Operating Standards Committee

State Board of Education

Meeting Date: November 20, 2013

Meeting Time: 1:30 – 3:30

Agenda:

1. **Roll Call & Approval of Minutes**
   Facilitated by Ron Rudduck

2. **Purpose of the Operating Standards**
   Facilitated by Ron Rudduck

3. **Stakeholder Input on Rule 4 & All Previous Rules**
   Facilitated by Ron Rudduck

4. **Final Discussion of Rules 2 & 3**
   Facilitated by Ron Rudduck & Kevin Duff

5. **Initial Review of Operating Standards Rule 5 & 6**
   Facilitated by Sandy Hay & Kevin Duff

6. **Next Steps & Adjourn**
   Facilitated by Ron Rudduck

Committee Members:
Ron Rudduck – Chair
Darryl Mehaffie – Vice Chair
Stephanie Dodd
Bryan Williams
Debe Terhar
Sarah Fowler
Mike Collins
Kathleen McGervey

Staff:
John Richard
Kevin Duff
Sandy Hay
Sharon Jennings
Anna Chapman

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 district-wide 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) Pursuant to sections 3301.07 and 3313.60 of the Revised Code, any such curriculum shall include study of the following subjects:

(a) The language arts, including reading, writing, spelling, oral and written English, and literature;

(b) Geography, the history of the United States and Ohio, and national, state, and local government in the United States, including a balanced presentation of the relevant contributions

to society of men and women of African, Mexican, Puerto Rican, and American Indian descent as well as other ethnic and racial groups in Ohio and the United States;

(c) Mathematics;

(d) Natural science, including instruction in the conservation of energy and natural resources;

(e) Health education;[1]

(f) Personal safety and assault prevention in grades kindergarten through six;

(g) Physical education;

(h) The fine arts, including music; and

(i) First aid.[2]

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

(a) Foreign language;

(b) Technology;

(c) Family and consumer sciences; and

(d) Business education.

(3) In accordance with section 3313.602 of the Revised Code, schools and school districts shall

(a) Develop policies and procedures to ensure that principles of democracy and ethics will be emphasized and discussed whenever appropriate in all parts of the curriculum for grades kindergarten through twelve;

(b) Adopt a policy regarding the pledge of allegiance to the flag of the United States of America; and

(c) Devote time to the observance of Veteran's day that conveys the meaning and significance of that holiday.

(4) In accordance with section 3313.90 of the Revised Code, school districts shall make career and technical education available to their students.

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[1] ODE NOTE: R.C. 3313.60(A)(5) includes more details about what Health Education instruction must include.
[2] ODE NOTE: R.C. 3313.60(A)(8) includes additional details about what First Aid instruction should include.

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*

(5) 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) Comply with the provisions of section 3313.60 of the Revised Code;

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

(iii) Specify learning and performance expectations;

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

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

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

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

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

(ix) 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 pursuant to section 3313.6013 of the Revised Code;

(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;

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

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*

(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.

Comment [sh1]: Placing these items here puts all the items for courses of study together.

Comment [KD2]: Moved from (G)

(C) The school district or school shall provide every student with opportunities to acquire the knowledge and skills required to

(1) Meet local course of study objectives;

(2) Receive a diploma or an honors diploma in accordance with section 3313.61 of the Revised Code; and

(3) Receive credits for graduation in compliance with section 3313.603 of the Revised Code.

~~(a) Beginning September 30, 2003, the requirements for graduation from every high school shall include twenty units earned in grades nine through twelve and shall be distributed as follows:~~

~~(i) English language arts, four units;~~

~~(ii) Health, one-half unit;~~

~~(iii) Mathematics, three units;~~

~~(iv) Physical education, one-half unit;~~

~~(v) Science, three units, which at all times shall include both of the following:~~

~~(a) Biological sciences, one unit;~~

~~(b) Physical sciences, one unit.~~

~~(vi) Social studies, three units, which shall include both of the following:~~

~~(a) American history, one-half unit.~~

~~(b) American government, one-half unit,~~

~~(vii) Elective units, six units.~~

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~~(b) Each student's electives shall include at least one unit, or two half-units, chosen from among the areas of business/technology, fine arts, and/or foreign language.~~

~~(c) Beginning with students who enter the ninth grade for the first time on or after July 1, 2010, except as provided in divisions (D), (E), and (F) of section 3313.603 of the Revised Code, the requirements for graduation from every high school shall include twenty units designed to prepare students for the workforce or college and shall be distributed as follows:~~

~~(i) English language arts, four units;~~

~~(ii) Health, one-half unit;~~

~~(iii) Mathematics, four units, which shall include one unit of algebra II or the equivalent of algebra II;~~

~~(iv) Physical education, one-half unit;~~

~~(v) Science, three units with inquiry-based laboratory experience, which at all times shall include the following:~~

