



# Nonpublic Educational Options

GUIDE FOR NONPUBLIC SCHOOLS  
SEEKING A CHARTER

December 2018



Ohio

Department  
of Education

## INTRODUCTION

### Guide for Nonpublic Schools Seeking a Charter

Rule 3301-35-09 of the Administrative Code provides nonpublic schools with two avenues for receiving a charter from the State Board of Education:

1. Showing compliance with rules 3301-35-01 through 3301-35-07 of the Administrative Code or
2. Being accredited by an association whose standards have been reviewed by the State Superintendent's Advisory Committee on chartered nonpublic schools and approved by the State Board of Education.

This document is intended to be used as a guide for a nonpublic school seeking a new state charter. This document is meant to aid as a vehicle for documenting compliance with the Operating Standards for Ohio Schools as well as a useful tool for maintaining the Operating Standards. By carefully considering the questions and statements that follow each standard, school leaders can select and organize appropriate evidence. Leaders of existing chartered nonpublic schools may also find the document as a useful tool for maintaining the *Operating Standards for Ohio Schools*.

Rules 3301-35-01 to 3301-35-07 of the Administrative Code refer to certain provisions of the Revised Code. While most references to the Revised Code and the Administrative Code apply to both public and nonpublic schools, others do not apply. Additionally, rule 3301-35-09 identifies requirements in 3301-35 of the Administrative Code which do not apply to nonpublic schools.

Notes for using this guide:

- The *Operating Standards for Ohio Schools*, as they apply to chartered, nonpublic schools will be in bold italics.
- The school must provide a plan and evidence to document how the school intends to meet the standards. **Standards required in order to receive a *Conditional Charter* are denoted by the letters "CC". The remaining standards are denoted by the word "Charter". The school must provide a Plan of Compliance to document how it intends to meet these "Charter" standards. Appropriate evidence of compliance with "Charter" standards will need to be provided within four years of receiving a *Conditional Charter*.** Questions will appear below the space provided for evidence. The questions are offered as guides to help school leaders interpret the standards and to interpret the standards and to support selection and organization of appropriate evidence for addressing each standard.

Helpful Tips for Submitting Your Plan of Compliance

- Please date the first page at minimum
- Number all pages of the POC
- Address all rules 3301-35-01 through 3301-35-07 and 3301-35-09
- Additional information regarding the Operating Standards can be found here.

## Guide for Nonpublic Schools Seeking a Charter

- Try to be as detailed and consistent as possible. This will reduce the need for revision to your school's POC
- Documents to upload with the POC:
  - A roster of the school's board members
  - Identify the school's principal
  - Parent/Student handbook
  - Employee/Staff handbook
  - School's curriculum which must provide scope and sequence
  - School hours
  - School calendar of student days,
    - identifying dates for parent/teacher conferences and
    - professional development/in-service dates.

This document is intended to be used as a guide for the new nonpublic school or a non-chartered non-tax supported school (a.k.a. "08") seeking a new state charter. This document is meant to aid as a vehicle for documenting compliance with the Operating Standards for Ohio Schools as well as a useful tool for maintaining the Operating Standards as well. By carefully considering the questions and statements that follow each standard, school leaders can select and organize appropriate evidence to demonstrate compliance.



### **3301-35-02 GOVERNANCE, LEADERSHIP AND STRATEGIC PLANNING**

**(A) *The board of education, superintendent, treasurer, faculty and a 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. (CC)***

What is important to think about?

1. What are the school's:
  - a. Vision?
  - b. Mission?
  - c. Guiding principles?
  - d. Priorities?
  - e. Strategies?
2. How do vision, mission, guiding principles, priorities, and strategies address the student and stakeholder needs?
3. How are the vision, mission, guiding principles, priorities, and strategies established?
4. How is progress on the vision, mission, guiding principles, priorities, and strategies measured?
5. How are the vision, mission, guiding principles, priorities, and strategies communicated?

What evidence supports the standard?

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**(B) *The proper governance, leadership, organization, administration, and supervision of a school district or school require effective and focused strategic planning. A strategic plan guides the school district or school and key stakeholders in the ongoing measurement of school district or 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 board of education, the superintendent, and other key stakeholders. (CC)***

What is important to think about?

