

A HANDBOOK FOR ACCREDITING KENTUCKY SCHOOLS



Division of Supervision-Accreditation-Organization
Bureau of Instruction
Kentucky Department of Education
James B. Graham, Superintendent
1977

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D. C. ANDERSON, Director
Division of Supervisor Accreditation Organization

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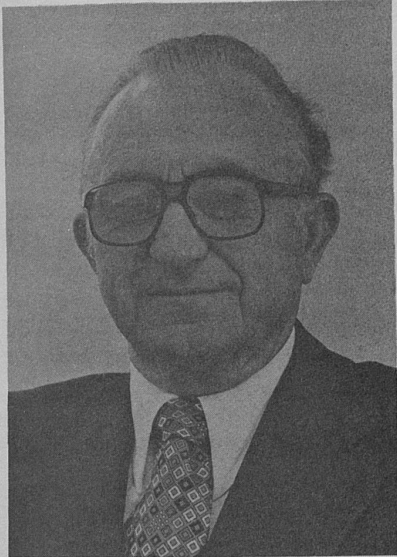
The Kentucky Department of Education proudly dedicates this handbook to D. C. Anderson, Director of the Division of Supervisor Accreditation Organization, Bureau of Instruction.

Since 1948 Mr. Anderson has given untiring leadership in the development of public education throughout the Commonwealth.

During the previous years of service, Mr. Anderson has been responsible for the accreditation of Kentucky schools. In 1953 he supervised the writing and publication of a bulletin on the accreditation of secondary schools. Then in 1965 he issued a publication on the accreditation of elementary schools. In 1970 these two earlier publications were combined into the book, *Accrediting Kentucky Schools*.

It is a great fitting that the handbook for *Accrediting Kentucky Schools*, an extension of Kentucky accreditation statutes and procedures, be dedicated to D. C. Anderson.

It is a pleasure to have had his co-workers in the Kentucky Department of Education in a book that is his legacy and friend. We can only wish the future will bring him good health and happiness.



**D. C. ANDERSON, Director
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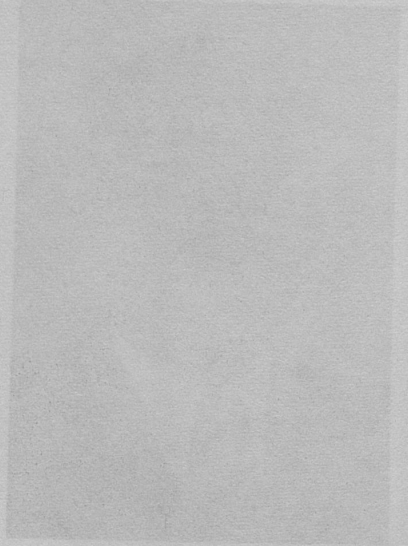
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During these nineteen years of service, Mr. Anderson has been responsible for the accreditation of Kentucky schools. In 1959 he supervised the writing and publication of a bulletin on the accreditation of secondary schools. Then in 1966 he added a publication on the accreditation of elementary schools. In 1976 these two earlier publications were combined into the *Standards for Accrediting Kentucky Schools*.

Now in 1977 it is most fitting that the *Handbook for Accrediting Kentucky Schools*, an explanation of Kentucky accreditation statutes and procedures, be dedicated to **D. C. Anderson**.

Those of us who have been his co-workers in the Kentucky Department of Education think of him as both our leader and friend. We can only wish that the future will bring him both happiness and contentment.

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TABLE OF CONTENTS

Introduction

INTRODUCTION

Two basic facts should be considered with reference to this publication. First, KRS 156.160 states that the Superintendent of Public Instruction shall prepare or cause to be prepared rules and regulations for grading, classifying, and accrediting all common schools, public and private, and for determining the scope of instruction in all schools. Second, the multiple standards approach requires schools in each classification group to meet general standards, as well as specific standards.

Therefore, A Handbook for Accrediting Kentucky Schools has been designed to aid the LEAs in planning programs to meet the accrediting standards. (See Educational Bulletin, Vol. XLIV, No. 11)

INTRODUCTION

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TABLE OF CONTENTS

Introduction

Handbook for Accrediting Kentucky Elementary Schools	1
Handbook for Accrediting Kentucky Middle Schools	13
Handbook for Accrediting Kentucky High Schools	25

HANDBOOK FOR ACCREDITING KENTUCKY ELEMENTARY SCHOOLS

TABLE OF CONTENTS

	Introduction
7	Handbook for Accrediting Kentucky Elementary Schools
13	Handbook for Accrediting Kentucky Middle Schools
22	Handbook for Accrediting Kentucky High Schools

SECTION I - Compliance with State Requirements

The following provisions are intended to ensure that schools are in compliance with the requirements of the Kentucky Department of Education regarding the administration of schools.

SECTION II - Planned Program of School Improvement

Examples of good school programs are provided in this section. These examples are intended to provide a guide for schools in developing their own programs. It is recognized that the needs of schools vary and that modifications should be made to meet the needs of individual schools.

SECTION III - Parent Involvement

Parents and other community members are encouraged to participate in the school program. The following are suggested activities:

- 1. Write a variety of articles and reports for parents and other community members about their children's progress in school.
- 2. Newsletters
- 3. School newsletters
- 4. Radio and television programs
- 5. Assemblies
- 6. Parent days
- 7. Parent groups

HANDBOOK FOR ACCREDITING KENTUCKY ELEMENTARY SCHOOLS

- 8. Parent-teacher conferences
- 9. Art exhibits
- 10. Parent coffee
- 11. Parent volunteer groups
- 12. Parent-teacher associations
- 13. Good News Committee
- 14. Telephone calls
- 15. Parent visitation days
- 16. Home visits
- 17. Open house activities
- 18. Handbooks

- 19. Organize school activities
- 20. Formation of school committees
 - a. Graduation committee
 - b. Parents' Home
 - c. Non-parent groups
 - d. Parents with children in school
- 21. Responsibilities of parents
- 22. Award program
- 23. Assist in school program

HANDBOOK FOR ACCREDITING KENTUCKY ELEMENTARY SCHOOLS

GUIDELINE I –Compliance with Legal Responsibility

The law makes provisions for local boards of education to establish policies, regulations, and guidelines regarding the administration of the local school districts.

GUIDELINE II - Planned Program of School Community Relations

Evidence of good school-community relations is the degree of participation on the part of school patrons and the general public in the total school program. When segments of the community lack understanding of and appreciation for a quality school program, a special effort should be made to improve community expectations of its schools and to establish a genuine concern for the rights and responsibilities of pupils, teachers, and administrators.

