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STANDARDS FOR ACCREDITING

KENTUCKY SCHOOLS



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FOREWORD

This document, Kentucky State Standards for Accrediting Schools, is the outgrowth of a study made by a State revision committee, aided by staff members in the Division of Supervision-Accreditation-Organization and approved by the State Board of Education on June 10, 1974. It is intended to provide assistance to schools through accreditation of educational

Authorization of the State Advisory Committee

In August of 1974, Dr. Lyman V. Ginger, Superintendent of Public Instruction, authorized the appointment of three advisory committees for the purpose of revising Accrediting Standards for Elementary and Secondary Schools and creating Standards for Middle Schools.

Jan. B. Craven, Ph.D.
Superintendent of Public Instruction

INTRODUCTION

KPS 158.100

FOREWORD

This document, Kentucky State Standards for Accrediting Schools, is the outgrowth of a study made by a state revision committee, edited by staff members in the Division of Supervision--Accreditation--Organization and approved by the State Board of Education June 16, 1976. It is intended to provide assistance for those seeking to improve the quality of education through accreditation.

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 desirable new programs and services as teachers and facilities will permit.

James B. Graham, Ph.D.
Superintendent of Public Instruction

Don C. Ball, Assistant
Superintendent for Instruction

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INTRODUCTION

KRS 156.160

The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education: . . .

(3) 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; (8) Rules and regulations for approving private and parochial schools of elementary or high school grade and commercial schools.

The multiple-standards approach requires schools in each classification group to meet certain general standards as well as specific standards based on needs and objectives as reflected in their instructional programs. Ideally, the same quality of instruction is expected of each type of school. Within recognized limitations, each school should provide breadth and enrichment of program and services consistent with pupil needs.

The Classification scheme for accreditation of Kentucky high schools is not intended to suggest variance in the quality of the 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.

Don C. Bale, Assistant
Superintendent for Instruction

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STANDARDS FOR ACCREDITING ELEMENTARY SCHOOLS

STANDARD I - LEGAL RESPONSIBILITY

Any School seeking accreditation shall be in compliance with all laws and regulations contained in the State Code of Education.

Local School Boards shall be organized and operated in accordance with the laws of the State Board of Education, and which do not conflict with the laws of the State.

STANDARDS FOR ACCREDITING ELEMENTARY SCHOOLS

STANDARD II - STATE STANDARDS

The educational objectives, programs, policies, and procedures shall be in accordance with the broad educational goals for the community served by the individual school. Each school shall have a set of standards which reflect: (1) the diverse needs of all the pupils; (2) the needs of the community; and, (3) the involvement of parents-guardians and the community in the educational process. The standards shall be based upon a realistic, thorough, and systematic needs assessment.

STANDARD III - PROGRAM OF SCHOOL-COMMUNITY RELATIONS

Each school shall develop a written plan for a program of school-community relations. Such a program will seek genuine acceptance of mutual responsibility by both professionals and citizens of the community and should reflect mutual interaction of the community and the school. A program of school-community relations should embrace four major responsibilities: information, interrelation, cooperative study and evaluation, and community service.

STANDARD IV - DESIGN FOR LEARNING

The educational development of each pupil mentally, socially, physically, aesthetically, and emotionally requires a design for learning which recognizes and provides for diversity in learning styles, differing rates of learning, cultural values, and innate ability. School officials should consider curriculum, personnel, space, and equipment when initiating the design for learning.

STANDARD V - CURRICULUM

An effective program is broad in scope and well-organized. Learning experiences should place emphasis upon the development of skills, concepts, and essential content.

STANDARDS FOR ACCREDITING ELEMENTARY SCHOOLS

STANDARD I - LEGAL RESPONSIBILITY

Any School seeking accreditation shall be in compliance with the Kentucky Revised Statutes contained in the School Laws of Kentucky and with Regulations of the State Board of Education.

Local school boards may promulgate rules and regulations which are not arbitrary or capricious and which do not conflict with existing Laws of the Commonwealth of Kentucky and/or the State Board of Education. (See Appendix for pertinent State Statutes.)

STANDARD II - STATEMENT OF PHILOSOPHY AND OBJECTIVES

The educational enterprise logically begins with a sound philosophy and clearly stated objectives. Programs, policies, and practices for a school district and its components require a frame of reference compatible with the broad educational goals for the state, the school district, and the community served by the individual school. Each school shall develop educational beliefs and objectives which reflect: (1) the unique needs of all the pupils it serves; (2) the values of human traditions; and, (3) the involvement of parents/guardians and the community at large. Objectives should be based upon a realistic, thorough, and systematic needs assessment.

STANDARD III - PROGRAM OF SCHOOL-COMMUNITY RELATIONS

Each school shall develop a written plan for a program of school-community relations. Such a program will seek genuine acceptance of mutual responsibility by both professionals and citizens of the community and should reflect mutual interaction of the community and the school. A program of school-community relations should embrace four major responsibilities: information, interpretation, cooperative study and evaluation, and community services.

STANDARD IV - DESIGN FOR LEARNING

The educational development of each pupil mentally, socially, physically, aesthetically, and emotionally requires a design for learning which recognizes and provides for diversity in learning styles, differing rates of learning, cultural values, and innate ability. School officials should consider curriculum, personnel, space, and evaluation when initiating the design for learning.

STANDARD V - CURRICULUM

An effective program is broad in scope and sequence. Learning experiences should place emphasis upon the development of skills, concepts, and essential content.

- A. The elementary school curriculum shall include the following areas:
1. LANGUAGE ARTS, including reading, writing, spelling, oral and written English, and literature
 2. MATHEMATICS, with emphasis on concept development, computational skills and the application of these skills to practical situations
 3. SCIENCE, including laboratory experiences
 4. SOCIAL STUDIES, including citizenship, attitudes, values, and responsibilities
 5. PHYSICAL EDUCATION, SAFETY, AND HEALTH, including both mental and physical health
 6. FINE ARTS, including art, music, and dramatics
- B. Career, consumer, character, drug, and environmental education shall be integral parts of instruction at all levels and in all appropriate areas of study. A written plan setting forth methods by which character education will be integrated into the program of studies and activities should be developed.
- C. Personal and social development of the individual pupil should be a part of the instructional program.
- D. Programs for exceptional children, including the gifted and talented, should be provided.

STANDARD VI - PUPIL ACTIVITY PROGRAM

The school-related activity program should complement and supplement the required program of studies to develop to the full extent a pupil's capabilities. The school activity program should allow for pupil initiative and direction in accordance with maturation levels, stages of development, and special needs. The goal of a balanced school activity program should be to assist pupils in coping with recreational, social, and emotional demands. Development of leadership and followership should be provided. School policies should prohibit any over-emphasis on competitive sports (K-6) or other competitions which exploit pupils for the benefit of prestige of the school and community.

STANDARD VII - LEARNING MEDIA SERVICES

The services of the school media center should complement and support all areas of the total school program. Services provided should reflect the pupils' curricular needs and the implementation of educational objectives as perceived by the district school.

A. Staffing

1. Comprehensive schools - Each Comprehensive school shall have a media librarian. It is recommended that the following staffing ratio be followed:

Media Librarians	Enrollment
1	up to 400
1½	401 - 800
2	801 - 1200
3	1201 - 1600

Sufficient clerical assistance should be provided. It is suggested that a half-time clerk be used in schools with enrollment of 401-800; one clerk per school with enrollment of 801-1200; two clerks in schools with enrollment of 1201-1600.

2. Standard Schools - It is recommended that each Standard school be staffed according to the following chart:

Media Librarian	Enrollment
½	up to 400
1	401 - 800
2	801 - 1200
3	1201 - 1600

Sufficient clerical assistance should be provided. It is suggested that a half-time clerk be used in schools with enrollment of 401-800; one clerk per school with enrollment of 801-1200; two clerks in schools with enrollment of 1201-1600.

3. Basic Schools - It is recommended that each Basic school maintain a media center and implement a plan for utilization.
4. Provisional Schools - The media program for schools with this classification should be comparable to the Basic school program but with greater flexibility in areas of facilities and collections.
5. Emergency Schools - This rating is given to schools on a year by year basis, however, a media program should be provided to all pupils.

B. Facilities

The media center should be located so as to be readily accessible to all pupils. Space should be sufficient to house audiovisual and printed materials and accommodate small group instruction and other activities.

