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GUIDE FOR NONPUBLIC SCHOOLS SEEKING A CHARTER

From the Center for Student Support & Education Options:
Non-Public Educational Options Office

This document is intended to be used as a guide for a new nonpublic school or a non-chartered non-tax supported school (a.k.a. "08") seeking a new state charter. This document is meant to aid as a vehicle for documenting compliance with the Operating Standards for Ohio Schools and may also find this a useful tool for maintaining the Operating Standards as well. By carefully considering the questions and statements that follow each standard, school leaders can select and organize appropriate evidence to demonstrate compliance.

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Table of Contents

Page 3-4	Introduction
Page 5	3301-35-01 Purpose and Definitions
Page 6-12	3301-35-02 Governance and Organizational Leadership
Page 13-15	3301-35-03 Strategic Planning and Continuous Improvement
Page 16-31	3301-35-04 Student and Other Stakeholder Focus
Page 32-38	3301-35-05 Faculty and Staff Focus
Page 39-48	3301-35-06 Educational Programs and Support
Page 49-53	3301-35-07 Using Data to Improve Performance Results
Page 54-56	3301-35-11 Procedures for Evaluation and Intervention

Introduction

Guide for Nonpublic Schools Seeking a Charter

Rule 3301-35-12 of the Administrative Code provides nonpublic schools with two avenues for receiving a charter from the State Board of Education:

1. Showing compliance with rules 3301-35-01 through 3301-35-07 and rule 3301-35-11 of the Administrative Code or
2. Being accredited by an association whose standards have been reviewed by the State Superintendent's Advisory Committee on chartered non-public schools and approved by the State Board of Education.

This document is intended to be used as a guide for a nonpublic school that is seeking a new state charter. The school may be an entirely new school or a non-chartered non-tax supported school (a.k.a. "08") desiring to become chartered. This document is meant to aid as a vehicle for documenting that the school meets the *Operating Standards for Ohio Schools*. By carefully considering the questions and statements that follow each standard, school leaders can select and organize appropriate evidence. Leaders of existing chartered nonpublic schools may also find the document as a useful tool for maintaining the *Operating Standards for Ohio Schools*.

Rules 3301-35-01 through 3301-35-07 and rule 3301-35-11 of the Administrative Code refer to certain provisions of the Revised Code. While most references to the Revised Code and the Administrative Code apply to both public and nonpublic schools, others do not apply. Additionally, rule 3301-35-12 identifies five requirements in Chapter 3301-35 of the Administrative Code, which do not apply to nonpublic schools.

Notes for using this guide:

- The *Operating Standards for Ohio Schools*, as they apply to chartered, nonpublic schools are in ***bold-italics***.
- The school must provide a **plan and evidence** to document how the school intends to meet the standards. **Standards required in order to receive a *Letter of Approval to Operate* are denoted by the letters "LA". The remaining standards are denoted by the word "Charter". The school must provide a Plan of Compliance to document how it intends to meet these "Charter" standards. Appropriate evidence of compliance with "Charter" standards will need to be provided within four years of receiving a *Letter of Approval to Operate*.** Questions appear below the space provided for evidence. The questions are offered as guides to help school leaders interpret the standards and to support selection and organization of appropriate evidence for addressing each standard.

Helpful Tips for Submitting Your Operational Standards Plan (a.k.a. Plan of Compliance (POC))

- Please date the first page at minimum
- Number all pages of the POC.
- Address all rules (3301-35-01 through 3301-35-07 and 3301-35-11) of the Administrative code.

Guide for Nonpublic Schools Seeking a Charter

- Try to be as detailed and consistent as possible. This will reduce the need for revisions to your school's Operational Standards Plan.
- Documents to consider submitting along with the POC:
 - A roster of the school's board members
 - Identify the school's principal
 - Parent/Student handbook
 - Employee/staff handbook
 - School's curriculum which must provide scope & sequence
 - School calendar of student days,
 - identifying dates for parent/teacher conferences and
 - professional development/in-service dates.
 - School hours

3301-35-01 Purpose and Definitions

(A) Under section 3301.07 of the Revised Code, the purpose for adopting operating standards for Ohio school districts and elementary and secondary schools is to assure that all students are provided a general education of high quality. The operating standards in this chapter of the Administrative Code establish specific expectations and provide additional guidelines for school districts and schools to use in creating the best learning conditions for meeting the personalized and individualized needs of each student and achieving state and local educational goals and objectives. The operating standards in this chapter incorporate principles of high-performing thinking and learning organizations to assist school districts and schools in focused continuous improvement planning for increased student academic achievement. *(LA)*

What's important to think about?

- A. *Governing Authority and Chief Administrative Officer*
 - 1. How is the school governed?
 - 2. What is the structure and scope of school's governing authority?
 - 3. What are the roles of key positions and the dynamics among these relationships?
 - 4. How do you know that those who have positions in the school's governance structure understand their roles and how they relate to other roles?
- B. *Leadership system*
- C. *Stakeholders*
- D. *Key factors for monitoring the performance of the school*

What evidence supports the standard?

3301-35-02 Governance and Organizational Leadership

(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. **(LA)**

The governing authority and chief administrative officer establish and communicate the district's mission, philosophy, direction, priorities and strategies for addressing stakeholder needs, especially those of students. **(LA)**

What's important to think about?

- A. What are the schools':
 - 1. Mission?
 - 2. Philosophy?
 - 3. Direction?
 - 4. Priorities?
 - 5. Strategies? (MPDPS)
- B. How do these MPDPS address student and stakeholder needs?
- C. How are these MPDPS established?
- D. How is progress on the MPDPS measured?
- E. How are these MPDPS communicated?

What evidence supports the standard?

To assure that the district operates as a successful organization, the governing authority and staff should serve as positive role models, reinforce best practices and provide strong leadership. *(LA)*

What's important to think about?

1. What are the indicators for determining that the organization operates successfully?
2. What are the behaviors of positive role models that you want to demonstrate?
3. How do adults in the school serve as positive role models?
4. How will governing authority members and staff know that they are serving as positive role models?
5. What best practices are being reinforced?
6. How will leaders know how well they are reinforcing best practice?
7. What are the indicators of strong leadership?
8. How will leaders know that that strong leadership is being provided?
9. How will leaders know the extent to which they are serving as positive role models and providing strong leadership?

What evidence supports the standard?

The governing authority shall be responsible for developing policies governing the schools' operations and educational programs, which are consistent with applicable local, state and federal law and regulations. *(LA)*

What's important to think about?