~~(a) Physical sciences, one unit;~~

~~(b) Life sciences; one unit;~~

~~(c)Advanced study in one or more of the following sciences, one unit;~~

~~(i) Chemistry, physics, or physical sciences;~~

~~(ii) Advanced biology or other life science;~~

~~(iii) Astronomy, physical geology, or other earth or space science;~~

~~(vi) Social studies, three units, which shall include the following:~~

~~(a) American history, one-half unit;~~

~~(b) American government, one-half unit.~~

~~(vii) Five elective units, consisting of one or any combination of the following: foreign language, fine arts, business, career-technical education, family and consumer sciences, technology; agricultural education, a junior reserve officer training corps (JROTC) program approved by the Congress of the United States, or English language arts, mathematics, science or social studies courses not otherwise required for graduation.~~

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~~(viii) Each school shall integrate the study of economics and financial literacy into one or more courses so that every student receives instruction in those concepts.~~

~~(ix) Each student shall complete two semesters or the equivalent of fine arts in grades seven to twelve to graduate from high school pursuant to division (K) of section 3313.603 of the Revised Code.~~

Comment [KD3]: Placed in Operating Standards Handbook

(D) A student enrolled in an approved dropout prevention and recovery program that has received a waiver from the department of education may qualify for graduation by successfully completing a competency-based instructional program pursuant to section 3313.603 of the Revised Code in lieu of completing the curriculum prescribed in paragraph (C) of this rule.

(E) School districts shall not charge a fee to a student who is eligible for a free lunch for any materials needed to enable the student to participate fully in a course of instruction pursuant to section 3313.642 of the Revised Code.

(F) 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 in accordance with section 3313.6013 of the Revised Code;

(2) Credit flexibility, including educational options, in accordance with rules 3301-35-01 and 3301-35-06 of the Administrative Code.

(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 shall be in accordance with section 3313.603 of the Revised Code; 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;

(c) May permit students below the ninth grade to take advanced work for credit; and

(d) Shall specify that units earned in English language arts, mathematics, science, and social studies that are delivered through integrated academic and technical instruction are eligible to meet the graduation requirements of section 3313.603 of the Revised Code.

Comment [sh4]: Placing these items with (F) puts all of the non-traditional ways to receive High School credits together.

Comment [KD5]: Moved from (H)(5)

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

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~~(1) Regular assessment of student performance;~~

~~(2) A policy governing the provision of academic prevention/intervention services for all grades and all schools through the school district pursuant to section 3313.6013 of the Revised Code;~~

~~(3)Guidelines for using assessment results and the value-added progress dimension for instruction, evaluation, intervention, guidance, and grade-promotion decisions;~~

~~(4) Written policies and procedures regarding the participation of students with disabilities;~~

~~(5) Ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments;~~

~~(6)Multiple and appropriate assessments that shall be used to measure student progress;~~

~~(7) 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~~

~~(8) Sharing information with parents, students, and the community regarding assessment purposes and results.~~

~~(H)~~ (G) 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 sections 1347.99 and 3319.321 of the Revised Code and the Family Educational Rights and Privacy Act (December 2008), 20 USC section 1232g.

(3) Criteria for decisions on student promotion and retention shall be in accordance with sections 3301.0711, 3313.60, 3313.608, 3313.609, and 3319.01 of the Revised Code.

(4) Student admission, placement, and withdrawal shall be processed according to established procedures.

(a) Admission of students to kindergarten and grade one shall be in accordance with sections 3321.01and 3324.10 of the Revised Code.

(b) Grade placement and units of credit shall be accepted for students transferring from any school in the state of Ohio that meets the requirements of rules 3301-35-01 to 3301-35-07, 3301-35-10, and 3301-35-13 of the Administrative Code; and from any out-of-state school approved by a state department of education or the equivalent for schools attended in another country.

Comment [sh6]: Placing these items in (B) puts all the items for courses of study together.

Comment [KD7]: Moved to (B)(5)(c)

Comment [KD8]: Numbering fixed

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*

~~(5) 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 shall be in accordance with section 3313.603 of the Revised Code; 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;~~

~~(c) May permit students below the ninth grade to take advanced work for credit; and~~

~~(d) Shall specify that units earned in English language arts, mathematics, science, and social studies that are delivered through integrated academic and technical instruction are eligible to meet the graduation requirements of section 3313.603 of the Revised Code.~~

~~(6)~~ (5) Diplomas shall be issued to students who complete graduation requirements in accordance with sections 3313.603, 3313.61, 3313.611 and 3313.612 of the Revised Code.

Comment [sh9]: Placing these items with (F) puts all of the non-traditional ways to receive High School credits together.

Comment [KD10]: Moved to (F)(3)

Comment [KD11]: Numbering fixed

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3301-35-05 Faculty and staff focus	
Section	**Summary**
(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.	All staff shall complete a hiring process that ensures valid credentials and supported with appropriate BCI results. Evaluations shall meet requirements. Regular Classroom size 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.