C. Appropriations

An expenditure from local funds should meet the minimum requirements of \$2.50 per pupil for printed material, \$1.50 for audiovisual media materials, and \$1.50 for instructional materials.

D. Collections

1. A minimum basic collection of seven book titles per pupil is recommended.
2. There should be a balanced collection of magazines, newspapers, and audiovisual materials.
3. All materials should meet the curricular, developmental, and recreational reading needs of all pupils.

E. Professional Library

An appropriation for professional books, journals, and magazines should be made in addition to the allocation for the media center.

STANDARD VIII - PUPIL SERVICES

Intellectual, physical, social, aesthetic, and emotional needs of pupils should be accommodated in an affective pupil-services program and should be a prime objective of the school

A. Guidance

1. Services

Each elementary school shall have a functional program of guidance services concerned with determining and providing for the identified developmental needs of all pupils. The guidance program should be a vital part of the elementary school's organized effort to provide meaningful educational experiences appropriate to each pupil's level of development. An effective counseling and guidance program involves pupils, parents/guardians, and staff.

2. Pupil Records

Each school shall maintain a standardized system of relevant cumulative records readily accessible to authorized personnel in compliance with the federal Family Rights and Privacy Act.

3. Staffing

Counseling programs should be staffed according to the following ratios:

- a. Comprehensive Schools - A full-time certified elementary school counselor for each 600 pupils or major fraction thereof is recommended. A functional guidance committee and a yearly guidance plan should be developed cooperatively with the Department of Education.
- b. Standard Schools - A full-time certified elementary counselor for each 700 pupils is recommended. A functioning guidance committee and a yearly guidance plan should be developed cooperatively with the Department of Education.
- c. Basic Schools - A Basic school should have a guidance committee which provides regular input for program planning.

B. Health Services

Each elementary school shall comply with all provisions of the School Health Code and should develop established policies and procedures for providing first aid services.

STANDARD IX - SCHOOL STAFF AND ADMINISTRATION

The coordination of instruction, organization, supervision, administration, and finance is essential to the overall effectiveness of the school program.

A. Staff

1. All staff members shall be involved in continuous, well planned programs of professional development to improve the quality of instruction and to update method and content. Planning, programming, and evaluating in-service activities shall be a continuous process.
2. All professional personnel shall hold appropriate certificates for positions and/or assignments.
3. Aides, if employed, shall be 18 years of age and have a minimum of a high school diploma or a GED Certificate (High School Equivalency Certificate).
4. Pupil-Teacher Ratio - The ratio of certified classroom teachers to pupils shall not exceed one to thirty. Provisions should be made for flexibility in grouping (large, small, individual), based on the school's objectives and the identified needs of the pupils.
5. Special Instructional Services - When a certified teacher in the areas of art, music, and physical education is provided, the ratio of teacher to pupils should not exceed one to one hundred fifty daily. Qualified consultative personnel should be provided by the district if specialists are not included in the staffing pattern of the school.

B. Principal

1. A school of 8 to 12 full-time teachers shall have a principal who devotes at least half-time to the principalship. Schools with more than 12 teachers should have a full-time principal.
2. For schools with more than 25 teachers, an assistant principal or other supportive personnel is recommended.
3. Clerical assistants other than teachers and pupils should be provided.

STANDARD X - SCHOOL PLANT AND FACILITIES

The school buildings and related facilities shall meet the standards and regulations of the Department of Education, Division of Buildings and Grounds.

STANDARDS FOR ACCREDITING MIDDLE SCHOOLS

STANDARD I - LEGAL RESPONSIBILITY

STANDARDS FOR ACCREDITING MIDDLE SCHOOLS

STANDARD II - STATEMENT OF PHILOSOPHY

The development of sound beliefs, goals, and plans is a necessary part of the planning. The unique nature of this age group requires the development of an educational program that attempts to meet the needs of the middle schools in Kentucky will be (1) consistent with regulations of the State Board of Education, (2) consistent with regulations of the State Board of Education, and (3) to provide opportunities for students to develop self-reliance and to assume responsibility.

The middle schools in Kentucky shall be defined as an institution serving that period in a student's educational experience occurring after elementary and prior to the secondary school program.

Any combination of three to four consecutive grades from 5-9 may constitute a middle school, providing that the program adheres to the concepts and standards of the middle school as outlined in this document.

Extended membership in a school is desired to assist students in achieving identity and in allowing sufficient time for the staff to assess individual needs and to provide appropriate learning opportunities. Existing middle schools with five or more grades should incorporate another grade as soon as possible. Preferably, the middle school includes grades 6-8. Existing facilities may incorporate other organizational plans, such as grades 5-8 or 7-9. If grade 9 is included in the middle school organization, procedures for promoting students to the tenth grade shall be consistent with the following conversion plan approved by the State Board of Education:

- A. The organization of learning experiences for ninth grade students shall be consistent with the middle school concept.
- B. Ninth grade courses may be certified as being equivalent to Carnegie Units offered in the eighth grade of a four-year high school.
- C. Upon completion of grade nine in a middle school, the school principal shall certify to the senior high school principal the following:
 1. Identification of the courses completed that are considered equivalent to meeting graduation requirements from high school.

STANDARDS FOR ACCREDITING MIDDLE SCHOOLS

STANDARD I - LEGAL RESPONSIBILITY

Any school seeking accreditation shall be in compliance with the Kentucky Revised Statutes contained in the School Laws of Kentucky and with Regulations of the State Board of Education.

Local school boards may promulgate rules and regulations which are not arbitrary or capricious and which do not conflict with existing Laws of the Commonwealth of Kentucky and/or the State Board of Education. (See Appendix for pertinent State Statutes.)

STANDARD II - STATEMENT OF PHILOSOPHY AND OBJECTIVES

The development of sound beliefs, goals, and objectives for the middle school is basic to program planning. The unique nature of this age group must receive major consideration in the arrangement of an educational program that attempts to meet the needs of all the students. Objectives of the middle schools in Kentucky will be: (1) to provide appropriate education experiences for youth consistent with variations in maturation and developmental characteristics common to pre-adolescent and early adolescent students, (2) to provide transitional educational experiences, (3) to provide opportunities for students to develop self-reliance and to assume responsibility.

The middle school in Kentucky shall be defined as an institution serving that period in a student's educational experience occurring after elementary, but prior to the secondary school program.

Any combination of three or four consecutive grades from 5-9 may constitute a middle school, providing that the program adheres to the concepts and standards of the middle school as outlined in this document.

Extended membership in a school is desired to assist students in achieving identity and in allowing sufficient time for the staff to assess individual's needs and to provide appropriate learning opportunities. Existing middle schools with fewer than three grades should incorporate another grade as soon as possible. Preferably, the middle school includes grades 6-8. Existing facilities may necessitate other organizational plans, such as grades 5-8 or 7-9. If grade 9 is included in the middle school organization, procedures for promoting students to the tenth grade shall be consistent with the following conversion plan approved by the State Board of Education:

- A. The organization of learning experiences for ninth grade students shall be consistent with the middle school concept.
- B. Ninth grade courses may be certified as being equivalent to Carnegie Units offered in the ninth grade of a four-year high school.
- C. Upon completion of grade nine in a middle school, the school principal shall certify to the senior high school principal the following:
 1. Identification of the courses completed that are considered equivalent in meeting graduation requirements from high school.

2. Certification that a copy of the student's record is being retained in the middle school.

STANDARD III - PROGRAM OF SCHOOL-COMMUNITY RELATIONS

Each school shall develop a written plan for a program of school-community relations specifying areas of mutual responsibility accepted by those in the school and citizens of the school community.

A program of school-community relations should indicate involvement in four major areas of responsibility: information, interpretation, cooperative study and evaluation, and community services.

STANDARD IV - DESIGN FOR LEARNING

Since the physical, social, emotional, aesthetic, and intellectual needs of each early adolescent are unique, the program for students should be determined through carefully selected and administered diagnostic instruments, student input, teacher evaluation, parental information, and community involvement. Curriculum objectives, decisions, and implementations should be characterized by unit, balance, and articulation with the schools below and above it, while retaining program flexibility.

STANDARD V - CURRICULUM

The curriculum goals and objectives in the middle school should be designed (1) to meet the identified needs of the students, (2) to accomplish the school's objectives, (3) to foster the development of inquiry skills, (4) to develop skills in problem-analysis and decision-making, (5) to encourage personal responsibility, and (6) to provide experiences for improved human relations.

