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CRITERIA FOR APPROVAL OF UNITS FOR VOCATIONAL EDUCATION AND EDUCATION OF EXCEPTIONAL CHILDREN

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FOREWORD

I am pleased to submit herewith the Criteria for Units in Vocational Education and for the Education of Exceptional Children. These Criteria represent portions of an over-all plan for the improvement of education in Kentucky. Standards are established for program, personnel and facilities which are in keeping with present ability and, at the same time, provide methods for continued improvement.

Vocational Education and Education for Exceptional Children have an important place in a total education program. While they are somewhat special in nature, under the Foundation Program they will become part of an integrated program for the improvement of instruction.

Together with the Criteria governing other special units, these Criteria form the basis for planning instructional programs within the framework of the Foundation Program. I commend them to all persons concerned with the administration of the program of education for Kentucky's children.

ROBERT R. MARTIN
Superintendent of Public Instruction

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PART I

CRITERIA FOR APPROVING UNITS FOR VOCATIONAL EDUCATION

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GENERAL POLICIES FOR OPERATING THE PROGRAM OF VOCATIONAL EDUCATION UNDER THE FOUNDATION PROGRAM LAW

(The services in the Bureau of Vocational Education affected by these policies are: Agriculture, Home Economics, Trades and Industries, and Distributive Education).

In view of the fact that the Foundation Program is built on the premise of developing a sound program of education in Kentucky, it is necessary to develop policies and standards that will be conducive to such development.

Therefore, the Bureau of Vocational Education desires that its policies encourage an expansion of vocational service to the people of Kentucky; and yet, at the same time, develop standards and criteria that must be recognized in setting up sound programs of vocational training by local boards of education. In view of these facts, the following policies are hereby recommended:

1. An approved vocational teacher means a teacher who meets the criteria of qualifications as set forth in the State Plan for each of the vocational services. It also means that the teacher is conducting an approved curriculum in a department that meets the standards of training facilities.
2. The different vocational services are to develop criteria and standards for the approval of vocational teachers, departments, and programs in the secondary schools of Kentucky.
3. If a local board of education finds that it is unable to meet all of the criteria relative to training facilities set forth by any of the services, then the Director of the respective service will be notified by the Superintendent of Schools. The local board will work out a plan, subject to the approval of the service involved, setting forth ways and means that it plans to improve its facilities so that the standards can be met for approval. During the period in which the board of education is showing good faith in developing its plan, the department or program will be granted temporary approval.
4. If the board of education fails to make the necessary improvement, according to the agreed plan, in the time limit agreed on by all parties concerned, it will be so notified by the Director of the service involved relative to this fact. Then, if an accelerated effort on the part of the local board of education cannot be developed to meet the standards as

set up for approval, the problem will be reported, with all the necessary facts, by the Director of the service involved, to the head of the Bureau of Vocational Education. After the head of the Bureau has made an analysis of the problem, and if the facts indicate that the vocational program is being jeopardized, then the department or program will be placed in a disapproved category until such time that the local board of education can meet the standards as prescribed by the service involved. It will be equally true that when a local board of education that is operating a temporarily approved program meets the requirements set forth in the criteria for complete approval, then it will be taken out of the temporary approval category and placed in an approved program of vocational education.

5. If an already approved, presently operated, vocational program in the state shows an indication that it is failing to keep abreast of progress and begins to abuse the standards and criteria set forth for approval, then it will be so notified of the standards that must be improved by the Director of the service involved and placed in a temporary approval status until such time it can meet the standards for complete approval.

6. In view of the fact that the Foundation Program Law established the principle of developing a program of education in Kentucky that is geared around the idea of educational services to people, it behooves the leadership in vocational education to take a look at the different programs in operation in the state and to develop an accelerated plan of evaluation of all the different phases of the program so that an intelligent approach can be made towards future improvement.

7. In Section 157.390, pages 48 and 49, of Educational Bulletin, Vol. XXIV, No. 2, Foundation Program Law (As Amended in 1956), in the classification of teachers in ranks, the equivalency in ranks II, III, and IV shall be defined by the respective service involved. The interpretation given to the equivalency in each of the above ranks shall determine the pay category of the approved teachers holding certificates based upon criteria for qualifications.

