

OCSAA Kindergarten - Grade 12 Standards

INTRODUCTION

The State Board of Education prescribes standards “for the purpose of requiring a general education of high quality” in all chartered schools in Ohio (ORC 3301.07). These standards provide a framework for education within the schools of the state. They direct the development of school programs and codify the requirements for operating them.

Since all standards set direction and communicate expectations, they must be grounded in the philosophy and purposes of the schools to which they apply. The Catholic Church establishes schools to support its educational mission. Standards governing Catholic schools must integrate their Catholic identity and mission. The Ohio Catholic School Accrediting Association (OCSAA) was formed by the Superintendents of Schools of the Catholic Dioceses in Ohio in order to strengthen Catholic school identity and mission in Ohio and to engage Catholic schools in the ongoing improvement of learning. The OCSAA fulfills these purposes through the application of its Standards within processes of school evaluation and accreditation.

This introduction offers a conceptual background for the Standards of the Ohio Catholic School Accrediting Association.

Catholic schools are committed to integrating Catholic Faith and culture as they help students develop into mature Christian persons whose lives are modeled on Christ and the Gospel. Catholic schools:

- A. Involve families, clergy and members of the school community in the formation and implementation of philosophy, goals, and programs;
- B. Foster a worshipping community within the school;
- C. Implement a defined catechetical program that is central to and permeates all areas of the curriculum; and
- D. Sensitize students to the many areas of human need and social concerns and provide students with opportunities for the practice of Christian service.

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According to the National Conference of Catholic Bishops: “Catholic schools are to be communities of Faith in which the Christian message, the experience of community, worship and social concern are integrated in the total experience of students, their parents, and members of the faculty.”² Therefore, the philosophy of each Catholic school should reflect the four-fold dimensions of Catholic education: a) message, b) service, c) community, and d) worship. Faith formation and religious education are the purpose and focal point of the schools. Faith values permeate all subject areas in the curriculum.

Catholic schools call students to service not only to the Catholic community, but also to all of society. Catholic schools proclaim the Gospel of Jesus. Through school policies, programs, and day-to-day interactions, school administrators and staffs teach students the foundations of Catholic belief and foster the development of prayer life, a sense of community, and a concern for social justice.

Catholic schools promote the role of the family in the education of children and provide programs, which support the family in carrying out this responsibility. All of the school’s practices reflect the reality that parents are the primary educators of their children.

Persons who work in Catholic schools and with Catholic schools are encouraged to internalize the Gospel message, to grow in their faith, and by their example, to influence the lives of others.

Throughout Ohio, diocesan Departments of Education, school boards, administrators, and other locally determined governing bodies provide Catholic schools with the leadership they need to foster the Church’s mission of education. The standards of the Ohio Catholic School Accrediting Association offer local educational leaders a framework for this effort.

²National Conference of Catholic Bishops (at their General Meeting, November 14-17, 1977), *Sharing the Light of Faith: National Catechetical Directory for Catholics of the United States* (Washington, D.C.: United States Catholic Conference, Inc., 1979) 143-144.

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DEFINITIONS

The following terms are defined as they are used in the OCSAA Standards:

- (1) “Assessment” means the measuring of student achievement of performance goals and objectives.
- (2) “Benchmark” means a higher performing school or diocese, whether similar or not, used to compare performance.
- (3) “Board of education” means the governing body of the school.
- (4) “Catholic identity” refers to the essence of a Catholic school, i.e., an environment where prayer, worship, justice and service give evidence that the Gospel is witnessed, proclaimed, and taught.
- (5) “Catholic social teachings” means the wisdom of the Church, based in Scripture and articulated through a tradition of papal encyclicals, conciliar documents, and episcopal statements, that identifies seven major themes of justice and peace issues.
- (6) “Continuous Improvement” means building the capacity to be and grow as a Catholic school and building the capacity for instructional and organizational effectiveness.
- (7) “Credentialed staff” means faculty or staff who hold a certificate, license, or permit issued under section 3301.071 or Chapter 3319 of the Revised Code.
- (8) “Educational options” means learning experiences or activities that are designed to extend, enhance or supplement classroom instruction and meet individual student needs. Educational options are offered in accordance with local policy and with parental approval. Such options may include, but are not limited to:
 - (a) “Distance learning” – systematic instruction in which the instructor and/or student participate by mail or electronic media.
 - (b) “Educational travel” – an educational activity involving travel under the direction of a person approved by the school and parent.