A. Areas of curriculum for the middle school

Professional staff should organize their courses in such a way that the discrete disciplines are clearly correlated and integrated.

B. The curriculum of the middle school shall include:

1. Comprehensive/developmental experiences

- a. Social Studies
- b. Science
- c. Mathematics
- d. Language Arts: Communication Skills
- e. Health and Physical Education
- f. Fine Arts (Music, Art, Dramatics)
- g. Practical Arts (Home Economics, Industrial Arts, and skills such as typing)
- h. Character Education

2. Exploratory experiences

- a. Hobbies and avocational interests
- b. Careers and vocational interests
- c. Personal-social development concerns

STANDARD VI - STUDENT ACTIVITY PROGRAM

The student activity program for the pre- and early adolescent should provide a wide variety of activities that allow students to experience success in different kinds of endeavors. The activity program should emphasize heterogeneous groupings of students with opportunities for broad peer group interaction. Activities should allow wholesome social interaction within and between the sexes in small and large group activities. The student activity program should complement the program of studies. This activity program should encourage individual initiative, leadership, and self-direction appropriate for students' maturity level and special needs. The goal of a balanced activity program should be to assist students in satisfying present and future needs for recreation; for psychological, emotional, and social growth; and for career exploration. School programs shall discourage over-emphasis on competitive sports or other contests which exploit students for the benefit or prestige of the school and community.

STANDARD VII - LEARNING MEDIA SERVICES

The services of the middle school media center should support and enrich all areas of the total school program. The exact nature of the services should be determined by the needs of the students and the implementation of educational objectives set forth by the district and the school.

A. Recommended Staffing

Media Librarians	Enrollment
½ to 1	up to 300
1	301 - 800
2	801 - 1600
3	1601 and up

It is recommended that sufficient clerical assistance be provided. It is suggested that a half-time clerk be used in schools with enrollment of 400-800; one clerk in schools with enrollment of 801-1200; two clerks in schools with enrollment of 1201-1600.

B. Appropriations

1. The amount expended from local funds shall meet the annual minimum requirements of \$2.50 per student for print and \$1.50 for audiovisual media.
2. An appropriation of \$2.00 for each student shall be made from local funds for instructional materials and supplies.
3. An appropriation for professional books, journals, and magazines should be made in addition to the allocation for the media center.

C. Media Collections

The collections shall include books, magazines, newspapers, and non-print materials. Collections should meet the developmental, curricular, occupational, explorational, and recreational reading needs of the students served.

1. Comprehensive Schools - For Comprehensive rating, schools shall maintain a minimum basic collection of ten book titles per student.

2. Standard Schools - For a Standard rating, schools shall maintain a minimum basic collection of seven book titles per student.
3. Other classifications - All others should maintain a basic collection of book titles and a plan for utilization.

D. Facilities

The media center should be located so as to be readily accessible to all students. Space should be sufficient to house audiovisual and printed materials and accommodate small group instruction and other activities.

STANDARD VIII - STUDENT SERVICES

The physical, social, aesthetic and emotional needs as well as the need for intellectual growth of students must be accommodated in an effective student services program.

A. Guidance

1. Program

Each middle school shall have a functional program of guidance services concerned with analysis of the social and developmental needs and provisions for accommodating all students. The guidance program should be a vital part of the middle school's organized effort to provide meaningful educational experiences appropriate to each student's needs. An effective counseling and guidance program involves students, parents/guardians, and staff.

a. Counseling Services

Through the counseling relationship, students should be assisted in utilizing their own resources and experiences to develop the processes of self-understanding, planning, decision-making, adjusting to transitions, and coping with problems relative to developmental needs. Provisions should be made for individual and group counseling of students. Since the middle school student is extremely peer-oriented, opportunities should be provided regularly for group interaction.

b. Student Record Services

Each school shall maintain a standardized system of relevant cumulative records readily accessible to authorized personnel in compliance with the federal Family Rights and Privacy Act.

c. Information Services

Information and materials relating to guidance for career development, personal-social development, and educational development shall be carefully organized and available for use by staff members, students, and parents.

d. Placement Services

Each middle school shall provide placement services which include:

- (1) Assisting the student in course selections according to interests, ability, and future planning.
- (2) Assisting eligible students to find appropriate employment.

e. Referral Services

Each middle school should have a systematic documented referral procedure for utilizing available community resources in dealing with special problems.

f. Evaluative Services

Each middle school should provide evaluative services which include:

- (1) Student testing (i.e., diagnostic, interest, achievement)
- (2) Follow-up procedures
- (3) A continuous evaluation of the school's guidance program to determine the program's effectiveness.

2. Staffing

Counseling program should be staffed according to the following ratios:

- a. Comprehensive Schools - Each Comprehensive school should have a full-time certified middle school counselor for each 500 students or major fraction thereof. Each Comprehensive school shall have a functioning guidance committee and a yearly guidance plan approved by the State Department of Education.
- b. Standard Schools - Each Standard school should have a full-time certified middle school counselor for each 600 students or major fraction thereof. When a counselor serves in more than one school, the total student load should be no more than 600. Each Standard school shall have a functioning guidance committee and an annual guidance plan approved by the State Department of Education.
- c. Basic Schools - It is recommended that each Basic school have a guidance committee which provides regular input for program planning.

B. Health Services

Each middle school shall comply with all provisions of the School Health Code and should develop established policies and procedures for providing first aid services.

STANDARD IX - SCHOOL STAFF AND ADMINISTRATION

The coordination of all factors contribute to the effectiveness of the school program, including the functions of instruction, organization, supervision, administration, and finance.

A. Policies

Staff and student personnel regulations and procedures should be developed within the framework of the district policies. Staff and students should contribute to the development of these statements which should be distributed in a handbook or other printed form.

B. In-service

There shall be evidence that the total middle school staff is involved in continuous, planned in-service training within and across all facets of the educational program.

C. Personnel

All professional personnel shall hold valid certificates for their positions and shall meet all provisions relative to assignment. Utilization of elementary teachers may be accomplished through the endorsement plan administered by the Division of Teacher Education and Certification.

Aides shall be at least 18 years of age and have a minimum of a high school diploma or a GED Certificate (High School Equivalency Certificate).

1. Middle School Principal - Comprehensive, Standard, and Basic

- a. The principal shall devote full-time leadership to the principalship.
- b. The principal should have a full-time clerical assistant other than teachers or students. Schools having over thirty teachers should have additional clerical assistance.

2. Middle School Assistant Principal

An assistant principal should be employed when the school staff exceeds 24. The assistant principal's role and responsibilities should be clearly defined and should complement the principal's role to insure effective leadership in all aspects of the school program.

3. Middle School Teachers

The ratio of students to the certified teachers of the middle school shall not exceed the average of 30 to 1. Middle school teachers should exhibit a special interest in and knowledge of the pre- and early adolescent. These teachers should also be flexible, creative, energetic, and innovative in planning and implementing curriculum for the middle school student.

4. Special Instructional Services

When a certified teacher in the areas of art, music, and physical education is provided, the ratio of teacher to students should not exceed one to one hundred fifty daily. Qualified consultative personnel should be provided by the district if specialists are not included in the staffing pattern of the school.

STANDARD X - SCHOOL PLANT AND FACILITIES

The school buildings and related facilities shall meet the standards and regulations of the Department of Education, Division of Buildings and Grounds.

STANDARDS FOR ACCREDITING SECONDARY SCHOOLS

STANDARD I - LEGAL RESPONSIBILITY

STANDARDS FOR ACCREDITING SECONDARY SCHOOLS

STANDARD II - CURRICULUM

The structure and content of the curriculum shall be determined by the school community in accordance with the educational objectives which serve the unique needs of the community it serves and of a democratic society. The values of fairness, honesty, and the involvement of parents, students and the community at large. Objectives should be based upon realistic, thorough, and systematic needs assessment.

STANDARD III - PROGRAM OF SCHOOL-COMMUNITY RELATIONS

Each school shall develop a written plan for a program of school-community relations. Such a program will seek genuine acceptance of mutual responsibility by both educators and others of the school community and will reflect an involvement of the community in the school's program and the involvement of the school in the community. A program of school-community relations embraces four major responsibilities which the district and school should accept: interpretation, cooperation, study and evaluation, and community services.

STANDARD IV - DESIGN FOR LEARNING

The framework for the instructional program shall derive in deliberate instruction. Major objectives for quality education are a well-designed and executed, effective administrative structure, a well-planned class time, and provision for a high degree of self-direction on the part of the students.