1. What are the school's policies?
2. Who was involved in developing them?
3. How will the governing authority know that these policies are appropriate, effective for directing the school's operation, and consistent with applicable state and federal law?
4. How does the school keep up to date with changes in local, state and federal law and regulations?
5. What is the school's process for developing, reviewing, and revising/updating school policies?

What evidence supports the standard?

(B) The elements of a leadership system that will guide a high performing 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. ***(LA)***

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

What's important to think about?

How are decisions made to ensure that student learning is the priority?

What evidence supports the standard?

(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; ***(LA)***

What's important to think about?

1. What are the school's measurable expectations for?
2. Both student performance and organizational performance?
3. Individual student and staff development?
4. Initiative?
5. Innovation?
6. Commitment to continuous improvement?
7. How does the school benchmark these expectations to ensure that they are high?
8. How are expectations monitored?

What evidence supports the standard?

(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; *(LA)*

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

What's important to think about?

1. What are the students' developmental needs?
2. How are these needs identified?
3. How has the educational environment been structured to meet those needs?

What evidence supports the standard?

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

What's important to think about?

1. What are the key factors that leaders will monitor?
2. How was the decision made to monitor these key factors?
3. What are the measurable indicators that will be used to assess each factor?
4. How will leaders know that progress is being made on each factor?
5. How will data on each indicator/measure be analyzed?

What evidence supports the standard?

(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. *(Charter)*

What's important to think about?

1. How will members of the leadership system communicate the findings to people who need to know them and can /will do something about them?
2. How will you know that these people are using the findings?
3. How will the results be used to improve the performance of each factor?
4. How will leaders know that use of findings improved system operations; promoted innovation; ensured the alignment of mission goals/objectives, strategic plan and stakeholder needs; and affected the allocation of fiscal and human resources?
5. How are decisions about systems operations guided by the findings?
6. How will leaders use the findings to decide where to put the money and the people?

What evidence supports the standard?

(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;
- (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.

(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; *(LA)*

What's important to think about?

1. How does the school know what its identified stakeholders think the educational needs are?
2. What educational needs have been identified by a broad representation of stakeholders?
3. Where are the educational needs of stakeholders reflected in the mission and educational goals?

What evidence supports the standard?

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

What's important to think about?

1. How are the school's policies and educational goals made available to stakeholders?

What evidence supports the standard?

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

What's important to think about?

1. How decisions are made to ensure that student learning is the priority?

What evidence supports the standard?

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

What's important to think about?

1. How will the school ensure there are relationships with families, stakeholders?
2. What will be done to connect with stakeholders?

What evidence supports the standard?

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

What's important to think about?

1. What processes will be/ have been used to listen to stakeholder concerns and appropriately respond in a timely manner?
2. What is the school's definition of an "appropriate response"?
3. What is the school's definition of "timely manner"?
4. How will the governing authority determine that responses to stakeholders are appropriate and timely?

What evidence supports the standard?

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

What's important to think about?

1. How does the school define ethical behavior?
2. How do the governing authority and the chief administrative officer know that they are modeling and promoting ethical behavior among stakeholders?

What evidence supports the standard?

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. *(LA)*

(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 *(LA)*

(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. *(LA)*

(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. *(LA)*

(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. *(LA)*

(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. *(LA)*

(A) 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. *(LA)*

What's important to think about?

1. What is the school's process for strategic planning?
2. How is strategic planning used to guide the organization, administration and supervision of the school?
3. How does the school develop, implement, review, assess, revise and improve its strategic planning process?
4. How does the school measure performance on meeting MPDP?
5. How does the school ensure that the strategic plan addresses any gaps between the MPDP and the school's performance?
6. Does the strategic plan identify short and long-range goals and strategies necessary to achieve them?
7. How do the school and key stakeholders use the plan to measure progress on strategic goals and objectives?
8. What are the roles of the governing authority, the chief administrative officer, and other key stakeholders in the strategic planning process?

What evidence supports the standard?

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; **(LA)**

What's important to think about?

1. What information does the school gather to determine the needs of current and future students?
2. How does the strategic plan reflect and address the needs of students?
3. Who are the key stakeholders who have been identified?
4. What information is gathered to determine the needs of key stakeholders?
5. How does the strategic plan reflect and address the needs of the school's key stakeholders?

What evidence supports the standard?

(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. **(LA)**

What's important to think about?

1. How does the strategic planning process ensure that goals and objectives are strategic, well defined and have a specific timetable for being met?

What evidence supports the standard?

(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. **(LA)**

What's important to think about?

1. How are short and long-term strategies aligned with the school's goals and objectives, including MPDP?

2. How is the school's performance measured on goals and objectives that have been developed to meet the MPDP?
3. How does the school ensure that the work of teams or individuals align with school goals?

What evidence supports the standard?

(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. *(LA)*

What's important to think about?

1. How does the school assess progress toward meeting the goals of the strategic plan?
2. How does the school identify and use the performance of similar schools and benchmarks to track performance on work plans, goals and objectives?
3. How are higher performing schools identified?
4. What internal performance targets will be used to measure the school's performance in comparison to external comparison groups (i.e. similar schools and benchmarks?)
5. How does the school decide which targets and benchmarks to use?

What evidence supports the standard?

(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. *(LA)*

What's important to think about?

1. How does the school communicate the goals, objectives, and performance expectations to your stakeholders?

What evidence supports the standard?

Section B (1-4), regarding adequate yearly progress, does not apply to chartered, nonpublic schools.

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; *(LA)*
- (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; *(LA)*
- (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; *(Charter)*
- (4) Continually improve programs and policies to better meet student needs by:
 - (a) Considering input from stakeholders; *(Charter)*
 - (b) Monitoring and considering the changing needs and expectations of stakeholders; *(Charter)*
 - (c) Regularly conducting stakeholder satisfaction evaluations using objective, reliable methods; and *(Charter)*
 - (d) Comparing the results of stakeholder evaluations to those of benchmark school districts or schools. *(Charter)*
- (5) Communicate information about student attendance, conduct, academic performance and progress to parents on a regular basis. *(LA)*

(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; *(LA)*

What's important to think about?

1. How does the school identify student and stakeholder needs?
2. How does the school consistently ensure high expectations (benchmarks) among all students, regardless of gender, race, ethnicity, English proficiency or disability?
3. What are the school's expectations for academic performance, attendance and conduct?
4. How does the school set benchmarks for those expectations?
5. How do you know that the standards are high?
6. How are they communicated to students and appropriate other stakeholders?

