *Personnel*

a. *Qualifications—Librarian*

- (1) Fully Accredited with Comprehensive Program
Preparation and Certification: Librarians serving in a Comprehensive high school shall have a baccalaureate degree or above, a certificate valid for teaching at the high school level, with a major or minor in library science which shall include a minimum of 18 semester hours in specified courses in library science. Satisfactory annual progress should be made toward the master's degree and the Standard certificate.
- (2) Fully Accredited with Standard Program
Preparation and Certification: Librarians serving in a Standard high school shall have a baccalaureate degree or above and a certificate valid for teaching at the high school level with a major or minor in library science which shall include a minimum of 18 semester hours in specified courses in library science.
- (3) Fully Accredited with Basic Program
Preparation and Certification: Same as for Standard high school.
- (4) Accredited Emergency
Preparation and Certification: Same as for Standard high school.

b. *Assignment and Load*

(1) Librarians

Less than 300 pupils—one half-time to one full-time librarian

300- 750—one full-time librarian

751-1500—two full-time librarians

1501-2250—three full-time librarians

2251-3000—four full-time librarians

3000 or over—four full-time librarians

with an additional full-time librarian
for each 500 pupils over 3000

In a Comprehensive high school, no teaching other than that required in teaching the use of the library should be assigned to the librarian. Only such extra-curricular duties as do not require absence from the library during the school day shall be assigned. Provision should be made for the librarian to do frequent classroom visiting to ascertain teacher-pupil needs.

For high schools with less than 300 pupil enrollment, the librarian shall devote at least one-half of the school hours to library service. When pupils assigned to the library exceed 40 during any one period, a teacher, in addition to the librarian, shall be scheduled there. The assigned pupils shall not exceed 2/3 of the seating capacity.

(2) Library Clerks

301- 750—one half-time clerk

751-1500—one full-time clerk

1501-2250—one or more full-time clerks

2251-3000—two or more full-time clerks

(3) Audiovisual Personnel

Large schools having an audiovisual program should employ a full-time professional staff member to assist the librarian in coordinating and supervising audiovisual materials. For schools with less than 1000 enrollment this service may be provided by a teacher with released time or by clerical assistants assigned to the librarian. For schools with over 1000 enrollment, this professional staff member should be a person with some college training in audiovisual media.

4. *Quarters*

When planning library facilities in new buildings, or in remodeling of old buildings, boards of education, superintendents, and architects should consult with professional library personnel. Plans for library quarters in new school buildings or in remodeled buildings shall be approved by the State Department of Education. Centralized library quarters shall not be combined with a multi-purpose room such as cafeteria, stage, or auditorium.

The number of reading rooms depends upon the size of enrollment and the organization of the school. In terms of supervision and good service, no more than 100 students, and preferably no more than 80, should be seated in one reading room. In larger schools, multiple reading rooms or special library areas are therefore needed.

- a. Reading room—In all high schools, a separate library room, or rooms, shall be provided. This space shall have a seating capacity sufficient to accommodate 15% of the enrollment in schools having 500 or more students, and 45-55 students in schools having 200-500 students. No more than 100 students and, preferably, no more than 80, shall be seated in one reading room. The reading room dimensions shall be based on an allowance of 30 square feet per reader.
- b. Work room—Library quarters must include sufficient work space for the technical processing and repairing of materials, for carrying out business routines, and for storing supplies and equipment.
- c. Audiovisual room—Space and equipment should be provided in the library quarters for listening and viewing activities of students and teachers since these constitute a natural part of library use.
- d. The system-wide book collection for schools of less than eight teachers should be housed in a room, or rooms, centrally located and near the administrative and/or supervisory offices. This space should be large enough to shelve and store the books and materials for the schools being served.

B. *Instructional Materials*

Each secondary school shall have an annual appropriation and expenditure of a minimum of \$1.50 per student. These funds

shall be used to purchase maps, globes, charts, and other essential classroom instructional materials as well as specialized materials for curriculum areas such as music, art, English language arts, science, mathematics, foreign languages, etc.

