

# Operating Standards Committee

## State Board of Education

**Meeting Date:** March 11, 2014

**Meeting Time:** 8:30 AM

- Agenda:**
- 1. Roll Call and Approval of Minutes**  
*Facilitated by Ron Rudduck*
  - 2. Update on Operating Standards Website**  
*Facilitated by Ron Rudduck and John Richard*
  - 3. Final Discussion of Rule 4**  
*Facilitated by Ron Rudduck*
  - 4. Stakeholder Feedback on Rule 5**  
*Facilitated by Ron Rudduck*
  - 5. Continued Discussion of Rule 5**  
*Facilitated by Ron Rudduck*
  - 6. Adjournment**  
*Facilitated by Ron Rudduck*

**Committee Members:**

Ron Rudduck – Chair  
Darryl Mehaffie – Vice Chair  
Mike Collins  
Stephanie Dodd  
Sarah Fowler  
Kathleen McGervey  
Debe Terhar

**Staff:**

John Richard  
Sharon Jennings  
Sandy Hay  
Jeanne Paliotto  
Kevin Duff  
Amber Schneider

**State Board of Education  
Operating Standards Committee**

Meeting Minutes  
February 10, 2014

**Committee Members Present:**

Ron Rudduck – Chair  
Michael Collins  
Stephanie Dodd  
Sarah Fowler  
Kathleen McGervey  
Debe Terhar

**ODE Staff Present:**

John Richard  
Kevin Duff  
Sandra Hay  
Sharon Jennings  
Amber Schneider  
PR Casey

**Board Members Present:**

Mary Rose Oakar

**Others:**

Deb Tully, OFT

**CALL TO ORDER & MIUNTES**

Mr. Rudduck called the meeting to order. Ms. Terhar moved to approve the minutes, Ms. Fowler seconded. With all members voting AYE the minutes were approved as written.

**STAKEHOLDER FEEDBACK AND DISCUSSION OF RULE 4**

Ms. Hay stated that the only feedback on Rule 4 was from the arts community and was shared at the January meeting.

Dr. Richard asked if there were any other questions or feedback from the Committee members. Ms. Fowler expressed concern with the draft language in 3301-35-04(B). She was concerned that the language implied that the school district must create its own curriculum rather than being able to purchase it. Staff explained that districts could purchase curriculum. She also suggested that the term “district-wide” be struck to avoid the implication that curriculum must be strictly uniform. The Committee agreed by consensus to remove this term.

Ms. Oakar, concerned with avoiding any future data scrubbing in districts, asked for the “established procedures” mentioned in the draft language of 3301-35-04(E) to be specified. Dr. Richard and Mr. Rudduck explained that the EMIS manual and other items in statute (which were removed from the rules) were some of the “established procedures”. Links to the EMIS manual and Ohio Revised Code would be available on the website being created to supplement the Operating Standards. Mr. Collins wanted clarification on where districts report. Ms. Hay explained that Rule 7 will address this.

Ms. Terhar asked the “to” be added to 3301-35-04(E)(2) in order to correct an omission.

Ms. Fowler expressed concern with draft language in 3301-35-04(B)(2)(viii) which states that curriculum must be guided by state-adopted content standards. Her concern was that the language did not allow for enough local control. Ms. Terhar explained that “guided by” was not ‘mandate’ language. Ms. McGervey shared Ms. Fowler’s concern. Mr. Collins was concerned that “guided by” was not instructive enough. Mr. Rudduck reminded members that the language was not yet final and asked members to move on to the next rule.

**DISCUSSION OF RULE 5**

Dr. Richard explained that members had two versions of the rule (the current rule and the revised draft). Members asked to also see a marked-up version in the future. Ms. Hay summarized the rule.

Ms. Terhar asked where she could find the definition of credentialed and classified staff. Ms. Jennings replied that the definitions were created in Rule 1. Ms. Dodd expressed concern that removing the

language related to discrimination would take authority to investigate away from the Department. Chief Legal Counsel, PR Casey addressed the Committee and explained that the Department has never had the authority to investigate matters of discrimination and that these matters were best left to entities with the capacity to investigate them under the umbrella of the Ohio Revised Code.