What evidence supports the standard?

(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; *(LA)*

What's important to think about?

1. How does the school identify and assess the needs of students?
2. How does the school assess the needs of the stakeholders it has identified?
3. How are the results of those assessments used in making decisions about curriculum, instruction, assessment and goals?

What evidence supports the standard?

(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; *(Charter)*

What's important to think about?

1. How does the school monitor and analyze the effectiveness of each of the following in helping students meet performance objectives:
 - a. educational offerings,
 - b. instructional materials,
 - c. facilities and
 - d. services?

What evidence supports the standard?

(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
(Charter)

What's important to think about?

1. How does the school gather information on needs and expectations of the school's stakeholders?
2. How is information from stakeholders used to inform decisions to design and implement programs and services?

3. How are changes in stakeholder needs and expectations monitored?
4. How are changes in students' needs and expectations monitored?
5. How is stakeholder satisfaction evaluated?
6. How do you ensure that the school's methods for evaluation are objective and reliable?
7. How does the school use stakeholder input to better meet student needs?

What evidence supports the standard?

(d) Comparing the results of stakeholder evaluations to those of benchmark school districts or schools;
(Charter)

What's important to think about?

1. Which schools are used as benchmarks against which to compare the school's stakeholder evaluations?
2. What is the rationale for selecting those?

What evidence supports the standard?

(5) Communicate information about student attendance, conduct, academic performance and progress to parents on a regular basis. *(LA)*

What's important to think about?

1. How does the school communicate with parents about each of the following:
 - a. student attendance,
 - b. student conduct,
 - c. academic performance, and
 - d. progress?
2. What is the schedule on which the school reports to parents?

What evidence supports the standard?

(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.
(LA)

What's important to think about?

1. What is the school's curriculum?
2. How does the school ensure that the curriculum is implemented?
3. What is the school's process for ensuring systematic curricular and instructional planning?
4. What is the school's process for ensuring systematic articulation of the curriculum and instructional program?
5. What is the school's process for ensuring systematic evaluation of the curriculum and instructional program?
6. How was the school's curriculum developed?
7. What process was used for obtaining input from parents and stakeholders regarding curriculum development?

What evidence supports the standard?

- (B)(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; **(LA)**
 - (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; **(LA)**
 - (c) Mathematics; **(LA)**
 - (d) Natural science, including instruction in the conservation of energy and natural resources; **(LA)**
 - (e) Health education; **(LA)**
 - (f) Personal safety and assault prevention in grades kindergarten through six; **(LA, elementary)**
 - (g) Physical education; **(LA)**
 - (h) The fine arts, including music; and **(LA)**
 - (i) First aid. **(LA)**
- (2) School districts also shall provide for study of the following subjects:
- (a) Foreign language; **(LA)**
 - (b) Technology; **(LA)**
 - (c) Family and consumer sciences; and **(LA)**
 - (d) Business education. **(LA)**
- (3) Section 3313.602 of the Revised Code does not apply to chartered, nonpublic schools.
- (4) Section 3313.90 of the Revised Code does not apply to chartered, nonpublic schools.
- (5) Courses of study shall define the key components of a school district's curriculum and instruction. **(LA)**
- (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; **(LA)**
 - (ii) Align with the school district vision, mission, philosophy educational goals and strategic plan; **(LA)**
 - (iii) Specify learning and performance expectations; **(LA)**
 - (iv) Establish a scope and sequence of knowledge and skills to be learned; **(LA)**
 - (v) Provide a way to assess student progress and the need for intervention; **(LA)**
 - (vi) Address the various developmental needs of early childhood, middle childhood and adolescent through young adult students; **(LA)**
 - (vii) Use technological tools and emphasize inter-disciplinary, real world, project-based, and technology-oriented learning experiences; **(LA)**
 - (viii) Be guided by Ohio's state-adopted academic content standards; and **(LA)**
 - (ix) This section regarding career and technical courses does not apply to chartered, nonpublic schools.
 - (b) Courses of study shall be reviewed and updated as needed. **(LA)**

What's important to think about?

1. What documents describe the school curriculum?
2. Verify that all of the subjects listed above are included in the school's curriculum.
3. Verify that the curriculum provides a balanced presentation on the contributions of various racial and ethnic groups as described in section (B)(1)(b) above.
4. Verify that the curriculum includes study of the subjects described in 3313.60 of the Revised Code.

5. How does the school ensure that each course of study aligns with the school's mission, philosophy, educational goals, and strategic plan?
6. Document that each course of study specifies learning and performance objectives.
7. Document that each written courses of study establishes a scope and sequence of knowledge and skills to be taught?
8. Document that each course of study provides a way to assess student progress and any need for intervention.
9. Document that each course of study is guided by the objectives assessed in the required state proficiency tests.
10. What is the process for reviewing the school's courses of study?
11. What are the school's criteria for determining whether a course of study needs to be updated?

What evidence supports the standard?

(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. **(LA)**
- (2) Receive a diploma or an honors diploma in accordance with section 3313.61 of the Revised Code; and **(LA)**
- (3) Receive credits for graduation in compliance with section 3313.603 of the Revised Code. **(LA)**

(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.

(a) 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.

(b) 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 science or space science.
- (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) 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) section 3313.603 of the Revised Code.

What's important to think about?

1. Document that the school offers students the opportunity to obtain all the credits needed to graduate.
2. How is this documented?

What evidence supports the standard?

(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 are not 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.

What's important to think about?

1. Does the school provide post-secondary enrollment options?
 - a. How is this decision made?
 - b. What documentation is there to support this as an option for students at the school?
2. If the school provides post-secondary enrollment options, document that they comply with the provisions of Chapter 3365 of the Revised Code and the rules in Chapter 3301-44 of the Administrative Code.
 - a.
3. Do students have the opportunity to earn credits via dual enrollment and/or credit flexibility?
 - a. If so, how is this done?
 - b. What documentation is there to support this?
 - c. How was that decision made?

What evidence supports the standard?

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

- (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.

- (1) Regular assessment of student performance; **(LA)**
- (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; **(LA)**
- (3) Guidelines for using assessment results and the value-added progress dimension for instruction, evaluation, intervention, guidance, and grade-promotion decisions; **(LA)**
- (4) Written policies and procedures regarding the participation of students with disabilities; **(LA)**

What's important to think about?

