

3301-35-04

Student and other stakeholder focus.

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

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

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

- (1) Pursuant to sections 3301.07 and 3313.60 of the Revised Code, any such curriculum shall include study of the following subjects:
 - (a) The language arts, including reading, writing, spelling, oral and written

English, and literature;

(b) Geography, the history of the United States and Ohio, and national, state, and local government in the United States, including a balanced presentation of the relevant contributions to society of men and women of African, Mexican, Puerto Rican, and American Indian descent as well as other ethnic and racial groups in Ohio and the United States;

(c) Mathematics;

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

(e) Health education;

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

(g) Physical education;

(h) The fine arts, including music; and

(i) First aid.

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

(a) Foreign language,

(b) Technology,

(c) Family and consumer sciences, and

(d) Business/economics.

(3) In accordance with section 3313.602 of the Revised Code, the principles of democracy and ethics will be emphasized and discussed wherever appropriate in all parts of the curriculum for grades kindergarten through twelve.

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

- (5) Courses of study shall define the key components of a school district's curriculum and instruction.
- (a) A course of study shall be adopted for each subject taught. Each course of study shall:
- (i) Comply with the provisions of section 3313.60 of the Revised Code;
 - (ii) Align with the school district mission, philosophy educational goals and strategic plan;
 - (iii) Specify learning and performance expectations ~~objectives~~;
 - (iv) Establish a scope and sequence of knowledge and skills to be learned ~~taught~~;
 - (v) Provide a way to assess student progress and the need for intervention;
 - (vi) Address the various developmental needs of early childhood, middle childhood and adolescent through young adult students;
 - (vii) Be guided by Ohio's state-adopted academic content standards ~~model curriculum programs, or other curricular models, and objectives assessed by the state proficiency tests~~; and
 - (viii) For career and technical courses, be guided by state board approved career and technical core standards and performance measures.
- (b) Courses of study shall be reviewed and updated as needed.
- (C) The school district or school shall provide every student with opportunities to acquire the knowledge and skills required to:
- (1) Meet local course of study objectives.
 - (2) Receive a diploma or an honors diploma in accordance with section 3313.61 of the Revised Code; and

- (3) Receive credits for graduation in compliance with section 3313.603 of the Revised Code.
- (a) Beginning September ~~30, 2003~~ 15, 2001, the requirements for graduation from every high school shall include twenty~~one~~ 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~~ two units ~~until September 15, 2003, and three units thereafter~~, 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~~ eight units ~~until September 15, 2003, and seven units thereafter~~.
- (b) Each student's electives shall include at least one unit, or two half-units, chosen from among the areas of business/technology, fine arts, and/or foreign language.
- (D) School districts shall and nonpublic schools may provide students with the opportunity to acquire knowledge and skills through post-secondary enrollment options in accordance with the provisions of Chapter 3365. of the Revised Code

and Chapter 3301-44 of the Administrative Code.

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

- (1) Regular assessment of student performance;
- (2) Guidelines for using assessment results and the value-added progress dimension for instruction, evaluation, intervention, guidance, and grade-promotion decisions;
- (3) Written policies and procedures regarding the participation of students with disabilities;
- (4) Ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments;
- (5) Multiple and appropriate assessments that shall be used to measure student progress;
- (6) 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
- (7) Sharing information with parents, students, and the community regarding assessment purposes and results.

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

- (1) Student progress reports shall be provided to parents on a regular basis. Parents shall be notified of problems with student achievement, conduct or attendance in a timely manner. Parent-teacher conferences may be one method of providing this information to parents.
- (2) Student cumulative records shall be maintained, and student records shall be safeguarded according to sections 1347.99 and 3319.321 of the Revised Code and the Family Educational Rights and Privacy Act, 20 USC section 1232g.
- (3) Criteria for decisions on student promotion and retention shall be in accordance with sections 3301.0711, 3313.60, 3313.608, 3313.609, and 3319.01 of the

Revised Code.

- (4) Student admission, placement, and withdrawal shall be processed according to established procedures.
 - (a) Admission of students to kindergarten and grade one shall be in accordance with section 3321.01 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 Chapter 3301-35 of the Administrative Code; and from any out-of-state school approved by a state department of education or the equivalent for schools attended in another country.
- (5) Requirements for awarding credit, including credit for study abroad, to students who successfully complete courses in grades nine through twelve shall be in accordance with section 3313.603 of the Revised Code; and
 - (a) Shall specify that a fractional unit of credit be awarded on a proportionate basis for a course that meets less than the minimum one hundred twenty hours required for one credit unit;
 - (b) May permit more than one unit of credit to be awarded on proportionate basis for a course that meets more than one hundred twenty hours;
 - (c) May permit students below the ninth grade to take advanced work for credit; and
 - (d) Shall specify that units earned in English language arts, mathematics, science, and social studies that are delivered through integrated academic and technical instruction are eligible to meet the graduation requirements of section 3313.603 of the Revised Code.
- (6) Diplomas shall be issued to students who complete graduation requirements in accordance with sections 3313.603, 3313.61, 3313.611 and 3313.612 of the Revised Code.

Effective: 02/24/2006

R.C. 119.032 review dates: 11/30/2005 and 02/24/2011

CERTIFIED ELECTRONICALLY

Certification

02/14/2006

Date

Promulgated Under: 119.03
Statutory Authority: 3301.07
Rule Amplifies: 3301.07, 3313.60, 3313.603, 3313.61
Prior Effective Dates: 7/1/68, 7/1/70, 9/1/83, 2/17/01