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- (c) “Independent study” – an educational activity involving advanced or in-depth work that an individual student pursues under the direction of a credentialed member of the school staff.
 - (d) “Mentor program” – an educational activity including advanced or in-depth work by an individual student under direction of a non-credentialed individual. Mentors must meet criteria established by the diocese or school and are subject to parent approval.
 - (e) “Study abroad program” – a school program in another country that is made available to Ohio students and which is comparable to programs offered in the state of Ohio.
 - (f) “Tutorial program” – an educational activity involving work by an individual student under the direction of a credentialed teacher.
- (9) “Educational service personnel” means individuals employed by a diocese or school in one or more of the following positions: counselor, library media specialist, school nurse, visiting teacher, social worker, or specialists in elementary art, music, or physical education.
 - (10) “Goal” is an end toward which an individual or school directs some specific effort. A goal is a specific and measurable accomplishment to be achieved within a specific time and under specific cost restraints.
 - (11) “Intervention” means alternative or supplemental instruction designed to help students meet performance objectives.
 - (12) “Model curriculum program” means a non-binding, sample curriculum provided by the Ohio Department of Education which contains a scope and sequence of course objectives that are aligned with academic content and performance standards.
 - (13) “Parent” means a parent, custodial parent or legal guardian as defined by section 3321.01 of the Revised Code.

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- (14) “Policies” means general principles governing the operation of a school. Policies shall be established and adopted by the diocese and/or school.
- (15) “Procedures” means detailed rules, regulations and courses of action, specified in writing, for carrying out policies.
- (16) “School” means an environment organized for learning and chartered pursuant to these rules 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.
- (17) “School improvement plan” means recommendations, based on the data and preliminary recommendations that flow from the mission and vision of the school and offer direction toward the preferred future for the school.
- (18) “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.
- (19) “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, diocesan and school staff, employers, parents, students, and other individuals or groups in the community. The governing authority of the school identifies “stakeholders.”
- (20) “Support staff” means nonteaching school personnel who are assigned to positions that do not require a certificate, license, permit or other credentialing document.

OCSAA Standard One

CATHOLIC IDENTITY

- A. The Catholic school finds its true justification in the mission of the Church. The school must be a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. The governing authority of the diocese and/or school fulfill this responsibility by insuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony.
- B. The school will have credentialed and support staff that understand, support, and live the basic teachings of the Church.
- C. The school community will actively promote discipleship of Jesus Christ as integral to its Catholic culture and mission. The school community will:
 - (1) provide regularly scheduled and systematic catechesis in Catholic teachings and Gospel values;
 - (2) offer a curriculum infused with Catholic beliefs/teachings and Gospel values;
 - (3) support and foster prayer, worship and an active sacramental life;
 - (4) encourage credentialed and support staff, and students to give witness to the moral and social teachings of the Church in their everyday actions;
 - (5) promote Christian service as an expression of Gospel values;
 - (6) be a faith community that nurtures the spiritual life of all its members;
 - (7) promote the ongoing religious formation of its faculty;
 - (8) present a physical environment that reflects its Catholic identity;
 - (9) aid parents in their fundamental role as primary religious educators; and
 - (10) celebrate and respect the dignity of its members.

OCSAA Standard Two

ORGANIZATIONAL LEADERSHIP

- A. The governing authority and chief administrator of the diocese and/or school shall establish and communicate the school's mission, philosophy, direction, priorities and strategies for addressing stakeholder needs, especially those of students.

In addition they will serve as positive role models, reinforce best practices and provide strong leadership.