1. Describe the school's assessment system.
2. How does the school ensure that the assessment system aligns with courses of study?
3. What assessments of student performance are carried out on a regular basis?
4. How does the school determine its timetable for the assessments that are carried out?
5. What are the school's guidelines for using assessment results for each of the following:
 - a. instruction,
 - b. evaluation,
 - c. intervention,
 - d. guidance, and
 - e. grade promotion decisions?
6. How are these guidelines made known to:
 - a. staff,
 - b. students, and
 - c. parents?
7. How do school leaders know how well the guidelines are working?
8. What are the school's written policies and procedures regarding the participation of students with disabilities?

What evidence supports the standard?

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

What's important to think about?

1. Describe what professional development the school provides that teaches accepted standards of practice regarding each of the following:
 - a. selection of assessments,
 - b. administration of assessments,
 - c. interpretation of assessments, and
 - d. use of assessments?

What evidence supports the standard?

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

What's important to think about?

1. How does the school determine the number and appropriateness of the assessments it uses to measure student progress?

What evidence supports the standard?

(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 *(LA)*

What's important to think about?

1. What assessments does the school use to qualify students for each of the following:
 - a. Graduation
 - b. Promotion
 - c. Special programs or services?
2. How does the school determine the validity and reliability of each of these assessments?

What evidence supports the standard?

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

What's important to think about?

1. What information regarding assessment purposes and results does the school share with each of the following:
2. parents,
3. students, and
4. the community?

What evidence supports the standard?

(H) Student achievement shall be monitored according to established procedures. *(LA)*

- (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 the established procedures.
 - (a) Admission of students to kindergarten and grade one shall be in accordance with sections 3321.01 and 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 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 bases 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 the 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 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.

What's Important to think about?

1. What are the school's procedures for monitoring student achievement?
2. How were those procedures determined?

What evidence supports the standard?

- (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. *(LA)*

What's important to think about?

- (1) How frequently and by what means are parents given reports on student progress?
- (2) What is the rationale for this timing?
- (3) How does the school ensure the timeliness of its notification to parents where there are problems with student achievement, conduct, or attendance?
- (4) How does the school determine the effectiveness of its reporting to parents on student progress?

What evidence supports the standard?

- (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. *(LA)*

What's important to think about?

- (1) What information is maintained in the student's cumulative records?
- (2) What is the basis for keeping each type of information that is maintained?
- (3) What provisions does the school make for safeguarding student records?
- (4) How does the school ensure that student records are maintained and safeguarded according to established policies or procedures?

What evidence supports the standard?

- (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. *(LA)*

What's important to think about?

- (1) What are the school's criteria for decisions regarding promoting and retaining students?
- (2) How does the school ensure that these decisions are made in accordance with sections 3301.0711, 3313.60, 3313.608, 3313.609, and 3319.09 of the Revised Code?

What evidence supports the standard?

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

What's important to think about?

- (1) What are the school's procedures for each of the following;
 - (A) Admitting students
 - (B) Placing student
 - (C) Withdrawal of students?

What evidence supports the standard?

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-
- (a) Admission of students to kindergarten and grade one shall be in accordance with sections 3321.01 and 3324.10 of the Revised Code. *(LA, ELEMENTARY)*
- (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 equivalent for schools attended in another country. *(LA)*

What's important to think about?

- (1) How does the school ensure that admission of students to kindergarten and grade one is implemented in accordance with section 3321.01 and 3324.10 of the Revised Code?
- (2) How does the school ensure that grade placement and units of credit are accepted for students transferring from a school in Ohio that meets the requirements of chapter 3301-35-13 of the Administrative Code and from any out-of state school approved by a state department of education of the equivalent for school attended in another country?

What evidence supports the standard?

-
-
-
- (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 *(LA, HIGH SCHOOL)*

What's important to think about?

- (1) What are the schools requirements for awarding credit, including credit for study abroad, for students who successfully complete coursed nine through twelve?
- (2) How does the school ensure that credit is awarded in accordance with section 3313.603 of the

Revised Code?

What evidence supports the standard?

- (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;
(LA, HIGH SCHOOL)

What's important to think about?

- (1) What courses meet less than one hundred twenty hours?
- (2) Document that the fractional credit awarded for the successful completion of such coursework is proportionate to the one hundred twenty hours required for one unit of credit.

What evidence supports the standard?

- (b) May permit more than one unit of credit to be awarded on proportionate bases for a course that meets more than one hundred twenty hours; *(LA, HIGH SCHOOL)*

What's important to think about?

- (1) What courses meet more than one hundred twenty hours?
- (2) How is the amount of credit offered for these courses determined?

What evidence supports the standard?

- (c) May permit students below the ninth grade to take advanced work for credit; and
(LA, HIGH SCHOOL)

What's important to think about?

- (1) Does the school permit students below the ninth grade to take advanced work for high school credit?
- (2) If so, how does the school ensure that the credit is awarded in accordance with 3313.603 of the Revised Code?

What evidence supports the standard?

(d) Shall specify that units earned in the 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 the Revised Code *(LA, HIGH SCHOOL)*

What's important to think about?

- (1) How does the school ensure 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 sections 3313.603 of the Revised Code?

What evidence supports the standard?

(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. *(LA, HIGH SCHOOL)*

What's important to think about?

- (1) What are the school's requirements for graduation from high school?
(2) How does the school ensure that these requirements are in accordance with sections 3313.603, 3313.61, 3313.611 and 3313.612 of the Revised Code?

What evidence supports the standard?

3301-35-05 Faculty and Staff Focus

- (A) Credentialed and classified staff shall be recruited, employed assigned, evaluated and provided professional development without discrimination of the basis of age, color, ancestry, national origin, race, gender, religion disability, or veteran status. *(LA)*
- (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 check on applicants pursuant to sections 3319.39 and 3319.391 of the Revised Code and rules 3301-20-01 and 3301-20-03 of the Administrative Code.
 - (3) Non-public schools exempt
 - (4) Non-public schools exempt
 - (5) Every school shall be provided the services of 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 3313.111 of the Revised Code.
 - (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 equivalence 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.

What's important to think about?

- (1) Document that the credentialed and classified-staff are recruited, employed, assigned, evaluated, and provided professional development without discrimination on the basis of age, color, ancestry, national origin, race, gender, disability or veteran status.

What evidence supports the standard?

- (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. **(LA)**

What's important to think about?

- (1) Does each credentialed staff member have the appropriate credentials for his/her assigned position?

What evidence supports the standard?

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

What's important to think about?