A. Instructional Time Per Week - All Schools

1. The amount of total school work shall constitute a school day. Three hundred class minutes per week shall be directed to each full credit course. This requirement may be met by using the full minute class period one time per week or by devoting equal time plus time from approved program.

STANDARDS FOR ACCREDITING SECONDARY SCHOOLS

STANDARD I - LEGAL RESPONSIBILITY

Any school seeking accreditation shall be in compliance with the Kentucky Revised Statutes contained in the School Laws of Kentucky and with Regulations of the State Board of Education.

Local school boards may promulgate rules and regulations which are not arbitrary or capricious and which do not conflict with existing Laws of the Commonwealth of Kentucky and/or the State Board of Education. (See Appendix for pertinent State Statutes.)

STANDARD II - STATEMENT OF PHILOSOPHY AND OBJECTIVES

The educational enterprise logically begins with sound beliefs and clearly stated objectives. Programs, policies, and practices for a school district and its component schools require a frame of reference compatible with the broad educational goals for the state, the school district, and the community served by the individual school. Each school shall develop its educational beliefs and objectives which reflect: (1) the unique needs of all the students it serves; (2) the needs of the community it serves and of a democratic society; (3) the values of human traditions, and (4) the involvement of parents/guardians and the community at large. Objectives should be based upon realistic, thorough, and systematic needs assessment.

STANDARD III - PROGRAM OF SCHOOL-COMMUNITY RELATIONS

Each school shall develop a written plan for a program of school-community relations. Such a program will seek genuine acceptance of mutual responsibility by both educators and citizens of the school community and will reflect an involvement of the community in the school's program and the involvement of the school in the community. A program of school-community relations embraces four major responsibilities which the district and school should accept: information, interpretation, cooperative study and evaluation, and community services.

STANDARD IV - DESIGN FOR LEARNING

The framework for the instructional program shall serve to facilitate instruction. Major safeguards for quality education are a well-designed master schedule, effective administrative routines, adequate undisturbed class time, and profusion for a high degree of self-direction on the part of the students.

A. Instruction Time Per Week - All Schools

1. Six hours of actual school work shall constitute a school day. Three hundred 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 an approved program.

2. A program not based on the Carnegie Unit must have prior approval of the Department of Education.

B. Student Personnel Ratio

The ratio of students to teachers shall not exceed 30-1. Equitable class loads for teachers and maximum learning effectiveness for students dictate that a total teacher load should not exceed 150 students per day per teacher.

C. Student Load - All Schools

It is the responsibility of the administrative staff and the counseling staff to see that student loads and schedules are directly related to student goals, needs, and abilities, as diagnosed and prescribed by qualified personnel.

D. Requirements for Graduation

The normal student load is considered to be a combination of courses totaling five Carnegie Units of credit per school year (or the equivalent when other measurements are in use).

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

Subject	Units
Language Arts	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 local requirements beyond these minimums. 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 assist students in making the best possible course selections.
3. Maximum number of units to be earned by correspondence recognized by the State Department of Education and from institutions accredited by a regional accreditation agency:

- a. students less than 21 years of age and currently enrolled in high school may be permitted to earn, upon the recommendation and approval of the principal, a maximum of three units by correspondence providing that no more than two units are earned in any one calendar year. One of these units may be earned while enrolled in the regular school term.

- b. Any person who has reached 21 years of age and has not completed school may earn, by correspondence, a maximum of one-fourth of the number of units required for graduation at the time of entrance to high school. To be eligible to receive credit through correspondence, a person will be required to make application to the superintendent of the district in which credit is to be received. Upon recommendation and approval of the principal in the school in which the person will be enrolled, application may be made to take a correspondence course.
 - c. Any person who has been out of school for a minimum of ten years, from the close of the school term during the last year of attendance, may earn by correspondence a maximum of one-half of the number of units required for graduation at the time of entrance to high school. To be eligible to receive such credit through correspondence, the person will be required to make application to the superintendent of the district in which credit will be received. The person may make application to take a correspondence course upon the recommendation and approval of the principal of the school of enrollment for the balance of courses needed.
4. Each local school shall ascertain the reading achievement level of each student prior to enrollment in the ninth grade. Each student demonstrating a reading competency of sixth grade level or below at the end of the eighth grade year shall be scheduled for a ninth grade reading course specifically designed to aid such student to improve reading ability. The teachers employed to teach this course should have had training in teaching reading. The reading course may be applied toward the English requirement for graduation.

E. Student Requirements by School Organization

1. Ninth grade courses completed in a middle school may be certified as being equivalent to courses completed in the ninth grade of a four-year high school. Upon completion of Grade 9 in a middle school, the school principal shall certify to the senior high school principal the following:
 - a. Identification of the courses completed that are considered equivalent in meeting graduation requirements from high school.
 - b. Certification that a copy of the student's record is being retained in the middle school.
 - c. Existing school districts having an organizational pattern which includes junior high school or any new or proposed junior high school may continue to operate with a junior high school organizational pattern.

STANDARD V - CURRICULUM

Each school should develop an educational program which exceeds the minimum criteria. The criteria for the classification and accreditation of schools shall be in terms of (1) breadth of offerings; (2) continuity of the program within subject areas; (3) administrative and instructional provisions for differentiation in content and method according to measured student needs; and (4) quality of instruction as revealed by systematic measurement and evaluation of achievement.

- A. The school district shall require that each school develop a written plan setting forth the methods by which the school district will integrate consumer, career, and character education into its program of studies and activities.
- B. Standards for Program - If local surveys of students and community needs indicate that no students in the school are being deprived of essential learning, offerings may be omitted without affecting the following ratings:

1. Fully Accredited with Comprehensive Program

The Comprehensive High School shall offer a curriculum as specified below with a minimum program from each of the eleven state-approved curriculum areas.

Areas of Program of Studies for Kentucky Schools: Comprehensive	Minimum Offering		
	4 Yr. H.S.	3 Yr. H.S. ¹	Jr. H.S.
Language Arts	5	4	3
Social Studies	5	4	3
Mathematics	4	4	4
Science	4	4	3
Health, Safety and Physical Education	2	1	3
Arts Education			
Art	3	2	1
Music	3	2	1
Foreign Languages	3	3	1
Industrial Arts	3	3	3
Business Education	4	3	1
Vocational Education			
Agribusiness	3	3	-
Home Economics	3	2	2
Trade and Industrial Education	3	3	-
Business and Office	-	-	-
Distributive Education	-	-	-
Health Occupations	-	-	-
Practical Arts	-	-	-
Special Vocational Education	-	-	-
Other Offerings	2	2	-
MINIMUM TOTAL	47	40	25

1. Courses ordinarily considered as 9th grade courses shall not be counted toward meeting the minimum Accreditation Standards in the three-year high school. Some examples are English I, Algebra I, General Mathematics, General Science, and Health & P.E. Therefore, a six-year school, grades 7-12, should meet the combined minimum unit offerings of the 3-year senior high, the 3-year junior high schools, and middle schools.

2. Fully Accredited with Standard Program

The Standard High School shall offer a curriculum as specified below with a minimum program from each of the designated state-approved curriculum areas.

Areas of Program of Studies for Kentucky Schools: Standard	Minimum Offering		
	4 Yr. H.S.	3 Yr. H.S. ¹	Jr. H.S.
Language Arts	4	4	3
Social Studies	3	3	3
Mathematics	3	3	3
Science	3	3	3
Health, Safety, and Physical Education	1	1	3
Arts Education			
Art	2	2	1
Music	2	2	1
Foreign Language	2	2	2
Industrial Arts	2	2	2
Business Education	3	3	-
Vocational Education			
Agribusiness	3	3	-
Home Economics	3	2	1
Trade and Industrial Education	2	2	-
Business and Office	-	-	-
Distributive Education	-	-	-
Health Occupations	-	-	-
Practical Arts	-	-	-
Special Vocational Education	-	-	-
Other Offerings	4	2	-
MINIMUM TOTAL	37	34	22

3. Fully Accredited with Basic Program

This high school shall offer a curriculum as specified below with a minimum program from each of the designated state-approved curriculum areas.

1. Courses ordinarily considered as 9th grade courses shall not be counted toward meeting the minimum Accreditation Standards in the 3-year Senior High School. Some examples are English I, Algebra I, General Mathematics, General Science, and Health and Physical Education.