The governing authority of the diocese and/or school will be responsible for developing policies governing the school's operations and educational programs which are consistent with applicable diocesan, state and federal law and regulations.

- B. The elements of a Catholic leadership system that will guide a high-performing school include:

- (1) strong Catholic identity;
- (2) a student-focused environment;
- (3) high expectations for student and organizational performance, individual student and staff development initiative, innovation and a commitment to continuous improvement;
- (4) a Catholic educational environment that supports students' developmental needs;
- (5) ongoing analysis by the school of both student and organizational performance; and
- (6) use of findings from ongoing reviews of student and organizational performance to improve school operations; promote innovation; align the school's mission, goals and objectives, strategic plan and stakeholder needs; and allocate fiscal and human resources.

- C. To be responsible to the stakeholders they serve, the governing authority and chief administrator of the school shall:

- (1) assure that the mission and educational goals of the school reflect the teaching mission of the Catholic Church and the educational needs identified by a broad representation of stakeholders;

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- (2) assure that diocesan policies and educational goals are available to the stakeholders;
- (3) provide a recognized process for listening to the concerns of the school community regarding current and future school operations;
- (4) listen and appropriately respond in a timely manner to concerns voiced by stakeholders; and
- (5) model and promote moral behavior based on Catholic Church teaching.

OCSAA Standard Three

STRATEGIC PLANNING AND CONTINUOUS IMPROVEMENT

- A. The governing authority of a diocese and/or school is responsible for strategic planning. A strategic plan guides the school and key stakeholders in ongoing measurement of school performance to assure that 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.

Effective Strategic Planning:

- (1) is based on the needs of current and future students and stakeholders;
- (2) is used to develop strategic goals and objectives for the school that are well-defined and have a specific timetable for being met; and
- (3) demonstrates accountability by addressing all OCSAA standards.

- B. A school shall:

- (1) develop short - and long - term strategies that align with its goals and objectives;
- (2) identify and use key internal performance targets, performance of similar schools, and benchmarks to track progress on strategic goals and objectives; and
- (3) communicate to the members of the school community strategic goals and objectives, short - and long - term strategies, performance targets, and other measures.

OCSAA Standard Four

STUDENT AND STAKEHOLDER FOCUS

- A. The governing authority of the diocese and/or school shall establish high expectations for its students and continually assess student progress toward meeting these expectations. The curricular and instructional program will be designed, evaluated, and modified when necessary to assist students in fulfilling these high expectations.
- B. To ensure that the needs of students and other stakeholders are understood and addressed, the diocese and/or school shall:
 - (1) establish and communicate clear, high expectations for academic performance, for conduct based on Gospel values, and for attendance for all students regardless of gender, race, ethnicity, religious affiliation, English proficiency or disability;
 - (2) assess the needs of students and stakeholders and use assessment results to make informed decisions about curriculum, instruction, assessment and goals;
 - (3) monitor and analyze 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 adapting to changing needs of students;
 - (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 with parents on a regular basis concerning student conduct, academic performance/progress and attendance.

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- C. The governing authority of the diocese and/or school shall provide a curriculum and instructional program, which flow from the school's Catholic mission and philosophy and are characterized by systematic planning, articulation and evaluation. The curriculum shall be developed with input from and dialogue with parents and stakeholders.
- (1) The curriculum shall include study of the following subjects:
 - (a) systematic catechesis in the Catholic Faith;
 - (b) the language arts, including reading, writing, spelling, oral and written English and literature;
 - (c) 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 women and men of African, Mexican, Puerto Rican, and American-Indian descent as well as other ethnic and racial groups in Ohio and the United States;
 - (d) mathematics;
 - (e) natural science, including instruction in the conservation of energy and natural resources;
 - (f) health education;
 - (g) personal safety and assault prevention in grades kindergarten through six;
 - (h) physical education;
 - (i) the fine arts, including music; and
 - (j) first aid.
 - (2) The diocese and/or school shall provide
 - (a) foreign language;
 - (b) family and consumer sciences;