The district and individual school should take appropriate steps to:

- A. Initiate and plan cooperatively a comprehensive and continuing program interpreting the school(s) to the people
- B. Utilize a variety of ways and means to inform the parents and the general public about their school(s) and education in general. Some examples are:
 1. Newsletters
 2. School newspapers
 3. Radio and television programs
 4. Assemblies
 - a. Pupil awards
 - b. Talent shows
 - c. Slide presentations of school activities
 - d. Sing alongs
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- C. Organize school advisory committees for curricular study and evaluation
 1. Formation of school advisory committees
 - a. Cross-section of community
 - b. Parents from each grade level
 - c. Non-parent members
 - d. Persons with various educational levels
 2. Responsibilities of advisory committees
 - a. Assist in scheduling meetings and planning agendas
 - b. Assist in determining necessary changes in the curriculum

- D. Utilize community and other agencies related to pupil services
 - 1. Identify agencies and contact person(s) for each agency
 - 2. Outline procedures for referral of pupils to agencies
- E. Encourage use of school facilities and resources by community groups in social, recreational, and educational activities
 - 1. Develop written board of education policies for use of facilities, including application for use, supervision of facility, and operational service charges
 - 2. Assist in organizing:
 - a. Adult recreational programs
 - b. Adult classes
 - c. College extension classes
 - d. 4-H projects
 - e. Other activities
- F. Each school should develop a plan for school-community relations
 - 1. Central office staff should work cooperatively with each individual school in the development of a plan for school-community relations
 - 2. Plans for school-community relations should be as comprehensive as local needs require

GUIDELINE III - Statement of Philosophy and Objective

Each individual school should take appropriate steps to develop its own philosophy and objectives consistent with the unique needs of the pupils it serves and the philosophy and objectives of the school district.

- A. Schools developing a statement of philosophy and objectives should involve faculty members, parents, pupils, and other interested persons. The philosophy and objectives should be based on reliable research in child growth and development
 - 1. Contributing members should examine and determine their beliefs concerning the purposes of education and the role of the elementary school in the educational process
 - 2. A consensus should be reached on major view points
 - 3. A writing committee should be appointed to draft these statements of philosophy and objectives based on this consensus
 - 4. The drafting of the statement of philosophy and objectives should be submitted for approval to all persons involved
- B. A copy of the school's stated philosophy and objectives should be available to the faculty, patrons, pupils, and other interested persons
- C. An on-going study of the changes in school population, social structure, technological development, economic conditions, and patterns of living should be used as a basis for continuous evaluation and revision of the school's statement of philosophy and objectives

GUIDELINE 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 diversity in learning styles, differing rates of learning, cultural values, and innate ability.

A. Curricular Considerations

The needs of pupils should be identified by the use of appropriate diagnostic instruments and other means of identification, such as teacher evaluation, parental information and pupil interest

Curricular decisions and implementations should include:

1. Placement at appropriate levels in instructional materials
2. Needed learning experiences to assure pupil success
3. Methods and materials most appropriate for each learner
4. Groupings which permit individualized, small group, and large group instruction with the flexibility for curricular needs as identified

B. Personnel Consideration

Competent personnel should be provided to carry out the curriculum design and the stated objectives of the school

C. Space Consideration

Provisions should be made to permit large and small group instruction. Flexibility is encouraged to take advantage of available space and pupil needs

D. Evaluation

The design for learning should be continuously evaluated to determine to what degree the needs of individual pupils and the goals of the school's instructional program are being met

GUIDELINE V - Curriculum

The program of Studies for Kentucky Schools offers guidelines upon which local school districts can develop curricula that meets the particular needs of the pupils served. An effective program is broad in scope and provides for continuity of learning skills through a balanced program of experiences.

A. Systemwide Responsibilities

1. Balance

A school district should maintain balance in and among its schools to provide comparable educational opportunities to all pupils in the district

2. Quality

The quality of a local district's total school program is largely a summation of the effectiveness of each school. Effective leadership is an essential requirement for achieving expected academic progress, coordination, balance, comprehensiveness, continuity, and articulation of the educational program

3. Staff

Responsibilities of the systemwide administrative and supervisory staff:

- a. Coordinating systemwide services
- b. Providing curricular guidance for scope and sequence allowing broad systemwide guidelines but permitting each school to plan specifically for the pupils enrolled
- c. Cooperatively establishing broad guidelines which encourage the staff of each individual school to be as creative and ingenious as possible in planning and implementing effective instructional programs for the pupils served
- d. Assisting the staff in working toward continuous professional improvement through carefully planned in-service activities
- e. Providing a plan for rewriting and implementing curricular improvements as needs are identified
- f. Establishing an adequate annual appropriation for purchasing necessary school supplies and equipment to carry out the effective instructional programs

4. Programs for Exceptional Children

The school district, through its own efforts or in cooperation with neighboring school districts, should provide for the needs of exceptional children in its attendance area as directed by statute or State Board of Education regulations

5. Programs for the Gifted and Talented

School districts should provide programs for the gifted and talented as directed by statute or State Board of Education regulations

6. Systemwide Evaluation

Every five years the school district should make an appraisal of its total program

B. Individual School Responsibilities

1. The major criteria for the classification, accreditation, and recognition of a school should be in terms of:

- a. The stated goals and objectives which are educationally and psychologically sound and are related to the specific needs of the pupils served
- b. An organizational design for learning consistent with the stated goals and objectives
- c. The administrative and instructional provisions for differentiation of materials and methods according to academic, sociological, psychological, and physiological needs of all students
- d. The continuity of program from level to level
- e. The quality of the instructional program as revealed by systematic measurement and evaluation of achievement based on determined expectancies
- f. The professional activity of the staff, individually and/or collectively, designed to improve the quality of instruction provided
- g. A positive climate for learning, including:
 - (1) Understanding and supportive teacher attitude
 - (2) An aesthetically pleasing environment
 - (3) Physical arrangement for best management of learning activities and materials
 - (4) Provisions for the instructional needs of the individual pupil
 - (5) Awareness of the affective as well as the cognitive and psychomotor dimensions of instruction and learning