CRITERIA FOR APPROVING UNITS FOR VOCATIONAL AGRICULTURE

The purpose of Vocational Education in Agriculture is to train farmers and prospective farmers for proficiency in farming. Instruction is provided for three groups: (1) farm boys enrolled in all-day high school classes; (2) out-of-school young men who are enrolled in young-farmer classes, and (3) adult farmers enrolled in adult-farmer classes. All instruction must be designed to meet the needs of those who are preparing for farming or are engaged in farming. Instruction and supervision on the home farm must be provided for all persons enrolled in classes.

A teacher of Vocational Agriculture may be approved for a department when the following standards are met:

A. Need for Vocational Education in Agriculture

Classroom units for Vocational Agriculture shall be approved in public high schools only when evidence is available showing need for Vocational Education in Agriculture. This need shall be shown in terms of:

1. Number of farms in school patronage area.
2. Number of full-time farmers in school patronage area.
3. Number of boys enrolled in school from farms and who have facilities to carry on supervised farming programs.
4. Number of young men on farms, out of school, who are entering upon the vocation of farming.

B. Enrollment

1. Persons eligible
   a. High school classes—Only students who are interested in agriculture and who have facilities to carry out a supervised farming program.
   b. Young-farmer classes—Young men who are becoming established in farming.
   c. Adult-farmer classes—Farmers already established in farming.
2. Number enrolled in each class
   a. High school—Minimum of 10 and maximum of 24.
   b. Young farmer—Minimum of 10 and maximum to be determined by course taught and facilities available.
   c. Adult farmer—Minimum of 10 and maximum to be determined by course taught and facilities available.
3. Number enrolled per teacher—The number enrolled per

teacher shall be from 40 to 60 pupils including young and adult farmers. Where more than 60 vocational students are enrolled, an additional teacher shall be added.

C. Physical facilities

1. Classroom—A standard classroom of approximately 22 by 30 feet equipped with blackboard, bookcase, up-to-date agriculture library, standard tables and chairs for students, teacher's desk and chair, and file cabinets for each teacher of vocational agriculture.
2. Farm shop—Adequate farm shop with a minimum of 1800 square feet for one teacher and 2400 square feet for more than one teacher. Each shop is to be equipped with storage space, washroom, and tool room. Each shop must be equipped with adequate tools and machinery to teach farm mechanics.

D. Teachers

1. A fully qualified teacher of Vocational Agriculture employed for 12 months each year.
2. Number of classes—Each full-time teacher must have at least three classes and not more than 5 (including young and adult-farmer classes). There must be at least two high school classes of Vocational Agriculture.
3. Instruction shall be offered for high school boys, young farmers and/or adult farmers. Each full-time teacher shall teach at least one high school and one young and/or adult-farmer class.
4. Provision for travel—Each board of education must provide adequate transportation for the teacher to visit farms and students throughout the year and to do other necessary work.
5. Vacation and summer school—Boards of education may permit the teacher of Vocational Agriculture to attend summer school and take a vacation, providing the total time spent in summer school and vacation does not exceed one month in any given year.
6. When school districts are merged, the teachers shall be given equal status in the new system. If it is necessary to reduce the number of teachers, preference shall be givn to tenure, performance, training, and experience.
7. Chore duties—The teacher of agriculture may perform

his share of chore duties of the school, but should not be called upon to do more than other teachers in the school.

8. Professional ethics—Each teacher of Vocational Agriculture shall observe the principles of professional conduct adopted by the Kentucky Vocational Agriculture Teachers Association.
9. Teacher training—Each teacher shall keep up to date in Agricultural Education by attending summer school courses, in-service training meetings, State conferences, and district meetings.
10. Time devoted to job—Each teacher shall teach his regularly scheduled classes and visit each pupil on his home farm to provide supervision of farming programs. All teachers should devote their full time to their jobs. Private business or farming that makes their work in Vocational Agriculture less effective will be cause for not approving the teacher.

E. Time requirements

1. High school classes—The school may elect either of the following plans for high school classes:

   Plan A—Two consecutive 60-minute periods of instruction, 2 days per week, and one 60-minute period, 3 days per week, for each class, each year.