- (1) Document that the school conducts criminal record checks on applicants as a part of the employment process.

What evidence supports the standard?

- (3) Non-public schools exempt.
(4) Non-public schools exempt
(5) Every school shall be provided the services of 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. **(LA)**

What's important to think about?

- (1) Does the school have a principal?

-
- (2) How many full-time equivalent teachers are in the schools?
 - (3) If the school has 15 or more full-time equivalent teachers, document that the school has a full-time equivalent principal.
 - (4) How many other schools does the principle serve?

What evidence supports the standard?

- (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 3313.111 of the Revised Code.
(Charter)

What's important to think about?

- (1) Describe how and how often the credentialed state is evaluated.
- (2) How did the school decide on the process and frequency of the evaluation?
- (3) How does the school ensure that evaluation is done?
- (4) How do you determine the effectiveness of the school's evaluation system?

What evidence supports the standard?

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

What's important to think about?

- (1) Describe how and how often the school's credentialed staff is evaluated.
- (2) How did the school decide on the process and frequency of the evaluation?
- (3) How does you school ensure that evaluation is done?
- (4) How does the school determine the effectiveness of its evaluation system?
- (5) How are evaluation results discussed with the classified staff in evaluation conferences?

What evidence supports the standard?

- (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. (*Charter*)

What's important to think about?

- (1) What data does the school collect to determine the amount and nature of faculty and staff professional development necessary to implement the district's mission and strategic plan?
- (2) How is the information used to determine the amount and nature of faculty and staff professional development?
- (3) Describe how professional development for all faculty and staff is continually evaluated and improved to align with district goals and objectives.
- (4) What changes or improvements have been made in professional development to align it with district goals and objectives?
- (5) How have students' needs changed?
- (6) How has professional development changed to meet those needs?
- (7) Verify that professional development for classified staff is provided pursuant to sections 3319.22 and 3319.222 of the Revised Code and rules 3301-24-06 through 3301-24-08 and Chapter 3301-25 of the Administrative Code.

What evidence supports the standard?

(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 equivalence 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. (*LA*)

What's important to think about?

- (1) How does your school know that teachers have sufficient time for each of the following:
 - (a) Designing their work
 - (b) Evaluating student progress
 - (c) Conferencing, and
 - (d) Team planning?
- (2) Document that schedules of full-time equivalent classroom teachers include 200 minutes per week for designing their work, evaluating student progress, conferencing, and team planning.

What evidence supports the standard?

- (B) The 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. *(LA)*
- (1) The organizational design of the school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations.
 - (2) All staff shall know and demonstrate knowledge of commitment of the school district and school vision, mission, philosophy, goals, objective strategic and continuous improvement plans, and performance expectations and results.
 - (3) The 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).
 - (5) Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to school district and school goals.
 - (6) Faculty and staff shall work within a healthy, safe environment and help maintain and improve a healthy, safe environment conducive to student learning and performance excellence.

What's important to think about?

- (1) How do you know that the school's environment gives credentialed and classified staff opportunities to develop and use their full potential to achieve district and school objectives?
- (2) What are the school's benchmarks for personal and organizational performance excellence?
- (3) How were these benchmarks chosen?
- (4) How does the school assess the effectiveness of the environment to support personal and organizational performance excellence?

What evidence supports the standard?

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

What's important to think about?

- (1) How does the school know that the organizational design of the school promotes each of the following:
 - (a) Communication
 - (b) Cooperation
 - (c) Sharing of knowledge and skills across work functions, units and locations?

What evidence supports the standard

- (2) All staff shall know and demonstrate knowledge of commitment of the school district and school

vision, mission, philosophy, goals, objective strategic and continuous improvement plans, and performance expectations and results. (*Charter*)

What's important to think about?

- (1) How does the school ensure that all staff members have knowledge of the school mission, philosophy, goals, objectives, strategic and continuous improvement plan, and performance expectations and results?
- (2) How does the school ensure that all staff demonstrates commitment to them?

What evidence supports the standard?

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

What's important to think about?

- (1) Describe the school's process for continually evaluating its work environment.
- (2) How has that process improved the school's work environment?
- (3) How has that process supported school and student goals?

What evidence supports the standard?

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

What's important to think about?

- (1) What date does the school collect to determine the amount and nature of faculty and staff professional development necessary to implement the school's mission and strategic plan?
- (2) How is the information used to determine the amount and nature of faculty and staff development?
- (3) Describe how professional development for all faculty and staff is continually evaluated and improved to align with school goals and objectives.
- (4) What changes or improvements have been made in professional development to align it with school's goals and objectives?
- (5) How have students' need changed?
- (6) How has professional development changed to meet those needs?
- (7) Verify that professional development for classified staff is provided pursuant to sections 3319.22 and 3319.222 of the Revised Code and rules 33-01-24-06 through 3301-24-08 and Chapter 3301-25 of the Administrative Code.

What evidence supports the standard?

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

What's important to think about?

- (1) How do faculty and staff create and maintain an environment of encouragement?
- (2) How do faculty and staff create and maintain an environment of trust?
- (3) How do you know that faculty and staff are mutually committed to school goals?

What evidence supports the standard?

(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. *(LA)*

What's important to think about?

- (1) How do you ensure that faculty and staff are provided with a healthy and safe environment?
- (2) How does the school ensure that faculty and staff are maintaining and improving a healthy and safe environment?
- (3) How does the school ensure that the environment is conducive to student learning and performance excellence?

What evidence supports the standard?

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 district performance requirements and objectives measured by required state achievement 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: *(LA)*
- (1) Consistence 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) Re: Phonics. *(Does not apply to non-public schools)*

What's important to think about?

- (1) How does the school's design and implementation of educational programs and experiences provide for each of the following?
 - (a) Sufficient time for students to achieve school performance requirements.
 - (b) Sufficient time for student to achieve objectives measure by required state proficiency tests.
- (2) How does the school know that the time and opportunity are sufficient?

What evidence supports the standard?

- (A) Instruction shall include intervention that is designed to meet student needs. *(LA)*

What's important to think about?

- (1) How does the school intervene in the instruction of students for whom the amount of time allotted and/or the instructional design is/are ineffective of insufficient?

What evidence supports the standard?

Instruction and instructional activities shall be:

- (1) Consistence with educational research and proven practices; *(LA)*

What's important to think about?

- (1) On what educational research and proven practices does the school base instruction and instructional activities?

What evidence supports the standard?

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

What's important to think about?