2. The elementary principal, as the instructional leader within a school, has the responsibility for helping the staff among other things to:
 - a. Determine the needs of the pupils served by the school
 - b. Establish purposes or goals for meeting the identified needs
 - c. Organize a design for learning to achieve the stated purposes of the school
 - d. Plan, implement, and evaluate the instructional program as approved by the local board of education
 - e. Establish an adequate annual budget appropriation for purchasing necessary school supplies and equipment to carry out the effective instructional program
 - f. Assure communication within the school and between the school and the community
3. The elementary teacher, within the framework of that school, has responsibilities including:
 - a. Determining the needs of the pupils served
 - b. Establishing the objectives for meeting the identified needs of pupils
 - c. Organizing a design for learning
 - d. Planning, implementing, and evaluating the approved instructional program on a continuing basis
4. Curricular Materials
A systematic procedure should be developed for selecting, utilizing and evaluating curricular materials. The learners should be provided with a variety of materials on the appropriate instructional level which are compatible with their modes of learning
5. Evaluation
 - a. Each school should maintain a standardized system of relevant cumulative records readily accessible to authorized personnel only
 - b. Cumulative records of academic progress should be kept current
 - c. Parents/guardians should be kept informed of the progress of students
 - d. Evaluation of the instructional program should be made in terms of the degree to which the stated objectives have been met
 - e. Pupils should be encouraged to explore, under direction, their individual interests
 - f. Pupils and parents/guardians should be informed concerning educational experiences at the next level so that the orientation to school and the transition between levels will be as smooth as possible

GUIDELINE VI - Pupil Activity Program

In compliance with Standard VI a non-competitive pupil activity program should be planned to involve all pupils. Among other things, the program should be designed to assist the pupil in developing imagination, creativity, positive self-image, self-confidence, physical skills, and coordination. The partial list of activities below may be used to develop an activity program that will be beneficial to all pupils.

- A. Assembly programs for varied audiences in which children participate
- B. Children's publications
- C. Art, Math, and Science exhibits
- D. Student Councils
- E. Academic, career related and other clubs
- F. Academic Bowls
- G. Speech and drama groups
- H. Organized play and games
- I. Choral groups
- J. Excursions and field trips

GUIDELINE VII - Media Services

The school media program is an integral part of the total educational program. It serves the students and the faculty in the school in support of curriculum. The media center's function is to locate, acquire, provide, organize and coordinate the school's learning resources and devices and to motivate and assist students and teachers in the effective use of these resources. A staff of professional and supportive personnel is required to develop and maintain such a media program.

- A. The media center serves the student by:
 - 1. Providing instruction in the use of the media center and its resources
 - 2. Assisting in production of media
 - 3. Assisting in development of skills in listening, viewing, and reading
 - 4. Providing guidance in the development of desirable reading, viewing, and listening patterns, attitudes, and appreciations
 - 5. Helping in development of good study habits, independence in learning, and critical evaluation
- B. The media center serves teachers and administrators by:
 - 1. Cataloging all media permanently located within the building
 - 2. Providing instruction in the use of the media center and its resources
 - 3. Assisting in production of media
 - 4. Providing pertinent information regarding student's progress, problems, and achievements
 - 5. Serving as resource personnel in curriculum planning and implementation
 - 6. Developing and maintaining a professional media collection
 - 7. Providing sources of media evaluation
 - 8. Supporting the total school curriculum
 - 9. Participating in the planning of all areas for effective learning

10. Developing continuous orientation and in-service in advancing instructional technology
 11. Avoiding unnecessary duplication of media
 12. Cooperating with other media centers and supportive agencies in the area
 13. Providing a centralized area for production of media
 14. Maintaining statistical records
 15. Maintaining inventory and maintenance records of media
- C. The media center serves the community by:
1. Cooperating with other media centers and supportive agencies in the area
 2. Avoiding needless duplication of expensive materials within the community which have limited use
 3. Providing media facilities on a twelve months basis for approved and funded programs

GUIDELINE VIII - Pupil Services

Intellectual growth of the individual is a major objective of the educational enterprise. However, the physical and mental well being of the pupil is recognized as most significant in the school's attempt to meet the needs of pupils. The individual's ability to function effectively necessitates the acquisition of skills, attributes, knowledge, and qualities essential for self-fulfillment, self-direction, and responsible citizenship in society.

- A. Guidance
- Guidance in the elementary school should focus upon the total growth and development of each pupil. Emphasis at this level is on meeting the physical, social, emotional, aesthetical, and intellectual needs of the pupils. The goals are primarily concerned with providing for each pupil the best possible climate in which learning can take place, helping each student to grow in his abilities to make disciplined choices, and to broaden and develop individual interests.

To provide effective guidance, each school should have an organized program of guidance services as an integrated part of the total educational program.

1. Services should include :
 - a. Pupil Record Services - Each school should 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
 - b. Information Services - Information materials should be carefully organized and utilized by staff members and pupils through the guidance program. These materials should include: occupational information, educational information, and personal-social information
 - c. Counseling Services - Provision should be made for individual and group counseling of pupils. This should 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

- d. Consultative Services - These services should 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 each pupil, interpretation of test results, and use of educational and occupational information
 - e. Group Guidance Services - Provision should be made for the use of group techniques whenever guidance objectives can be reached most effectively and efficiently through organized group activities
 - f. Referral Services - Each school should make use of available referral resources on problems of special learning, health, mental health, and welfare
 - g. Evaluation Services - Provision should be made for evaluation services for the purposes of improving the school guidance program
2. Each school should provide facilities, materials, and equipment essential to carrying out the major aspect of the guidance program

B. School Health Services

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

C. School Food Services

Each elementary school should comply with all provisions, laws and regulations published by or pertaining to the Division of School Food Services of the State Department of Education.

D. Transportation

Each elementary school should incorporate the measures taken to maximize each child's safety to and from school as provided for by the Division of Pupil Transportation of the State Department of Education. This would include but not restricted to field trips and the loading and unloading of pupils.

GUIDELINE IX - School Staff and Administration

A. School District

- 1. All schools within the district should operate within established written policies for school personnel and pupils. Within the framework of the district policies, each school should 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. The district should provide evidence of a plan to attract and hold well-prepared and effective teachers
- 3. Lines of communication should be clearly established between school board and professional staff. The professional climate should be conducive to harmonious relationships and higher teacher morale
- 4. Every school system should have a systemwide supervisor of instruction. Additional supervisory positions should be provided as needed to achieve the stated objectives.

5. Each private and parochial school should have the services of supervisors of instruction equivalent to those required of public school districts
6. A broad program of in-service education should be designed for all staff to upgrade the quality of teaching and to broaden and enrich the educational experience for all pupils
7. A professional library and materials center should supplement the teachers' individual efforts to provide resources for professional growth

GUIDELINE X - School Plant and Facilities

School plant planning begins with a proposed educational program which reflects all the needs of the school district and its student population. The environmental and aesthetic effects should enhance the psychological and social attitudes of students, teachers, school employees and the community.