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- (c) business/economics; and
 - (d) technology.
- (3) In accordance with Catholic Social teaching, the principles of justice, democracy and ethics will be emphasized and discussed wherever appropriate in all parts of the curriculum for grades kindergarten through twelve.
- (4) 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 shall:
 - (i) comply with the provisions of 3313.60 of the Revised Code;
 - (ii) align with the diocesan and/or school mission, philosophy, educational goals and strategic plan;
 - (iii) specify learning and performance objectives;
 - (iv) establish a scope and sequence of knowledge and skills to be taught;
 - (v) provide a way to assess student progress and the need for intervention;
 - (vi) address the various developmental needs of all students;
 - (vii) be guided by Ohio's state-adopted model curriculum programs, or other curricular models, and objectives assessed by mandated state testing which applies to Catholic schools; and
 - (viii) integrate the teaching of the Catholic Church.
 - (b) Courses of study shall be reviewed and updated as needed.

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- D. The governing authority of the diocese and/or school shall provide every student with opportunities to acquire the knowledge and skills required to:
- (1) meet diocesan and/or school course of study objectives;
 - (2) receive a diploma; and
 - (3) receive credits for graduation in compliance with section 3313.603 of the Revised Code and with diocesan and/or school requirements.
 - (a) requirements for graduation from every Catholic high school shall include twenty units earned in grades nine through twelve and shall be distributed as follows:
 - (i) Religion, four units;
 - (ii) English language arts, four units;
 - (iii) health, one-half unit;
 - (iv) mathematics, three units;
 - (v) physical education, one-half unit;
 - (vi) science, two units until September 15, 2003, and three units thereafter, which at all time shall include the following:
 - (a) biological science, one unit and
 - (b) physical sciences, one unit.
 - (vii) social studies, three units, which shall include both of the following:
 - (a) American History, one-half unit and
 - (b) American Government, one-half unit.
 - (viii) elective units, three units until September 15, 2003, and two 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.

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- E. The governing authority of the diocese and/or school may provide students with the opportunity for post-secondary enrollment options in accordance with provisions of Chapter 3365 of the Revised Code and the rules in Chapter 3301-44 of the Administrative Code.
- F. The governing authority of the diocese and/or school shall provide for an assessment system that aligns with its courses of study and includes:
 - (1) regular assessment of student performance;
 - (2) guidelines for using assessment results 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 developmentally 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.
- G. 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.

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STUDENT AND STAKEHOLDER FOCUS

- (3) Criteria for decisions on student promotion and retention shall be in accordance with diocesan/school policy and with sections 3301.0711 and 3313.60 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 requirement 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;
 - (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 diocesan and/or school requirements and sections 3313.603, 3313.61, 3313.611 and 3313.612 of the Revised Code.

OCSAA Standard Five

FACULTY AND STAFF FOCUS

- A. The governing authority of the diocese and/or school shall employ a credentialed and support staff who further the mission of the school. This staff shall be encouraged to engage in ongoing professional development to enable them to best serve the needs of students and the organization. The diocese and/or school shall maintain a healthy and safe environment for the staff.
- B. Credentialed and support staff shall be 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.
 - (1) Each credentialed staff member shall hold the appropriate religious education certification and state credentials for his/her assigned position in accordance with either section 3301.071 or the following: sections 3319.22 and 3319.222 of the Revised Code or 3301-24-06 through 3301-24-08 and Chapter 3301-25 of the Administrative Code. Copies of credentials appropriate to staff assignments shall be on file in the diocesan and/or school administrative office.
 - (2) As part of the employment process, a diocese and/or school shall conduct criminal records checks on applicants in accordance with section 3319.39 of the Revised Code and rule 3301-20-01 of the Administrative Code.
 - (3) Every school shall be provided the services of a Catholic 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.
 - (4) Credentialed staff shall be evaluated in accordance with diocesan and/or school policy applicable to their positions.
 - (5) Support staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the support staff in evaluation conferences.