- (1) How is the school's instruction designed to be appropriate for students of varying developmental needs, learning styles, abilities and English proficiency?
- (2) How does the school know that implementation of instruction and instructional activities is appropriate for students of varying developmental needs, learning styles, abilities and English proficiency?

What evidence supports the standard?

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

What's important to think about?

- (1) How is instruction designed to ease the transition of students from one educational environment to another (i.e. grade-to-grade, elementary school to high school)?
- (2) How does the school know that this design is effective?

What evidence supports the standard?

(4) (re: phonics) *Does not apply to non-public schools*

(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 and 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. **(LA)**

What's important to think about?

- (1) Document that the current and projected annual school calendars comply with statute pursuant to section 3313.48 of Revised Code.
- (2) What is the school's contingency plan form making up missed days?

What evidence supports the standard?

(C) Students in kindergarten shall be offered at least two and one-half per day classes, supervised activities or approved educational options, excluding the lunch period. *(LA, ELEMENTARY)*

What's important to think about?

- (1) What is the instructional schedule for kindergarten?
- (2) How does the school ensure that kindergarten students are offered at least 2 ½ hours daily of classes, supervised activities or approved educational options?

What evidence supports the standard?

(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. *(LA, ELEMENTARY)*

What's important to think about?

- (1) What is the instructional schedule for grades 1-6?
- (2) How does the school ensure that students in grades 1-6 are offered at least 5 hours daily of classes, supervised activities or approved educational options?
- (3) How does that school ensure that the instruction is provided in accordance with 3313.60 of the Revised Code?
- (4) How does the school ensure that the instruction is appropriate for student age and ability level?
- (5) How does the school ensure that the instruction reflects the mission and strategic plan of the school?

What evidence supports the standard?

(E) The school day for students in grades seven and eight shall consist of schedules 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 3312.602 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. *(LA, ELEMENTARY/MIDDLE SCHOOL)*

What's important to think about?

- (1) What is the instructional schedule for grades 7 and 8?

- (2) How does the school ensure that students in grades 7 and 8 are offered at least 5½ hours daily of classes, supervised activities or approved educational options?
- (3) How does the school ensure that the instruction is provided in accordance with 3313.60 of the Revised Code?
- (4) How does the school ensure that the instruction is appropriate for the student's age and ability level?
- (5) How does the school ensure that the instruction reflects the mission and strategic plan of the school?

What evidence supports the standard?

(F) The school day for students in grades nine through twelve shall consist of scheduled classed, 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, 3313.602 and 3313.90 if 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. *(LA, HIGH SCHOOL)*

What's important to think about?

- (1) What is the instructional schedule for grades 9-12?
- (2) How does the school ensure that students in grades 9-12 are offered at least 5½ hours daily of classes, supervised activities or approved educational options?
- (3) How does the school ensure that the instruction is provided in accordance with 3313.60 of the Revised Code?
- (4) How does the school ensure that the instruction is appropriate for the student's age and ability level?
- (5) How does the school ensure that the instruction meets the graduation requirement specified in section 3313.603 of the Revised Code?
- (6) How does the school ensure that the instruction reflects the mission and strategic plan of the school?

What evidence supports the standard?

(G) When made available, 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 are eighteen;
- (3) Superintendent approval prior to student participation;
- (4) Involvement of 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.

What's important to think about?

- (1) Does the school offer educational options? If so, what educational options are provided?
- (2) How was that decision made?

What evidence supports the standard?

- (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; *(LA)*
 - (b) An outline that specifies instructional activities, materials, and learning environments; and *(LA)*
 - (c) A description of the criteria and methods for assessing student performance. *(LA)*

What's important to think about?

- (1) How does the school ensure that, *when available*, educational options include and instructional plan with:
 - (a) Instructional objectives aligned with the school's curriculum requirements
 - (b) An outline specifying instructional activities, materials and learning environments, and
 - (c) A description of the criteria and methods for assessing student performance

What evidence supports the standard?

- (2) Parental Permission for students under age 18; *(LA)*

What's important to think about?

- (1) If the school offers educational options, how does the school ensure that parental permission is obtained for the student to participate?

What evidence supports the standard?

(3) Administrator approval prior to student participation; *(LA)*

What's important to think about?

(1) How does the school ensure administrator approval prior to student participation?

What evidence supports the standard?

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

What's important to think about?

(1) How does the school ensure that a credentialed teacher is involved in reviewing the instructional plan, providing or supervising instruction and evaluating student performance?

What evidence supports the standard?

(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. *(LA, HIGH SCHOOL)*

What's important to think about?

(1) How does the school ensure that credit for approved educational options is granted according to policy and established procedures?

(2) How does the school ensure that credit for approved educational options is granted according to student performance relative to stated objectives of the educational option?

What evidence supports the standard?

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

What's important to think about?

- (1) How does the school ensure to communicate information regarding policy and established procedures about credit flexibility and other educational options available?
- (2) How does the school communicate credit flexibility to parents, students and stakeholders?

What evidence supports the standard?

(H) Innovations and waivers

Any chartered non-public 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. *(Charter)*

What's important to think about?

- (1) Document that any pilot program operating outside 3302.07 of the Revised Code and 3301-46-01 of the Administrative Code has been exempted by the Department of Education.

What evidence supports the standard?

(I) Educational supports 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: *(LA)*
 - (a) Support the school's vision, mission, educational goals, and strategic plan; *(LA)*
 - (b) Promote skills expected under the statewide academic content standards adopted under section 3301.079 of the Revised Code (education.ohio.gov); *(LA)*
 - (c) Support the objectives specified in the course of study and the learning needs of students; *(LA)*
 - (d) Be current: and *(LA)*
 - (e) Be selected according to adopted policies and with involvement of credentialed staff. *(LA)*

What's important to think about?

- (1) What student support services does the school offer?
- (2) How did the school decide which support services to offer?
- (3) What policies are used for the selection of student support services?
- (4) How is credentialed staff involved in the selection of support services?
- (5) How does the school ensure that student support services do the following:
 - (a) Meet the educational objectives of Ohio and federal law,

(b) Support the school's mission, educational goals and strategic plan, and are current?

What evidence supports the standard?