- A. Provisions should be made for:
 1. Health and safety safeguards of occupants
 2. Sufficient natural and artificial lighting
 3. Well-arranged facilities for program needs for the separate curricular areas and essential services
 4. Attractive and pleasant environment
 5. Flexible use of space in order to be adaptable to a multiplicity of programs and organizational patterns
 6. Appropriate and preventative maintenance
- B. The school district should keep plant and equipment maintenance schedules and minimum standards for operation and maintenance. Each school should establish and maintain high standards for functional use and care of all school property. The buildings and grounds should be kept clean and sanitary.
- C. An accounting system for all equipment should be maintained.

Each grade and principal should have the services of super-
 visors of instruction assigned to their respective public school districts
 the school year of instruction should be designed for all staff
 to insure the quality of teaching and to provide and enrich the educational
 experience for all pupils.
 A professional library and materials center should supplement the teachers'
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 and to insure the highest quality of instruction.

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 - 1. Health and safety standards of occupants
 - 2. Sufficient natural and artificial lighting
 - 3. Well-maintained facilities for physical needs for the regular curriculum and essential services
 - 4. Attractive and pleasant environment
 - 5. Flexible use of space in order to be adaptable to a multiplicity of program and organizational patterns
- B. The school district should keep plant and equipment maintenance schedules and minimum standards for operation and maintenance. Each school should also maintain high standards for functional use and care of all school property. The building and grounds should be kept clean and sanitary.
- C. An accounting system for all equipment should be maintained.

GUIDELINE XI: School Buildings

- 1. School buildings should be designed to provide a safe and healthful environment for all occupants.
- 2. School buildings should be designed to provide a pleasant and attractive environment for all occupants.
- 3. School buildings should be designed to provide a functional and efficient environment for all occupants.
- 4. School buildings should be designed to provide a secure and well-maintained environment for all occupants.

GUIDELINE I - Compliance with Legal Responsibilities

The law makes provisions for local boards of education to receive and fulfill the responsibilities and guidelines regarding the administration of the local school districts.

GUIDELINE II - Planned Program of School-Community Relations

Evidence of good school-community relations is the degree of participation on the part of school patrons and the general community in understanding and supporting the quality school program. A special effort should be made to improve community understanding of its schools and to establish a genuine concern for the rights and responsibilities of parents, teachers, and administrators.

The district and individual school should take appropriate steps:

A. Initiate and plan cooperatively a comprehensive and continuing program interpreting the schools to the people.

B. Utilize a variety of ways and means to inform the school and the general public about their schools and education in general. The methods are:

1. Newsletters
2. School newspapers
3. Radio and television programs
4. Assemblies

HANDBOOK FOR ACCREDITING KENTUCKY MIDDLE SCHOOLS

5. Talent shows
6. Slide presentations of school activities
7. Sing alongs
8. Parent-teacher organizations
9. Art exhibits
10. Parent coffees
11. Parent volunteer programs
12. Parent-teacher conferences
13. Good news communications
14. Telephone calls
15. Parent visitation days
16. Home visits
17. Open house activities
18. Handbooks

19. Organize school committees for such purposes as:

- a. Formation of school advisory committees
1. Cross-section of community
2. Parents from each grade level
3. Non-parent members
4. Persons with varied educational backgrounds
- b. Responsibilities of advisory committees
1. Assist in scheduling meetings and planning agenda
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GUIDELINE III - Statement of Philosophy and Objectives

The staff, the community, and the students should develop cooperatively a philosophy and objectives which express their convictions on such essential points as the purposes of the school, how students learn, the content and methods of instruction, desirable types of student activities, and the outcomes to be attained. The statement of objectives should be set forth in specific terms indicating what the school intends to do to meet the needs and interests of pre-and early adolescents in accordance with the statement of philosophy. The philosophy, goals, and objectives should be continuously evaluated as to their current relevance.

- A. Philosophy

The educational program designed for the transescent student in the middle school should be designed to meet the needs of all students by:

 - 1. Providing a developmental program in communicative and mathematical competencies through a wide array of educational experiences, including attention to the basic skills
 - 2. Offering a program to help students achieve understanding and awareness of the aesthetic, social, scientific, health, and physical areas of knowledge
 - 3. Introducing a broad exploratory or personal-interest program that is directed toward satisfying the student's natural curiosity and that prepares the student to make appropriate program selections in high school that will lead to wise career decisions
 - 4. Offering experiences in and out of the classroom designed to develop appropriate attitudes and beliefs necessary for living in and contributing to society

5. Including a process whereby students receive guidance and media services designed to help them in learning to solve problems, satisfy needs, and to make adjustments necessary for learning progression

B. Objectives

The following guidelines are suggested as criteria for developing:

1. Staff
 - a. A carefully selected staff will determine the quality of the educational program for students. Persons who are most successful with middle school students are those who are knowledgeable and concerned about the unique needs of this age group, who are flexible, and who use the subject content only as a vehicle for assuring student growth
 - b. All certified and non-certified personnel should achieve a common viewpoint with respect to the purposes of the middle school
 - c. Essential to effective program development is a schedule that regularly provides time for continuous in-service for teachers to plan together
2. Facilities
Space should be planned to provide for a diversity of grouping patterns which would allow for the implementation of the middle school concept
3. Students
 - a. The type of pupil population served, their socioeconomic status, the education of their parents or guardians, and the relevant personal information should be reflected in the program of the school
 - b. In evaluating the student, the following areas should be reviewed:
 - (1) Growth of the student as a learner
 - (2) Changes that have occurred in the student academically, socially, morally, and attitudinally
 - (3) Competencies that have been developed in basic skills, citizenship, leadership, and interpersonal relations
4. Community-school relations
A varied program of community relations is vital and should include:
 - a. An assessment of community needs
 - b. Provision for community input
 - c. A plan for informing and educating the community about the school's design for learning

GUIDELINE IV - Design for Learning

The program for the middle school student should be characterized by unity, balance, flexibility, and articulation with the schools below and above it.

