

OCSAA OPERATING STANDARDS

Purpose and Definitions

- A. The purpose for adopting the rules in this chapter, which comprise the operating standards for Ohio elementary and secondary schools, is to assure that all students are provided a general education of high quality. The rules in this chapter establish specific expectations for 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 focus on the most critical expectations for schools in order to foster a regulatory system that focuses on improving outputs and student outcomes.
- B. The following terms are defined as they are used in this chapter:
1. "Assessment" means the measuring of student achievement of performance goals and objectives.
 2. "Benchmark" means a higher performing school, whether similar or not, used to compare performance.
 3. "Blended Learning" means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning.
 4. "Board of education" means the governing body of a school.
 5. "Catholic identity" means rooted in Gospel values centered on the Eucharist, and committed to faith formation, academic excellence and service.
 6. "Classified staff" means nonteaching school personnel who are assigned to positions that do not require a certificate, license, permit or other credentialing document.
 7. "Credentialed staff" means faculty or staff who hold a certificate, license, permit or other document issued under the Revised Code.
 8. "Digital learning" means learning facilitated by technology that gives students some element of control over time, place, path or pace of learning.
 9. "Digital learning tools" means computers, tablets, software, applications, or other technology necessary to access a school's program of digital learning.
 10. "Educational options" means learning experiences or activities that are designed to extend, enhance, supplement, or serve as an alternative to classroom instruction and meet the personalized and individualized needs of each student. Educational options are offered in accordance with the models adopted by the state board of education (education.ohio.gov), local board of education policy and with parental approval.
 11. "Educational service personnel" are specially qualified individuals who possess the knowledge, skills and expertise to support the educational, instructional, health, mental health and college and career readiness needs for all students. All educational service personnel shall hold appropriate qualifications, including applicable special teaching certificates, multi-age licensure or specific licensure in the areas to which they are assigned.
 - a. Educational service personnel that support educational, instructional and college and career readiness programs include, but are not limited to: fine arts, music, and physical education teachers, librarian or media specialists, school counselors and reading intervention specialists;
 - b. Education service personnel that support the learning needs of the special needs student population include, but are not limited to: gifted intervention specialists, adapted physical education teacher, audiologist, interpreter, speech-language pathologists, physical and occupational therapists and English as a second language specialist;
 - c. Educational service personnel that support the health and mental health of the student population include, but are not limited to: the school nurse, social worker, school psychologist, and school resource officer.
 12. "Extended learning opportunities" means a variety of initiatives that ensure students have access to a diverse array of content-rich, high-quality opportunities that expand the time they are actively engaged in learning. These opportunities provide students with structured opportunities for academic support and enrichment, extra-curricular activities, service-learning; mentoring, recreation, character education, and other developmental activities.
 13. "Harmful to juveniles" has the same meaning as in section **2907.01** of the Revised Code.
 14. "Intervention" means alternative or supplemental instruction designed to help students meet performance objectives.
 15. "Obscene" has the same meaning as in division (F) of section **2907.01** of the Revised Code as that division has been construed by the supreme court of this state.
 16. "Policies" means general principles governing the operation of a school. Policies shall be established and adopted by the governing board.
 17. "Procedures" means detailed rules, regulations and courses of action, specified in writing, for carrying out school district and school policies.
 18. "School" means an environment organized for learning and chartered pursuant to this chapter and section **3301.16** of the Revised Code to provide a community of students with the opportunity to acquire skills and knowledge necessary to meet state and local performance objectives.
 19. "School district" means a school or schools under the jurisdiction of the governing authority of the chartered, nonpublic school.
 20. "School year" means the year beginning the first day of July and ending on the thirtieth day of June of the next succeeding calendar year.
 21. "Site evaluation" means an evaluation the Ohio department of education conducts in accordance with section **3302.04** of the Revised Code to determine whether a school meets the operating standards in this chapter.
 22. "Stakeholder" means those who directly affect or are affected by the educational success of a school. Stakeholders may include, but are not limited to, colleges and universities, school district and school staff, employers, parents, students, and other individuals or groups in the community. For nonpublic schools, the governing authority of the school identifies "stakeholders."
 23. "Teacher of record" means an educator who is responsible for a significant portion of a student's instruction within a subject or a course.

3301-35-01 Catholic Identity

- A. The Catholic school is centered in the person of Jesus Christ; contributes to Evangelizing Mission of the Church; is distinguished by Excellence; is committed to educate the Whole Child; is steeped in a Catholic Worldview; is sustained by Gospel Witness; is shaped by Communion and Community; is accessible to all students; and, is established by the expressed authority of the Bishop. The governing authority of the diocese and/or school fulfills this responsibility by insuring that all aspects of the school are rooted in Catholic educational philosophy, which integrates faith, culture and life.
- B. An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.
1. The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.
 2. The mission statement is visible in public places and contained in all official documents.
- C. An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.
1. The school will have a Catholic principal that understands, supports, and lives the teachings of the Church.
 2. Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.
 3. Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.
 4. Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.
 5. The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.
 6. Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.
 7. Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.
 8. The theory and practice of the Church's social teachings are essential elements of the curriculum.
- D. An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.
1. Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.
Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.
 3. Every student participates in Christian service programs to promote for social justice.
 4. Every student experiences administrators, faculty and staff that visibly support and role model faith and service for social justice.
- E. An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.
1. The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.
 2. The leader/leadership team and faculty as team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to assist parents/guardians in their role as the primary educators of their children in faith.

