Kentucky State Plan for Accrediting Elementary Schools

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Wendell P. Butler
Superintendent of Public Instruction

Foreword

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

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

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

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

Wendell P. Butler
Superintendent of Public Instruction

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Acknowledgments

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

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

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

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

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

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

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

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Focus

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

Don C. Bale, Assistant
Superintendent for Instruction

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Introduction

These revisions are the outgrowth of an extensive study of the original Accreditation Standards adopted in 1959. The revision committee has attempted to consider all of the problems that have developed over the last ten years in classifying and accrediting 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. For example, the elementary school with a basic program is expected to provide the same *quality* of instruction in the programs offered as the standard and extended elementary schools with their expanded curriculum. The designation "basic" is primarily a recognition of the *extent* and not the quality of program offered. Any leeway provided represents efforts to make the standards operationally sound under existing conditions.

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.

Several provisions are pertinent to the administration of elementary schools.

1. The annual reports of all elementary schools shall be made on forms provided by the Department of Education.

2. Compliance with State Board of Education regulations is a prerequisite to the establishment of any public school. These concern approval of the educational plan, building plan, and financial arrangements.

3. The establishment of a new non-public school shall meet equivalent pertinent provisions for public schools and the sponsoring agency may request the services of the Department of Education to this end. The sponsors of the proposed school shall provide a program that will meet accreditation standards or the proportionate part for each year of initial program offered and meet all other provisions set forth in these standards.

4. An accredited school that maintains standards shall retain a specific classification and be so designated in the annual listing. A school not in full compliance with standards shall be advised prior to any change of status.

5. Instructional programs should be planned in accordance with the State Plan for the Program of Studies, approved by the State Board of Education September 17, 1969.

6. The elementary school is to comply with a uniform program of accounting for school activity funds determined by evaluative criteria provided by the Division of Finance.

7. The certificate of accreditation shall be posted in a conspicuous place at the administrative entrance of the school building.

8. The deficiency forms shall be on file in the offices of the superintendent and the principal. The superintendent shall provide each member of his board of education with a copy of the form. The principal shall acquaint the members of his faculty with the deficiencies of the school and the forms shall be made available to all other interested persons.

Scheme of Classification: School District*

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

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

Scheme of Classification: Elementary Schools

CLASSIFIED SCHOOLS	**Extended**—An elementary school that meets regulatory requirements including a minimum of 175 days of classroom instruction and provides an enriched program of studies and other features beyond those required for a standard classification may be considered for an extended rating. In the extended school major emphasis should be placed on meeting the special needs and interests of pupils. Opportunity should be provided for study in foreign languages, general shop, homemaking, creative activities, and remedial programs at appropriate grade levels. The extended program also provides more special services than other elementary programs and sets up more exacting provisions in personnel (See Standards IV, V, and VII.).
	Standard—An elementary school that meets regulatory requirements including a minimum of 175 days of classroom instruction and 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 which fails to meet the minimum requirements in one or more areas but provides the required program of studies and certified personnel may be considered for this rating.
OTHER SCHOOLS	Schools that cannot be classified according to these standards but presumably meet legal provisions of school law may continue to operate on a temporary basis if approved by the State Board of Education.

Standard I
COMPLIANCE WITH STATUTORY LAW

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

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

Kentucky Revised Statutes	Some Interpretations and Current Needs
KRS 156.445—Adopted Texts —"Only approved books to be used as basal texts."	The textbook program provides basic tools which should be enriched by many supplementary materials.

KRS 158.030—Defines Common School and Specifies Age of Entrance—". . . any child who is six years of age or who may become six years of age by December 31 following the opening of school may enter school provided that he enters within 30 calendar days of the beginning of that school year . . . ." (See also 159.010).	The school has an obligation to acquaint parents with the student's formal school program and to plan spring registration activities in preparation for the following year.
KRS 158.060—School Month and School Day—"Six hours of actual school work shall constitute a school day. The daily session, including recesses and intermission, shall not exceed nine hours."	The quality and extent of the educational program should determine the length of the school day within the statutory limits. Most schools in Kentucky exceed the minimum.
KRS 158.070—Term—"(1) The minimum school term shall be 9¼ months."	Extended and Standard Schools must provide 175 days of classroom instruction.
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."	This is another example of equivalency provisions of the law concerning educational program and opportunities in non-public schools.
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 en-	Each district and school should have written policies dealing with promotions, retentions, transfers, and requests for transfers among accredited, approved, and non-approved schools.

titled to a certificate of completion. The certificate shall entitle the pupil to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school to which a pupil may go . . . ."