The items that are highlighted in green and blue are items that may need to be edited since the ORC has been revised or repealed.

3301-35-05 Faculty and staff focus			
3301-35-05(A)			
Section	**Items**	**Summary**	**Samples**
(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.	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) As part of the employment process, a school district or school shall conduct criminal records checks on applicants pursuant to sections 3319.39and 3319.391 of the Revised Code and rules 3301-20-01 and 3301-20-03 of the Administrative Code.		BCI/FBI Background checks on file
	(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.	K-12 District Average; 1 teacher to 25 students in regular education classes K-4 District Average; 1 teacher to 25 students regular education classes	Classroom rosters; Local School board Policy; Negotiated Agreements between teacher unions and Local School Boards

	(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.	Educational Service Personnel-Five of Eight Rule; For every 1000 students, the district must employ 5 Full Time 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
	(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.	1 Full Time Principal for every 15 Full Time Equivalent Classroom Teacher; No Principal is assigned to two schools	EMIS; District And School Staff Rosters
	(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).	ORC 3319.112 Ohio Teacher Evaluation System, Ohio Principal Evaluation System	Observations and Evaluations on File;
	(7) Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified staff in evaluation conferences.	Classified Staff Evaluation process	Local School Board Policy; Negotiated Agreements
	(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,	District MUST provide PD: Use of District/School vision, student performance	Planning tools: Student data, Curriculum data, Staff feedback,

	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.	data, staff data to determine PD planning and providing programs; Use of monitoring practices to determine implementation and quality of PD.	and alignment of data to district/school Strategic Plans <u>Effectiveness tools:</u> Feedback surveys, Walkthroughs, student performance data
	(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.	Time in daily schedule for teachers to: Plan lessons, evaluate student work, conference, work with a team of teachers: (collaborative planning practices) Full Time Teachers = 6 hours or longer excluding lunch time 200 minutes/week	Grade Level team meetings; Department Meetings; IEP meetings; conferences with administration and/or parents;
All staff shall complete a hiring process that ensures valid credentials and supported with appropriate BCI results. Evaluations shall meet requirements. Regular Classroom size 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.			

3301-35-05(B)			
Section	**Items**	**Summary**	**Samples**
(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.	Collaborative Team supports for a variety of shared responsibilities	Team schedules and agendas
	(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.	Staff Align work to the school/district strategic plans	Documentation of this ongoing practice; agendas, minutes, alignment documents
	(3) The school district or school shall continually evaluate its work environment and improve it to support school district, school and student goals.	Monitor and evaluate the effectiveness of practices	Data collections to drive decisions
	(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 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 AND Fire and Safety Reviews have appropriate results.	Documents on file from Local Health and Fire Inspections
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.			

The items in the orange highlight need to be added due to missed numbering on the original.

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 3319.39and 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).

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*

Comment [KD1]: Note: 3317.023(A)(4) repealed in 2013 – requires updating

Comment [KD2]: Note: ORC 3317.029 repealed in 2013 – requires updating

Comment [KD3]: Note: 3317.02 does not refer to a calculation of a student-teacher ratio and section 3317.023 no longer relates to student-teacher ratios

Comment [KD4]: Note: 3317.023(A)(4) repealed in 2013 – requires updating

Comment [KD5]: Note: 3306.06 repealed in 2011

Comment [KD6]: Note: Changed to ORC 3319.112

(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).

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

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(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.

R.C. 119.032 review dates: 11/04/2010 and 11/04/2015
Promulgated Under: 119.03
Statutory Authority: 3301.07
Rule Amplifies: 3301.07, 3306.06, 3317.02, 3317.023, 3317.029
Prior Effective Dates: 7/1/68, 7/1/70, 4/30/77, 9/1/83, 12/31/00, 2/24/2006, 3/22/2008, 7/23/2010

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3301-35-06 Educational programs and supports	
Section	**Summary**
(A) Educational programs and experiences shall be designed and implemented to provide a general education of high quality for all students. Students shall be provided sufficient time and opportunity to achieve local school district performance requirements and objectives measured by required state achievement assessments. Instruction shall be focused on the personalized and individualized needs of each student and include intervention that is designed to meet student needs. Instruction and instructional activities shall be:	The school and district shall focus instructional programs on the needs of the learners, use the most current best practices, and integrate phonics in the early reading programs. Schools shall provide programs for students to become prepared to transition into next level learning or career environments.
(B) Each building shall be open for instruction with students in attendance in accordance with section 3313.48 of the Revised Code; the board of education may operate its schools under an alternate schedule if it complies with section 3313.481 of the Revised Code. The school calendar may be modified to make up days in accordance with the school district's contingency plan pursuant to section 3313.482 of the Revised Code.	Schools/Districts must be open for instruction with students in attendance to meet minimum hours per day and hours per year. An alternative plan must be developed to meet these criteria if calamity-days' time reduces hours per year of operation. One plan may be online for up to 3 days.
(C) Students in kindergarten shall be offered at least two and one-half hours per day of classes, supervised activities or approved educational options, excluding the lunch period. School districts that receive funds under division (D) or (J) of section 3317.029 of the Revised Code for all-day kindergarten shall offer five hours per day, excluding the lunch period. Beginning July 1, 2010 each school district shall provide kindergarten to each student enrolled in accordance with section 3321.05 of the Revised Code.	Student instructional day for students in Kindergarten must be a minimum of 2.5 hours. Schools may offer all-day Kindergarten. *Same as (D).
(D) The school day for students in grades one through six shall include scheduled classes, supervised activities or approved educational options for at least five hours, excluding the lunch period. Instruction shall be provided in those curricular areas identified in sections 3301.07, 3313.60, and 3313.602 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the vision, mission, and strategic plan of the school district and school.	Student instructional day for students in grades 1-6 must be a minimum of 5 hours. Lunch time is then added to complete the full day.
(E) The school day for students in grades seven and eight shall consist of scheduled classes, supervised activities (excluding interscholastic	Student instructional day for students in grades 7-8 must be a minimum of 5.5 hours. Lunch time is then added to complete the full day.