3301-35-02 Governance, Leadership and Strategic Planning

- A. The board of education, superintendent, treasurer, faculty and staff shall 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. The board of education shall be responsible for developing policies governing the school district operations and educational programs, which are consistent with applicable local, state, and federal law and regulations.
- B. The proper governance, leadership, organization, administration, and supervision of a school requires effective and focused strategic planning. A strategic plan guides the school and key stakeholders in the ongoing measurement of 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 governing authority and the chief administrator and other key stakeholders.
- C. Policies and procedures regarding student health and safety shall be designed to ensure the safety and wellness of all students. Such policies and procedures shall comply with applicable local, Ohio, and federal laws for health, fire drills, and safety. These policies shall also include:
1. Vision and hearing screenings, referrals and follow up; and
 2. The posting of emergency procedures and telephone numbers in classrooms for use by parents, students, and school personnel.

3301-35-03 Blended Learning

- A. Each school that operates a school or a classroom as a blended learning environment shall adopt policies and procedures that address the following:
1. Means of personalization of student-centered learning models to meet the needs of each student.
 2. The evaluation and review of the quality of online curriculum delivered to students.
 3. Assessment of each participating student's progress through the curriculum. Students shall be permitted to advance through each level of the curriculum based on demonstrated competency/mastery of the material.
 2. The assignment of a sufficient number of teachers to ensure a student has an appropriate level of interaction to meet the student's personal learning goals. Each participating student shall be assigned to at least one teacher of record. A school or classroom that implements blended learning cannot be required to have more than one teacher for every 125 students.
 5. The method by which each participating student will have access to the digital learning tools necessary to access the online or digital content.
 6. The means by which each school shall use a filtering device or install filtering software that protects against internet access to materials that are obscene or harmful to juveniles on each computer provided to or made available to students for instructional use. The school shall provide such device or software at no cost to any student who uses a device obtained from a source other than the school.
 7. The means by which the school will ensure that teachers have appropriate training in the pedagogy of the effective delivery of online or digital instruction.
- B. A school is exempt from school year hourly requirements established in division (A) of section **3313.48** of the Revised Code to the extent that a school alters the hours that it is open for instruction in order to accommodate blended learning opportunities that apply to all students.
- C. Students engaged in blended learning shall have the ability to earn credits by demonstrating mastery of knowledge or skills through competency-based learning models. Students shall advance from grade to grade based on credits earned. Credit shall not be based on a minimum number of days or hours in a classroom or on a digital learning device.

3301-35-04 Student and Other Stakeholder Focus

A. To ensure that student and other stakeholder needs are understood and addressed, the school shall:

1. Establish and communicate clear, high expectations for academic performance, attendance and conduct for all students regardless of gender, race, ethnicity, religious affiliation, English proficiency or disability;
 2. Diagnose and assess the needs of students and other stakeholders and use assessment results to make informed decisions about curriculum, instruction, assessment, and goals;
 3. Monitor and analyze its 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 schools.
 5. Communicate information about student attendance, conduct, academic performance and progress to parents on a regular basis.
- B. The school shall implement a curriculum and instructional program that is characterized by systematic planning, articulation, and evaluation. The school's curriculum shall be developed with input from and dialogue with parents and other stakeholders.
1. In addition to those subjects required by the Revised Code, schools also shall provide for study of the following subjects:
 - 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'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'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 interdisciplinary, real-world, project-based, and technology-oriented learning experiences;
 - viii. Be guided by Ohio's state-adopted model curriculum programs, or other curricular models, and objectives assessed by required state proficiency tests.
 - b. Courses of study shall be reviewed and updated as needed.
 - c. Schools 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;
 - iii. Guidelines for using assessment results 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 shall provide every student with opportunities to acquire the knowledge and skills required to meet local course of study objectives.
- D. 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, advanced study programs.
- 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 1232 g**.
 3. Criteria for decisions on student promotion and retention shall be established; and
 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.

3301-35-05 Faculty and Staff Focus

A. Credentialed and classified staff shall be recruited, employed, assigned, evaluated and provided professional development in accordance to state and federal law.