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

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

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

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

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

Planned teaching units on alcohol and drugs should be a part of the basic course of study for health and safety education for grades four through ten.

KRS 158.280—Instruction in Conservation—"Instruction in all phases of conservation and

Planned instruction in conservation, organized in scope and sequence, should be an

preservation shall be included in the curriculum of the public schools of Kentucky . . ."	integral part of the science and social studies curricula.
KRS 159.010—Age Limits for Compulsory Attendance.	No child is required to attend school until he is seven years of age.
KRS 159.040—Attendance at Private and Parochial Schools —"Attendance at Private and parochial schools shall be kept by the authorities of such schools in a register provided by the State Board of Education, and such school authorities shall make attendance and scholarship reports in the same manner as is required by law or by regulation of the State Board of Education or public school officials. Such schools shall at all times be open to inspection by attendance officers and officers of the Department of Education."	This statute provides for uniform pupil accounting for all pupils in attendance in both public and non-public schools.
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 to-	Compliance with the compulsory attendance law requires submission of reports by teachers on attendance of pupils in all schools.

gether with any other facts that the superintendent may require to facilitate carrying out the laws relating to compulsory attendance and employment of children. The reports shall be made within the first two weeks of the beginning of school in each school year."

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

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

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

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

Standard II
STATEMENT OF PHILOSOPHY AND OBJECTIVES

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

Within the foregoing frame of reference:

A. The school district and community shall develop cooperatively, and restudy at frequent intervals, a statement of educational beliefs and objectives upon which unity, balance, and direction of the total school program may be established.

B. Each school shall develop cooperatively, within the framework of the district, a statement of beliefs and objectives. The philosophy shall be reviewed annually. The objectives shall be stated in terms of skills, abilities, and attitudes to be developed. There should be evidence that faculty members have been involved in the development of a common philosophy, share insights in child development and related curriculum factors, and have freedom to structure their own programs in terms of the needs of the children they teach.

C. Comprehensive supporting studies shall be made on a continuing basis for use by the district and each school. They shall include:

1. Holding power;
2. Pupil population characteristics;
3. Planned curriculum.

D. Self-evaluation reports will be required of all schools as needed by the State Department of Education for accreditation purposes.

Standard III
PLANNED PROGRAM OF SCHOOL-COMMUNITY RELATIONS

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

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

A. Initiate and plan cooperatively a comprehensive and continuing program for interpreting the schools to the people. When segments of the community lack understanding of and appreciation for a modern school program, a special effort should be made to improve community expectations of its schools and to establish a genuine concern for the rights of children and youth in a free society.

B. Use a variety of ways and means to inform the people about their school and education in general. This should be accomplished through use of all available media and activities which bring citizens to the school and take the school to the community.

C. Provide frequent opportunity for citizens' groups to participate in curriculum study and cooperative evaluation of the total educational program.

D. Establish and maintain a close working relationship between the school and other children's agencies in the community.

E. Permit, within the framework of school board policies, use of school facilities and resources by community groups in social, recreational, and educational activities.

Standard IV
PROGRAM

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

A. The school district shall maintain balance in and among its separate school units through:

1. Consistent programs, facilities, and services;
2. Equivalent teaching staffs;
3. Adequate and appropriate instructional materials.

B. The adequacy of a local district's total school program is largely a summation of the effectiveness of each school unit. However, there are certain other essentials required to achieve desirable coordination, balance, comprehensiveness, continuity, and articulation of the program.

1. *Effective Leadership:* The administrative and supervisory staffs are responsible for initiating sound and continuous planning for a total school program. An organized program includes identifying purposes, long-range planning, programming, and appraisal practices.
2. *District Organization:* The school district eligible to receive maximum financial and educational benefits through the Foundation Program shall meet minimum suggested standards for the district and non-isolated schools.
3. *Special Programs:* The school district, through its own efforts or in cooperation with neighboring school dis-

tricts, shall provide for the needs of all exceptional children in its attendance area.

4. *System-wide Evaluation:* At appropriate intervals, the school district should make an appraisal of its total program. This evaluation is in addition to those conducted by separate school units.