Ms. Terhar asked how the 200 minutes prescribed in 3301-35-05(A)(8) was determined. Deb Tully from the Ohio Federation of Teachers was in the audience and responded that Ohio Revised Code states that teachers may have one period per day to plan. Most teachers' contracts specify that one period is 30 minutes.

#### **ADJOURNMENT**

The Committee agreed to meet on February 19 to work on the Operating Standards website. Ms. Terhar moved to adjourn, Mr. Collins seconded. With all members voting AYE the meeting adjourned at 10:14 AM.

**State Board of Education  
Operating Standards Committee**

Meeting Minutes  
February 19, 2014

**Committee Members Present:**

Ron Rudduck – Chair  
Stephanie Dodd  
Sarah Fowler  
Debe Terhar

**ODE Staff Present:**

John Richard  
Kevin Duff  
Sandra Hay  
Sharon Jennings  
Amber Schneider

**CALL TO ORDER**

Mr. Rudduck called the meeting to order at 1:20 PM.

**WEBSITE DEMONSTRATION**

ODE Staff demonstrated the prototype website intended to supplement the revised Operating Standards. In the future, staff will demonstrate the website at each meeting as rules are initially discussed.

**WEBSITE DISCUSSION**

The Committee discussed the website and made the following points relative to each page:

Operating Standards Main Page		
+	Δ	Limitations
User friendly	Show subtopics	Web development program may not support this
	Show subtopics in a dropdown window	
	Improve consistency with the links	
	Link all references to OAC and ORC	
	Work with other offices to make it clear that certain school types will need to refer to the operating standards website and other ODE pages for guidance	

Topic Landing Page – Curriculum, Instruction & Assessment		
+	Δ	Limitations
Clear	Reduce size by using drop down windows with subtopics or multiple columns	Web development program may not support this

Curriculum Overview		
+	Δ	Limitations
Early Learning Standards included	Link all references to OAC and ORC	Find out if it is possible to give users an option to open links in a new window or in the same window
	Clarify the curriculum adoption is a local control issue	

Sub Topic Page – Prescribed Curriculum		
+	Δ	Limitations
	Remove references to Common Core and refer only to Ohio's New Learning Standards	
	No links to national recommendations – only link to ODE/Board approved items	
	Clarify the authority of local control	
	Use "Prescribed Curriculum" consistently	

Sub Topic Page – Graduation Requirements		
+	Δ	Limitations
	Add other options	

**ALTERNATIVE WEBSITE DISCUSSION**

ODE Staff also shared with the Committee a proposal for a website that stemmed from specific rules, rather than topics within the rules. Committee members asked if a table containing the rule number, title, summary and a link to the Ohio Administrative Code language could be added to the Operating Standards Main Page. Mr. Rudduck also asked staff to explore ways to incorporate parts of the alternative proposal into the topic based website and/or printable set of rules. Committee members agreed that both versions of the site could be useful depending on the audience.

**FEEDBACK PROCESS**

Committee members agreed to invite a panel of stakeholders in mid-March in order to gather their feedback on the website.

**ADJOURNMENT**

There being no further business to discuss, Ms. Terhar moved to adjourn, Mr. Rudduck seconded and with all members voting AYE the meeting was adjourned.