1. Each credentialed staff member shall hold the appropriate credentials for his/her assigned position. Copies of credentials appropriate to staff assignments shall be on file in the school's administrative office.
 2. The governing board of education shall be responsible for the scope and type of educational services in the school. The school shall employ educational service personnel to enhance the learning opportunities of all students.
 3. Every school shall be provided the services of a principal.
 4. Credentialed staff shall be evaluated in accordance with law applicable to their positions. Evaluation systems should align with state models and the Ohio educator standards, October 2005 (education.ohio.gov).
 5. Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified support staff in evaluation conferences.
 6. Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school's vision, mission, and strategic plan.
 - a. 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.
 - b. Professional development for all faculty and staff shall continually be monitored, evaluated, and improved to align with school goals and objectives and to meet the changing needs of students. Professional development for credentialed staff shall be provided.
 7. 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 equivalent classroom teachers assigned to a school with a teacher of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.
- 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 objectives.
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 and commitment to the school vision, mission, philosophy, goals, objectives, 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 and student goals.
 4. All licensed educators and other school staff shall engage in professional development that aligns with the Ohio educator standards, October 2005 (education.ohio.gov).
 5. Faculty and staff shall strive to create and maintain an environment of encouragement, trust and mutual commitment to 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.

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 school performance requirements and objectives measured by required local approved, and state achievement assessments. Instruction shall be focused on the personalized and individualized needs of each student and include intervention that is designed to meet student needs. Instruction and instructional activities shall be:
1. Consistent with educational research and proven practices;
 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.
- B. Chartered nonpublic schools shall work with their key stakeholders.
1. In addition to its regular budget process, the school 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. Allocation and expenditure of school resources must be aligned with the schools strategic plan and reflect best practices in financial management.
- C. Educational Options
1. All educational options shall require:
 - a. An instructional and performance plan that is based on individual student needs and shall include:
 - i. Instructional and performance objectives that align with the school's curriculum requirements;
 - ii. An outline that specifies instructional activities, materials, and learning environments; and
 - iii. A description of the criteria and methods for assessing student performance.
 - b. Parental permission for students under age eighteen;
 - c. Superintendent approval prior to student participation;
 - d. Involvement of a credentialed teacher in reviewing the instructional plan, which may include providing, supervising, or reviewing instruction or learning experiences, and the evaluation of student performance; and
 2. 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.
 3. Each school district shall communicate information and procedures related to educational options available in the school to students, parents and all interested stakeholders.
- D. Schools may contract with public and private providers of academic remediation and intervention in mathematics, science, reading, writing, and social studies to assist students in grades one through six outside of regular school hours.

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.
 2. Ensure that information collected is accessible, valid and reliable; and
 3. Monitor, evaluate, improve, and update the information to meet changing educational needs.
- B. For key operational and educational areas, schools should determine their baseline performance levels, evaluate and compare their performance levels with similar schools, benchmarks and generally accepted best practices. The school shall use the comparative information, performance index score and other data to promote innovation, improve instruction and learning, improve school performance, and set higher goals for future achievement. The analysis of performance data, including disaggregated data, may be used to:
1. Determine progress, identify areas for improvement, and develop corrective action plans;
 2. Measure year-to-year improvement of various student populations; and
 3. Communicate student performance results to staff, parents, and other stakeholders.
- C. To ensure continuous improvement of its information system, the school shall regularly evaluate the system to ensure that the information it collects is:
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 in accordance with state and federal laws protecting student privacy; and
 3. Used to improve the school's performance.
- D. The school shall evaluate organizational effectiveness by analyzing key measures of its systems, operations and support services and use the data to drive improvement.
- E. The department of education may conduct site evaluations of schools.
1. When the department of education conducts a site evaluation of a school, the superintendent shall be informed in advance of the site evaluation dates and procedures.
 2. A written report of the results of the school site evaluation shall be sent to the superintendent and the president of the governing board. The state superintendent shall also be informed of the results. The site evaluation report may include recommendations for revision of the school's plan and implementation process. Chartered nonpublic schools are not required to hold a public meeting to discuss a report of the results of the site evaluation or to notify their parents and stakeholders of such a meeting. Chartered nonpublic schools shall notify their parents and stakeholders of the report issued by the department of education and make the report available to them.
 3. The school shall prepare a written plan for responding to the report's recommendations and submit it to the department of education.
 4. The department of education may conduct additional on-site verification to review progress.
- F. 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's locally defined vision, mission statement, goals, objectives and strategic plans.
1. Educational program reviews shall be conducted periodically and scheduled to generate timely data. The department of education may help school's conduct the review.
 2. Schools shall incorporate the results of the educational program review within their educational goals, and where applicable, modify their strategic plans accordingly.
- G. Failure to comply with applicable rules shall be cause for initiating efforts to revoke the school's charter in accordance with section [3301.16](#) of the Revised Code and 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.
- H. Exceptions to the provisions of the rules of this chapter excluding rule [3301-35-08](#) of the Administrative Code, may be granted by the state superintendent in accordance with standards determined by the state board of education upon evidence of good and sufficient reason and recommendation by the superintendent of public instruction.