C. Elementary Program of Studies

1. The schools shall provide a curriculum which includes the following areas:
   a. Language arts, including reading, writing, spelling, oral and written English, and literature.
   b. Social studies
   c. Mathematics
   d. Natural sciences, including instruction in the conservation of natural resources
   e. Health, safety, and physical education, including instructional units as provided by State Board Regulations
   f. The fine arts (art, music, dramatics, etc.).
2. Provision shall be made in the planned program for large group activities (assemblies, dramatics, etc.).
3. The standard elementary school shall provide, in addition to the basic program of studies, an approvable program in art, music, and physical education with 120 minutes of instruction in each area per week.
4. An elementary school that provides a minimum of 175 days of classroom instruction in an enriched program of studies and other features beyond those required for "standard" classification may be considered for the extended rating. The major feature of the extended program is that it meets the *special* needs and interests of *all* pupils. Foreign languages, creative work, and remedial programs are appropriate offerings. A school, with an extended rating, which includes grades 7 and 8 shall offer opportunities in areas related to vocations, such as

home economics, industrial arts, business, and agriculture. The extended program also provides more special services than do schools with other classifications. (See Standards IV, V, and VII.)

Standard V
ESSENTIAL SERVICES

The best program of studies can be seriously impaired by inadequacy of essential supporting services. The services needed are both instructional and coordinate in nature. The coordinated services generally cut across several levels of the school program to make instruction more effective. The extent of the services provided by a district and a school should reflect needs and implement educational objectives at the district and school level.

A. **Library Standards**

1. *Appropriation*
   $2.00 per pupil for printed materials, or a minimum of $350.00, whichever amount is larger
   $0.50 per pupil for audiovisual or non-printed materials, or a minimum of $150.00, whichever amount is larger

2. *Collection*
   a. *Books*—For all elementary schools of eight teachers or more, there shall be provided a minimum basic collection of 5 books per pupil of well-selected titles exclusive of duplicates, government documents, and currently adopted textbooks. This collection should meet the curricular, developmental, and recreational reading needs of the particular school. Every effort shall be made toward providing 10 or more books per pupil.
   b. *Magazines*—The minimum number of magazine titles that shall be provided is proportionate to enrollment:

	NUMBER OF PUPILS ENROLLED		
Type of School	*Up to 300*	*300-1000*	*1000 and over*
Elementary (6 grades)	5	6-10	6-10
Elementary (8 grades)	5-10	11-15	11-15

c. *Newspapers*—Eight-grade elementary schools shall subscribe to two or more newspapers.

d. *Audiovisual Materials*—An adequate collection includes filmstrips, slides, records, recordings, tapes, maps, globes, realia, models, and films.

3. *Personnel*

a. Qualifications of the librarian are a baccalaureate degree or above, a certificate valid for teaching at the elementary level, and a minimum of 18 semester hours in specified courses in library science.

b. Assignment and Load—Minimum

(1) Librarians

(a) 8-15 classroom units: one half-time to one full-time librarian

(b) 16-32 classroom units: one full-time librarian

(c) 33 or above classroom units: two full-time librarians

(2) Library Clerks

(a) 16-32 classroom units: one part-time clerk

(b) 33 or above classroom units: one full-time clerk

c. Library Program

The development and growth of a dynamic library program are possible only when teachers and librarians work together in formulating library policies, in selecting library materials, in stimulating and guiding the reading of students, and in enriching classroom instruction through the effective use of library resources. (See *Library Standards* for further information.)

4. *Quarters*

a. When planning library facilities in new buildings, or in remodeling old buildings, boards of education,

superintendents, and architects should consult with professional school library personnel. Plans for library quarters in new school buildings or in remodeled buildings shall be approved by the State Department of Education. Centralized library quarters shall not be combined with a multipurpose room such as cafeteria, stage, and auditorium.

b. When the seating capacity of the library exceeds 100 pupils or major fraction thereof, an additional reading room and an additional full-time librarian shall be provided.

c. In the elementary school with more than eight teachers the library shall be a separate room with a minimum of 1250 square feet of floor space.

d. Library quarters must include sufficient work space for the technical processing and repairing of materials, for carrying out business routines, and for storing supplies and equipment.

e. Space and equipment should be provided in the library quarters for audiovisual materials and for the listening and viewing activities of the students and teachers.

f. See *Library Standards* for detailed information on library quarters.

B. **Instructional Materials**

1. The school shall have an annual appropriation and expenditure of a minimum of $1.50 per child for instructional supplies, in addition to the library appropriation, to be spent through an organized program. This fund shall be used to purchase music and art materials, maps, globes, and other supplies as are deemed essential. (If an adequate audiovisual aids program is provided, additional special appropriations will be necessary.)

2. In addition to the books provided by the state textbook program, there shall be a minimum of three sets of sup-

plementary readers per room to meet the needs of an organized developmental reading program.

3. Criteria for an extended school program shall include a variety of instructional aids and their effective use by the teachers.