athletics), or approved educational options for at least five and one-half hours, excluding the lunch period. Instruction shall be provided in curricular areas identified in sections 3301.07, 3313.60 and 3313.602 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the vision, mission and strategic plan of the school district and school.	
(F) The school day for students in grades nine through twelve shall consist of scheduled classes, supervised activities (excluding interscholastic athletics), or approved educational options for at least five and one-half hours excluding the lunch period. Instruction shall be provided in those curricular areas identified in sections 3301.07, 3313.60, 3313.602, and 3313.90 of the Revised Code that are appropriate for the student's age and ability level, that meet the graduation requirements specified in section 3313.603 of the Revised Code, and that reflect the vision, mission, and strategic plan of the school district and school.	Student instructional day for students in grades 9-12 must be a minimum of 5.5 hours. Lunch time is then added to complete the full day.
(G) All educational options shall require:	Educational options are available to students as needed. Educational options must meet the outlines provided in this Section. (Student initiated) **Credit Flex is one example.
(H) Innovations and waivers Any school district or chartered nonpublic school may ask that an innovative pilot program be exempted from specific laws or rules pursuant to section 3302.07 of the Revised Code and rule 3301-46-01 of the Administrative Code. Any school district may ask to be exempted from specific laws and rules pursuant to section 3306.40 of the Revised Code.	Any School District or Charter Non-Public school may submit a request for a waiver for specific laws or rules to implement an innovative pilot program. Waiver process starts March 13 for next school year.
(I) Educational support services	Student support services should be designed to support student progress toward meeting educational performance objectives contained in Ohio law, all applicable federal laws and locally developed course objectives. Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Services that identify student health and safety concerns and opportunities for access to appropriate related resources.
(J) Stakeholder partnerships	District/School must create a system of

	communication with all stakeholders. District/School must align financial resources with the strategic plan and reflect best practices in financial management.

3301-35-06 Educational programs and supports			
3301-35-06 (A)			
Section	**Items**	**Summary**	**Sample**
(A) Educational programs and experiences shall be designed and implemented to provide a general education of high quality for all students. Students shall be provided sufficient time and opportunity to achieve local school district performance requirements and objectives measured by required state achievement assessments. Instruction shall be focused on the personalized and individualized needs of each student and include intervention that is designed to meet student needs. Instruction and instructional activities shall be:	(1) Consistent with educational research and proven practices;	Use current best practices	
	(2) Appropriate to student ages, developmental needs, learning styles, abilities, and English proficiency; and	Student learning needs	Age appropriate, Learning styles instruction, Other learning needs
	(3) Designed to ease the transition of students from one educational environment to another.	Moving from one grade span to another	Open House, Orientations, Visitations, Parent meetings, Grade move up day, college visitations, Career days, College visitations
	(4) In accordance with division (M) of section 3301.07 of the Revised Code and rule 3301-33-01 of the Administrative Code, phonics shall be used as a technique to teach reading in kindergarten through third grade.	Reading program includes Phonics instruction	
The school and district shall focus instructional programs on the needs of the learners, use the most current best practices, and integrate phonics in the early reading programs. Schools shall provide programs for students to become prepared to transition into next level learning or career environments.			
3301-35-06(B)			
Section	**Items**	**Summary**	**Sample**
(B) Each building shall be open for instruction with students in attendance in accordance with section 3313.48 of the Revised Code; the board of education may operate its schools under an alternate schedule if it complies with section 3313.481 of the Revised Code. The school calendar may be modified to make up days in accordance with the school district's contingency plan pursuant to section 3313.482 of the Revised Code.		Hours of daily operation; School year calendar; Alternative schedule when school cancelations force the school to have less that appropriate yearly hours of instruction.	School daily schedule, School yearly calendar (8/1) Online contingency calamity day plans (up to 3 days); Adding time to hours of daily operations to ensure achieving appropriate yearly hours of instruction