- (2) Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Examples of such services include: **(LA)**
- (a) Administrative staff, including principals as provided in paragraph (A)(5) of rule 3301-35-05 of Administrative Code; **(LA)**
 - (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; **(LA)**
 - (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 state below and determined by the local board of education and school district in collaboration with stakeholders, and shall include: **(LA)**
 - (i) Compliance with immunization requirements of section 3313.67 of the Revised Code; **(LA)**
 - (ii) Compliance with emergency medical authorization requirements of section 3313.712 of the Revised code; **(LA)**
 - (iii) Vision and hearing screenings, referrals and follow up; **(LA)**
 - (iv) Emergency preparedness, including fire drills, rapid dismissal, and tornado drills in accordance with section 3737.73 of the Revised Code; **(LA)**
 - (v) The posting of emergency procedures and telephone numbers in classrooms for use by parents, students, and school personnel; **(LA)**
 - (vi) A safety plan, for each school building, which complies with section 3313.536 the Revised Code; **(LA)**
 - (vii) A local policy governing administration of medicines in accordance with section 3313.713 of the Revised Code; **(LA)**
 - (viii) A local policy protecting students with peanut or other food allergies in accordance with section 3313.719 of the Revised Code **(LA)**
 - (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). **(LA)**
 - (d) Positive behavior intervention supports to ensure a safe and secure learning environment; **(LA)**
 - (e) Student attendance strategies in accordance with section 3321.04 of the Revised Code; **(LA)**
 - (f) A comprehensive student conduct code that is in accordance with sections 3313.66, 3313.661, and 3313.62 of the Revised Code. **(LA)**
 - (g) Financial management strategies that align expenditure of resources with the school district strategic plan and, if applicable, its continuous improvement plan. **(LA)**

What's important to think about?

- (1) What are the school's operational support services?

-
- (2) How were they selected?
 - (3) How have the school's operational support services been designed to create an environment conducive of effective teaching learning?
 - (4) Document that the school is in compliance with the following:
 - (a) Immunization requirements of 3313.67 of Revised Code
 - (b) Emergency medical authorization of 3313.712 of the Revised Code
 - (c) Vision and hearing screenings, referral, and follow-up
 - (d) Emergency preparedness (fire drills, rapid dismissals, and (tornado drills) of 3737.73 of Revised Code;
 - (e) Document that the school is in compliance with the following (cont.): Posting of emergency procedures; Safety plan for each building; Policies governing administration of medications; Document that your school's attendance policies are in accordance with, 3321.04 of the Revised Code.
 - (f) What is done in order to train staff?
 - (5) What is the school's student conduct code? To whom and how is it communicated?
 - (6) How does school ensure it is fiscally aligned with strategic plan for continuous improvement?

What evidence supports the standard?

- (J) Stakeholder partnerships:
- (1) The school through its governing, authority, administrator, and staff shall work with key stakeholders, including but not limited to, the following: **(LA)**
 - (a) Parents **(Charter)**
 - (b) Does not apply to non-public schools
 - (c) Does not apply to non-public schools;
 - (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 student; **(Charter)**
 - (2) In addition to its regular budget process, the school district shall work with key stakeholders to review the school's allocation of educational resources. This evaluation shall be conducted at least once every three years to ensure that the school's resources are allocated in an effective and equitable manner.

What's important to think about?

- (1) How does the school work with each of the following:
 - (a) Parents
 - (b) Other schools
 - (c) Social Services
 - (d) Organizations that impact educational program for students?

What evidence supports the standard?

(2) In addition to its regular budget process, the school district shall work with key stakeholders to review the school's allocation of educational resources. This evaluation shall be conducted at least once every three years to ensure that the school's resources are allocated in an effective and equitable manner. *(Charter)*

What's important to think about?

- (1) How does the school work with its identified stakeholders to review the allocation of educational resources?
- (2) Document that this has occurred at least once every 3 years.
- (3) How does the school ensure that resources are allocated in an effective and equitable manner?

What evidence supports the standard?

3301-35-07 Using Data to Improve Performance Results

- (A) To provide a foundation for measuring and improving operational and educational performance, each school shall:
- (1) Collect and analyze information about key areas of school operations and educational performance and areas of needed improvement identified in its strategic plan; *(LA)*
 - (2) Ensure that information collected is accessible, valid and reliable; and
 - (3) Monitor, evaluate, improve, and update the information to meet changing educational needs.

What's important to think about?

- (1) What are the school's key areas of school operation?
- (2) How were these identified?
- (3) What areas of needed improvement are identified in the school's strategic plan?
- (4) What information does the school collect on:
 - (a) Key areas of school operation
 - (b) Key areas of educational performance
 - (c) Areas of needed improvement
- (5) How is that information analyzed?

What evidence supports the standard?

- (2) Ensure that information collected is accessible, valid and reliable; and *(LA)*

What's important to think about?

- (1) How does the school ensure that the information it collects is accessible, valid, and reliable?
- (2) Who has access to collected information?

What evidence supports the standard?

- (3) Monitor, evaluate, improve, and update the information to meet changing educational needs. *(Charter)*

What's important to think about?

- (1) What are the school's processes for doing each of the following:
 - (a) Monitoring the information it collects,
 - (b) Evaluating that information,
 - (c) Improving the information collected,
 - (d) Updating the information collected?
- (2) How does the school ensure that the information is used to meet changing educational needs?

-
- (3) How has information collected by the school been used in recent years to meet specific educational needs?

What evidence supports the standard?

- (B) For key operational and educational areas, schools should determine their baseline performance levels, (*Charter*)

What's important to think about?

- (1) What are the baseline performance levels for:
(a) Key areas of school operation
(b) Key areas of educational performance?
(2) How does the school establish baseline levels for key operational and educational areas?

What evidence supports the standard?

- (B) Evaluate and compare their performance levels with similar schools, benchmarks, and generally accepted best practices. (*Charter*)

What's important to think about?

- (1) How does the school identify schools that are similar in key operational and educational areas?
(2) How does the school select benchmarks in key operational and educational areas?
(3) What are some of the school's benchmarks?
(4) What sources does the school use to identify best practices in key operational and educational areas?
(5) How does the school evaluate and compare performance levels in key operational and educational areas with the performance levels of similar schools, benchmarks, and best practices?

What evidence supports the standard?

- (B) The school shall use the comparative information and data to promote innovation, improve instruction and learning, improve school performance, and set high goals for future achievement. (*Charter*)

What's important to think about?

- (1) What recent innovations were promoted by the use of comparative information and data?
(2) What instructional improvement and improvements in learning have followed from using

comparative information and data?

(3) What improvements in school performance have followed from using comparative information and data?

(4) What goals for future achievement have followed from the use of comparative information and data?

What evidence supports the standard?