1. What is the school's process for strategic planning?
2. How is strategic planning used to guide the organization, administration and supervision of the school?
3. How does the school develop, implement, review, assess, revise, and improve its strategic planning process?
4. How does the school measure performance on vision, mission, guiding principles, priorities, and strategies? How does the school ensure the strategic plan addresses any gaps between the vision, mission, guiding principles, priorities, and strategies and the school's performance?
5. Does the strategic plan identify short and long-range goals and strategies necessary to achieve them?
6. How do the school and the key stakeholders use the plan to measure progress on strategic goals and objectives?
7. What are the roles of the governing authority, the chief administrative officer, and other key stakeholders in the strategic planning process?

What evidence supports the standard?

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- (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 include:*
- Vision and hearing screenings, referrals and follow up*
  - The posting of emergency procedures and telephone numbers in classrooms for use by parents, students, and school personnel*

### **3301-35-03 Blended Learning**

***Each school that operates a school or 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 quality on-line 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/master of material.***
- (4) 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 one hundred twenty-five students.***
- (5) The method by which each participating student will have access to digital learning tools necessary to access the on-line 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***





### **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 a dialogue with parents and other stakeholders.**
- (1) In addition to those subjects required by the revised code, school districts also shall provide the study for the following:**
    - (a) Personal safety and assault prevention in grades kindergarten through six;**
    - (b) Foreign language;**
    - (c) Technology;**

- (d) Family and consumer sciences**
- (e) Business education**
- (2) Courses of study shall define the key components of a school's curriculum and instruction.**
  - (a) Courses of study shall define the key components of a school's curriculum and instruction.**
    - (i) Comply with the provisions of section 3313.60 of the Revised Code;**
    - (ii) Align with the school 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 base, and technology oriented learning experiences;**
    - (viii) Be guided by Ohio's state-adopted model curriculum programs, or other curricular models, and objectives assesses by state proficiency tests.**
  - (b) Course of study shall be reviewed and updated as needed. (CC)**

What is important to think about?

1. What documents describe the school curriculum?
2. Verify that all subjects are included in the curriculum?
3. Verify that the curriculum provides a balanced presentation on the contributions of various racial and ethnic groups as described in Ohio Revised Code 3313.60 (A)(2).
4. Verify that the curriculum includes study of all subjects described in [3313.60](#) of the revised code.
5. How does the school ensure the curriculum is implemented?
6. What is the school's process for ensuring systematic curricular and instructional planning?
7. What is the school's process for ensuring systematic evaluation of the curriculum and instructional program?
8. How was the school's curriculum developed?
9. What process was used for obtaining input from parents and stakeholders regarding curriculum?

What evidence supports the standard?

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## Guide for Nonpublic Schools Seeking a Charter

### What is important to think about?

1. Describe the school's assessment system.
2. How does the school that the assessment system aligns with courses of study?
3. What assessments of student performance are carried out on a regular basis?
4. How does the school determine the number and appropriateness of the assessments it uses to measure student progress?
5. How does the school determine its timetable for assessment that are carried out?
6. What are the school's guidelines for using assessment results for each of the following:
  - a. Instruction
  - b. Evaluation
  - c. Intervention
  - d. Guidance, and
  - e. Grade promotion decision?
7. How are these guidelines made known to:
  - a. Staff,
  - b. Students,
  - c. And parents?
8. How do school leaders know how well the guidelines are working?
9. What are the school's written policies and procedures regarding the participation of students with disabilities?
10. What Assessment does the school use to qualify students for each of the following:
  - a. Graduation
  - b. Promotion
  - c. Special programs or services?
11. How does the school determine validity and reliability of each of these assessments?

### What evidence supports the standard?

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**(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**

**(1) Advanced standing programs;**

**(2) 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**

**(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).**

**(3) Criteria for decision on student promotion and retention shall be established.**

**(4) Student admission, placement, and withdrawal shall be processed according to established procedures 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 who transferring form any school in the state of Ohio and from any out-of-state school approved by the state department of education or the equivalent for schools attended in another country.**

**(5) Diplomas shall be issued to students who completed graduation requirements. (CC)**

What is important to think about?

1. Document that the school offers students the opportunity to obtain all credits needed to graduate.
2. How is this documented?

What evidence supports the standard?