**Ohio Administrative Code Chapter 3301-35**  
**Standards for School Districts and Schools –**  
**Kindergarten through Twelfth Grade**  
Revised

**3301-35-04 Student and other stakeholder focus.**

(A) To ensure that student and other stakeholder needs are understood and addressed, the school district or school shall

- (1) Establish and communicate clear, high expectations for academic performance, attendance and conduct for all students regardless of gender, race, ethnicity, English proficiency or disability;
- (2) Diagnose and assess the needs of students and other stakeholders and use assessment results and the value-added progress dimension to make informed decisions about curriculum, instruction, assessment, and goals;
- (3) Monitor and analyze its performance index score, educational offerings, facilities, services and instructional materials to determine their effectiveness in helping students meet performance objectives;
- (4) Continually improve programs and policies to better meet student needs by:
  - (a) Considering input from stakeholders;
  - (b) Monitoring and considering the changing needs and expectations of stakeholders;
  - (c) Regularly conducting stakeholder satisfaction evaluations using objective, reliable methods; and
  - (d) Comparing the results of stakeholder evaluations to those of benchmark school districts or schools.
- (5) Communicate information about student attendance, conduct, academic performance and progress to parents on a regular basis.

(B) The school district or school shall implement a curriculum and instructional program that is characterized by systematic planning, articulation, and evaluation. The school district's curriculum shall be developed with input from and dialogue with parents, community members, and other stakeholders.

(1) School districts also shall provide for study of the following subjects:

- (a) Personal safety and assault prevention in grades kindergarten through six;
- (b) Foreign language;
- (c) Technology;

**Ohio Administrative Code Chapter 3301-35**  
**Standards for School Districts and Schools –**  
**Kindergarten through Twelfth Grade**  
Revised

(d) Family and consumer sciences; and

(e) Business education.

(2) Courses of study shall define the key components of a school district's curriculum and instruction.

(a) A course of study shall be adopted for each subject taught. Each course of study shall

(i) Align with the school district vision, mission, philosophy, educational goals, and strategic plan;

(ii) Specify learning and performance expectations;

(iii) Establish a scope and sequence of knowledge and skills to be learned;

(iv) Provide a way to assess student progress and the need for intervention;

(v) Address the various developmental needs of early childhood, middle childhood, and adolescent through young adult students;

(vi) Use technological tools and emphasize inter-disciplinary, real-world, project-based, and technology-oriented learning experiences;

(vii) Be guided by Ohio's state-adopted academic content standards;

(viii) For career and technical courses, be guided by state board approved career and technical core standards and performance measures.

(b) Courses of study shall be reviewed and updated as needed.

(c) School districts shall provide for an assessment system that aligns with their courses of study and includes:

(i) Regular assessment of student performance;

(ii) A policy governing the provision of academic prevention/intervention services for all grades and all schools through the school district;

(iii) Guidelines for using assessment results and the value-added progress dimension for instruction, evaluation, intervention, guidance, and grade-promotion decisions;

(iv) Written policies and procedures regarding the participation of students with disabilities;

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Revised

(v) Ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments;

(vi) Multiple and appropriate assessments that shall be used to measure student progress;

(vii) Assessment practices that, when used to qualify students for graduation, promotion or special programs or services, conform to current professional standards for validity and reliability; and

(viii) Sharing information with parents, students, and the community regarding assessment purposes and results.

(C) The school district or school shall provide every student with opportunities to acquire the knowledge and skills required to meet local course of study objectives;

(D) School districts and chartered nonpublic schools shall provide students with the opportunity to acquire knowledge and skills and earn credits toward graduation through a variety of methods that shall include, but not be limited to, the following:

(1) Dual enrollment programs;

(2) Credit flexibility;

(3) Requirements for awarding credit, including credit for study abroad, to students who successfully complete courses in grades nine through twelve or have demonstrated competency through the successful completion of approved credit flexibility options; and

(a) Shall specify that a fractional unit of credit be awarded on a proportionate basis for a course that meets less than the minimum one hundred twenty hours required for one credit unit;

(b) May permit more than one unit of credit to be awarded on proportionate basis for a course that meets more than one hundred twenty hours;

(E) Student achievement shall be monitored according to established procedures.

(1) Student progress reports shall be provided to parents on a regular basis. Parents shall be notified of problems with student achievement, conduct or attendance in a timely manner. Parent-teacher conferences may be one method of providing this information to parents.

(2) Student cumulative records shall be maintained, and student records shall be safeguarded according to the Family Educational Rights and Privacy Act (January 2013), 20 USC section 1232g.