Schools/Districts must be open for instruction with students in attendance to meet minimum hours per day and hours per year. An alternative plan must be developed to meet these criteria if calamity-days' time reduces hours per year of operation. One plan may be online for up to 3 days.			
3301-35-06(C)			
Section	**Items**	**Summary**	**Sample**
(C) Students in kindergarten shall be offered at least two and one-half hours per day of classes, supervised activities or approved educational options, excluding the lunch period. School districts that receive funds under division (D) or (J) of section 3317.029 of the Revised Code for all-day kindergarten shall offer five hours per day, excluding the lunch period. Beginning July 1, 2010 each school district shall provide kindergarten to each student enrolled in accordance with section 3321.05 of the Revised Code.		Schools may offer full day of Kindergarten. Parents have options	Minimum Kindergarten regular hours = 2.5 May offer Full Day Kindergarten = same as grades one to 6; Minimum = 5 hours plus lunch time
Student instructional day for students in Kindergarten must be a minimum of 2.5 hours. Schools may offer all-day Kindergarten. *Same as (D).			
3301-35-06(D)			
Section	**Items**	**Summary**	**Sample**
(D) The school day for students in grades one through six shall include scheduled classes, supervised activities or approved educational options for at least five hours, excluding the lunch period. Instruction shall be provided in those curricular areas identified in sections 3301.07, 3313.60, and 3313.602 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the vision, mission, and strategic plan of the school district and school.		Grades one through six must attend at a minimum of 5 hours, excluding lunch time.	Gr 1-6 = 5 hours of instruction Plus time to eat lunch; School daily schedule
Student instructional day for students in grades 1-6 must be a minimum of 5 hours. Lunch time is then added to complete the full day.			
3301-35-06(E)			
Section	**Items**	**Summary**	**Sample**
(E) The school day for students in grades seven and eight shall consist of scheduled classes, supervised activities (excluding interscholastic athletics), or approved educational options for at least five and one-half hours, excluding the lunch period. Instruction shall be provided in curricular areas identified in sections 3301.07, 3313.60 and 3313.602 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the vision, mission and strategic plan of the school district and school.		Grades 7 & 8 must attend classes or approved Ed. Options (G) for 5.5 hours; excluding lunch time	Grades 7 & 8 = 5.5 hours of instruction plus time to eat lunch; School daily schedule
Student instructional day for students in grades 7-8 must be a minimum of 5.5 hours. Lunch time is then added to complete the full day.			

3301-35-06(F)			
Section	**Items**	**Summary**	**Sample**
(F) The school day for students in grades nine through twelve shall consist of scheduled classes, supervised activities (excluding interscholastic athletics), or approved educational options for at least five and one-half hours excluding the lunch period. Instruction shall be provided in those curricular areas identified in sections 3301.07, 3313.60, 3313.602, and 3313.90 of the Revised Code that are appropriate for the student's age and ability level, that meet the graduation requirements specified in section 3313.603 of the Revised Code, and that reflect the vision, mission, and strategic plan of the school district and school.		Grades 9-12 must attend classes or approved Ed. Options (G) for 5.5 hours; excluding lunch time	Grades 9-12 = 5.5 hours of instruction plus time to eat lunch; School daily schedule
Student instructional day for students in grades 9-12 must be a minimum of 5.5 hours. Lunch time is then added to complete the full day.			

3301-35-06(G)			
Section	**Items**	**Summary**	**Sample**
(G) All educational options shall require:	(1) An instructional and performance plan that is based on individual student needs and shall include: (a) Instructional and performance objectives that align with the school district's curriculum requirements; (b) An outline that specifies instructional activities, materials, and learning environments; and (c) A description of the criteria and methods for assessing student performance.	Must be a) aligned to school's course of study, b) include learning activities and c) include an assessment	Independent Learning, Credit Flex, Some IEPs, 504 Plans, Accelerated Learning, Written Educational Plan (Gifted), Individual Career Plan
	(2) Parental permission for students under age eighteen;	Parents are part of ongoing programs	Parent signature
	(3) Superintendent approval prior to student participation;	Or designee	Superintendent signature
	(4) Involvement of a credentialed teacher in reviewing the instructional plan, which may include providing, supervising, or reviewing instruction or learning experiences, and the evaluation of student performance; and	Teacher of Record	Teacher supports and evaluates
	(5) Credit for approved educational options shall be assigned according to student	Meets local school board policy for student initiated learning	Evaluation and assessment of learning policy,

	performance relative to stated objectives of the approved instructional and performance plan and in accordance with local board policy and established procedures.	options	May be high school credit if offered during grades 9-12 or lower if student is accelerated
	(6) Each school district shall communicate information and procedures related to credit flexibility and educational options available in the school district to students, parents and all interested stakeholders.	Local School Board Policy,	Communication of Educational Options available for students to choose
Educational options are available to students as needed. Educational options must meet the outlines provided in this Section. (Student initiated) **Credit Flex is one example.			