The design for learning should:

- A. Be based on realistic goals and objectives of the school and the community which the school serves and shall reflect the unique educational and maturational needs and interests of the early adolescent
- B. Be characterized by unity with all parts contributing to the achievement of the school's objectives

- C. Be characterized by balance with emphasis given to any area or element of the curriculum in proportion to its importance in the achievement of the school's objectives
- D. Be characterized by articulation having the sequence of learning experiences free from gaps and unnecessary repetition so that the middle school program is truly sequential both within its own grade levels and in the relationship of its program to those of the elementary school and the high school
- E. Be characterized by flexibility providing for individual differences, program changes, and alteration of group size as the needs of the students indicate
- F. Provide for the individual and common needs of students
- G. Provide for student activities which extend the formal curriculum
- H. Provide students opportunities for experimentation and exploration with new materials, procedures, and programs, including independent study
- I. Be influenced by follow-up studies of students
- J. Provide for utilization of all appropriate community facilities and resource personnel
- K. Provide for systematic procedures of continuous program evaluation
- L. Provide opportunity for interdisciplinary and intradisciplinary team-planning to meet individual student needs in greater depth and at the same time to sharpen the education proficiencies of individual teachers
- M. Provide for self-initiated student-learning activities
- N. Ensure opportunity for students to experience some appropriate form of success

GUIDELINE V - Curriculum

- A. Systemwide responsibilities
 1. A school system should maintain balance in and among its separate school units to provide relatively comparable educational opportunities to all students in the district
 2. The school district should assure that administrators and teachers have the opportunity to provide early adolescents a variety of experiences removed from the influence of the traditional secondary orientation
 3. The school district should provide the opportunity for the middle school staff to engage in continuous and appropriate in-service which focuses on the nature and needs of the pre-and early adolescent
 4. The school district should staff the middle school with persons who have had specific training in working with the pre-and early adolescent or who demonstrate a clear understanding of their needs and who have the ability to work positively with this age student

5. The school district should provide multi-level instructional materials to meet the identified needs of the students and the objectives of the school's program

6. The systemwide administrative and supervisory staff should:

- a. Coordinate systemwide services
- b. Provide leadership for the development of a curriculum which offers systemwide guidelines but allows individual schools to plan specifically for the needs of the students
- c. Assist individual school staffs to define goals and objectives and to establish assessment procedures to measure the extent to which these goals and objectives are realized
- d. Provide services to identify materials and help staff members differentiate the program needed to meet academic, sociological, psychological, and physiological needs of all students
- e. Assist in planning and implementing in-service opportunities that focus on the developmental characteristics of this age group and on specific areas of instruction
- f. Make an appraisal of its program every five years

B. Individual school responsibilities

1. It is the responsibility of the total staff at the individual school level to ensure that the school program reflects a clear understanding of the needs of the pre-and early adolescent in the flexibility of the school program, the provision of transitional experiences, and interdisciplinary team-planning and/or teaching

2. The middle school principal, as the instructional leader within a school, has the responsibility for helping staff to:

- a. Determine the needs of the students served by the school
- b. Establish purposes or goals for meeting the identified needs
- c. Organize a design for learning to achieve the stated purposes of the school
- d. Plan, implement, and evaluate the instructional program as approved by the local board of education
- e. Establish an adequate annual appropriation for purchasing necessary school supplies and equipment to carry out an effective instructional program
- f. Assure communication within the school, between the school and central administrative staff and between the school and the community

3. The middle school teacher, within the framework of that school, is responsible for the following:

- a. Determining the needs of the students served
- b. Establishing the objectives for meeting the identified needs of students served
- c. Organizing a design for learning
- d. Planning, implementing, and evaluating the approved instructional program on a continuous basis

GUIDELINE VI - Student Activity Program

Since it is evident that the student activity program is an integral part of the middle school, it is imperative that adequate time be allotted within the school day for implementation of the program.

- A. There should be evidence of safeguards preventing the students or the school from becoming overly involved with only a few student activities to the exclusion of a variety of experiences
- B. There should be evidence of safeguards preventing all student activity programs being based on competitive selection
- C. A comprehensive intramural program for all students is essential
- D. Other suggested activities that might be offered in a comprehensive activity program for transescents include:
 - 1. Opportunities for student participation in assembly programs
 - 2. School newspaper and literary magazines
 - 3. Student council
 - 4. Academic bowls
 - 5. Art, math, and science exhibits
 - 6. Speech, and drama activities, choral and other music activities
 - 7. Excursions and field trips
 - 8. Academic, career related, and other clubs
 - 9. Special interest activities (e.g. candle making, travelogue, entomology)

GUIDELINE VII - Media Services

The school media program is an integral part of the total educational program. It serves the students and the faculty in the school in support of curriculum. The media center should be located where it is readily accessible to all students with sufficient space to house the collection of materials, space for small and large group instruction, and space for other activities of the media center. The function of the media center is to locate, acquire, provide, organize and coordinate the school's learning resources and devices and to motivate and assist students and teachers in the effective use of these resources. A staff of professional and supportive personnel is required to maintain and to develop such a media program.

- A. The media center serves the student by:
 - 1. Providing instruction in the use of the media center and its resources
 - 2. Assisting in production of media
 - 3. Assisting in development of skills in listening, viewing, and reading
 - 4. Providing guidance in the development of desirable reading, viewing, and listening patterns, attitudes, and appreciations
 - 5. Helping in development of good study habits, independence in learning, and critical evaluation
- B. The media center serves teachers and administrators by:
 - 1. Cataloging all media permanently located within the building
 - 2. Providing instruction in the use of the media center and its resources

3. Assisting in production of media
 4. Providing pertinent information regarding student's progress, problems, and achievements
 5. Serving as resource personnel in curriculum planning and implementation
 6. Developing and maintaining a professional media collection
 7. Providing sources of media evaluation
 8. Supporting the total school curriculum
 9. Participating in the planning of all areas for effective learning
 10. Developing continuous orientation and in-service in advancing instructional technology
 11. Avoiding unnecessary duplication of media
 12. Cooperating with other media centers and supportive agencies in the area
 13. Providing a centralized area for production of media
 14. Maintaining statistical records
 15. Maintaining inventory and maintenance records of media
- C. The media center serves the community by:
1. Cooperating with other media centers and supportive agencies in the area
 2. Avoiding needless duplication of expensive materials within the community which have limited use
 3. Providing media facilities on a twelve months basis for approved and funded programs

GUIDELINE VIII - Student Services

Intellectual growth of the individual is a major objective of the educational enterprise. However, the physical and mental well being of the student is recognized as most significant in the school's attempt to meet the needs of students. The individual's ability to function effectively necessitates the acquisition of skills, attributes, knowledge, and qualities essential for self-fulfillment, self-direction, and responsible citizenship in a democratic system.

A. Guidance

Guidance in the middle school should focus upon the total growth and development of each student. Emphasis at this level is on meeting the physical, social, emotional, aesthetical and intellectual needs of the students. The goals are primarily concerned with providing for each student the best possible climate in which learning can take place, helping each student to grow in his abilities to make disciplined choices, and to broaden and develop individual interests.