**Ohio Administrative Code Chapter 3301-35**  
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**Kindergarten through Twelfth Grade**  
Revised

- (3) Criteria for decisions on student promotion and retention shall be established.
- (4) Student admission, placement, and withdrawal shall be processed according to established procedures.
  - (a) Admission of students to kindergarten and grade one shall be established.
  - (b) Grade placement and units of credit shall be accepted for students transferring from any school in the state of Ohio and from any out-of-state school approved by a state department of education or the equivalent for schools attended in another country.
- (5) Diplomas shall be issued to students who complete graduation requirements.

DRAFT

<b>3301-35-05 Faculty and staff focus</b>	
<b>Section</b>	<b>Summary</b>
(A) Credentialed and classified staff shall be assigned, evaluated and provided professional development.	All staff shall hold valid credentials for assigned positions. Evaluations shall meet requirements. Classroom size student-teacher ratios shall be appropriate. Schools shall have services of principals and districts shall have services of educational services personnel. Professional Development shall be supported through multiple data and aligned to vision and strategic plans. Scheduled team and planning time shall be provided for teaching staff.
(B) The school district or school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school district and school objectives.	The district/school shall provide a positive, supportive and safe school environment so all staff can foster positive collaborative teams where professional learning, sharing and developing effective practices in the school are aligned to strategic plans and student success.

<b>3301-35-05(A)</b>		
<b>Items</b>	<b>Summary</b>	<b>Samples</b>
(A) Credentialed and classified staff shall be assigned, evaluated and provided professional development.	Staffing and employee hiring and support expectations	School Board policy
(1) Each credentialed staff member shall hold the appropriate credentials for his/her assigned position. Copies of credentials appropriate to staff assignments shall be on file in the school district's administrative office.	Credentialed staff must hold appropriate licensure or certificate for position.  New teachers to the profession must complete the credentialing process	Credentials on file;  Documentation for following Resident Teacher Practices
(2) The ratio of teachers to students school district-wide shall be at least one full-time equivalent classroom teacher for each twenty-five students in the regular student population.  The ratio of teachers to students in kindergarten through fourth grade on a school district-wide basis shall be at least one full-time equivalent classroom teacher per twenty-five students in the regular student population.	K-12 District Average; 1 teacher (FTE) to 25 students (RSP) calculations  K-4 District Average; 1 teacher (FTE) to 25 students (RSP) calculations	Classroom rosters;  Local School Board Policy;  Negotiated Agreements between teacher unions and Local School Boards
(3) A minimum of five full-time equivalent educational service personnel shall be employed district-wide for each one thousand students in the regular student population. (a) Educational service personnel shall be assigned to at least five of the eight following areas: counselor, library media specialist, school nurse, visiting teacher, social worker and elementary art, music and physical education. (b) Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned	Educational Service Personnel-Five of Eight Rule; For every 1000 students, the district must employ 5 (FTE) of 8 positions  Guidance Counselors, Library Media specialist, School Nurse, Visiting Teacher, Social Worker, Elementary Art, Elementary Music, Elementary PE	EMIS reports; District/School Staff Rosters