Areas of Program of Studies for Kentucky Schools: Basic	Minimum Offerings 4 Yr.
Language Arts	4
Social Studies	3
Mathematics	2
Science	2
Health, Safety, and Physical Education	1
Arts Education (Art and/or Music)	1
Foreign Language	-
Industrial Arts	-
Business Education	2
Vocational Education	
Agribusiness	3
Home Economics	2
Trade and Industrial Education	-
Business and Office	-
Distributive Education	-
Health Occupations	-
Technical Education	-
Special Vocational Education	-
Other Offerings	5
MINIMUM TOTAL	25

4. Provisional

Any high school that currently cannot meet program standards for a fully accredited high school may be approved on a temporary basis provided the school shall offer a minimum program from at least seven of the designated state-approved curriculum areas and shall make satisfactory annual progress toward meeting basic program standards.

Areas of Program of Studies for Kentucky Schools: Provisional	Minimum Offerings 4 Yr.
Language Arts	4
Social Studies	3
Mathematics	2
Science	2
Health, Safety and Physical Education	1
Arts Education (Art and/or Music)	1
Foreign Language	-
Industrial Arts	-
Business Education	-
Vocational Education	
Agribusiness	2
	-

Home Economics	-
Trade and Industrial Education	-
Business and Office Education	-
Distributive Education	-
Health Occupations	-
Practical Arts	-
Special Vocational Education	-
Other Offerings	5
MINIMUM TOTAL	20

5. Emergency

Any high school that cannot currently meet provisional standards for program may be approved on an emergency basis provided the school shall offer and enroll annually students in a minimum program from at least six of the designated state-approved curriculum areas and make satisfactory annual progress toward meeting provisional or or higher standards.

Areas of Program of Studies for Kentucky Schools: Emergency	Minimum Offerings 4 Yr.
Language Arts	4
Social Studies	3
Mathematics	2
Science	2
Health, Safety, and Physical Education	1
Art Education (Art and/or Music)	1
Foreign Language	-
Industrial Arts	-
Business Education	-
Vocational Education	2
Agribusiness	-
Home Economics	-
Trade and Industrial Education	-
Business and Office Education	-
Distributive Education	-
Health Occupations	-
Practical Arts	-
Special Vocational Education	-
Other Offerings	3
MINIMUM TOTAL	18

STANDARD VI - STUDENT ACTIVITIES PROGRAM

Many worthwhile educational goals are fostered through the co-curricular activities of the school. Reinforcement of pupil interest in school, education for democratic living, and enrichment of interpersonal relations may be achieved more effectively in the student activities program than in the formal curriculum.

All schools should provide a co-curricular activity program in keeping with the scope of courses offered. Scheduled activities should be under the supervision of properly certified personnel in accordance with policies that have been developed by the local board of education.

STANDARD VII - LEARNING MEDIA SERVICES

A. Media Center

The media center's function is to locate, acquire, provide, organize, and coordinate the school's learning resources and to motivate and assist students and teachers in the effective use of these resources. Standards for the media center are as follows:

1. Appropriation
 - a. The amount expended from local funds shall meet the annual minimum requirements of \$2.50 per student for print and \$1.50 for audiovisual material.
 - b. Equipment shall not be purchased from the basic appropriation.
 - c. Funds for the initial collection of all materials for new schools, for professional collections, and for media supplies shall be in addition to the basic annual appropriation.
2. Collection
 - a. Books - Schools with fewer than 100 students shall have a collection of not less than 1000 titles. Schools with more than 100 students shall have at least 3000 titles, or 10 books per student, whichever is greater.
 - b. Magazines - Schools should provide magazines proportionately to enrollment and curricular needs of students.
 - c. Newspapers - Junior high and senior high schools shall subscribe to two or more newspapers.
 - d. Vertical File - All schools should have a current collection of pamphlets and other non-book printed media covering a wide range of subjects to meet individual school needs.
 - e. Audiovisual Materials - All schools should have a collection including film loops, films, slides, microfilms, filmstrips, recordings, graphic materials, transparencies, globes, maps, realia, programmed media, art objects and videotapes to support a planned program.

3. Assignment and Load

Professional Media Personnel	Students
½ to 1	up to 250
1	251 - 800
2	801 - 1600
3	1601 - 2400
4	2401 and up

It is recommended that sufficient clerical assistants be provided. Supportive personnel in a centralized processing system should not reduce the number of media clerks needed in the individual school.

B. Instructional Materials

Each secondary school shall have an annual appropriation and expenditure of a minimum of \$2.50 per student. If grades 7-8 are included as a part of the organization of the schools, the same appropriation shall apply for instructional materials in addition to the library appropriation. These funds shall be used to purchase maps, globes, charts, and other essential classroom instructional materials as well as specialized materials for other curriculum areas, such as music, art, home economics, language arts, science, mathematics, foreign language, and other areas.

STANDARD VIII - STUDENT SERVICES

Intellectual growth of the individual is a major objective of the school. However, the physical, social, aesthetic and emotional needs of students must also be accommodated in an effective student services program. The individual's ability to function effectively in our society necessitates the acquisition of skills, attributes, and knowledge essential for self-fulfillment.

A. Guidance

1. Fully Accredited with Comprehensive Program

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

- (1) A functional guidance committee
- (2) A job description for each counselor
- (3) Systematic individual counseling
- (4) Group guidance
- (5) The inclusion of teachers and staff members in the guidance program

b. Each school shall submit to the Department of Education for approval an annual guidance plan which provides for the following:

- (1) A records system to maintain, protect, and make available to appropriate persons all relevant cumulative student records.
 - (2) An organized information system that includes occupational, educational, and social information materials which are available to students and staff.
 - (3) Counseling services for assisting individuals in the processes of self-understanding, planning, decision-making, and in coping with problems relative to developmental needs and to vocational and educational activities. Counseling services include consultation with concerned adults and agencies.
 - (4) Organized group guidance activities.
 - (5) A placement and follow-up activity plan to assist students in transition between school programs or school and employment.
 - (6) A systematic referral process for utilizing available community resources and for assisting students with special problems.
 - (7) Evaluative processes which include a systematic student testing program with preparation and interpretation of test data to students, parents, and teachers and continuous evaluation of the school's guidance program.
- c. The following ratio of certified counselors to student enrollment should be maintained:

Counselors	Students
1/2	up to 300
1	301 - 500
1 1/2	501 - 750
2	751 - 1150
3	1151 - 1550

Adequate clerical assistance should be provided.

- d. Each school should provide adequate physical facilities, materials, and equipment to carry out major aspects of a guidance program. Certified guidance personnel should participate in planning guidance facilities.

2. Fully Accredited with Standard Program

The same standards for the Comprehensive High School apply to the Standard High School with flexibility on ratio.

3. All Other Classifications

All schools shall have an organized and functioning program of guidance services.

B. Health Services

1. School District - The school district shall comply with the provisions of the School Health Code and shall submit an annual report to the State Department of Education.
2. High Schools - Each high school shall adhere to the following:
 - a. Comply with all provisions of the School Health Code.
 - b. Have established policies and procedures for providing first aid services.
 - c. Have a systematic program for health education.
 - d. Cooperate with school districts and appropriate agencies in providing periodic inspection of buildings and facilities for health and safety hazards.

STANDARD IX - SCHOOL STAFF AND ADMINISTRATION

The staff is a cooperating group of qualified and competent persons devoted to common educational purposes and motivated by a desire to implement the philosophy and to attain the explicit objectives of the school. The primary responsibility of administration is to the educational program. Each managerial and organizational task is worthwhile to the extent that it facilitates teaching and learning and contributes to the community of which the school is a part.

A. School District

1. The school district and each school therein should operate with established written personnel policies. School board policies, rules, and regulations should be made available in a handbook or other printed form to all professional personnel.
2. Within the framework of district policies, the staff of each school should cooperatively develop and disseminate a handbook which includes staff and student personnel policies and procedures.
3. A continuous, planned program of in-service staff development shall be provided. This program shall be designed to upgrade the quality of instruction, to provide resources for professional growth, and to update methods and content. Planning, programming, and evaluating staff development shall be cooperative and continuous.
4. Efforts to attract and hold competent teachers shall be evidenced through: (1) effective planning for recruitment; (2) selection; (3) employment; (4) orientation; (5) staff development; and (6) evaluation.
5. In order to promote a professional climate conducive to harmonious relationships and high teacher morale, lines of communication shall be clearly established between school board and administrators and between administrators and school personnel. All staff members in the school shall assume a fair share of the common duties and concerns of the total school program.
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 school should establish and maintain mechanisms for student, parent, and community participation in appropriate areas of the instructional program.
8. All private and parochial school boards operating multiple school units should provide centrally coordinated administrative and supervisory services equivalent to those required by public school districts.