C. **Guidance Services**

1. All Schools

a. Program

Each elementary school shall have an organized and functional program of guidance services concerned with determining and providing for the developmental needs of all pupils. These services shall be a vital part of the elementary school's organized effort to provide meaningful educational experiences appropriate to each child's need and level of development. In order to provide adequate counseling for pupils and to assist staff members and parents, each school shall provide the following guidance services:

(1) Pupil Record Services—Each school shall maintain a system of up-to-date cumulative records and an organized testing program. There should be evidence that tests are used with discretion and that provision is made for individual testing when needed.

(2) Information Services — Information materials shall be carefully organized and utilized by staff members and pupils through the guidance program. These materials shall include: occupational information, educational information, and personal-social information.

(3) Counseling Services—Provision shall be made for individual and group counseling of pupils. This shall include assisting the pupil through the counseling relationship to utilize his own resources and his environmental opportunities

in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental needs.

(4) Consultative Services—These services shall include assistance to teachers and other school staff members in: understanding the normal developmental needs of all children; helping pupils with school adjustment problems; developing a curriculum that will meet the individual needs of all pupils; interpretation of test results; and use of educational and occupational information.

(5) Group Guidance Services—Provision shall be made for the use of group techniques whenever guidance objectives can be reached most effectively and efficiently through organized group activities.

(6) Referral Services—Each school shall make use of available referral resources on problems of special learning, health, mental health, and welfare.

(7) Evaluation Services—Provision shall be made for evaluation services for the purposes of improving the school guidance program.

(8) School-Community Relations — The guidance program shall aid in the coordination of the resources of the school and community in meeting the needs of individual pupils.

b. Each school shall provide private office facilities, materials, and equipment essential to carrying out the major aspects of the guidance program (See "Regulations for Office Facilities in Elementary Guidance," Division of Buildings and Grounds.)

2. Standard Schools

By the 1973-74 school year, it is recommended that each standard school have a qualified elementary school

counselor for each 800 pupils. The desirable ratio is one counselor for not more than 600 pupils. The counselor(s) shall work in no more than two schools.

3. Extended Schools
By the 1970-71 school, each extended school shall have a qualified elementary school counselor for each 800 pupils. The desirable ratio is one counselor for not more than 600 pupils. The counselor(s) shall work in no more than two schools.

D. **Health Program**

1. The school shall comply with the requirements of the State Health Code (periodic pupil examination, adequate individual health records, required immunizations, and observance of regulations concerning safety of all personnel).

2. The total school staff and pupil population shall exemplify good health practices. Use of soft drink, candy, and other snack machines on school property does not provide a good example.

3. The school shall make adequate provisions for a satisfactory lunch program.

4. A recreational program in which all students can participate shall be planned and implemented.

E. **Co-Curricular Activity Services**

The elementary school shall provide a balanced activity program. Under the direct supervision of qualified personnel, these activities should be designed to provide maximum educational experiences and leadership opportunities for all pupils.

Standard VI
ORGANIZATION OF PROGRAM AND SERVICES

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

A. **Administration and Supervision**

The elementary school shall be adequately provided for in administration and supervision as a separate school or part of a twelve-grade school.

B. **Class Size***

1. In the primary grades, a school shall have an average enrollment of no more than 30 pupils per teacher, and in no case shall a primary class exceed 32 pupils. In an extended school, the average should be no greater than 28 and the maximum in any classroom should not exceed 30.

2. In the intermediate or upper grades, the classes shall average no more than 32 pupils per teacher, and in no case shall an intermediate class exceed 35 pupils. In an extended school, the average shall be no greater than 30 and the maximum in any classroom shall not exceed 32.

C. **Exceptional Children**

There shall be an organized program for caring for the needs of physically and mentally handicapped and gifted children, either at the individual school level or through a system-wide approach.

*Special permission to vary class size is granted on evidence of need within a planned experimental program.

Standard VII
PERSONNEL POLICIES

A. **School District**

1. All schools within the school district should operate within established written policies for school personnel. Within the framework of the district policies, each school should cooperatively develop staff and pupil personnel policies and procedures. Copies of policies, rules, and regulations should be made available in a handbook or other printed form.

2. All staff members should be involved in a continuous, well-planned program of in-service education and curriculum development to improve the quality of teaching and to update method and content. A professional library should be available to provide resources for staff improvement. Planning, programming, and evaluating in-service activities should be a cooperative and continuous process.

3. The district should plan effectively to attract and hold well-prepared teachers.

4. Lines of communication should be clearly established among school board, administrators, and professional staff. The professional climate should be conducive to harmonious relationships and high teacher morale.

5. All professional personnel shall hold regular certificates for their positions and meet all provisions as to assignment.