<p>(4) Every school shall be provided the services of a principal, and every school with fifteen or more full-time equivalent classroom teachers shall be assigned the services of a full-time principal. No principal shall be assigned to more than two schools.</p>	<p>1 Full Time Principal for every 15 (FTE) Classroom Teacher; No Principal is assigned to more than two schools</p>	<p>EMIS; District And School Staff Rosters</p>
<p>(5) Credentialed staff shall be evaluated. Evaluation systems should align with state models and the Ohio educator standards (education.ohio.gov).</p>	<p>ORC 3319.112 Ohio Teacher Evaluation System, Ohio Principal Evaluation System</p>	<p>Observations and Evaluations on File; Negotiated Agreements</p>
<p>(6) Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified staff in evaluation conferences.</p>	<p>Classified Staff Evaluation process</p>	<p>Local School Board Policy; Negotiated Agreements</p>
<p>(7) Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school district's vision, mission, and strategic plan. (a) Professional development planning may include the identification of observable and measurable staff learning outcomes, the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs, a focus on closing the gap between student performance and the expectations for student performance, and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation. (b) Professional development for all faculty and staff shall continually be monitored, evaluated, and improved to align with school district goals and objectives and to meet the changing needs of students. Professional development for credentialed staff shall be provided.</p>	<p>District must provide PD: Use of District/School vision, student performance data and staff data for PD planning and providing programs; Use monitoring practices to determine implementation and quality of PD.</p>	<p><u>Planning tools:</u> Student data, Curriculum data, Staff feedback, and alignment of data to district/school Strategic Plans  <u>Effectiveness tools:</u> Feedback surveys, Walkthroughs, student performance data</p>
<p>(8) Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning. Time shall be established for teachers to pursue collaborative planning</p>	<p>Time in daily schedule for teachers to: Plan lessons, evaluate student work, conference, work with a team of teachers: (collaborative planning practices)</p>	<p>Grade Level team meetings; Department Meetings; IEP meetings; conferences with administration and/or parents;</p>

<p>for the development of lesson plans, professional development, and shared learning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.</p>	<p>(FTE) Teachers = 6 hours or longer excluding lunch time  200 minutes/week</p>	
<p>All staff shall hold valid credentials for assigned positions. Evaluations shall meet requirements. Classroom size student-teacher ratios shall be appropriate. Schools shall have services of principals and districts shall have services of educational services personnel. Professional Development shall be supported through multiple data and aligned to vision and strategic plans. Scheduled team and planning time shall be provided for teaching staff.</p>		
<p><b>3301-35-05(B)</b></p>		
<p><b>Items</b></p>	<p><b>Summary</b></p>	<p><b>Samples</b></p>
<p>(B) The school district or school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school district and school objectives.</p>	<p>Collaborative, Shared decision making and professional learning communities provide opportunities for effectively implementing district and school goals.</p>	<p>Lists of Committees, teams and professional communities; Schedules, agendas and minutes</p>
<p>(1) The organizational design of the school district or school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations.</p>	<p>Collaborative team supports for a variety of shared responsibilities</p>	<p>Team schedules and agendas</p>
<p>(2) All staff shall know and demonstrate knowledge of and commitment to the school district and school vision, mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results.</p>	<p>The staff aligns work to the school/district strategic plans</p>	<p>Documentation of this ongoing practice; agendas, minutes, alignment documents</p>
<p>(3) The school district or school shall continually evaluate its work environment and improve it to support school district, school and student goals.</p>	<p>Monitor and evaluate the effectiveness of practices</p>	<p>Data collections to drive decisions</p>

Items	Summary	Samples
(4) All licensed educators and other school district staff shall engage in professional development that aligns with the Ohio educator standards (education.ohio.gov).	PD offered by school/district aligns with educator standards	PD plans, schedules and lists
(5) Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to school district and school goals.	Create a culture and climate appropriate for student success	Positive Behavior Intervention System; Communications process; stakeholder feedback practices
(6) Faculty and staff shall work within a healthy, safe environment and help maintain and improve a healthy, safe environment conducive to student learning and performance excellence.	School Environmental Health and Safety & Fire and Safety Reviews have appropriate results.	Documents on file from Local Health and Fire Inspections
<p>The district/school shall provide a positive, supportive and safe school environment so all staff can foster positive collaborative teams where professional learning, sharing and developing effective practices in the school are aligned to strategic plans and student success.</p>		