C. School Guidance Service

1. Fully Accredited with Comprehensive Program

a. An organized and functioning program of guidance services shall include:

- (1) Individual counseling
- (2) Group guidance
- (3) Assistance to teachers and staff members on guidance programs

b. In order to provide adequate counseling, group guidance for students, and assistance to staff members in their guidance responsibilities, each school shall make provision for the following guidance services:

- (1) *Pupil Record Services*—A system of cumulative records shall be maintained and used in the guidance program.
- (2) *Information Services*—Information materials shall be carefully organized and utilized by staff members and students through the guidance program. These materials shall include occupational information, educational information, and personal-social information.
- (3) *Counseling Services*—Provision shall be made for individual counseling services for students. These shall include assisting the student through the counseling relationship to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision making, and coping with problems relative to his developmental needs and to his vocational and educational activities.
- (4) *Group Guidance Services*—Provision shall be made for the use of group techniques whenever guidance objectives can be reached most effectively and efficiently through organized group activities.
- (5) *Placement and Follow-up Services*—Provision shall be made in the Placement Service for helping students enter the next phase of their educational program or

D.

to enter employment. Provision shall be made for the follow-up of students for the purpose of school evaluation and improvement.

- c. Each school shall have on the staff a guidance counselor who devotes full time to counseling and other guidance duties. One full-time counselor is needed for each 500 students. Such person(s) shall possess the Provisional or Standard Guidance Counselor Certificate.
- d. Each school shall provide physical facilities, materials, and equipment essential to carrying out the major aspects of the guidance programs as outlined above.

2. Fully Accredited with Standard Program

The same standards listed for the Comprehensive high school apply to the Standard high school.

3. All Other Classifications

The same standards listed for the Comprehensive high school apply to all other classifications except for Item "c" under *Comprehensive High School*.

D. **School Health Services**

1. School District—The school district must comply with the provisions of the School Health Code and submit an annual report to the State Department of Education.
2. High Schools (all classifications)
 - a. Each high school shall comply with all provisions of the School Health Code including medical examinations, cumulative health record system, implementation of policies concerning inoculations and vaccinations, and a program of follow-up on correction of defects.
 - b. Each high school shall have established policies and procedures for providing first aid services in cases of emergencies.
 - c. Each high school shall provide a health guidance program for all pupils.
 - d. Each high school shall cooperate with school districts and appropriate agencies in providing periodic inspection of buildings and facilities for health and safety hazards.
 - e. Each high school shall maintain an organized program to insure medical examinations and adequate health safeguards for all pupils participating in athletic games.

E. Co-Curricular Activity Services

1. Fully Accredited with Comprehensive Program

The Comprehensive high school shall provide a balanced activity program subordinate to and directly related to curricular activities and under the direct supervision of qualified personnel. These varied activities should be designed to provide maximum educational experiences and leadership opportunities for all pupils.

2. Fully Accredited with Standard Program

The Standard high school program is the same as that of the Comprehensive high school, except the scope of the activities should be in keeping with the extent of the curriculum offered.

3. Fully Accredited with Basic Program

The program of this high school should be the same as that of the Standard.

STANDARD VI—ORGANIZATION OF PROGRAM AND SERVICES

The framework for the program must be kept in proper perspective and serve as a means to an end—an effective arrangement to facilitate instruction. The good master schedule, effective administrative routines, adequate undisturbed class time, and a high degree of self-direction on the part of pupils are major avenues to quality education.

A. Instruction Time Per Week

1. Fully Accredited with Comprehensive Program

A minimum of 300 class minutes per week shall be devoted to each full credit course. This requirement may be met by using the 60-minute class period five times per week or by devoting equivalent gross time in a modular schedule.

2. Fully Accredited with Standard Program

Same as Comprehensive high school

3. Fully Accredited with Basic Program

Same as Comprehensive high school

B. Class Size—All Schools

The class size for all *regular courses* should not exceed 30 pupils.