6. The district shall provide the supervisory personnel alloted by statute.

7. All private and parochial school boards operating multiple school units shall provide centrally coordinated administrative and supervisory services equivalent to those required of public school districts.

B. The Elementary School

1. Principal

   a. A school of 8 or more teachers shall have a principal who devotes at least half-time to the principalship. Schools of over 12 full-time teachers should have a full-time principal. The principal shall devote fifty percent of his time to the improvement of instruction.

   b. A principal may be assigned two schools provided at least twelve teachers are employed in the two schools. When teachers in one school exceed twelve, however, a full-time principal should be assigned to that school.

   c. A principal shall have a certificate valid for the position.

   d. The extended elementary school must have a qualified, full-time principal. For schools with more than 25 basic teachers, an assistant principal is required.

   e. The principal shall be provided with clerical help other than teachers and students. Schools with less than 15 teachers may have a half-time clerk. All schools with over 15 teachers should have a full-time clerk.

2. Regular teachers

   a. Ninety percent of the regular teaching staff in schools with a standard classification shall have a minimum of a bachelor's degree and a regular elementary certificate. The remainder of the general staff shall have regular elementary certificates.

   b. All teachers in schools with an extended rating shall have a bachelor's degree and a regular elementary certificate.

   c. Schools with departmentalized organization shall assign teachers in their major or minor fields.

3. Special Instructional Services

a. Teachers in special areas of instruction shall have a degree and a regular certificate qualifying them for the area in which they are teaching.

(1) In the self-contained organizational pattern an art consultant should be available to work with each 100 classroom teachers or major fraction thereof.

Elementary schools providing regularly scheduled art instruction from a certified art teacher should provide two (45-60 minutes) periods per week for *all* students. One full-time special art teacher should be provided for 400-450 students.

(2) Twenty minutes daily should be devoted to music instruction in grades 1 through 3. Such instruction may be correlated with other areas by a classroom teacher and/or special music teacher.

Pupils in grades 4-8 in a self-contained classroom should receive thirty minutes of music instruction daily. Pupils in departmentalized grades and groups such as chorus should be taught by a certified music teacher for a minimum of two class periods per week.

As an alternate plan a qualified music specialist may teach or supervise classroom teachers in preparation for meeting the minimum requirements of two thirty minute periods weekly for grades 4 through 8. A specialist or consultant may be assigned to work with not more than 100 classroom units to meet this requirement.

Each extended elementary school shall provide a half-time special music teacher for 500 students or less with proportionate increases according to enrollment.

(3) Each student in the elementary school shall receive a minimum of 120 minutes per week of supervised physical education activities. Physical education in the elementary school should consist of a planned program of organized and directed physical education activities scheduled on a class basis with staggered periods, and taught by the classroom teacher and/or a specialist in physical education. The class period must be devoted to actual instruction in physical education.

Each extended elementary school shall provide a half-time special physical education teacher for each 500 students or less, with proportionate increases according to enrollment for a minimum program. The ultimate goal for an extended program would be to require a pupil teacher-ratio of one teacher per 360 pupils.

4. General Requirements for Schools with Standard and Extended Ratings

   a. All elementary schools with a standard classification must have in effect a planned program for each required curriculum area.

   b. Schools holding a standard classification prior to 1970-71 should meet the revised criteria as outlined by 1973-74.

   c. A school to be considered for an extended classification must have had a continuous program stipulated by the revised criteria for at least one year prior to the team visit for the change in rating.

   d. Schools which have received the extended classifica- prior to 1970-71 will be expected to comply with the revised criteria by the following school year.

Standard VIII

PLANT AND EQUIPMENT

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

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

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

A. All school buildings shall meet or exceed minimum standards established by appropriate agencies in the state as to space and health and safety requirements. New buildings, additions, and remodeled buildings shall meet minimum standards established by the State Board of Education.

B. Before an elementary program can be approved, the facilities shall meet or exceed standards as established by the State Board of Education. Programs in special areas may demand specific space requirements, equipment, and instructional materials, depending on the organizational pattern of the school. Some examples of these areas are art, guidance, library, music, physical education, reading, industrial arts. home economics, vocational agriculture, laboratory sciences, and shop.

C. The school district should establish plant and equipment maintenance schedules and minimum standards for operation of school plant, including qualifications for custodians. The

school shall cooperate with the local board of education in its efforts to provide a wholesome and inviting school environment by establishing and carrying out a preventive maintenance and operation program as a part of its total citizenship and school improvement plan.

D. The school shall establish and maintain high standards for functional use and care of all school property. Pupils, teachers, and citizens have a joint responsibility for providing a wholesome and stimulating physical environment. The buildings and grounds shall be kept clean and sanitary.

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