ORC/OAC	Title
<b>3301.071</b>	Standards for teacher certification in nontax-supported and nonchartered, nontax supported schools
<b>301-24-06 to 3301-24-08</b>	Professional development, Provisional License Renewal; Professional or associate license renewal
<b>3301-25</b>	Educational Aide Permits
<b>3301-35-12(A)(2)(b)</b>	Chartered nonpublic schools; hiring
<b>3302.032</b>	Measure of student success in meeting physical education benchmarks and school compliance with related provisions
<b>3302.034</b>	Adoption of additional performance measures
<b>3313.481(C)</b>	No board of education shall discriminate
<b>3313.60</b>	Prescribed curriculum
<b>3319.01</b>	Superintendent of an educational service center-appointment and duties
<b>3319.01-3319.99</b>	Chapter 3319: Schools-Superintendents; Teachers; Employees
<b>3319.02</b>	Assistant superintendents and other administrators
<b>3319.074</b>	Professional qualifications of teachers
<b>3319.11</b>	Continuing service status – limited contract – notice of intent not to re-employ
<b>3319.111</b>	Applicability of section; evaluating teachers on limited contracts
<b>3319.112</b>	Standards-based state framework for the evaluation of teachers
<b>3319.22</b>	Standards and requirements for educator licenses-Local professional development committees
<b>3319.221</b>	School nurse and School nurse wellness coordinator
<b>3319.222</b>	Effect on certificates issued before change in law
<b>3319.39 &amp; 3319.391</b>	Criminal records check
<b>3326.13</b>	Qualifications and licensure of teachers
<b>4112.02</b>	Unlawful discriminatory practices

**Ohio Administrative Code Chapter 3301-35**  
**Standards for School Districts and Schools –**  
**Kindergarten through Twelfth Grade**  
Current

**3301-35-05 Faculty and staff focus.**

(A) Credentialed and classified staff shall be recruited, employed, assigned, evaluated and provided professional development without discrimination on the basis of age, color, ancestry, national origin, race, gender, religion, disability, or veteran status.

(1) Each credentialed staff member shall hold the appropriate credentials for his/her assigned position in accordance with section 3301.071 or Chapter 3319 of the Revised Code and rules adopted by the state board of education for teacher preparation and licensure. Copies of credentials appropriate to staff assignments shall be on file in the school district's administrative office.

(2) As part of the employment process, a school district or school shall conduct criminal records checks on applicants pursuant to sections 3319.39 and 3319.391 of the Revised Code and rules 3301-20-01 and 3301-20-03 of the Administrative Code.

(3) The ratio of teachers to students school district-wide shall be at least one full-time equivalent classroom teacher for each twenty-five students in the regular student population as defined in section 3317.023 of the Revised Code. School districts receiving funds under section 3317.029 of the Revised Code must comply with the teacher-student ratios and other requirements of that statute.

The ratio of teachers to students in kindergarten through fourth grade on a school district-wide basis shall be at least one full-time equivalent classroom teacher per twenty-five students in the regular student population. Said ratio shall be calculated in accordance with sections 3317.02 and 3317.023 of the Revised Code.

(4) A minimum of five full-time equivalent educational service personnel shall be employed district-wide for each one thousand students in the regular student population as defined in section 3317.023 of the Revised Code. Educational service personnel shall be assigned to at least five of the eight following areas: counselor, library media specialist, school nurse, visiting teacher, social worker and elementary art, music and physical education. Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned. School districts receiving the school nurse wellness coordinator factor and school district health professional factor funds pursuant to section 3306.06 of the Revised Code shall give preference to hiring licensed school nurses.

(5) Every school shall be provided the services of a principal, and every school with fifteen or more full-time equivalent classroom teachers shall be assigned the services of a full-time principal. No principal shall be assigned to more than two schools.

(6) Credentialed staff shall be evaluated in accordance with law applicable to their positions, including, but not limited to, sections 3319.01 , 3319.02 , 3319.11 and 3319.111 of the Revised Code. Evaluation systems should align with state models and the Ohio educator standards (education.ohio.gov).

**Ohio Administrative Code Chapter 3301-35**  
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**Kindergarten through Twelfth Grade**  
Current

(7) Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified staff in evaluation conferences.