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- (6) Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school's mission and strategic plan. Professional development for all faculty and staff shall be continually evaluated and improved to promote the school's Catholic mission, to align with school goals and the strategic plan, and to meet the changing needs of students. Professional development for credentialed staff shall be provided. For staff holding credentials pursuant to section 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, professional development shall be provided in accordance with those sections.
 - (7) Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning. The schedule of full-time equivalent 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.
- C. The diocese and/or school shall maintain an environment that supports personal and organizational performance excellence by allowing credentialed and support staff the opportunity to develop and use their full potential to achieve diocesan and/or school objectives.
- (1) The organizational design of the diocese and/or school shall promote communication, cooperation, and the sharing of faith, knowledge, and skills across work functions, units and locations, such as grade levels and academic departments.
 - (2) All staff shall know and demonstrate knowledge of and commitment to the diocesan and/or school mission, philosophy, goals, objectives, and strategic plan, and performance expectations and results that are grounded in Catholic mission.
 - (3) The diocese and/or school shall continually evaluate its work environment and improve it to support diocesan, school and student goals.

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- (4) Faculty and staff shall strive to create and maintain an environment rooted in Gospel values that demonstrate encouragement, trust and mutual commitment to diocesan and/or school goals.
- (5) 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.

OCSAA Standard Six

EDUCATIONAL PROGRAMS AND SUPPORT

- A. The governing authority of the diocese and/or school shall develop and operate an instructional program that draws on best practices to ensure that each student is encouraged to reach his/her potential. Support services shall be provided that foster the school's Catholic identity and create a safe and healthy environment for students. The diocese and/or school shall cultivate partnerships with key stakeholders to support the educational program.
- B. Educational programs and experiences shall be designed and implemented to provide a Catholic education of high quality for all students. Students shall be provided sufficient time and opportunity to meet diocesan and/or school performance requirements and objectives measured by required state-mandated tests. Instruction shall include intervention that is designed to meet student needs. Instruction and instructional activities shall be:
 - (1) consistent with educational research and proven best practices;
 - (2) appropriate to student ages, developmental needs, learning styles, abilities, and English proficiency; and
 - (3) designed to provide opportunity for each student to reach his/her academic potential and to ease the transition as a student moves from one educational environment to another.
- C. Each building shall be open for instruction with students in attendance in accordance with section 3313.48 of the Revised Code. The school may operate under an 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 Section 3313.482 of the Revised Code.
- D. Students in kindergarten shall be offered at least two and one-half hours per day of classes, supervised activities or approved educational options, excluding the lunch period.

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- E. 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 section 3313.60 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the mission and strategic plan of the diocese and/or school.
- F. The school day for students in grades seven and eight shall include scheduled classes, supervised activities (excluding interscholastic athletics) or approved educational options for at least five hours, excluding the lunch period. Instruction shall be provided in those curricular areas identified in section 3313.60 of the Revised Code that are appropriate for the student's age and ability level, and that reflect the mission and strategic plan of the diocese and/or school.
- G. The school day for students in grades nine through twelve shall consist of scheduled 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 those curricular areas identified in Section 3313.60 of the Revised Code, that are appropriate for the student's age and ability levels, that meet the graduation requirements specified in Section 3313.603 of the Revised Code, and that reflect the mission and strategic plan of the diocese and/or school.
- H. When made available, educational options shall require:
- (1) an instructional plan that is based on individual student needs and shall include:
 - (a) instructional objectives that align with the diocesan 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 ages eighteen;
 - (3) administrator approval prior to student participation; and

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- (4) involvement of a credentialed teacher in reviewing the instructional plan, providing or supervising instruction, and evaluating student performance; and
 - (5) credit for approved educational options shall be assigned according to student performance relative to stated objectives of the educational option and in accordance with diocesan and/or school policy and established procedures.
- I. Innovations and waivers
- (1) A 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.
- J. Educational supports services
- (1) Student support services should be designed to support student progress in locally developed course objectives and mandated state testing. 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, including library media materials, technology, and other student support services shall:
 - (a) support the Catholic school's mission, educational goals, and strategic plan;
 - (b) support the objectives specified in the course of study and the learning needs of students;
 - (c) be current; and
 - (d) be selected according to adopted policies and with the involvement of credentialed staff.
 - (2) Operational support services should be designed to create an educational environment conducive to effective teaching and learning. Examples of such services include:
 - (a) administrative staff, including principal as provided in OCSAA Standard V (B)(3);