The analysis of performance data, including disaggregate data may be used to: *(Charter)*

- (1) Determine progress, identify areas for improvement, and develop corrective action plans;
- (2) Measure year-to-year improvement of various student populations;
- (3) Communicate student performance results to staff, parents and other stakeholders.

What's important to think about?

(1) Into what student population groups does the school disaggregate performance data?

(2) How and for what purpose were these student population groups determined?

What evidence supports the standard?

(1) Determine progress, identify areas for improvement, and develop corrective action plan; *(Charter)*

What's important to think about?

(1) *If* the school uses the analysis of performance data for the purposes mentioned above, then;

(a) What progress has been determined by the analysis and use of data?

(b) What areas for improvement have been determined by the analysis and use of data?

(c) What corrective action plans have been determined by the analysis and use of data?

What evidence supports the standard?

(2) Measure year-to-year improvement of various student populations; *(Charter)*

What's important to think about?

(1) If the school uses the analysis of performance data to measure the year-to-year performance of various student populations, then what progress has been measured? For what purpose(s)?

What evidence supports the standard?

(3) Communicate student performance results to staff, parents and other stakeholders. *(Charter)*

What's important to think about?

- (1) If the school uses the analysis of performance data to communicate student performance results to staff, parents, and stakeholders, what has been communicated to each of these groups? For what purpose(s)?

What evidence supports the standard?

(C) Does not apply to non-public schools

- (D) To ensure continuous improvement of its information system, the school shall regularly evaluate the system to ensure the information it collects is: *(Charter)*
- (1) Appropriate and collected in a manner that complies with state and federal laws protecting student privacy;
 - (2) Shared with parents, staff, students and other stakeholders
 - (3) Used to improve the school's performance

What's important to think about?

- (1) How does the school evaluate its system of information collection?

What evidence supports the standard?

- (1) Appropriate and collected in a manner that complies with state and federal laws protecting student privacy; *(Charter)*

What's important to think about?

- (1) How does the school determine the appropriateness of the information it collects?
- (2) How does the school ensure that the way in which it collects information complies with applicable state and federal laws protecting student privacy?

What evidence supports the standard?

- (2) Shared with parents, staff, students and other stakeholders; *(Charter)*

What's important to think about?

-
- (1) What information collected by the school is shared with each of the following:
 - (a) Parents
 - (b) Students
 - (c) Stakeholders?

What evidence supports the standard?

- (3) Used to improve the school's performance. (*Charter*)

What's important to think about?

- (1) What areas of school performance have been improved by using information that the school collects?
- (2) How does the school determine the extent to which the information it collects is helping to improve the schools performance?

What evidence supports the standard?

- (E) The school shall evaluate organizational effectiveness by analyzing key measures of its systems, operations and support services and use the data to drive improvement. (*Charter*)

What's important to think about?

- (1) What key measures of the school's systems, operations and support services does the school use to evaluate its organizational effectiveness?
- (2) How does the school analyze data from these measures to drive improvement?
- (3) What recent improvements have been driven by analyzing data from key measures of the school's systems, operations, and/or support services?

What evidence supports the standard?

3301-35-11 Procedures for Evaluation and Intervention

(A) Does not apply to non-public schools

- (B) All schools shall conduct a comprehensive review of their educational programs and organizational effectiveness to determine whether they are aligned with Ohio law, all applicable federal laws, and the school district's locally defined mission statement, goals, objectives and strategic plan. ***(Charter)***
- (1) Educational program reviews shall be conducted periodically and scheduled to generate timely data.
 - (2) School districts that have developed and implemented a continuous improvement plan shall use that plan as a framework for conducting the review.
 - (3) School districts shall incorporate the results of the educational program review within their educational goals, and where applicable, modify their strategic plans or continuous improvement plans accordingly.

What's important to think about?

- (1) What process does the school use to conduct a comprehensive review of its educational programs and organizational effectiveness?
- (2) How does the school determine that its educational programs and organizational effectiveness are aligned with each of the following:
 - (a) Ohio administrative and revised codes
 - (b) All applicable federal laws
 - (c) The schools locally defined mission statement,
 - (d) The schools goals, objectives, and strategic plan?

What evidence supports the standard?

- (1) Educational program reviews shall be conducted periodically and scheduled to generate timely data. ***(Charter)***

What's important to think about?

- (1) How frequency do the school conduct educational program reviews?
- (2) What is the rationale for that schedule?
- (3) How does the school determine whether its schedule for conducting educational program reviews generates timely data?

What evidence supports the standard?

(2) Schools that have developed and implemented a strategic plan or a continuous improvement plan shall use that plan as a framework for conducting the review *(Charter)*

What's important to think about?

(1) How has the school used either its strategic plan or its continuous improvement plan as a framework for conducting the review?

What evidence supports the standard?

(3) Schools shall incorporate the results of the educational program review within their educational goals, and where applicable modify their strategic plans or continuous improvement plans accordingly. *(Charter)*

What's important to think about?

(1) How does the school ensure that the results of education program reviews are incorporated within their educational goals?

(2) How does the school ensure that results of educational program reviews are incorporated within the continuous improvement and/or strategic plan?

What evidence supports the standard?

(C) Failure to comply with applicable rules in Chapter 3301-35 shall be cause for initiating efforts to revoke the school's charter in accordance with Chapter 119 of the Revised Code. The department of education may investigate allegations of noncompliance with the rules in this chapter, as it deems necessary. *(Charter)*

What's important to think about?

(1) For schools holding or seeking accreditation:

What evidence supports the standard?

Failure to comply with accrediting association standards which have been reviewed and approved shall because for the accrediting association to notify the Department of Education and may result in the Department of Education initiating efforts to revoke the school's charter in accordance with Chapter 119 of the Revised Code. (*Charter*)

What's important to think about?

- (1) What is school's status with an approved accrediting association(s)?
- (2) If the school has yet to meet requirements and/or recommendations of accrediting association(s), what are the school's plans and timetable for meeting them?
- (3) When is the school's next scheduled report due to the approved accrediting association(s)?
- (4) When is the school's next scheduled evaluation by the accrediting association(s)?

What evidence supports the standard?

(D) Exceptions to the provisions of rules 3301-35-01 to 3301-35-07 and 3301-35-14 of this Chapter may be granted by the State Board of Education upon evidence of good and sufficient reason and recommendation by the superintendent of public instruction. (*Charter*)

- (1) If the school has been granted exception to the provision of these rules by the State Board of Education, provide evidence of these exceptions.