   Plan B—Two consecutive 45-minute periods of instruction per day, 5 days per week, for each class, each year.

   Plan C—Sixty minutes of instruction per day, 5 days per week, for each class, each year, provided that there is in operation a program of systematic group instruction for out-of-school young farmers and/or adult farmers for not less than 50 clock-hours during the year.

   Plan D—Twenty-eight clock-hours of scheduled class instruction in agriculture during each school month for each class.
2. Young-farmer classes—Each young-farmer class shall hold a minimum of 15 class sessions of not less than two hours each.
3. Adult-farmer classes—Each adult-farmer class shall hold a minimum of 10 class sessions of not less than two hours each.

F. Program

Each high school with an approved unit in Vocational Agriculture must provide for and carry out an approved program of work in Vocational Agriculture. This program must include:

1. Instruction for high school farm boys, young farmers, and adult farmers. This instruction must include class instruction and supervision of farming programs. Time shall be provided in the daily schedule for both class instruction and follow-up work.
2. An up-to-date course of study based on farming enterprises in the community.
3. Active leadership training through FFA including instruction and practice through a program of activities. This program of activities should make provision for:
   a. Regularly scheduled meetings at least once each month.
   b. Training of officers and committee leaders.
   c. Committee work.
   d. Setting up and carrying out programs of activities.
   e. Participation in fairs, FFA days, and other agricultural and FFA events.
   f. Participation in State and National programs of FFA.

G. Records and Reports

Each department shall keep:

1. An individual record of each pupil showing:
   a. Farming programs—proposed and summarized on permanent record card.
   b. FFA activity record.
   c. Survey form of home farm, and
   d. Such other records as may be required by the Director of Agricultural Education.
2. Copy of all reports submitted to the Director of Agricultural Education. These reports shall include:
   a. Preliminary annual reports of high school boys.
   b. Completed annual reports of high school boys.
   c. Young farmer reports.
   d. Adult farmer reports.
   e. FFA annual reports.
   f. Daily teaching schedule.
   g. Monthly report, including travel.

h. Such other reports as may be required from time to time to show the results obtained and the effectiveness of the work of the department.

H. The Director of Agricultural Education may waive the minimum standards for enrollment under Section B and physical facilities under Section C, provided a plan is submitted by the local board of education for meeting these standards.

CRITERIA FOR APPROVING UNITS FOR COOPERATIVE DISTRIBUTIVE EDUCATION IN KENTUCKY HIGH SCHOOLS

I General Statement

The high school program in Distributive Education is a work-study program in retail training for high school juniors and seniors. Under this plan the student enrolls in the required high school courses such as English, Social Science or Mathematics and selects the Distributive Education course as an elective. In addition to the in-school instruction, the student must spend 540 hours at work in retail or wholesale business. The work experience serves as the laboratory training for the student.

The amount of vocational instruction required should be based on the length of the cooperative program and the amount of such training already completed in the high school. The following suggested plans take into account these two factors:

Plan A—In a cooperative part-time program covering two school years, an average of at least one regular class period a day is devoted to vocational instruction.

Plan B—In a cooperative part-time program covering only one school year, an average of at least two regular class periods a day is devoted to vocational instruction.

Plan C—In a cooperative part-time program for persons who have completed a minimum of two high school units of credit in such subjects as Retail Bookkeeping, Business Arithmetic, Business Economics, Salesmanship, Merchandise Studies, Retailing and Advertising, under vocationally competent instructors in the high school, an average of one regular class period a day is devoted to vocational instruction for the school year in a given community.

II Size of the School

This program should be scheduled only in high schools that have a sufficient enrollment in the junior and senior classes to permit the students to complete the required high school courses and, at the same time, satisfy the work-experience regulations of the program. As a rule, the student's on-the-job experience is completed in the afternoons.

III Opportunities for Part-Time Employment

The Distributive Education Program is a cooperative part-time training program. This requires that the student spend an average of fifteen (15) hours during the school week or a total of 540 hours during the school year working in a retail or wholesale establishment. The work experience must be of such nature that the student can profit educationally by participating.

The training program is designed to prepare students for useful employment upon graduation from high school. Therefore, there must be a sufficient number of job opportunities in the area to reasonably assure a job upon completion of the course.