3301-35-06(H)

Section	Items	Summary	Sample
(H) Innovations and waivers Any school district or chartered nonpublic school may ask that an innovative pilot program be exempted from specific laws or rules pursuant to section 3302.07 of the Revised Code and rule 3301-46-01 of the Administrative Code. Any school district may ask to be exempted from specific laws and rules pursuant to section 3306.40 of the Revised Code.		IPP waiver is submitted to State Superintendent to be exempted from the operating standards to implement an innovative pilot.	3301-46-01 states process; March 13 ODE releases IPP forms; IPP must have measurable outcome; High Quality Professional Development
Any School District or Charter Non-Public school may submit a request for a waiver for specific laws or rules to implement an innovative pilot program. Waiver process starts March 13 for next school year.			

3301-35-06(I)

Section	Items	Summary	Sample
(I) Educational support services	(1) Student support services should be designed to support student progress toward meeting educational performance objectives contained in Ohio law, all applicable federal laws and locally developed course objectives. Student support services may include screening, assessment, intervention, monitoring of student progress, counseling, consultation, and access to library media and information technology programs designed to support student achievement. Instructional materials and equipment,	Using assessments, monitoring and evaluating student progress. Initiate services with counseling. Using multiple most current instructional materials and resources to support student achievement	Diagnostics Assessments, Progress Monitoring, Counseling, Library media and technology supports, Instructional Materials; To support student success as relating to academic success. Credentialed staff must be used.

	including library media materials, technology, and other student support services shall: (a) Support the school district's vision, mission, educational goals, and strategic plan; (b) Promote skills expected under the statewide academic content standards adopted under section 3301.079 of the Revised Code (education.ohio.gov); (c) Support the objectives specified in the course of study and the learning needs of students; (d) Be current; and (e) Be selected according to adopted policies and with the involvement of credentialed staff.		
	(2) Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Examples of such services include: (a) Administrative staff, including principals as provided in paragraph (A)(5) of rule 3301-35-05 of the Administrative Code; (b) Management of buildings and grounds to accommodate student enrollment, and to meet faculty and staff work space and private conference space needs as appropriate; (c) Services that identify student health and safety concerns and opportunities for access to appropriate related resources. These services shall be consistent with the Revised Code as stated below and determined by the local board of education and school district in collaboration with stakeholders, and shall include: (i) Compliance with immunization	Operational support and environmental support; a. Principal b. Building and grounds maintained c. Health and Safety supported i. Immunization regulations ii. Emergency medical authorization iii. Vision and hearing screening iv. Fire, tornado and rapid dismissal drills v. Emergency procedures and phone numbers posted in each classroom. vi. Safety Plan vii. Distributing medicines viii. Policy on	Principal and administrative staff; Building meets School Health Environmental and Fire/Safety Inspections; <u>Local School Board Policies and Procedures for:</u> Immunizations, Emergency medical form/signatures, Vision and hearing screening, Regular drills scheduled throughout the school year, Drills and safety procedures posted throughout the building, Safety Plan publicized, Procedures for distributing medications, Policy on peanuts, PD schedule and

	requirements of section 3313.67 of the Revised Code; (ii) Compliance with emergency medical authorization requirements of section 3313.712 of the Revised Code; (iii)Vision and hearing screenings, referrals and follow up; (iv) Emergency preparedness, including fire drills, rapid dismissal, and tornado drills in accordance with section 3737.73 of the Revised Code; (v) The posting of emergency procedures and telephone numbers in classrooms for use by parents, students, and school personnel; (vi) A safety plan, for each school district building, which complies with section 3313.536 of the Revised Code; (vii) A local policy governing administration of medicines in accordance with section 3313.713 of the Revised Code; (viii) A local policy protecting students with peanut or other food allergies in accordance with section 3313.719 of the Revised Code; and (ix) Compliance with staff training requirements of sections 3319.073, 3313.815 and Chapter 4167. of the Revised Code and Executive Order 2009-13S (ohio.gov). (d) Positive behavior intervention supports to ensure a safe and secure learning environment; (e) Student attendance strategies in accordance with section 3321.04 of the Revised Code; (f) A comprehensive student conduct code that is in accordance with sections 3313.66, 3313.661 and 3313.662 of the Revised Code; and	peanuts ix. PD for staff on child abuse prevention, safety and violence prevention and bullying; Heimlich maneuver; Reducing risks in work place d. Nurturing and positive supportive environment e. Attendance encouragement f. Code of Conduct g. Aligning financial strategies with Strategic Instructional Plans	attendance list for child abuse prevention, Heimlich maneuver, Safety/violence/bullying prevention, Risks in the workplace, PBIS, Attendance supports, Code of Conduct, Financial resources alignment to strategic plans