B. Secondary Personnel

1. The Principal

a. Fully Accredited with Comprehensive Program

- (1) The principal shall meet certification requirements.
- (2) The principal shall be an educational leader devoting full-time to the principalship.
- (3) The principal should have full-time clerical assistance other than teachers and/or students.

b. Fully Accredited with Standard Program

The principal in this school shall fulfill the same requirements as those for a principal in a Comprehensive school except that in schools with fewer than 12 teachers or 360 students, half-time may be devoted to the principalship and half-time to other duties.

c. Fully Accredited with Basic Program

The principal in this school shall fulfill the same requirements as those for a principal in a Standard school, except that one-half time may be devoted to teaching.

2. Assistant Principal

It is recommended that secondary schools with 30 teachers or more employ an assistant principal. In secondary schools with 50 or more teachers, an additional assistant principal, instructional coordinator or departmental chairperson with released time for development and implementation of curriculum is recommended.

3. Teachers

a. Fully Accredited with Comprehensive or Standard Program

- (1) Regular classroom teachers shall:
 - (a) have a minimum of baccalaureate degree as specified by the Division of Teacher Certification, Department of Education
 - (b) hold a regular certificate valid for teaching grades 7-12
 - (c) teach in major or minor field or area of concentration

(2) Special instructional personnel

- (a) should meet the same requirements as for teachers, or
- (b) shall have special experiences and/or training in order to teach exploratory courses where the above do not apply.

b. Fully Accredited with Basic Program

Requirements for regular and special teachers shall be the same as for Comprehensive and Standard Program; however, some flexibility is possible for requirements related to proportion of assignment in major or minor field and for teaching exploratory courses.

STANDARD X - SCHOOL PLANT AND FACILITIES

The school building and related facilities shall meet the standards and regulations of the Department of Education, Division of Buildings and Grounds.

STANDARDS FOR ACCREDITING SUMMER SCHOOLS

The summer school program should be designed to provide opportunities for students to gain enrichment credit, exploratory credit, and essential make-up credit. The summer school program should be designed to provide a regular school year.

STANDARDS FOR ACCREDITING SUMMER SCHOOLS

- A. Accreditation of summer school programs
 1. School districts planning to operate a summer school program shall file an application with the State Department of Education, Division of Summer Schools, on or before the first day of the summer school term.
 2. Application for the operation of a summer school program shall be filed with the State Department of Education, Division of Summer Schools, on or before the first day of the summer school term.
 3. Approval must be received from the State Department of Education, Division of Summer Schools, on or before the first day of the summer school term.
 4. An annual summer school report shall be submitted to the State Department of Education, Division of Summer Schools, within 15 days after opening of the summer school term.
- B. Administration and supervision of summer school program
 1. Summer programs shall be organized and operated as a part of the local school program under the control and management of the local board of education.
 2. The operation of the summer school program shall comply with the rules and regulations of the state and local boards of education.
- C. Qualifications and teaching level of staff
 1. Each member of the teaching staff shall have a minimum of a bachelor's degree, a regular certificate, and shall be certified in the subject area in which he or she is to teach.
 2. A teacher shall not be permitted to teach more than one subject in a given class period. The school board may be permitted to teach out of state courses at the level of the summer school.
 3. All staff employed by the school district shall be employed on a full-time basis for each school year.

STANDARDS FOR ACCREDITING SUMMER SCHOOLS

The summer school program should be designed to provide opportunities for students to gain enrichment credit, exploratory credit, and remedial or make-up credit. The quality of the summer school program should be parallel with the regular school term.

In order to initiate and/or maintain accreditation status in any school program offered over and beyond the regular school term, any school or school system offering summer school programs designed for elementary, middle school, or secondary participation shall abide by the following regulations:

A. Application for the operation of a summer school

1. All school districts planning to operate any kind of a summer school shall submit an application and request annual report forms from the State Department of Education, Division of Supervision--Accreditation--Organization.
2. Application for the operation of any summer school, regardless of the method or source of financing, shall be filed with the Department of Education 30 days prior to the opening of the summer school. These application forms may be obtained from the State Department of Education.
3. Approval must be received from the State Department of Education before the starting date of the summer school term.
4. An annual summer school report shall be submitted to the State Department of Education within 15 days after opening of the summer term.

B. Administration and supervision of summer school program

1. Summer programs shall be organized and operated as a part of the total school program under the control and management of the local board of education.
2. The operation of the summer school program shall comply with the rules and regulations of the state and local boards of education.

C. Qualifications and teaching load of staff

1. Each member of the teaching staff shall have a minimum of a bachelor's degree, a regular certificate, and shall be assigned to the subject area in which each is certified.
2. A teacher shall not be permitted to teach more than one subject in a given class period. However, a teacher may be permitted to teach not more than 3 consecutive levels of the same subject.
3. All unit courses shall meet the equivalent of two sixty-minute periods per day for each half-unit.

STANDARDS FOR ACCREDITING
SUMMER SCHOOL

D. Length of term and class period

1. The summer session shall consist of a minimum of 35 days, exclusive of holidays.
2. Class periods shall total a minimum of 70 hours for all students enrolled in the summer program.

E. Procedure for earning credit

1. The maximum secondary credit allowable during the summer session shall be the equivalent of one unit. This unit may be earned by the completion of two one-half unit courses, or one full-unit courses.
2. Participation of a student in elementary and/or middle school courses shall be limited to two subject fields.
3. A school or school system may offer a full quarter program during the summer months. This program shall be the equivalent of a 12-week program during the regular school year and shall be in operation for a minimum of 6 hours per day for a total of 58 days.

F. Supportive services

1. Media center materials shall be available for the summer school program.
2. Guidance services should be provided to meet the needs of students enrolled in the summer term.

G. Evaluation

The summer school programs shall be evaluated by the State Department of Education and deficiencies reported. These deficiencies will affect the accreditation of the school.

STANDARD I - COMPLIANCE WITH STATUTORY LAW
KRS 156.160 ADOPTION OF RULES AND REGULATIONS BY STATE BOARD

Upon recommendation of the superintendent of public instruction, the state board of education shall adopt rules and regulations relating to: ...“(2) Minimum courses of study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools; (3) 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; ...“(5) Sanitary and protective construction of public school buildings, toilets, physical equipment of school grounds, school buildings and classrooms; (6) 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) Approval of private and parochial schools of elementary or high school grade, and commercial schools; (9) The fixing of holidays on which schools may be closed and special days to be observed, and the pay of teachers during absence because of quarantine; (10) The preparation of budgets and salary schedules for the several school districts under the management and control of the state board of education;...”

KRS 156.445 ADOPTED TEXTS

“No textbook shall be used in any public school in Kentucky as a basal textbook unless it has been approved and listed on the State multiple list of textbooks by the State Textbook Commission. Any changes of textbooks made by the State Textbook Commission shall not become effective until grades and classes of the respective county and independent school districts have completed work for which the adopted book then in use was originally intended. Nothing in this section shall apply to the supplementary books that are needed from time to time.”

KRS 158.060 SCHOOL MONTH AND SCHOOL DAY

“Twenty (20) school days, or days in which teachers are actually employed in the schoolroom, shall constitute a school month in the common schools. ...Six (6) hours of actual school work shall constitute a school day. The daily session, including recesses and intermissions, shall not exceed nine (9) hours...”

KRS 158.070 SCHOOL TERM: HOLIDAYS AND DAYS CLOSED

“(1) the minimum school term shall be one hundred eighty-five (185) days....”

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, INFIDEL OR IMMORAL BOOKS PROHIBITED

"No books 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. No sectarian, infidel or immoral doctrine shall be taught in any common school."

KRS 158.200 MORAL INSTRUCTION: BOARD OF EDUCATION MAY PROVIDE

"The boards of education of independent and county school districts may provide for moral instruction of pupils subject to their jurisdiction, in the manner provided in KRS 158.210 to KRS 158.260."

KRS 158.210 SURVEY OF RELIGIOUS PREFERENCES MAY BE MADE

"The board of education of each school district may authorize a complete survey of all the pupils attending the public schools within the district and ascertain those pupils who desire moral instruction and have the consent of parent or guardian for the instruction."