IV Qualifications of a Teacher

Both men and women qualify for teachers in Distributive Education courses. The teacher, in addition to satisfying the professional certification requirements, must have three (3) years of satisfactory experience in a retail or wholesale occupation.

V Duties of the Teacher

The teacher, usualled termed a Teacher-Coordinator, will organize the instruction materials and will give the in-school vocational instruction. The teacher will arrange with the cooperating business establishments to give the on-the-job instruction that cannot be given in the high school. The teacher will also make periodic coordination visits to the business establishments during the working hours of the students. The purpose of these visits is to observe the student at work, to confer with the employers, and to develop job progress reports on each student.

VI Size of the Class

A minimum of fifteen (15) students are necessary to initiate a program in Distributive Education. A teacher can instruct and coordinate 40 to 50 students. This maximum figure will be influenced by the amount of travel necessary on the part of the teacher to coordinate the program. When the maximum number is enrolled in the program, the students should be divided into two or more classes.

VII Length of the Employment of the Teacher

The teacher shall be employed for a term at least equal to

that of the other members of the high school faculty. However, it is recommended that the teacher be employed for an additional month in order to organize and plan for employment and the instructional program.

VIII Justifying the Program

Programs will be justified on four counts:

1. Evidence of need for a program as determined by a local survey of retail business.
2. Evidence of cooperation on the part of the retail trade associations.
3. Evidence of cooperation on the part of the local school administration.
4. An advisory committee made up of business employers and employees.

IX Physical Facilities

A well lighted and heated classroom of sufficient size to accommodate the number of students enrolled. The room should be equipped with movable chairs and tables so as to provide for conferences, committee work and individual instruction. The teacher should be provided with a desk and a filing cabinet.

It is recommended that wherever possible, model stores should be built into the classroom for teaching purposes. The size of the unit will depend upon the number of students enrolled.

A cash register, a wrapping table, and wrapping supplies are to be available and at least one bulletin board and one black board. Visual aids equipment in the form of a motion picture projector and a film strip projector are to be available.

These are the minimum recommended facilities. Other desirable facilities would include a dummy store window, tape recorder and a display rack for both men's and women's clothing.

CRITERIA FOR APPROVING UNITS IN VOCATIONAL HOME ECONOMICS

I The Program

A. The program must include:
   1. Class instruction to prepare for the responsibilities and activities involved in homemaking.
   2. Guiding home project work.
   3. Making home visits.

B. The program may be enriched by including:
   1. FHA or NHA.
   2. Instruction for adults.
   3. Educational experiences with the school lunch program.

C. Instruction shall be of less than college grade and designed for persons 14 years old or over.

II The Teacher

A. The teacher shall meet qualifications to teach vocational home economics as set up in the State Plan for Vocational Education.

B. The teacher shall participate in activities that provide in-service training.

C. The teacher shall keep records and make necessary reports to the superintendent and the State Office.

III Schedule and Term of Employment

A. The minimum length of the class period shall be 60 consecutive minutes daily.

B. The minimum size class shall be 10, and the maximum 24 pupils.

C. There shall be at least one period no less than 45 minutes in length provided for guiding home project work.

D. In a full-time homemaking program:
   1. There shall be a minimum of 48, and a maximum of 80 high school pupils enrolled in home economics classes.
   2. There shall be a minimum of three classes and a maximum of five classes.

E. One period in the school day may be used for educational activities connected with the school lunch program and/or serving as an adviser to FHA and NHA in lieu of one of the classes.

F. Teaching a class of adults may be in lieu of one class of day school pupils.

G. The teacher shall be employed for a period beyond the regular school term based on the number of pupils enrolled in vocational home economics as follows:

48 or more pupils .....4 weeks
25-47 pupils .....3 weeks
24 or less pupils .....2 weeks

(Additional time may be approved upon request if the size and scope of the program justifies it).

IV Teaching Materials and Supplies

A. Up-to-date teaching materials in all areas of homemaking and in sufficienct quantity for the largest class enrollment shall be provided.

B. Funds in the amount of $3.00 per pupil enrolled in Home Economics classes shall be provided in addition to pupil fees, for library books, illustrative material and teaching supplies.

