

Recognition of Credits

[704 KAR 3:307](#) discusses the transfer of credits from a home school or other non-accredited school to a public school.

[KRS 158.140](#) mandates the assignment of a pupil in the class or grade to which the pupil is best suited. This regulation prescribes procedures for recognition of credits or graduation from a public secondary school upon transfer from a nonaccredited secondary school and for the awarding of credit upon transfer to a public secondary school without a proper transcript being reasonably available.

Section 1. For the purposes of this regulation, a “nonaccredited secondary school” is a school enrolling students for secondary school instruction when that school is not recognized by (1) of the fifty (50) state departments of education or one (1) of the seven (7) independent regional accrediting associations. A “nonaccredited secondary school” in Kentucky shall be any private school not certified pursuant to [KRS 156.160\(3\)](#).

Section 2. (1) The local school district shall be responsible for the appropriate assignment of a student transferring from a nonaccredited secondary school to the class or grade best suited for the student. Previous credits earned by a student in a nonaccredited secondary school shall be awarded by the local school district by one (1) of the two (2) following methods:

Pass an examination of similar nature and content to the examination used for other students receiving credit for a particular course within the school district and graded on a comparable basis;

or

Successful performance of the student in a higher level of the course when the courses are sequential in nature such as English, Mathematics, History and Science. Successful performance shall consist of achieving at least a C grade in the course by the 12th week of school.

The courses successfully completed by examination or performance shall be counted toward minimum high school graduation requirements in the local school district.

Section 3. A student desiring recognition of previous credits toward graduation upon entering a public secondary school without a properly certified transcript and for whom a properly certified transcript cannot reasonably be obtained, shall be placed and awarded credit as outlined in Section 2 of this regulation.

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Where the Rubber Meets the Road

In this corner -- The Home Schooling Parent! In the other corner, Reality! Now shake hands, go to your corners, and come out fighting!

It's fine to read descriptions of correspondence high school programs or browse through A Beka's brochure on their high school video program. They make teaching teenagers at home sound like a breeze. But they are only dealing with a part of the puzzle. We parents are also dealing with a thing called reality. Reality is the younger child who needs to be taught how to read; endless meals that need preparing; medical and dental appointments; chauffeuring to soccer, gymnastics, and little league; pregnancy, ministry; grocery shopping; mounds of laundry; and children who would rather be doing anything but school. If we had nothing else to occupy us besides teaching our children, it would certainly be much easier. But I do not know of any home schooling parent who is free from life's routines, although some do have housecleaning help which I highly recommend.

When we begin to plan how we will teach our teenagers at home, we must first look at our situation. Do we have any experience? Do we have any confidence in our ability to teach our teenagers? How much time do we have available? How many interruptions are we likely to have? Can we expect any support from Dad or from others? Can we survive without support? Are we able to make compromises between our ideal concept of how it should be and reality, then live with those compromises without guilt?

Experience and Confidence

Those of us who have been home educating through elementary school and are making the transition into junior or senior high school will obviously find the task less overwhelming than someone just beginning to home educate with their teenager. Even though there are changes, we have already learned the basics of running a home school organization, record keeping, purchasing materials, establishing a routine that prevents the house from decaying while school is in session. Those of you who are just beginning might consider enrolling in a correspondence course, independent study program, or other home school service that will help you with these basics so that you can concentrate on the actual schooling. You might want to jump ahead to Chapter Eight to learn more about these options before reading on.

Experience, confidence and finances are probably three of the most important factors to consider when making the choice of whether to enroll in a program or go it alone. Experience and confidence also have much to do with the methods and materials we choose to use. If we have confidence in our ability to tackle new challenges, then we are more likely to fare well working

independently. "Going it alone" means we will have to dig for information, take responsibility for keeping our own records, plan course work without help, and rely on ourselves for recognition of a job well done. If you lack confidence, you are with the majority, so do not be discouraged by your doubts. By realizing ahead of time that you need more support, you can make choices with which you will be more comfortable.

Experience goes a long way toward building our confidence. If we have already done some sort of teaching in Sunday school, traditional school, informal classes, or home school, it is not such a mysterious process to us. Educators have tried to create a mystique about the educational process to add prestige to their jobs and, sometimes, to keep parents from interfering. But, once you have taught, you KNOW what is involved. Any positive experience will give you the reassurance that YOU CAN DO IT! You realize that it is often a process of trial and error with each child to find out what produces the desired results.

Most people suffer some doubts before beginning, but just making it through one year of home education will give you a tremendous boost in confidence (unless you make a total mess of it, which rarely happens). But we all have different personalities, some more confident than others, some needing more encouragement. That's all right. Just make sure that you are involved with someone who will provide you with the feedback you need, whether it be a support group, a correspondence school, school service, or an experienced home schooler.

Support groups, as small as two families, are essential for most of us. I have met many, many home educating moms with tremendous doubts about what they have been doing. Ninety percent of the time they are doing a great job and just need to have someone objective tell them so.

At the same time, we do not want to tell someone they are doing a wonderful job if it is not true. We render no one a favor by praising him falsely when he needs someone to confront him with the truth. Some home educators pull their children out of school to protect them from harmful situations or failure but lack any positive goals for accomplishment. They feel that avoiding the negative is sufficient. Yet they harm their children in other ways by not providing for their educational needs. Such people are doing a disservice to their children and to the reputation of all home educators. We need the kind of support that encourages us to do a good job, that holds us accountable, and that urges us to keep on trying when things get discouraging.

Qualifications

When we set out to educate young children at home, our educational background is not a major factor. Most of us had the