KRS 158.220 TIME AND PLACE OF MORAL INSTRUCTION

"The board of education shall fix one day each week when pupils who have expressed a desire for moral instruction may be excused for at least one hour to attend their respective places of worship or some other suitable place to receive moral instruction in accordance with the religious faith or preference of the pupils."

KRS 158.230 ARRANGEMENTS WITH PERSONS IN CHARGE

"Each board of education may make such arrangements with the persons in charge of the moral instruction as the board deems necessary and advisable."

KRS 158.240 CREDIT FOR MORAL INSTRUCTION

"Pupils attending the classes for moral instruction at the time specified and for the period fixed shall be credited with the time spent as if they had been in actual attendance in school."

KRS 158.250 PUPILS NOT TAKING MORAL INSTRUCTION

"Any pupil who fails to take advantage of the moral instruction shall remain in school during the time when the instruction is being given, but shall not receive any educational advantage over children receiving the moral instruction."

KRS 158.280 INSTRUCTION IN THE ENVIRONMENT: SELECTION OF BOOKS

"Instruction in all phases of environment shall be included in the curriculum of the public schools of Kentucky; and textbooks regarding the proper use and protection of forests, soils, water, minerals, wildlife and other aspects of the environment shall be prepared or selected by the state textbook commission for this purpose."

KRS 158.405 ADMINISTRATION: RULES AND REGULATIONS

"The Department of Education shall administer KRS 158.405 to 158.430, pursuant to regulations adopted by the State Board of Education. In administering KRS 158.405, the Department of Education shall take into consideration the advice of the secretary for human resources or his designated representative, the Kentucky commission on alcohol and drug problems, or its successor body, and the interagency council on alcohol, drugs, and occupational problems."

KRS 158.410 INSTRUCTION

"(1) Instruction on the effects of the use of alcohol and drugs and the problems which may result in the periodic, habitual, and chronic use of alcohol and drugs shall be conducted in the elementary and secondary schools in the following manner: (a) In grades one through six (6), in conjunction with courses given on health, science, or social studies; and (b) in grades seven(7) through 12 (12), in conjunction with courses given on health or in any appropriate area of study. (2) Such instruction shall be sequential in nature and suited to meet the needs of the students at their respective grade level."

KRS 158.415 DEVELOPMENT OF PROGRAM: CURRICULA

"The department of education shall develop a comprehensive statewide program on alcohol and drug education by assuming the following functions: (1) assist in the development of model curricula for the public schools on drug education and the effects of the use of alcohol, restricted dangerous drugs, as defined in Chapter 218A of the Kentucky Revised Statutes, and other dangerous substances; (2) Identify innovative teaching methods for the instruction of alcohol and drug education in the public schools; (3) Develop methods of evaluating the effectiveness of instruction in alcohol and drug education; (4) Assist school districts in conducting teacher in-service education institutions in the development of courses on alcohol and drug education; (5) Assist teacher education institutions in the development of courses on alcohol and drug education; (6) Administer pilot projects on alcohol and drug education in the schools and conduct teacher in-service education; and (7) Assist the bureau for health services, department for human resources, in the development of alcohol and drug education programs which will include parents, students, community health agencies, law enforcement agencies, and other community groups. This program shall emphasize the development of coordinated school-community programs relative to alcohol and drug education."

KRS 158.240 TEACHER'S AND ADMINISTRATOR'S TRAINING PROGRAMS

"The department of education shall develop and establish an alcohol and drug education training program for public school teachers and administrators to provide training at the local district level. Regional training programs for school districts, teams of teachers, administrators, and school students shall be made available by the department of education; community representatives may be invited, working through county alcohol-drug education committees."

KRS 158.420 POLICY OF LOCAL SCHOOL DISTRICT

"The governing board of each local school district shall adopt a policy regarding an alcohol and drug education program by resolution in accordance with guidelines approved by the state board of education and consistent with the provisions of KRS 158.405 to 158.430, specifying among other things, the curriculum to be utilized in teaching alcohol and drug education, provisions for in-service training and curriculum assistance to teachers, and responsibility of certified personnel in identification."

KRS 158.430 TEACHER'S ASSISTANTS PERMITTED

"Nothing in KRS 158.405 to 158.430 shall be interpreted as prohibiting any local school district, superintendent, principal, teacher, or counselor from inviting qualified persons in the field of alcohol and drug education from outside the school system to assist the teacher in classroom programs or to present programs to all or any part of the student body."

KRS 158.450 ADMINISTRATION: RULES AND REGULATIONS

"The department of education shall administer KRS 158.450 to 158.470, pursuant to regulations adopted by the state board of education. In administering KRS 158.450 to 158.470, the department of education shall take into consideration the advice of the secretary of consumer protection and regulation or his designated representative, the state consumer advisory council, the state consumer protection division of the office of the attorney general."

KRS 158.455 INSTRUCTION

"(1) Instruction in consumer education shall be conducted in the elementary and secondary schools in conjunction with courses in any appropriate area of study. (2) Such instruction shall be sequential in nature and suited to meet the needs of the students at their respective grade level."

KRS 158.460 DEVELOPMENT OF PROGRAM: CURRICULA

"The department of education shall develop a comprehensive statewide program in consumer education by assuming the following functions; (1) Assist the development of model curricula for the public schools in consumer education; (2) Identify innovative teaching methods for the instruction of consumer education; (3) Develop methods of evaluating the effectiveness of instruction in consumer education; (4) Assist school districts in conducting teacher in-service education programs on consumer education; (5) Assist teacher education institutions in the development of courses on consumer education; and (6) Administer pilot projects on consumer education in the schools and conduct teacher in-service education."

KRS 158.465 TEACHER'S AND ADMINISTRATOR'S TRAINING PROGRAMS

"The department of education shall develop and establish a consumer education training program for public school teachers and administrators to provide training at the local district level."

KRS 158.470 POLICY OF LOCAL SCHOOL DISTRICT

"The governing board of each local school district shall adopt a policy regarding consumer education programs by resolution in accordance with guidelines approved by the state board of education, and consistent with the provisions of KRS 158.450 to 158.470, specifying among other things, the curriculum to be utilized in teaching consumer education, provisions for in-service training and curriculum assistance to teachers."

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 of public school officials. Such schools shall at all times be open to inspection by directors of pupil personnel and officials 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 161.170 TEACHERS TO ENFORCE COURSE OF STUDY AND USE OF BOOKS: REMOVAL FOR FAILURE

"Each teacher in the public schools shall enforce the course of study, the use of the legally authorized textbooks, and the rules and regulations prescribed for the schools. If any teacher willfully refuses or neglects to comply with the law or such rules and regulations the board of education, upon recommendation of the superintendent, may remove him at any time. When so removed the teacher shall receive payment only for the time taught."

KRS 161.180 SUPERVISION OF PUPILS' CONDUCT

"(1) Each teacher in the public schools shall hold pupils to a strict account for their conduct in school, on the way to and from school, on the playgrounds, in the lunchrooms and cafeterias, and during intermission or recess. (2) The various boards of education of the Commonwealth of Kentucky, and the principals of the public schools, may use teachers' aides in supervisory capacities, such as playground supervision, and other like duties, including, but not limited to, recreational activities and athletic events, relating to the supervision and control of the conduct of the pupils; and while so engaged, such teacher's aides shall have the same authority and responsibility as is granted to and imposed by law upon teachers in the performance of the same or similar duties."

KRS 161.200 RECORDS TO BE KEPT BY TEACHERS

"Each teacher in the public schools shall keep an approved record which shall be left with the superintendent or as he directs at the close of the term. The record shall show the program of recitations, classification, attendance and grading of all pupils who attended school at any time during the school year, and such other facts as are required."

KRS 161.210 REPORTS TO BE MADE BY TEACHERS

"(1) Each teacher or other person in the public schools shall make reports and inventories to the district superintendent at the time and in the manner prescribed by the district board of education and the State Board of Education. (2) No teacher shall willfully make a false monthly or term report of time taught or other item or shall willfully fail to make a required report. (3) Any teacher who closes any school term before the close of the school year shall make a report to the superintendent immediately after the close of the term. Any teacher who is teaching in any school at the end of the school year shall in his annual report include all statistics for the entire school year, notwithstanding any previous report for a part of the year."

CLASSIFICATION OF SCHOOLS: These classifications are Comprehensive, Standard, Basic, Provisional, Special School Accreditation, Educational Arrangement and Emergency.