A class size under 10 will be considered prohibitive from the standpoint of cost and a class size over 35 in unit courses will be considered excessive in terms of effectiveness of instruction and possible overloading of teachers (maximum 150 pupils per day). Special permission to vary class size is granted on evidence of need within a planned experimental program.

C. Student Load—All Schools

It is the responsibility of the principal and the counseling staff to see that student loads and schedules are directly related to student needs and abilities. The normal student load is considered to be a combination of courses totaling 5 units of credit.

D. Requirements for Graduation*

1. All schools shall meet the following minimum unit requirements for graduation:

Subject

English	3
Social Studies (including one unit in U.S. History)	2
Mathematics	2
Science	2
Health and Physical Education	1
Total required	10
Total elective	8
Grand Total	18

2. Any school district may set the local requirements beyond this minimum. Required courses should be distributed as uniformly as possible over the four-year period. Excessive requirements in the ninth grade should not force out desirable electives. Every effort should be made to provide for individual needs and to require the best possible course selections by pupils. Curriculum areas selected for study shall have desirable sequence and depth according to an approved scheduling plan.

E. Pupil Requirements by School Organization (See Item D)

1. Four-year High School

A four-year high school (grades 9-12) shall maintain an approved four-year program of studies and meet minimum requirements for graduation specified in Item D, of which not more than 5 units may be transferred from the ninth grade of an approved junior high school. The normal length of time required for completion is eight semesters. Any reasonable plan for acceleration of gifted pupils shall be in accordance with a local district plan, a copy of which should be filed with the State Department of Education. The main purpose of an expanded program is enrichment.

* If a student returns to school to complete a secondary program which he began prior to 1959-60, he may graduate with the 16 credits required for graduation at that time. A pupil who entered the 9th grade in 1959-60 may graduate with 17 credits.

2. Six-year High School

A six-year high school (grades 7-12) must maintain an approved six-year program of studies and meet other requirements specified above for the four year high school. The normal length of time required for completion is 12 semesters.

3. Senior High School

A senior high school must maintain an approved three-year program of studies and meet other minimum requirements for graduation specified in Item D. The normal length of time required for completion is 6 semesters.

4. Junior High School

A three-year junior high school must maintain an approved three-year program of studies in grades 7, 8, and 9.

5. Any other organizational pattern with ninth grade or above shall be subject to accreditation standards through the highest grade taught.

STANDARD VII—PERSONNEL POLICIES

A. School District

1. The school district and each school should operate with established written policies for school personnel. Copies of policies and rules and regulations to implement them should be made available in a handbook or other printed form to all concerned. Within the framework of district policies the school should develop cooperatively staff and pupil personnel policies and procedures, routines, curricula, schedules and other helpful information and provide same in printed form for personnel.

2. In-service education should be provided for all staff members. In-service programs should be designed to upgrade the quality of teaching and to update method and content. A professional library and materials center should supplement the teachers' individual efforts to provide resources for professional growth. Planning, programming, and evaluation of in-service education should be cooperative and continuous.

3. The district should use all available means to attract and hold well-prepared teachers. Evidence of efforts to implement this goal is effective planning for recruitment, selection, employment, and orientation of teachers.

A desirable balance should exist in the district and each school between new and experienced teachers and between native and non-native staff members.

4. The professional climate should be conducive to harmonious relationships and high teacher morale. Lines of communication should be clearly established between school board and administrators and between administrators and professional staff. All staff members in the school shall assume a fair share of the common duties and concerns of the total school program.

5. Professional advancement policies should supplant state requirements for certification by encouraging all personnel with less than present requirements for their position to work toward meeting such requirements.

B.

6. All professional personnel affected by Kentucky Statutes and State Board of Education Regulations shall hold regular certificates for their positions and meet all provisions as to assignment.
7. The district shall provide at least the minimum personnel (supervisors and directors of pupil personnel) called for in Kentucky Statutes.
8. All private and parochial school boards operating multiple school units shall provide centrally coordinated administrative and supervisory services equivalent to those required of public school districts.