V Space and Equipment

A. A department shall be of sufficient size and adequately equipped to accommodate the size classes and to teach all the areas of home economics.

CRITERIA FOR APPROVING UNITS FOR VOCATIONAL INDUSTRIAL EDUCATION FOR REGULARLY ENROLLED HIGH SCHOOL STUDENTS

I General Statement

The purpose of Vocational Industrial Education for regularly enrolled high school students is to provide instruction of a preparatory type in the development of basic manipulative skills, safety judgment, technical knowledge, and related industrial information for the purpose of fitting persons for useful employment in trade and industrial pursuits.

II Courses or Classes

All courses offered must consist of both shop instruction and related trade theory in a specific trade area, as well as certain required academic subjects that contribute to a well-rounded program for the student in his field of endeavor.

A. **Time Requirements**

1. **Practical Shop Work**
   At least fifteen (15) clock hours per week, not fewer than three (3) consecutive clock hours of sixty (60) minutes each at a time must be devoted to practical and theoretical instruction.
2. **Related Instruction**
   The related theory of the occupation must be taught by the shop instructor as the occasion requires and incidental to the shop instruction during the three (3) hour period.
3. **Regular High School Subjects**
   The other 50% of the school day must be devoted to regular high school subjects in the high school.

III Attendance

Students enrolled in vocational shop classes must attend not less than thirty (30) hours per week for one school year of not less than thirty-six (36) weeks and not more than two (2) regular years of forty (40) weeks each.

IV Students

The students enrolled in vocational shop courses must be sixteen (16) years of age and regularly enrolled in the high school. They must evidence the ability and desire to benefit by the instruction and requirements of employment in the trade after graduation.

V Qualifications for Shop Teachers

A. A shop teacher must have had at least three (3) full years' experience as a journeyman worker in the trade to be taught. He should be a person who commands the respect of his co-workers and is recognized as a master of his trade.

B. He must be a high school graduate, preferably of a vocational high school or equivalent. He must have or obtain during his teaching service at least twenty-four (24) semester hours of teacher-training especially suited to his needs. The renewal of the yearly teaching permit depends upon the teacher obtaining two (2) required semester credits in teacher-training. A course in Trade Analysis shall be required before the teacher begins his work or during his first year of service.

C. Qualifications for Vocational Trade Instructors in accordance with the Equivalency Clause in the Foundation Program Law — KRS 157.390 (As Amended in 1956) Educational Bulletin No. 2.

Rank II. Those holding regular four (4) year certificates to teach a specific trade; related subjects to trade students or coordination of a Trade and Industrial Education Program; having taught for four (4) years in a public trade school; holding a Bachelor's Degree with a major in Industrial Education o ran Engineering Degree, and having earned twenty-four (24) semester hour credits beyond the Bachelor's Degree in Vocational Teacher-training.

Rank III. Those holding regular four (4) year certificates to teach a specific trade having taught this trade in a public trade school for four (4) years and earned twenty-four (24) semester hours of college credits in Trade and Industrial Teacher-training subjects designated in the State Plan for Vocational Education.

Rank IV. Those holding a regular one (1) year certificate to teach a specific trade based upon high school graduation or equivalent; plus three (3)

years of trade experience as a recognized journeyman beyond apprenticeship in the trade to be taught in accordance with the State Plan for Vocational Education.

VI Physical Facilities

Physical facilities, including space, heat, light, equipment, toools, etc., must be adequate for the specific needs and nature of the particular trade to be taught. These should meet the criteria established and on file in the State Office of Industrial Education.

PART II

CRITERIA FOR APPROVAL OF CLASSROOM UNITS FOR EDUCATION OF EXCEPTIONAL CHLDREN

The criteria for classroom units for exceptional children authorized by KRS 157.360, sub-section (5), are for the guidance of superintendents in planning instructional programs to include classroom units for the various classifications of children with handicaps.

The administration and supervision of instructional programs and special facilities for exceptional children are the responsibility of the superintendent as the executive officer of the local board of education.

I General Provisions

A. Classroom units may be allotted on the basis of an approved teacher.

B. An approved teacher is one who devotes full-time or a fractional time to instruction for exceptional children in accordance with State Board of Education Regulations pursuant to KRS 157.200—157.290 and KRS 157.360(5).

