

3301-35-04

Student and other stakeholder focus.

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

(1) Establish and communicate clear, high expectations for academic performance, attendance and conduct for all students regardless of gender, race, ethnicity, English proficiency or disability;

(2) Diagnose and assess the needs of students and other stakeholders and use assessment results and the value-added progress dimension to make informed decisions about curriculum, instruction, assessment, and goals;

(3) Monitor and analyze its performance index score, educational offerings, facilities, services and instructional materials to determine their effectiveness in helping students meet performance objectives;

(4) Continually improve programs and policies to better meet student needs by:

(a) Considering input from stakeholders;

(b) Monitoring and considering the changing needs and expectations of stakeholders;

(c) Regularly conducting stakeholder satisfaction evaluations using objective, reliable methods; and

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

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

(B) The school district or school shall implement a 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) In addition to those subjects required by the Revised Code, school districts also shall provide for study of the following:

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

(b) Foreign language;

(c) Technology;

(d) Family and consumer sciences; and

(e) Business education.

(2) Courses of study shall define the key components of a school district's curriculum and instruction.

(a) A course of study shall be adopted for each subject taught. Each course of study shall

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

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

(iii) Specify learning and performance expectations;

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

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

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

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

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

(ix) For career and technical courses, be guided by state board approved career and technical core standards and performance measures.

(b) Courses of study shall be reviewed and updated as needed.

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

(i) Regular assessment of student performance;

(ii) A policy governing the provision of academic prevention/intervention services for all grades and all schools through the school district;

(iii) Guidelines for using assessment results and the value-added progress dimension for instruction, evaluation, intervention,

guidance, and grade-promotion decisions:

- (iv) Written policies and procedures regarding the participation of students with disabilities;
- (v) Ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments;
- (vi) Multiple and appropriate assessments that shall be used to measure student progress;
- (vii) Assessment practices that, when used to qualify students for graduation, promotion or special programs or services, conform to current professional standards for validity and reliability; and
- (viii) Sharing information with parents, students, and the community regarding assessment purposes and results.

(C) The school district or school shall provide every student with opportunities to acquire the knowledge and skills required to meet local course of study objectives.

(D) School districts and chartered nonpublic schools shall provide students with the opportunity to acquire knowledge and skills and earn credits toward graduation through a variety of methods that shall include, but not be limited to, the following:

(1) Advanced standing programs;

(2) Credit flexibility;

(3) Requirements for awarding credit, including credit for study abroad, to students who successfully complete courses in grades nine through twelve or have demonstrated competency through the successful completion of approved credit flexibility options; 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.

(E) 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 the Family Educational Rights and Privacy Act (January 2013), 20 USC section 1232g.
- (3) Criteria for decisions on student promotion and retention shall be established.
- (4) Student admission, placement, and withdrawal shall be processed according to established procedures, includes policies for:
 - (a) The admission of students to kindergarten and grade one shall be established; and
 - (b) Accepting grade placement and units of credit for students transferring from any school in the state of Ohio and from any out-of-state school approved by a state department of education or the equivalent for schools attended in another country.
- (5) Diplomas shall be issued to students who complete graduation requirements.

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