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### **3301-35-05 FALCULTY AND STAFF FOCUS**

**(A) Credentialed and classified Staff shall be recruited, employed, assigned, and 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 credential appropriate to staff assignments shall be kept on file in the school district's administrative office.**
- (2) The ratio of teachers to students does not apply to nonpublic schools.**
- (3) The governing board of education shall be responsible for the scope and type of educational services in the district. The district shall employ educational service personnel to enhance the learning opportunities of all students.**

What is important to think about?

Guide for Nonpublic Schools Seeking a Charter

1. Document that the credentialed and classified staff and classified-staff are recruited, employed, assigned and evaluated, and provided professional development without discrimination on the on the basis of age, color, ancestry, national origin, race, gender, disability, or veteran status. **(CC)**
2. Does each credentialed staff member have the appropriate credentials for his/her assigned position?  
**(Within 60-90 days of receiving full charter)**
3. Document that the school conducts criminal record checks on applicants a part of the employment process.  
**(CC)**

What evidence supports this standard?

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**(4) Every school shall be provided the services of a principal. (CC)**

What is important to think about?

1. Does the school have a principal? How many other schools does the principal serve?

What evidence supports this standard?

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1. ***Credentialed staff shall be evaluated. Evaluation systems should align with state models and the Ohio educator standards, October 2005.***
2. ***Classified staff shall be evaluated at regular intervals. Evaluation results shall be discussed with the classified staff in evaluation conferences.***
3. ***Data shall be used to determine the amount and nature of faculty and staff professional development necessary to implement the school district's vision, mission, and the 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 expectation of 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 district goals and objectives and to meet the changing needs of students. Professional development for the credentialed staff shall be provided. (CC)*

What is important to think about?

1. Describe how often the credentialed staff is evaluated?
2. How does the school decide on the process and frequency of the evaluation?
3. How does your school ensure that evaluation is done?
4. How is the effectiveness of the school's evaluation system determined?
5. How are the evaluation results discussed with the classified staff in evaluation conferences?

***4. 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 day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes. (CC)***

What is important to think about?

1. How does the school know that teachers have sufficient time for each of the following?
  - a. Designing their work
  - b. Evaluating student progress
  - c. Conferencing, and
  - d. Team planning?
2. Document that schedules of full-time equivalent classroom teachers include 200 minutes per week for designing their work, evaluating student progress, conferencing, and team planning.

What evidence supports the standard?

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**(B) The school district or school shall maintain an environment that supports personnel and organizational performance excellence by allowing credentialed and classified staff the opportunity to develop and use their full potential to achieve school district and school objectives. (CC)**

What is important to think about?

1. How do you know that the school's environment gives credentialed and classified staff opportunities to develop and use their full potential to achieve district school objectives?
2. What are the school's benchmarks for personal and organizational performance and excellence?
3. How were these benchmarks chosen?
4. How does the school assess the effectiveness of the environment to support personal and organizational performance and excellence?

What evidence supports the standard?

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**(1) The organizational design of the school district or school shall promote communication, cooperation, and the sharing of knowledge and skills across work functions, units, and locations. (CC)**

What is important to think about?

1. How does the school know that the organizational design of the school promotes:
  - a. Communication
  - b. Cooperation
  - c. Sharing of knowledge and skills across work functions, units and locations?

What evidence supports the standard?

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**(2) All staff shall know and demonstrate knowledge of and commitment to the school district and school vision, mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results. (Chartered)**

What is important to think about?

1. How does the school ensure that all staff members have knowledge of the school mission, philosophy, goals, objectives, strategic and continuous improvement plans, and performance expectations and results?

What evidence supports the standard?

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**(3) The school district or school shall continually evaluate its work environment and improve it to support school district, school, and student goals. (Chartered)**

What is important to think about?

1. Describe the school's process for continually evaluating its work environment.
2. How has that process improved the school's work environment?
3. How has that process supported the school and student goals?

What evidence supports the standard?

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3. How do you know that faculty are mutually committed to school goals?

What evidence supports the standard?

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***(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. (CC)***

What is important to think about?

1. How do you ensure that faculty and staff are provided with a healthy and safe environment?
2. How does the school ensure that the faculty and staff are maintaining and improving a healthy and safe environment?
3. How does the school ensure that the environment is conducive to student learning and performance excellence?