1. Services should include:
 - a. Student record services - Each school should 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
 - b. Information services - Information materials should be carefully organized and utilized by staff members and students through the guidance program. These materials should include: occupational information, educational information, and personal-social information

- c. Counseling services - Provisions should be made for individual and group counseling of students. This should include assisting the student through the counseling relationship to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to developmental needs
 - d. Consultative services - These services should include assistance to teachers and other school staff members in understanding the normal developmental needs of all children, helping students with school adjustment problems, developing a curriculum that will meet the individual needs of each student, interpretation of test results, and use of educational and occupational information
 - e. Group guidance services - Provision should be made for the use of group techniques whenever guidance objectives can be reached most effectively and efficiently through organized group activities
 - f. Referral services - Each school should make use of available referral resources on problems of special learning, health, mental health, and welfare
2. Each school should provide facilities, materials, and equipment essential to carry out the major aspects of the guidance program
- B. School health services
Each middle school should comply with all provisions of the School Health Code and should develop established policies and procedures for providing first aid services
 - C. School food services
Each middle school should comply with all provisions, laws, and regulations published by or pertaining to the Division of School Food Services of the State Department of Education
 - D. Transportation
Each middle school should incorporate the measures taken to maximize each child's safety to and from school as provided for by the Division of Pupil Transportation of the State Department of Education. This would include but not be restricted to field trips and the loading and unloading of students

GUIDELINE IX - Staff and Administration

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.

- A. The district should provide evidence of a plan to attract and hold well-prepared and effective teachers

- B. Line of communication should be clearly established between school board and professional staff. The professional climate should be conducive to harmonious relationships and high teacher morale
- C. Every school system should have a systemwide supervisor of instruction. Additional supervisory positions should be provided as needed to achieve the stated objectives of the school system
- D. Each private and parochial school should have the services of a supervisor of instruction equivalent to those required of public school districts
- E. A broad program of in-service education should be designed for all staff to upgrade the quality of teaching and to broaden and enrich the educational experiences for all pupils
- F. A professional library and materials center should supplement the teachers' individual efforts to provide resources for professional growth
- G. The uniqueness of the student in the middle school requires a staff with the following specific competencies:
 1. Has a positive self-concept which provides the emotional strength to deal with unusual classroom problems
 2. Is committed to the education of transescent
 3. Shows a respect for the dignity and worth of each student
 4. Is flexible and open to change
 5. Exhibits patience in dealing with the students
 6. Has the ability to interact constructively with students and other staff members
 7. Understands and applies the various theories of learning and recognizes the differences among students in the way they learn
 8. Incorporates a knowledge of group dynamics in the teaching program
 9. Understands the physical development process of the transescent student and organizes his or her teaching according to that process
 10. Organizes curriculum plans and opportunities appropriate to the middle school

GUIDELINE X - School Plant and Facilities

Physical facilities strongly influence program improvement. Planning a suitable physical plant and facilities for the middle school should take into consideration the appropriate personal and educational needs of the pre-and early adolescent. The intricate nature of the learner and the learning process, the extreme importance of the environment and its effect upon the learning situation, the work of the teacher, and the health of the learner should receive consideration in the following ways:

- A. Everyone concerned with the school program should participate in planning the school plant
- B. In order to provide for various types of grouping, for independent study, and for other forms of individualization of instruction, school plants should provide a motivating atmosphere and be designed to give great flexibility to the operation of the program

- C. Adequate safeguards for health and safety of the occupants should be provided. All school buildings should meet or exceed minimum standards established by appropriate agencies in the state as to health and safety requirements
- D. Special facilities should be provided to assure effective implementation of the program
 - 1. Space for fine arts, health and physical education activities, and occupational exploration
 - 2. Special interest centers to provide for individualized instruction or varied creative activities
 - 3. A large multi-purpose room that will accommodate large and small group activities and designed with a stage and portable risers to provide for musical, dramatic, and other programs
 - 4. Areas to house school food services
- E. Aesthetic features that serve to enhance the intellectual, psychological, and social growth of the students should be incorporated into the plant facilities. The exterior as well as the interior of the facilities should receive consideration
- F. The school district should keep plant and equipment maintenance schedules and minimum standards for operation and maintenance. Each school should establish and maintain high standards for functional use and care of all school property. The buildings and grounds should be kept clean and sanitary
- G. The school should establish and maintain high standards for functional use and care of all school property. Pupils, teachers, and citizens have joint responsibility for providing a wholesome and stimulating physical environment. The buildings and grounds should be kept clean and sanitary
- H. An accounting system for all equipment should be maintained

GUIDELINE I - Compliance with Legal Requirements

The law makes provisions for local boards of education, as well as policies, regulations, and guidelines regarding the administration of the local school system.

GUIDELINE II - Planned Program of School-Community Relations

Evidence of good school-community relations is the degree of participation on the part of school patrons and the general public in the total school program. When members of the community lack understanding of and appreciation for a quality school system, a special effort should be made to improve community expectations of its schools and to establish a genuine concern for the rights and responsibilities of pupils, teachers, and administrators.

The district and individual school should take appropriate steps to:

- A. advise and plan cooperatively with interested state and federal agencies concerning the school(s) in the region
- B. utilize a variety of ways and means to inform the general and the general public about their school and education in general. Some examples are:
 1. School newspapers
 2. Radio and television programs
 3. Assemblies
 - a. Student awards
 - b. Talent shows

HANDBOOK FOR ACCREDITING KENTUCKY HIGH SCHOOLS

4. Parent volunteer programs
5. Parent-teacher conferences
6. Telephone calls
7. Open visitation days for parents and visitors
8. Handbooks
- C. utilize community and other agencies related to the school:
 1. identify agencies and contact persons for such agencies
 2. outline procedures for referral of parent-teacher contacts
- D. Encourage use of school facilities and resources by community members in social, recreational, and educational activities:
 1. Develop written board of education policy regarding school facilities and equipment application for use, supervision of facilities, and operation of service charges
 2. Assist in organizing:
 - a. Adult recreation programs
 - b. Adult classes
 - c. College extension classes
 - d. Other activities

- C. Adequate attention to health and safety of the school should be provided. All school buildings should meet the minimum standards established by appropriate agencies and local, state and federal requirements.
- D. Special facilities are necessary to insure effective implementation of the program.
 1. Space for free expression of individual education, artistic and occupational exploration.
 2. Special interest areas for individualized learning and enrichment.
 3. A large multi-use area for group activities and group work, including musical, dramatic, and other activities.
 4. Areas to house special equipment.
- E. Aesthetic features are essential to the intellectual, psychological and social growth of the student. The school should be designed to be attractive in the interior as well as the exterior. The school should be designed to be attractive in the interior as well as the exterior.
- F. The school should be designed to be attractive in the interior as well as the exterior. The school should be designed to be attractive in the interior as well as the exterior.
- G. The school should be designed to be attractive in the interior as well as the exterior. The school should be designed to be attractive in the interior as well as the exterior.
- H. The school should be designed to be attractive in the interior as well as the exterior. The school should be designed to be attractive in the interior as well as the exterior.

