



Ohio Administrative Code

Rule 3301-35-04 Student and other stakeholder focus.

Effective: February 16, 2024

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

(1) Establish and communicate clear, high expectations for academic performance, attendance and conduct for all students ;

(2) Diagnose and assess the needs of students and other stakeholders and use assessment results and ,as applicable, state performance data and relevant local measures to make informed decisions about curriculum, instruction, assessment, and goals;

(3) Monitor and analyze its state performance data and relevant local measures,as applicable, 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) Using collaborative teams to analyze and use data to assess improvement and identify implementation issues and academic successes and gaps.

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



(B) The school district or chartered nonpublic school shall implement a curriculum and instructional program that is characterized by systematic planning, articulation, and evaluation. The school district's or chartered nonpublic school'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 and chartered nonpublic schools 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 define the key components of a school district's or chartered nonpublic school's curriculum and instruction.

(a) A course of study will be adopted for each subject taught and do the following:

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

(ii) Align with the school district's or chartered nonpublic school's 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 developed with consideration of the academic standards adopted in accordance with section 3301.079 of the Revised Code and published on the website of the department of education and workforce;
 - (ix) For career and technical courses, be informed by career and technical core standards and performance measures.
- (b) Courses of study are to be reviewed and updated as needed.
- (c) School districts and chartered nonpublic schools will 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, as applicable, state performance data and relevant local measures, for instruction, evaluation, intervention, guidance, and grade-promotion decisions;
 - (iv) As applicable, written policies and procedures regarding the participation of students with disabilities and English learners;
 - (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) Every student in a school district or chartered nonpublic school is entitled to opportunities to acquire the knowledge and skills necessary to meet local course of study objectives.
- (D) School districts and, where applicable, chartered nonpublic schools will provide students with the opportunity to acquire knowledge and skills and earn credits toward graduation through a variety of methods including, but not be limited to, the following:
- (1) Advanced standing programs under section 3313.6013 of the Revised Code and;
 - (2) Credit flexibility;
- (E) The school district's or chartered nonpublic school's policy for awarding credit for completion of courses or options under paragraph (D) of this rule:
- (1) Will 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;
 - (2) 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;
 - (3) May permit students below the ninth grade to take advanced work for credit; and
 - (4) Will specify that units earned through integrated coursework are eligible to meet the graduation requirements.



(F) Student achievement will be monitored according to established procedures to include the following:

(1) Student progress reports provided to parents on a regular basis, with timely notification of problems with student achievement, conduct or attendance . Conferences between teachers and parents may be one method of providing this information ;

(2) Student cumulative records maintained, and student records 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;

(4) Student admission, placement, and withdrawal shall be processed according to established procedures, including policies for:

(a) The admission of students to kindergarten and grade one ; 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 being issued to students who complete graduation requirements.

(G) School districts' and chartered nonpublic schools' policies and procedures regarding student health and safety are to be designed to ensure the safety and wellness of all students and are to comply with applicable local, Ohio, and federal laws for health, fire drills, and safety.