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### **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 district 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 education 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. (CC)**

What is important to think about?

1. How does the school's design and implementation of educational programs and experiences provide for each of the following?
  - a. Sufficient time for students to achieve school performance requirements
  - b. Sufficient time for students to achieve objectives measured by required stat proficiency tests
2. How does the school know that the time and opportunity are sufficient?

What evidence supports this standard?

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**(B) Nonpublic schools shall work with their key stakeholders.**

**(C) 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 district's resources are allocated in an effective and equitable manner. Allocation and expenditure of the school resources must be aligned with the strategic plan and reflect best practices in financial management. (CC)**

What is important to think about?

1. How will the school communicate with stakeholders regarding the budget process and allocation of educational recourses to ensure expenditure and allocations are aligned with the strategic plan?

What evidence supports the standard?

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**(D) Educational Options:**

**(1) All educational option 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 district's curriculum requirements;**
  - ii. An outline that specifies instructional activities, learning environments, and**
  - iii. A description of the criteria and methods for assessing student performance.****
- b. Parental permission for students under the age of eighteen;**
- c. Administrator approval prior to student administration;**
- 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 (CC)**

What is important to think about?

1. If the school offers educational options, how does the school ensure parental permission is obtained for the student to participate?
2. How does the school administer approval prior to student participation?
3. How does the school ensure that a credentialed teacher is involved in reviewing the instructional plan, providing or supervising instruction and evaluating student performance?

What evidence supports this standard?

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**(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 school policy and established procedures.**

**(3) Each school shall communicate information and procedures related to educational options available in the school to students, parents and all interested stakeholders. (CC)**

What is important to think about?

1. Does the school offer educational options? If so, what educational options are provided?
2. How was that decision made?
3. How does the school ensure that, when available, educational options include an instructional plan that includes:
  - a. Instructional objectives aligned with the school's curriculum requirements?
  - b. An outline specifying the instructional activities, materials and learning environments, and
  - c. A description of the criteria and methods for accessing student performance

What evidence supports this standard?

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**(4) 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 DATA DRIVEN IMPROVEMENT**

**(A) To provide a foundation for measuring improving operation and educational performance, each school district 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. (CC)**
- (2) Ensure that information collected is accessible, valid, and reliable; and**
- (3) Monitor, evaluate, improve, and update the information to meet changing educational needs.**

What is important to think about?

- 1. What are the school's key areas of school operation?
- 2. How were these identified?
- 3. What areas of needed improvement are identified in the school's strategic plan?
- 4. What information does the school collect on:
  - a. Key areas of school operation
  - b. Key areas of educational performance
  - c. Areas of needed improvement
- 5. How is that information analyzed?

What evidence supports the standard?

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**2. Ensure that information collected is accessible, valid, and reliable (CC)**

What is important to think about?

- 1. How does the school ensure that the information it collects is accessible, valid, and reliable?
- 2. Who has access to collected information?

What evidence supports the standard?



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3. **Monitor, evaluate, improve and update the information to meet changing educational needs.**  
**(Charter)**

What is important to think about?

1. What are the school's processes for doing each of the following?
  - a. Monitoring the information it collects,
  - b. Evaluating that information,
  - c. Improving the information collected,
  - d. Updating the information collected.
2. How does the school ensure that the information is used to meet changing educational needs?
3. How has information collected by the school been used in recent years to meet specific educational needs?

What evidence supports this standard?

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**(4) For key operational and educational areas, schools should determine their baseline performance levels, with similar school districts and schools, benchmarks and generally**



- a. ***Appropriate and collected in a manner that complies with state and federal laws protecting student privacy; and***
- b. ***Shared with parents, staff, students, and other stakeholders in accordance with state and federal laws protecting student privacy; and***
- c. ***Used to improve the school's performance.***

What is important to think about?

- 1. How does the school evaluate its system of information collection?
- 2. How does the school determine appropriateness of the information it collects?
- 3. How does the school ensure that the way in which it collects information complies with applicable state and federal laws protecting student privacy?
- 4. What information collected by the school is shared with each of the following:
  - a. Parents
  - b. Students
  - c. Stakeholders
- 5. If the school uses the analysis of performance data to communicate student performance results to staff, parents, and stakeholder, what has been communicated to each of these groups? For what purpose(s)?
- 6. What areas of school performance have been improved by using information that the school collects?
- 7. How does the school determine the extent to which the information it collects is helping improve the school's performance?