C. Classroom units shall be allocated on the basis of a planned program as determined by careful study of educational needs of children with handicaps. Each unit shall serve one classification of handicapped children as follows:

1. Children with crippling conditions (orthopedic crippling, accidental crippling, cerebral palsy, cardiac conditions, etc.).
2. Children with impaired hearing (deaf, severely hard of hearing, or moderately hard of hearing).
3. Children with impaired vision (partially seeing).
4. Children with impaired speech (faulty articulation, stuttering, delayed speech, etc.).
5. Children who are mentally retarded (Sub-section (2) and (3) of KRS 157.200). Educable mentally retarded children shall be defined as those who have moderate mental retardation, who cannot profit from the regular curriculum, and, therefore, require a special curriculum to provide for educational, social,

and vocational needs. The IQ range for educable mentally retarded children is generally considered to be 50-75.[1]

Severely mentally retarded[1] children requiring a program for trainable children *may not* be included in classroom units for the educable retarded.

6. Children who are home-bound by physical defects which make school attendance either in special classes or regular grades impossible may receive instruction in the home. A home instruction unit may be allotted as full-time when a qualified teacher is employed on a full-time basis. A fractional unit may be allotted in the event that home instruction personnel is assigned to another approved fractional unit, provided that the personnel meets the certification requirements in SBE-EEC-FP-1.

7. On the basis of the major handicap, children with multiple handicaps may be enrolled in the units which can best serve the child.

D. Classroom units for exceptional children vary in size according to the type and severity of the disability. Full-time or fractional units may be approved in line with the present State Board of Education Regulations.

Category	No. Children Per Unit
Crippled	12 - 20
Deaf	8 - 12
Hard of Hearing	10 - 25
Mentally Retarded	15 - 20
Partially Seeing	10 - 20
Speech Impaired	75 -100 per week

Pupil-teacher ratio for home instruction units is determined by geographical distribution of pupils, travel conditions, preparation load for the teacher, and grade spread of pupils. In general, the pupil-teacher ratio for home instruction units is as follows: county areas, 8-12 pupils; urban areas, 12-15 pupils.

II Qualified Personnel

A. Units may be alloted to districts meeting the requirements of KRS 157.360(5), KRS 157.250, and SBE-EEC-FP-1.

[1]American Psychiatric Association classifications. Mild Retardation (IQ-85), Moderate Retardation (IQ 50-75), and Severe Retardation (IQ below 50).

1. Fully certified teachers must hold the Standard Special Education Certificate appropriate to the classification of children in the instructional unit; or teachers employed prior to April 12, 1952, may teach classes for exceptional children "on any valid teaching certificate in the area of special education in which he has been employed and/or in which he has had previous experience (SBE 65-1)."

B. Selective employment procedures should be used in securing personnel for classroom units for exceptional children. While persons having the appropriate certificate will be employed to teach handicapped children, it is important that the teacher have particular competency in recognizing the child as an individual; skill in individualizing and organizing the curriculum for meaningful and socially useful experiences; understanding the social and emotional problems of the child and helping him in the development of acceptable social patterns of behavior; ability to counsel with the child, his parents and others who come in contact with him; and proficiency in developing practical self-sufficiency in the child.

III Planned Program

A. The program of instruction for children with exceptionalities should provide for:

1. Effective, accurate identification including diagnosis of defect by appropriate professional authority, and proper classification as to defect and ability.

2. Necessary adjustment of the curriculum and physical facilities to meet individual as well as group needs and abilities.

3. Cooperative planning with and service from other agencies such as the Kentucky Crippled Children Commission, the University of Kentucky Speech and Audiology Clinics, County Health Departments; and other school services as guidance counselors, general supervisors, etc.

IV Facilities

A. An appropriate instructional program for exceptional

children must include the needed facilities, special equipment, and special materials well selected and properly supervised.

1. Classrooms in a regular elementary and secondary school or other appropriate facilities acceptable to the Superintendent of Public Instruction.
2. Materials and special equipment as indicated by the physical and/or mental handicap for maximum educational, physical, social and emotional development of exceptional children.
3. Transportation when necessary.

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