

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 local, approved and 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 must focus instructional programs on the needs of the learners, use the most current best practices, and integrate phonics in the early reading programs. Schools must provide programs for students to become prepared to transition into next level learning or career environments.
(B) 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
(C) 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.
(D) School districts may contract with public and private providers of academic remediation and intervention in mathematics, science, reading, writing, and social studies to assist students in grades one through six outside of regular school hours.	The District/school may use non-school agencies, a public or private provider, in the school buildings or in the non-school agency's building to support Core coursework interventions.

3301-35-06 Educational programs and supports		
3301-35-06 (A)		
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 grade span	Open House, Orientations, Visitations, Parent meetings, Grade move-up day, College visitations, Career days, College visitations
(4) Phonics shall be used as a technique to teach reading in kindergarten through third grade.	Using instructional strategies to teach children to match, blend, and translate letters of the alphabet into the sounds they represent	Use of curriculum and coursework in teaching reading and phonics, Family workshops
The school and district must focus instructional programs on the needs of the learners, use the most current best practices, and integrate phonics in the early reading programs. Schools must provide programs for students to become prepared to transition into next level learning or career environments.		
3301-35-06(B)		
Items	Summary	Sample
(B) Stakeholder partnerships		
(1) The school district or school through its board of education, superintendent, and staff shall work with key stakeholders,	School District/Schools through the Local School Boards,	Focus Groups and Committees, Levy Committees,

<p>including, but not limited to, the following: (a) Parents, in part through the adoption of a policy on parental involvement in the schools; (b) Business advisory councils. (c) Family and civic engagement team; (d) School-parent or school-business partnerships; and (e) Other schools, social services, and organizations that impact educational programs for students.</p>	<p>Superintendent and staff must work with Key Stakeholders such as</p> <ul style="list-style-type: none"> 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 	<p>PTA, Local community associations, Social services organizations, An other such groups</p>
<p>(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 districts strategic plan and reflect best practices in financial management.</p>	<p>Communicate Budget process with all stakeholders; Review every three year the school budget aligned with Strategic Plan. Ensure alignment of educational resources.</p>	<p>Regular communication of budget alignment to school/district needs</p>
<p>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.</p>		
<p>3301-35-06(C)</p>		
<p>Items</p>	<p>Summary</p>	<p>Sample</p>
<p>(C) All educational options shall require:</p>		
<p>(1) A 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.</p>	<p>Must be a) aligned to school’s course of study, b) include learning activities and c) include an assessment</p>	<p>Independent Learning, Credit Flex, Some IEPs, 50 Plans, Accelerated Learning, Written Educational Plan (Gifted), Individual Career Plan</p>
<p>(2) Parental permission for students under age eighteen;</p>	<p>Parents are part of ongoing</p>	<p>Parent signature</p>

	programs	
(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 performance relative to stated objectives of the approved instructional and performance plan and in accordance with local board policy and established procedures.	Meets local school board policy for student initiated learning options	Evaluation and assessment of learning policy, 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(D)		
Items	Summary	Sample
(D) School districts may contract with public and private providers of academic remediation and intervention in mathematics, science, reading, writing, and social studies to assist students in grades one through six outside of regular school hours.	Local school districts may use non-school agencies, public or private providers in the school buildings or in the non-school agency's building for tutoring programs.	Before and After School programs, Evening programs, Saturday school programs, Summer school programs
The District/school may use non-school agencies, a public or private provider, in the school buildings or in the non-school agency's building to support Core coursework interventions.		

Ohio Revised Code /Ohio Administrative Code	Title
3301.07	State board of education – powers and duties
3301.077	Adoption of reading competencies

3301.131	School-parent and school-business partnerships.
3301-33-01	Rules for phonics
3301-69-02	Excuses from school attendance
3313.472	Policy on parental and foster caregiver involvement in schools.
3313.48	Free Education to be provided; hours in school year
3313.481	School Schedule
3313.482	Plans for completion of make-up days via web access
3313.60	Prescribed curriculum
3313.6010	Contracting with academic remediation and intervention providers
3313.602	Pledge of Allegiance- principles of democracy and ethics – Veterans' day observance
3313.603	Requirements for high school graduation-workforce or college preparatory units
3313.62	School year, week
3313.66	Suspension, expulsion or permanent exclusion - removal from curricular or extracurricular activities.
3313.661	Policy regarding suspension, expulsion, removal, and permanent exclusion.
3313.662	Adjudication order permanently excluding pupil from public schools.
3313.82	Business advisory councils
3313.90	Vocational education programs
3319.073	In-service training in child abuse prevention programs, school safety and violence prevention, and training on the board's harassment, intimidation, or bullying policy.
3319.24	Coursework in teaching reading and phonics required for certain initial provisional license applicants
3321.04	Scope of obligation
3321.041	Excused absence for certain extracurricular activities
3321.05	All-day or extended kindergarten