(8) Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school district's vision, mission, and strategic plan. Professional development planning may include the identification of observable and measurable staff learning outcomes, the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs, a focus on closing the gap between student performance and the expectations for student performance, and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation. Professional development for all faculty and staff shall continually be monitored, evaluated, and improved to align with school district goals and objectives and to meet the changing needs of students. Professional development for credentialed staff shall be provided pursuant to sections 3319.22 and 3319.222 of the Revised Code and rules 3301-24-06 to 3301-24-08 and Chapter 3301-25 of the Administrative Code.

(9) Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning. Time shall be established for teachers to pursue collaborative planning for the development of lesson plans, professional development, and shared learning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.

(B) The school district or school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school district and school objectives.

(1) The organizational design of the school district or school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations.

All staff shall know and demonstrate knowledge of and commitment to the school district and school vision, mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results.

(3) The school district or school shall continually evaluate its work environment and improve it to support school district, school and student goals.

(4) All licensed educators and other school district staff shall engage in professional development that aligns with the Ohio educator standards ([education.ohio.gov](http://education.ohio.gov)).

(4) Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to school district and school goals.

**Ohio Administrative Code Chapter 3301-35**  
**Standards for School Districts and Schools –**  
**Kindergarten through Twelfth Grade**  
Current

(5) Faculty and staff shall work within a healthy, safe environment and help maintain and improve a healthy, safe environment conducive to student learning and performance excellence.

**Ohio Administrative Code Chapter 3301-35**  
**Standards for School Districts and Schools –**  
**Kindergarten through Twelfth Grade**  
Red Line

**3301-35-05 Faculty and staff focus.**

(A) Credentialed and classified staff shall be recruited, employed, assigned, evaluated and provided professional development ~~without discrimination on the basis of age, color, ancestry, national origin, race, gender, religion, disability, or veteran status.~~

(1) Each credentialed staff member shall hold the appropriate credentials for his/her assigned position ~~in accordance with section 3301.071 or Chapter 3319 of the Revised Code and rules adopted by the state board of education for teacher preparation and licensure.~~ Copies of credentials appropriate to staff assignments shall be on file in the school district's administrative office.

~~(2) As part of the employment process, a school district or school shall conduct criminal records checks on applicants pursuant to sections 3319.39 and 3319.391 of the Revised Code and rules 3301-20-01 and 3301-20-03 of the Administrative Code.~~

~~(3) (2) The ratio of teachers to students school district-wide shall be at least one full-time equivalent classroom teacher for each twenty-five students in the regular student population as defined in section 3317.023 of the Revised Code. School districts receiving funds under section 3317.029 of the Revised Code must comply with the teacher-student ratios and other requirements of that statute.~~

The ratio of teachers to students in kindergarten through fourth grade on a school district-wide basis shall be at least one full-time equivalent classroom teacher per twenty-five students in the regular student population. ~~Said ratio shall be calculated in accordance with sections 3317.02 and 3317.023 of the Revised Code.~~

~~(4) (3) A minimum of five full-time equivalent educational service personnel shall be employed district-wide for each one thousand students in the regular student population as defined in section 3317.023 of the Revised Code. (a) Educational service personnel shall be assigned to at least five of the eight following areas: counselor, library media specialist, school nurse, visiting teacher, social worker and elementary art, music and physical education. (b) Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned. School districts receiving the school nurse wellness coordinator factor and school district health professional factor funds pursuant to section 3306.06 of the Revised Code shall give preference to hiring licensed school nurses.~~

~~(5) (4) Every school shall be provided the services of a principal, and every school with fifteen or more full-time equivalent classroom teachers shall be assigned the services of a full-time principal. No principal shall be assigned to more than two schools.~~

~~(6) (5) Credentialed staff shall be evaluated in accordance with law applicable to their positions, including, but not limited to, sections 3319.01, 3319.02, 3319.11 and 3319.111 of the~~

**Ohio Administrative Code Chapter 3301-35**  
**Standards for School Districts and Schools –**  
**Kindergarten through Twelfth Grade**  
Red Line

~~Revised Code~~. Evaluation systems should align with state models and the Ohio educator standards (education.ohio.gov).