GUIDELINE I - Compliance with Legal Responsibility

The law makes provisions for local boards of education to establish policies, regulations, and guidelines regarding the administration of the local school districts.

GUIDELINE II - Planned Program of School Community Relations

Evidence of good school-community relations is the degree of participation on the part of school patrons and the general public in the total school program. When segments of the community lack understanding of and appreciation for a quality school program, a special effort should be made to improve community expectations of its schools and to establish a genuine concern for the rights and responsibilities of pupils, teachers, and administrators.

The district and individual school should take appropriate steps to:

- A. Initiate and plan cooperatively a comprehensive and continuing program interpreting the school(s) to the people
- B. Utilize a variety of ways and means to inform the parents and the general public about their schools and education in general. Some examples are:
 - 1. School newspapers
 - 2. Radio and television programs
 - 3. Assemblies
 - a. Student awards
 - b. Talent shows
 - c. Slide presentations of school activities
 - 4. Art exhibits
 - 5. Parent volunteer programs
 - 6. Parent-teacher conferences
 - 7. Telephone calls
 - 8. Open visitation days for parents and others
 - 9. Handbooks
- C. Utilize community and other agencies related to pupil services
 - 1. Identify agencies and contact person(s) for each agency
 - 2. Outline procedures for referral of pupils to agencies
- D. Encourage use of school facilities and resources by community groups in social, recreational, and educational activities
 - 1. Develop written board of education policies for use of facilities, including application for use, supervision of facility, and operational service charges
 - 2. Assist in organizing:
 - a. Adult recreational programs
 - b. Adult classes
 - c. College extension classes
 - d. Other activities

- E. Each school should develop a plan for school-community relations
 - 1. Central office staff should work cooperatively with each individual school in the development of a plan for school-community relations
 - 2. Plans for school-community relations should be as comprehensive as local needs require

GUIDELINE III - Statement of Philosophy and Objectives

The staff, the community, and the students should develop cooperatively philosophy and objectives which express their convictions on such essential points as the purposes of the school, how students learn, the content and methods of instruction, desirable types of student activities, and the outcomes to be attained. The statement of objectives should be set forth in specific terms indicating what the school intends to do to meet the needs and interests of adolescents in accordance with the statement of philosophy.

- A. The school district, including students and the community, should develop cooperatively and follow a statement of educational beliefs, goals, and objectives upon which unity, balance, and direction of the total school program will be established
- B. Philosophy, goals, and objectives should be evaluated periodically as to their current relevance

GUIDELINE IV - Design for Learning

The program for the high school student should be characterized by unity, balance, and flexibility.

The design for learning should:

- A. Be based on realistic goals and objectives of the school and the community which the school serves and shall reflect the unique educational and maturational needs and interests of adolescents
- B. Be characterized by unity with all parts contributing to the achievement of the school's objectives
- C. Show a balance with emphasis given to any area or element of the curriculum in proportion to its importance in the achievement of the school's objectives
- D. Be characterized by articulation having the sequence of learning experiences free from gaps and unnecessary repetition
- E. Be flexible and provide for individual differences, program changes, and alteration of group size as the needs of the students indicate

- F. Provide for the individual and common needs of students
- G. Ensure opportunities for students to experience success
- H. Allow for students to earn credit through independent study
- I. Be influenced by follow-up studies of students
- J. Provide and utilize appropriate community facilities and resource personnel
- K. Provide for systematic procedures of continuous program evaluation
- L. Assure opportunities for interdisciplinary and intradisciplinary team planning to meet individual student needs in greater depth
- M. Include student activities which extend the formal curriculum
- N. Allow for a variety of curricular choices to provide opportunities for students success (e.g. phase elective courses)

GUIDELINE V - Curriculum

The program of Studies for Kentucky Schools serves as the broad base from which a local school system can develop its own curriculum in terms of the needs in that particular situation.

The availability of broad educational opportunities for students in the program of studies must be provided to meet the needs of the great diversities existing among students. In order to accomplish this, not only must the offerings be broad but the grade placement of courses must be flexible.

The school district should:

- A. Provide a balanced program of offerings and services for students
- B. Assure opportunities for the high school staff to engage in continuous and appropriate in-service
- C. Provide multi-level instructional materials to meet the identified needs of the students and the objectives of the school's program
- D. Develop a total educational program providing for coordination, comprehensiveness, continuity, articulation, and evaluation
 1. The administrative, supervisory, and instructional staffs are responsible for initiating sound and continuous planning for a total school program and for responding to student needs identified by the instructional staff, the students, and/or the community
 2. The school district, through its own efforts or in cooperation with neighboring school districts, should provide for the needs of exceptional, gifted, and talented students in its attendance area
 3. Every five years the school district should make an appraisal of its total program

GUIDELINE VI - Student Activities

Student activities are of the utmost importance in developing leadership qualities, responsibilities, creative outlets, and promoting socialization. A well-rounded activity program is essential to the effectiveness of the total curriculum. As a vital, integral part of the curriculum, student activities contribute certain values to education: (1) improved student attitudes, (2) curriculum improvement, and (3) community involvement.

The following are among the values most commonly cited by writers on this subject.

- A. Values of activities for the individual student:
 - 1. Aid in developing self-expression
 - 2. Allow for individual differences
 - 3. Help in the selection of a career
 - 4. Develop leisure-time interests
 - 5. Provide a better understanding of oneself
 - 6. Offer training in adjusting to new situations
 - 7. Enrich the student's personality
 - 8. Develop self-reliance
 - 9. Require the budgeting on one's time
 - 10. Strengthen mental and physical health
 - 11. Develop sportsmanship
 - 12. Provide opportunity for practicing tolerance of other's wishes and opinions
 - 13. Require the assumption of responsibility
 - 14. Offer broad cultural experiences

- B. Values of activities for the school and the instructional program:
 - 1. Enrich the classroom subjects
 - 2. Provide a broader outlook on learning
 - 3. Assist in increasing the school's holding power
 - 4. Improve school spirit
 - 5. Increase student-faculty cooperation
 - 6. Provide opportunity for individual and group guidance
 - 7. Make possible better articulation among the parts of a school or school system
 - 8. Furnish clearer understanding of the forces that motivate adolescents

- C. Values of activities for the community and society in general:
 - 1. Develop social cooperation as students work with others toward a common goal
 - 2. Provide training in leadership
 - 3. Prepare students for democratic living
 - 4. Offer experiences which develop good citizenship and a sense of civic duty
 - 5. Develop respect for law, order, and authority
 - 6. Provide opportunities for unselfish service
 - 7. Develop an awareness of community problems and desire to help solve them
 - 8. Develop bonds of understanding and friendship, regardless of race, creed, wealth, status, or ability

D. Categories of senior high school activities might include the following:

1. Student councils
2. Class organizations
3. Homerooms
4. Assemblies
5. Subject-related clubs
6. Special-interest groups
7. Service organizations
8. Publications
9. Dramatics and other speech activities
10. Musical activities
11. Athletics and intramurals
12. Honor societies

GUIDELINE VII - Media Services

The school media program is an integral part of the total educational program. It serves the students and the faculty in the school in support of curriculum. The media center's function is to locate, acquire, provide, organize, and coordinate the school's learning resources and devices and to motivate and assist students and teachers in the effective use of these resources. A staff of professional and supportive personnel is required to develop and maintain such a media program.