Comprehensive

A school that meets regulatory requirements as prescribed by the State Board of Education, including the minimum days set for classroom instruction, and that provides an enriched program of studies and other features beyond those required for a Standard classification may be considered for Comprehensive rating. In the Comprehensive school, major emphasis should be placed on meeting the special needs and interests of students through broad academic, exploratory, and co-curricular experiences.

Standard

A school that meets regulatory requirements as prescribed by the State Board of Education, including the minimum days set for classroom instruction, and that substantially meets all of the criteria included in these standards may be considered for a Standard rating. All criteria not otherwise specifically designated shall apply to this classification.

Basic

A school that meets regulatory requirements as prescribed by the State Board of Education, including the minimum days set for classroom instruction, but fails to meet the minimum requirements for a Standard rating may be considered for a Basic rating.

Provisional

A school that meets regulatory requirements as prescribed by the State Board of Education, including the minimum days set for classroom instruction, but fails to meet the minimum requirements for a Basic rating may be considered for a Provisional rating.

Special School Accreditation

A school that meets regulatory requirements as prescribed by the State Board of Education, including the minimum days set for classroom instruction, but offers special programs or partial programs resulting from phasing in or phasing out of grades, alternative programs and certain other programs designed to meet individual needs of students may be considered for Special School Accreditation rating.

Educational Arrangements

Local Boards of Education may make arrangements for certain types of educational opportunities not otherwise available through regular school operations and designate where school records will be kept and credit given.

Emergency

A school that meets regulatory requirements as prescribed by the State Board of Education, but fails to meet the minimum requirements for a Provisional rating may be considered for an Emergency rating.

Procedures for accreditation upgrade

Any school desiring an upgrade in classification should contact the general supervisor for that particular area and arrange a time for a team evaluation of the program. All new schools will have a team visit to determine accreditation ratings.

Annual reporting procedures

School educational program data is collected annually from all schools within the state. Reporting procedures and forms for reporting are furnished by the Department of Education.

Elementary schools with fewer than 8 teachers

Elementary schools with fewer than 8 teachers are not classified in the accreditation program but are approved to operate if they meet the legal provisions of school law. These eight teachers include all professional staff members

This program is a voluntary agreement between the local Board of Education and the Department of Education to enter into a three year study, evaluation, and improvement of all schools within the district.

The first step in the program is for all schools to engage in a self-study using the National Evaluative Criteria as the evaluation instrument. This requires between five and six months for completion.

At the conclusion of the self-study, the Division of Supervision--Accreditation--Organization will organize a team, made-up of Department of Education members, university and college consultants and local teachers and administrators, to make on-site visits of all schools. This team will compile a report identifying strengths in the various programs, weaknesses or areas of concern and will make recommendations for improving existing programs or for the implementation of new programs.

The next step in the program is a written agreement between the local Board of Education and the Department of Education for the implementation of recommendations in priority order for the next three years. Upon request, the Division of Supervision--Accreditation--Organization will assist the local district in carrying out this schedule of priorities.

HISTORY OF ACCREDITATION IN KENTUCKY

KRS 156.160 prescribes the responsibility for the accreditation and classification of the schools of the Commonwealth as follows:

“The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education:...(3) 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.”

The policy providing for the accreditation of high schools began in Kentucky in 1869. The University of Kentucky, in order to determine the eligibility of students to enter the University without entrance examinations, provided for accreditation of high schools that met certain conditions for accreditation. The policy was adopted by the University faculty on recommendation of a faculty committee on entrance requirements. The standards thus established by the University, eventually were accepted by other institutions of higher learning in the state as a basis for the admission of students to these particular institutions. As time went on, this process became very complicated and involved.

Later, the Kentucky Association of Colleges and Universities established a Commission on Secondary Schools. The function of this Commission was to meet annually and review for approval, applications of secondary schools seeking accreditation. The purpose of the accreditation program was to grant approval to eligible schools, thereby providing for the admission of graduates of accredited schools to college without entrance examinations. The recodification of the school laws in 1934 made the State Board of Education the legal authority for classifying and accrediting high schools. The Commission on Secondary Schools of the Kentucky Association serves as an advisory body.

Prior to the implementation of the accreditation standards effective for the school term 1959-60 elementary schools were not accredited. The accreditation standards initiated under the auspices of the Foundation Program Law reversed the trend and expanded the program by including elementary schools with eight or more teachers.

The 1959-60 standards were predicated upon the long-neglected need for the State to provide increased services to LEAs. The program included among other things increased emphasis of length of term, qualifications of teachers, pupil-teacher ratio, library services, supplementary materials with adequate local appropriations to support programs and services according to need.

Emphasis was placed upon areas of enrichment, program of studies and services which was a benchmark for Kentucky schools to provide specialized trained personnel to strengthen such programs.

The culmination of the events in the history of the accreditation program has been the cooperative team approach to evaluation and motivation of LEAs to improve the quality of education in Kentucky schools.

In addition to the State's accreditation policy, 150 high schools and 224 elementary schools are approved for membership in the Southern Association of Colleges and Schools (Regional Accrediting Agency) in accordance to its standards.

GLOSSARY

accreditation - the approval of the State Department of Education certifying that a school meets the minimum standards as established by the State Board of Education and General Assembly

aide - a non-certified person employed by a school district to help teachers, librarians, or other certified personnel. Aides shall be at least 18 years of age and have a minimum of a high school diploma or a GED (High School Equivalency Certificate)

articulation - opportunities for activities designed to expedite the transition of students from the elementary to the middle school and from the middle school to high school

career education - a curriculum emphasis integrated into the total curriculum which provides for systematic career development beginning with early childhood and extending through life. Career education should help students make self-satisfying occupational decisions and provide opportunities to gain the competencies required for successful participation in the world of work

certificated personnel - a person holding a valid Kentucky public school certificate

certified personnel - a person certified by the State Department of Education for the position in which he or she is serving

classification - an organized plan for placing all schools at a level of accreditation which indicates the quality of the educational program provided

consumer education - a continuing process which incorporates basic concepts of economic principles and an understanding of one's rights and responsibilities as a consumer

cumulative records - all student records that come under the auspices of the federal Family Rights and Privacy Act

design for learning - a planned program designed to meet the educational needs of the students served

environmental education - the process dealing with man's relationship with natural and manmade surroundings, and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, economic impact and urban and rural planning to the total human environment

exceptional children - children who differ in one or more respects from average or normal children in physical, mental, emotional or social characteristics and abilities to such a degree that it is impractical or impossible for them to benefit from, or participate in, the regular or usual facilities or classroom programs of the public schools in the districts in which they reside

exceptional student - any student whose needs are different by nature of physical or mental abilities from the group to which they would normally be assigned

exploratory or personal-interest programs - a major component of the total program which allows students to explore their individual interests and personal competences through short-term experiences in such areas as art, crafts, languages, drama, leisure activities and others

gifted and talented - those students identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society

guidance committee - a functioning school committee (one which meets on a regular basis with an identified purpose) composed of representatives of the faculty, administration, students, and parents whose primary responsibilities are to assist in identifying the guidance needs within the school and school community, and in planning, implementing, and evaluating the school's guidance program

heterogeneous grouping - student grouping procedure within a grade level that includes various abilities and aptitudes

independent study - a learning activity motivated largely by the learner's own initiative and which is essentially independent of the class or other group-instructional practices

interdisciplinary team planning - planning together by teachers in different disciplines of learning

interrelating disciplines - selecting those experiences from different disciplines that help students to see relationships involved in the learning process

interscholastic - activities planned between or among schools

intra disciplinary team planning - planning together by teachers within the same discipline of learning

intramural - activities planned between or among students of the same school

media - printed and nonprinted forms of communication and the equipment needed for utilization

media center - a learning center in a school where a full range of media and services from professional media personnel are accessible to students and faculty

media clerk - a staff member with technical and clerical competencies which must include typing and should include basic experience in operation, production, and maintenance of media

media librarian - a professionally educated person who meets Kentucky's certification requirements, but who has not earned a Master's degree in a broad media program

multi-level instructional materials - materials written on different reading levels to provide for individual differences within a classroom

paraprofessionals - all personnel employed or accepted as volunteers by a school district whose position does not require Kentucky certification

pre-and early adolescents - youth whose chronological ages fall between eleven and fifteen

professional staff - all employed personnel whose positions require Kentucky certification

staff - all personnel employed by a school district

team teaching - two or more teachers working at the same time with the same group of children