	(g) Financial management strategies that align expenditure of resources with the school district strategic plan and, if applicable, its continuous improvement plan.		
Student support services should be designed to support student progress toward meeting educational performance objectives contained in Ohio law, all applicable federal laws and locally developed course objectives. Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Services that identify student health and safety concerns and opportunities for access to appropriate related resources.			
3301-35-06(J)			
Section	**Items**	**Summary**	**Sample**
(J) Stakeholder partnerships	(1) The school district or school through its board of education, superintendent, and staff shall work with key stakeholders, including, but not limited to, the following: (a) Parents, in part through the adoption of a policy on parental involvement in the schools, as provided by section 3313.472 of the Revised Code; (b) Business advisory councils, as provided by sections 3313.82, 3313.821 and 3313.822 of the Revised Code. (c) Family and civic engagement teams, as provided by sections 3313.82, 3313.821 and 3313.822 of the Revised Code; (d) School-parent or school-business partnerships as referenced in section 3301.131 of the Revised Code; and (e) Other schools, social services, and organizations that impact educational programs for students.	School District/Schools through the Local School Boards, Superintendent and staff shall work with Key Stakeholders such as a. Parents b. Business Advisory Board c. Family and Civic engagement teams d. School-Parent or School-Business partnerships e. Other school, social services or other organizations with programs for students	Focus Groups and Committees, Levy Committees, PTA, Local community associations, Social services organizations, Others…
	(2) In addition to its regular budget process, the school district shall work with key stakeholders to review the school district's allocation of educational resources. This evaluation shall be conducted at least once every	Communicate Budget process with all stakeholders; Review every three year the school budget aligned with Strategic Plan.	Regular communication of Budget alignment to school/district needs

	three years to ensure that the school district's resources are allocated in an effective and equitable manner. Allocation and expenditure of school district resources must be aligned with the school district's strategic plan and reflect best practices in financial management.	Ensure alignment of educational resources.	
District/School must create a system of communication with all stakeholders. District/School must align financial resources with the strategic plan and reflect best practices in financial management.			

3301-35-06 Educational programs and support.

(A) Educational programs and experiences shall be designed and implemented to provide a general education of high quality for all students. Students shall be provided sufficient time and opportunity to achieve local school district performance requirements and objectives measured by required state achievement assessments. Instruction shall be focused on the personalized and individualized needs of each student and include intervention that is designed to meet student needs. Instruction and instructional activities shall be:

(1) Consistent with educational research and proven practices;

(2) Appropriate to student ages, developmental needs, learning styles, abilities, and English proficiency; and

(3) Designed to ease the transition of students from one educational environment to another.

(4) In accordance with division (M) of section 3301.07 of the Revised Code and rule 3301-33-01 of the Administrative Code, phonics shall be used as a technique to teach reading in kindergarten through third grade.

(B) Each building shall be open for instruction with students in attendance in accordance with section 3313.48 of the Revised Code; the board of education may operate its schools under an alternate schedule if it complies with section 3313.481 of the Revised Code. The school calendar may be modified to make up days in accordance with the school district's contingency plan pursuant to section 3313.482 of the Revised Code.

(C) Students in kindergarten shall be offered at least two and one-half hours per day of classes, supervised activities or approved educational options, excluding the lunch period. School districts that receive funds under division (D) or (J) of section 3317.029 of the Revised Code for all-day kindergarten shall offer five hours per day, excluding the lunch period. Beginning July 1, 2010 each school district shall provide kindergarten to each student enrolled in accordance with section 3321.05 of the Revised Code.

(D) The school day for students in grades one through six shall include scheduled classes, supervised activities or approved educational options for at least five hours, excluding the lunch period. Instruction shall be provided in those curricular areas identified in sections 3301.07, 3313.60, and 3313.602 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the vision, mission, and strategic plan of the school district and school.

(E) The school day for students in grades seven and eight shall consist of scheduled classes, supervised activities (excluding interscholastic athletics), or approved educational options for at least five and one-half hours, excluding the lunch period. Instruction shall be provided in curricular areas identified in sections 3301.07, 3313.60 and 3313.602 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the vision, mission and strategic plan of the school district and school.

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*

Comment [sh1]: Revised from days to hours per year.

Comment [sh2]: School schedule changes; Changed from very prescriptive to more general starting 7/1/2014

Comment [sh3]: Repealed 9/29/2013

Comment [sh4]: 7/1/2014 All-day or extended day Kindergarten; District may operating all-day kindergarten but not require it. Parents may opt for traditional Kindergarten hours.

(F) The school day for students in grades nine through twelve shall consist of scheduled classes, supervised activities (excluding interscholastic athletics), or approved educational options for at least five and one-half hours excluding the lunch period. Instruction shall be provided in those curricular areas identified in sections 3301.07, 3313.60, 3313.602, and 3313.90 of the Revised Code that are appropriate for the student's age and ability level, that meet the graduation requirements specified in section 3313.603 of the Revised Code, and that reflect the vision, mission, and strategic plan of the school district and school.