A. The media center serves the student by:

1. Providing instruction in the use of the media center and its resources
2. Assisting in production of media
3. Assisting in development of skills in listening, viewing, and reading
4. Providing guidance in the development of desirable reading, viewing, and listening patterns, attitudes, and appreciations
5. Helping in development of good study habits, independence in learning, and critical evaluation

B. The media center serves teachers and administrators by:

1. Cataloging all media permanently located within the building
2. Providing instruction in the use of the media center and its resources
3. Assisting in production of media
4. Providing pertinent information regarding student's progress, problems, and achievements
5. Serving as resource personnel in curriculum planning and implementation
6. Developing and maintaining a professional media collection
7. Providing sources of media evaluation
8. Supporting the total school curriculum
9. Participating in the planning of all areas for effective learning
10. Developing continuous orientation and inservice in advancing instructional technology
11. Avoiding unnecessary duplication of media
12. Cooperating with other media centers and supportive agencies in the area
13. Providing a centralized area for production of media
14. Maintaining statistical records
15. Maintaining inventory and maintenance records of media

- C. The media center serves the community by:
 - 1. Cooperating with other media centers and supportive agencies in the area
 - 2. Avoiding needless duplication of expensive materials
 - 3. Providing media facilities on a twelve months basis for approved and funded programs

GUIDELINE VIII - Student Services

Intellectual growth of the individual is a major objective of the educational enterprise. However, physical health as well as emotional and social well-being are recognized as most significant in the school's attempt to meet the needs of students. The individual's ability to function effectively in society necessitates the acquisition of skills, attributes, knowledge, and qualities essential for self-fulfillment, self-direction, and responsible citizenship in a democratic society.

Guidance services should be considered an integral part of the school program and not looked upon as extra or additional activities. The guidance program should be designed to help students understand themselves and to direct their lives more efficiently. In order to accomplish these purposes the following services should be provided:

- A. Student record services
 - 1. Cumulative, anecdotal, and health records
 - 2. Reports of home visits
 - 3. Intellectual and other psychological test scores
- B. Occupational and educational information
 - 1. Educational requirements and opportunities beyond secondary school
 - 2. Local and national occupational opportunities, requirements, trends, and employment conditions
 - 3. Special programs to inform parents and students
 - 4. Listing of agencies and persons qualified to render assistance for physical, emotional, educational, vocational, or employment needs
- C. Counseling
 - 1. Individual
 - 2. Group
 - 3. Referral of difficult cases
- D. Placement
 - 1. Curriculum
 - 2. Extra-curricular
 - 3. Post high school activities
 - 4. Jobs for dropouts and former graduates
- E. Follow-up
 - 1. Former Graduates
 - 2. Dropouts

F. Guidance services to teachers

G. Clerical help

GUIDELINE IX - Staff and Administration

All schools within the school district should operate within established written policies for school personnel. Within the framework of 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.

- A. The district should provide evidence of a plan to attract and hold well-prepared and effective teachers
- B. Lines of communication should be clearly established between school board and professional staff. The professional climate should be conducive to harmonious relationships and high teacher morale
- C. Every school system should have a systemwide supervisor of instruction. Additional supervisory positions should be provided as needed to achieve the stated objectives of the school system
- D. Each private and parochial school should have the services of a supervisor of instruction equivalent to those required of public school districts
- E. A broad program of in-service education should be designed for all staff to upgrade the quality of teaching and to broaden and enrich the educational experiences for all pupils
- F. A professional library and materials center should supplement the teachers' individual efforts to provide resources for professional growth
- G. The effective secondary school requires a staff with the following specific competencies:
 - 1. Has a positive self-concept which provides the emotional strength to deal with the ups and downs of this age student
 - 2. Is committed to the education of adolescents
 - 3. Shows a respect for the dignity and worth of each student
 - 4. Is flexible and open to change
 - 5. Exhibits patience in dealing with the students
 - 6. Has the ability to interact constructively with students and other staff members
 - 7. Understands and applies the various theories of learning and recognizes the differences among students in the way they learn
 - 8. Incorporates a knowledge of group dynamics in the teaching program
 - 9. Understands the physical development process of the adolescent student and organizes his or her teaching according to that process
 - 10. Organizes curriculum plans and opportunities appropriate to the secondary school

GUIDELINE X - School Plant and Facilities

Physical facilities strongly influence program improvement. Planning a suitable physical plant and facilities for the secondary school should take into consideration the appropriate personnel and educational needs of the adolescent. The intricate nature of the learner and the learning process, the extreme importance of the environment and its effect upon the learning situation, the work of the teacher, and the health of the learner should receive consideration in the following ways:

- A. Everyone concerned with the school program should participate in planning the school plant
- B. In order to provide for various types of grouping, for independent study, and for other forms of individualization of instruction, school plants should provide a motivating atmosphere and be designed to give great flexibility to the operation of the program
- C. Adequate safeguards for health and safety of the occupants should be provided. All school buildings should meet or exceed minimum standards established by appropriate agencies in the state as to health and safety requirements
- D. Special facilities should be provided to assure effective implementation of the program
 1. Space for fine arts, health and physical education activities, and occupational activities
 2. Special interest centers to provide for individualized instruction or varied creative activities
 3. A large multi-purpose room that will accommodate large and small group activities
 4. An area to house a good school foods service program
- E. Aesthetic features that serve to enhance the intellectual, psychological, and social growth of the students should be incorporated into the plant facilities. The exterior as well as the interior of the facilities should receive consideration
- F. The school district should keep plant and equipment maintenance schedules and minimum standards for operation and maintenance. Each school should establish and maintain high standards for functional use and care of all property. The buildings and grounds should be kept clean and sanitary
- G. An accounting system for all equipment should be maintained