~~(7)~~ (6) Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified staff in evaluation conferences.

~~(8)~~ (7) Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school district's vision, mission, and strategic plan. (a) Professional development planning may include the identification of observable and measurable staff learning outcomes, the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs, a focus on closing the gap between student performance and the expectations for student performance, and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation. (b) Professional development for all faculty and staff shall continually be monitored, evaluated, and improved to align with school district goals and objectives and to meet the changing needs of students. ~~Professional development for credentialed staff shall be provided pursuant to sections 3319.22 and 3319.222 of the Revised Code and rules 3301-24-06 to 3301-24-08 and Chapter 3301-25 of the Administrative Code.~~

~~(9)~~ (8) Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning. Time shall be established for teachers to pursue collaborative planning for the development of lesson plans, professional development, and shared learning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.

(B) The school district or school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school district and school objectives.

(1) The organizational design of the school district or school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations.

(2) All staff shall know and demonstrate knowledge of and commitment to the school district and school vision, mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results.

(3) The school district or school shall continually evaluate its work environment and improve it to support school district, school and student goals.

(4) All licensed educators and other school district staff shall engage in professional development that aligns with the Ohio educator standards (education.ohio.gov).

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~~(4)~~ (5) Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to school district and school goals.

~~(5)~~ (6) Faculty and staff shall work within a healthy, safe environment and help maintain and improve a healthy, safe environment conducive to student learning and performance excellence.

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**3301-35-05 Faculty and staff focus.**

(A) Credentialed and classified staff shall be assigned, evaluated and provided professional development.

(1) Each credentialed staff member shall hold the appropriate credentials for his/her assigned position. Copies of credentials appropriate to staff assignments shall be on file in the school district's administrative office.

(2) The ratio of teachers to students school district-wide shall be at least one full-time equivalent classroom teacher for each twenty-five students in the regular student population.

The ratio of teachers to students in kindergarten through fourth grade on a school district-wide basis shall be at least one full-time equivalent classroom teacher per twenty-five students in the regular student population.

(3) A minimum of five full-time equivalent educational service personnel shall be employed district-wide for each one thousand students in the regular student population.

(a) Educational service personnel shall be assigned to at least five of the eight following areas: counselor, library media specialist, school nurse, visiting teacher, social worker and elementary art, music and physical education.

(b) Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned.

(4) Every school shall be provided the services of a principal, and every school with fifteen or more full-time equivalent classroom teachers shall be assigned the services of a full-time principal. No principal shall be assigned to more than two schools.

(5) Credentialed staff shall be evaluated. Evaluation systems should align with state models and the Ohio educator standards ([education.ohio.gov](http://education.ohio.gov)).

(6) Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified staff in evaluation conferences.

(7) Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school district's vision, mission, and strategic plan.

(a) Professional development planning may include the identification of observable and measurable staff learning outcomes, the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs, a focus on closing the gap between student performance and the expectations for student performance,

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and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation.

(b) Professional development for all faculty and staff shall continually be monitored, evaluated, and improved to align with school district goals and objectives and to meet the changing needs of students. Professional development for credentialed staff shall be provided.

(8) Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning. Time shall be established for teachers to pursue collaborative planning for the development of lesson plans, professional development, and shared learning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.

(B) The school district or school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school district and school objectives.

(1) The organizational design of the school district or school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations.

(2) All staff shall know and demonstrate knowledge of and commitment to the school district and school vision, mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results.

(3) The school district or school shall continually evaluate its work environment and improve it to support school district, school and student goals.

(4) All licensed educators and other school district staff shall engage in professional development that aligns with the Ohio educator standards ([education.ohio.gov](http://education.ohio.gov)).

(5) Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to school district and school goals.

(6) Faculty and staff shall work within a healthy, safe environment and help maintain and improve a healthy, safe environment conducive to student learning and performance excellence.