3301-35-02 Governance, leadership, organization, administration, and supervision.

(A) The board of education, superintendent, treasurer, faculty and staff develop and communicate the school district's vision, mission, guiding principles, priorities, and strategies for addressing stakeholder needs, especially those of students. To assure that the school district operates as a successful thinking and learning organization, the board, superintendent, treasurer, faculty, and staff should serve as positive role models, reinforce best practices and provide strong leadership, including a commitment to the development and implementation of professional learning communities pursuant to division (D)(3)(a) of section 3301.07 of the Revised Code. The board of education shall be responsible for developing policies governing the school districts' operations and educational programs, which are consistent with applicable local, state, and federal law and regulations.

(B) The elements of a leadership system that will guide a high-performing school district or school include:

(1) A student-centered educational environment that includes a focus on the personalized and individualized needs of each student;

(2) High expectations for every student and organizational performance, individual student, faculty, and staff development, initiative, innovation, and a commitment to continuous improvement and closing the achievement gap;

(3) A commitment to the implementation of effective teaching and learning strategies that utilize technological tools and emphasize inter-disciplinary, real-world, project-based, and technology-oriented learning experiences;

(4) Effective management strategies that allow administrators reasonable access to classrooms for observation and professional development experiences;

(5) Ongoing monitoring and analysis by the school district or school of both student and organizational performance; and

(6) The use of findings from ongoing reviews of student and organizational performance, including state and local assessment data, to improve system operations; promote innovation; align the school district's vision, mission, goals, objectives, strategic plan, and stakeholder needs; allocate fiscal and human resources; and to diagnose the learning needs of each student.

(C) To be responsible to the stakeholders they serve, the board of education, superintendent, and treasurer shall:

(1) Assure that the vision, mission and educational goals of the school district and/or school reflect the educational needs identified by a broad representation of stakeholders;

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(2) Assure that the board of education policies and the school district's educational goals are available to all stakeholders;

(3) Engage in a process of collective inquiry, action orientation, and experimentation to ensure the academic success of all students;

(4) Construct effective connections and relationships with families and other stakeholders to support student success;

(5) Listen to and respond appropriately to stakeholder concerns about current and future school operations in a timely manner; and

(6) Model and promote ethical behavior among all stakeholders.

3301-35-03 Strategic planning and continuous improvement.

(A) The proper governance, leadership, organization, administration, and supervision of a school district or school require effective and focused strategic planning. A strategic plan guides the school district or school and key stakeholders in the ongoing measurement of school district or school performance to assure adequate progress is being made toward strategic goals and objectives. Strategic planning identifies short-and long-range goals and the strategies necessary to achieve them. Strategic planning is the responsibility of the board of education, the superintendent and other key stakeholders.

(1) Effective strategic planning is

(a) Based on the personalized and individualized needs of current and future students and other stakeholders of the school district or school; and

(b) Used to develop strategic goals and objectives for the school district or school that are focused, well-defined, and have a specific timetable for being met.

(2) School districts and schools shall develop short-and long-term strategies that align with their goals and objectives. If school district or school policy requires work plans to be developed for any units or individuals within the school district or school, all such work plans shall align with school district and school goals.

(3) School districts and schools shall identify and use key internal performance targets, performance index score, value-added progress dimension, performance of similar school districts and schools, benchmarks, and other specific measures to track performance on work plans and strategic goals and objectives.

(4) Strategic goals and objectives, short- and long-term strategies, performance targets, internal performance targets, performance index score, value-added progress dimension, benchmarks and other measures shall be communicated to all stakeholders.

(B)School districts and schools that have failed to meet adequate yearly progress for two consecutive years pursuant to section 3302.03 of the Revised Code shall develop strategic plans that meet the requirements of paragraph (A) of this rule and include a three-year continuous improvement plan pursuant to sections 3302.04and 3302.041 of the Revised Code.

(1) School districts and schools that have failed to meet adequate yearly progress for two consecutive years shall be subject to intervention procedures specified in rule 3301-56-01 of the Administrative Code.

(2) School districts and schools that have failed to meet adequate yearly progress for two consecutive years shall achieve certain minimum performance improvement goals as specified in rule 3301-56-01 of the Administrative Code.

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(3) The Ohio department of education shall evaluate school districts and schools that have failed to meet adequate yearly progress for two consecutive years on their progress toward achieving the minimum performance improvement goals pursuant to rule 3301-56-01 of the Administrative Code.

(4) The department of education shall provide technical support and assistance to school districts and schools that have failed to meet adequate yearly progress for two consecutive years in the development and implementation of their continuous improvement plans.

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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;

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(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.

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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.

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

(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) 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:

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(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.

(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.

(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.

(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.

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

(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)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.

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(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.

(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) 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.

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