(G) All educational options shall require:

(1) An instructional and performance plan that is based on individual student needs and shall include:

(a) Instructional and performance objectives that align with the school district's curriculum requirements;

(b) An outline that specifies instructional activities, materials, and learning environments; and

(c) A description of the criteria and methods for assessing student performance.

(2) Parental permission for students under age eighteen;

(3) Superintendent approval prior to student participation;

(4) Involvement of a credentialed teacher in reviewing the instructional plan, which may include providing, supervising, or reviewing instruction or learning experiences, and the evaluation of student performance; and

(5) Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the approved instructional and performance plan and in accordance with local board policy and established procedures.

(6) Each school district shall communicate information and procedures related to credit flexibility and educational options available in the school district to students, parents and all interested stakeholders.

(H) Innovations and waivers
Any school district or chartered nonpublic school may ask that an innovative pilot program be exempted from specific laws or rules pursuant to section 3302.07 of the Revised Code and rule 3301-46-01 of the Administrative Code. Any school district may ask to be exempted from specific laws and rules pursuant to section 3306.40 of the Revised Code.

Comment [sh5]: Repealed 7/1/2011

(I) Educational support services

(1) Student support services should be designed to support student progress toward meeting educational performance objectives contained in Ohio law, all applicable federal laws and locally

developed course objectives. Student support services may include screening, assessment, intervention, monitoring of student progress, counseling, consultation, and access to library media and information technology programs designed to support student achievement. Instructional materials and equipment, including library media materials, technology, and other student support services shall:

(a) Support the school district's vision, mission, educational goals, and strategic plan;

(b) Promote skills expected under the statewide academic content standards adopted under section 3301.079 of the Revised Code (education.ohio.gov);

(c) Support the objectives specified in the course of study and the learning needs of students;

(d) Be current; and

(e) Be selected according to adopted policies and with the involvement of credentialed staff.

(2) Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Examples of such services include:

(a) Administrative staff, including principals as provided in paragraph (A)(5) of rule 3301-35-05 of the Administrative Code;

(b) Management of buildings and grounds to accommodate student enrollment, and to meet faculty and staff work space and private conference space needs as appropriate;

(c) Services that identify student health and safety concerns and opportunities for access to appropriate related resources. These services shall be consistent with the Revised Code as stated below and determined by the local board of education and school district in collaboration with stakeholders, and shall include:

(i) Compliance with immunization requirements of section 3313.67 of the Revised Code;

(ii) Compliance with emergency medical authorization requirements of section 3313.712 of the Revised Code;

(iii)Vision and hearing screenings, referrals and follow up;

(iv) Emergency preparedness, including fire drills, rapid dismissal, and tornado drills in accordance with section 3737.73 of the Revised Code;

(v) The posting of emergency procedures and telephone numbers in classrooms for use by parents, students, and school personnel;

(vi) A safety plan, for each school district building, which complies with section 3313.536 of the Revised Code;

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*

(vii) A local policy governing administration of medicines in accordance with section 3313.713 of the Revised Code;

(viii) A local policy protecting students with peanut or other food allergies in accordance with section 3313.719 of the Revised Code; and

(ix) Compliance with staff training requirements of sections 3319.073, 3313.815 and Chapter 4167. of the Revised Code and Executive Order 2009-13S (ohio.gov).

(d) Positive behavior intervention supports to ensure a safe and secure learning environment;

(e) Student attendance strategies in accordance with section 3321.04 of the Revised Code;

(f) A comprehensive student conduct code that is in accordance with sections 3313.66, 3313.661 and 3313.662 of the Revised Code; and

(g) Financial management strategies that align expenditure of resources with the school district strategic plan and, if applicable, its continuous improvement plan.

(J) Stakeholder partnerships

(1) The school district or school through its board of education, superintendent, and staff shall work with key stakeholders, including, but not limited to, the following:

(a) Parents, in part through the adoption of a policy on parental involvement in the schools, as provided by section 3313.472 of the Revised Code;

(b) Business advisory councils, as provided by sections 3313.82, 3313.821 and 3313.822 of the Revised Code.

Comment [sh6]: Repealed 7/1/2011

(c) Family and civic engagement teams, as provided by sections 3313.82, 3313.821 and 3313.822 of the Revised Code;

Comment [sh7]: Repealed 7/1/2011

(d) School-parent or school-business partnerships as referenced in section 3301.131 of the Revised Code; and

(e) Other schools, social services, and organizations that impact educational programs for students.

(2) In addition to its regular budget process, the school district shall work with key stakeholders to review the school district's allocation of educational resources. This evaluation shall be conducted at least once every three years to ensure that the school district's resources are allocated in an effective and equitable manner. Allocation and expenditure of school district resources must be aligned with the school district's strategic plan and reflect best practices in financial management.

***Highlighting Key**: Yellow = In Revised Code, Blue = Needs Discussion and Possibly Changes*