B. Secondary Personnel

1. The Principal

a. Fully Accredited with Comprehensive Program

- (1) The principal shall hold a Master's Degree and meet current certification requirements.
- (2) The principal shall devote full-time to the principalship with a minimum of 50 per cent of time in the area of improvement of instruction.
- (3) The principal shall have full-time clerical help other than teachers and/or pupils.

b. Fully Accredited with Standard Program

- (1) The principal shall have a degree plus 15 hours graduate work and meet current requirements for the Provisional principalship certificate.
- (2) The principal may teach no more than 2 periods and devote a minimum of 50 per cent of time to the improvement of instruction.
- (3) The principal shall have clerical help other than teachers and/or pupils.

c. Fully Accredited with Basic Program

- (1) The principal in this school shall fulfill the same requirements as those for a principal in a Standard school except that he may devote one-half time to teaching.

2. Assistant Principal

The assistant principal shall have a minimum of a baccalaureate degree, meet current requirements for a regular principalship certificate, and perform such duties as may be

assigned, including administrative duties and supervision of instruction. The assistant principal must devote at least 50 per cent of his time to the improvement of instruction. In high schools with 25 or more teachers, employment of an assistant principal should be considered.

3. Teachers

a. Fully Accredited with Comprehensive Program

(1) Regular classroom teachers:

- (a) should have a minimum of a baccalaureate degree;
- (b) shall hold a regular teaching certificate based on current certification requirements;
- (c) shall teach in major or minor or area of concentration;
- (d) should have responsibility for not more than 750 pupil-hour periods per week. Study hall supervision shall count as 50 per cent of classroom instruction.

A.

(2) Special Instructional Personnel (ASIS):

- (a) should have a minimum of baccalaureate degree;
- (b) should have a regular secondary or special certificate based on current certification requirements;
- (c) shall teach in major or minor or area of concentration;
- (d) should have a teaching load or pupil assignment consistent with effective teaching and attention to individual differences.

B.

C.

b. Fully Accredited with Standard Program

(1) Regular and special teachers:

- (a) should have a minimum of a baccalaureate degree;
- (b) should have a regular secondary or special certificate based on current certification requirements;
- (c) shall teach in major or minor or area of concentration.

D.

STANDARD VIII—PLANT AND EQUIPMENT

School plant planning begins with a proposed educational program which reflects all the needs of the school district and its pupil population. The school plant is adequate to the extent that it provides needed space and facilitates an effective instructional program. Good instruction requires that the school plant measure up in these ways:

1. *Provides adequate safeguards for health and safety of occupants.*
2. *Provides adequate and well-arranged facilities for program needs for the separate curriculum areas and essential services.*

See Chapter XXII, State Board of Education Regulations, for details on all plant and equipment standards.

- A. All school buildings shall meet or exceed minimum standards established by appropriate agencies in the state as to space and health and safety requirements. New buildings, additions, and remodeled buildings shall meet minimum standards established by the State Board of Education.
- B. Before a secondary curriculum area can be approved, the facilities shall meet or exceed standards as established by the State Board of Education. Minimum space requirements, special equipment, and instructional materials are required for approval of the following special areas: art, music, physical education, industrial arts, home economics, vocational agriculture, laboratory sciences, and shops.
- C. The school district should establish plant and equipment maintenance schedules and minimum standards for operation of school plant including qualifications for custodians. The school shall cooperate with the local board of education in its efforts to provide a wholesome and inviting school environment by establishing and carrying out a preventive maintenance and operation program as a part of its total citizenship and school improvement plan.
- D. The school shall establish and maintain high standards for functional use and care of all school property. Pupils, teachers, and citizens have a joint responsibility for providing a whole-

some and stimulating physical environment. The buildings and grounds shall be kept clean and sanitary.

- E. The school shall establish an accounting system for all equipment and supplies and maintain a continuing inventory. Requisitioning and purchasing of supplies and equipment shall follow the local district plan or well-established administrative practices and comply with purchasing regulations dealing with advertising for bids.