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- (b) management of buildings and grounds to accommodate student enrollment, and to meet the needs of faculty and staff for work space and for private conference space as appropriate for confidentiality;
- (c) services that identify student health and safety concerns and opportunities for access to appropriate related resources. These services shall be consistent with applicable sections of the Revised Code and determined by the diocese and/or school in collaboration with stakeholders and shall include:
 - (i) compliance with immunization requirements of section 3313.67 of the Revised Code;
 - (ii) compliance with emergency medical authorization requirements;
 - (iii) vision and hearing screenings, referrals and follow up;
 - (iv) emergency preparedness, including fire drills, rapid dismissal, and tornado drills in accordance with section 3737.73 of the Revised Code;
 - (v) the posting of emergency procedures and telephone numbers in classrooms for use by parents, students, and school personnel;
 - (vi) a local policy governing administration of medicines; and
 - (vii) locally developed school safety plan.
- (d) student attendance strategies in accordance with section 3321.04 of the Revised Code; and
- (e) a comprehensive student conduct code.

K. Stakeholder partnerships

- (1) The diocese and/or school shall work with the key stakeholders, including, but not limited to, the following:
 - (a) parents;

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- (b) parishes;
 - (c) businesses; and
 - (d) other schools, social services, community agencies and organizations that impact educational programs for students and allocation of resources.
- (2) In addition to its regular budget process, the school and/or diocese 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 resources are allocated in an effective and equitable manner.

OCSAA Standard Seven

USING DATA TO IMPROVE PERFORMANCE RESULTS

- A. To provide a foundation for measuring and improving operational and educational performance, each diocese and/or 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, the diocese and/or school shall determine its baseline performance levels, evaluate and compare those performance levels with similar schools, benchmarks and generally accepted best practices. The diocese and/or school shall use comparative information and data to promote innovation, improve instruction and learning, improve diocesan and/or 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 (e.g., parish community) as appropriate.
- C. To ensure continuous improvement of its information system, the diocese and/or school shall regularly evaluate the system to ensure that the information it collects is:
 - (1) appropriate and collected in a manner that complies with applicable state and federal laws protecting student privacy;
 - (2) shared with parents, staff students, and other stakeholders (e.g., parish community) as appropriate; and
 - (3) used to improve the school's performance.
- D. The diocese and/or school shall evaluate organizational effectiveness by analyzing key measures of its systems, operations and support services and use the data to drive improvement.

OCSAA Standard Eight

PROCEDURES FOR EVALUATION AND INTERVENTION

- A. The school and/or diocese, through the self-study process and the accreditation process of the Ohio Catholic School Accrediting Association conducts a comprehensive review of its education programs and organizational effectiveness to determine whether they are aligned with Ohio law, applicable federal law, and the school's mission, goals, objectives and strategic plan.
- B. The school and/or diocese conducts periodic reviews of its programs and incorporates results of these within its educational goals.
 - (1) Educational program reviews shall be conducted periodically and scheduled to generate timely data.
 - (2) The OCSAA Accreditation process shall be conducted every six years. Schools that have developed and implemented a school improvement plan shall use that plan as a framework for conducting the review.
 - (3) The school shall incorporate the results of the educational program review within its educational goals, and where applicable, modify its school improvement plan accordingly.
- C. Failure to comply with OCSAA standards shall be cause for notifying 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.
- D. Exceptions to the provisions of rules 3301-35-01 to 3301-35-07 and 3301-35-12 to 3301-35-14 of the Administrative Code may be granted by the State Board of Education upon evidence of good and sufficient reason and recommendation by the superintendent of public instruction.