What evidence supports the standard?

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**(6) *The school shall evaluate organizational effectiveness by analyzing key measures of its systems, operations, and support services and use the data to drive improvement. (CC)***

What is important to consider?

1. How does the school evaluate its system of information collection?
  2. How does the school determine the appropriateness of the information it collects?
  3. What key measures of the school's systems, operations and support services does the school use to evaluate its organizational effectiveness?
  4. How does the school analyze data from these measures to drive improvement?
  5. What recent improvements have been driven by analyzing data from key measures of the school's systems, operation, and/or support systems?
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- (7) ***The department of education may conduct site evaluations of school districts and schools.***
    - a. ***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.***
    - b. ***A written report of the results of the school district 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. Charter 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.***
    - c. ***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***
  - (8) ***The school shall prepare a written plan for responding to the report's recommendations and submit it to the department of education.***
  - (9) ***The department of education may conduct additional on-site verification to review progress.***
    - a. ***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 plan.***
  - (10) ***Educational program reviews shall be conducted periodically and scheduled to generate timely data. The department of education may help school districts conduct the review***
  - (11) ***Schools shall incorporate the results of the educational program review within their educational goals, and where applicable, modify their strategic plans accordingly.***

***(H) 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.***

***(I) 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. (Charter)***

### **3301-35-09 Chartered Nonpublic Schools**

***A nonpublic school chartered by the state board of education shall assure that its students are provided a general education of high quality.***

***(A) A nonpublic school chartered by the state board of education shall assure that its students are provided a general education of high quality by either:***

***(1) Being accredited by an association whose standards have been reviewed by the state superintendent's advisory committee on chartered nonpublic schools and approved by the state board of education; or***

***(2) Showing compliance with rules 3301-35-01 – 3301-35-07 of the Administrative Code except that:***

***(a) Notwithstanding paragraph (A) of rule 3301-35-05 of the Administrative Code, chartered nonpublic schools may consider religious affiliation in hiring and employment decisions to the extent permitted by law***

***(b) Paragraphs (A) (2) and (A)(3) of rule 3301-35-058 of the Administrative Code regarding student-teacher ratios and educational service personnel shall not apply;***

***(c) Paragraph (D)(2) of rule 3301-35-04 of the Administrative Code regarding a requirement to offer credit plus shall not apply;***

***(d) Paragraph (B) of rule 3301-35-06 of the Administrative Code regarding stakeholder partnerships shall not apply, except for the requirement that chartered nonpublic schools shall work with their key stakeholders; and***

***(e) Notwithstanding paragraph (F)(2) of rule 3301-35-07 of the Administrative Code regarding site evaluations, 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 stakeholder of the report issued by the department of education and make the report available to them.*

*(B) A chartered nonpublic school that does not meet the requirements set forth in paragraph (A) of this rule shall be subject to the provisions of the paragraphs (H) and (I) to rule 3301-35-07 of the Administrative Code.*

*(C) The superintendent of public instruction shall establish an advisory committee on chartered nonpublic schools to make recommendations to the state board of education concerning development and administration of regulations for chartered nonpublic schools. Committee membership shall represent chartered nonpublic school constituency groups including “Association of Christian Schools International”; the “Catholic Conference of Ohio”; The “Government Affairs Committee of Ohio Jewish Communities, Inc.”; the “Lutheran Schools of Ohio”; the “Ohio Association of Independent Schools”; and the “Seventh Day Adventist Schools, Ohio Conference.” Each group shall have representation on the committee, and these groups shall constitute no less than two-thirds of the committee’s membership.*

*What is important to think about?*

*This standard discusses specifics that apply to a chartered nonpublic school. It is not necessary to provide any information, but it is important to be familiar with the code.*

Questions relating to Ohio Administrative Code 3301-35-09

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### **3301-35-10 Procedures for Beginning a New School and for Changing Location or Ownership of a School**

*A) A new school may be established and operated for a specified period in accordance with sections 3301.16 and 3313.48 of the Revised Code and the following procedures, provided the school has at least three grade levels or fifteen students.*

- (1) The superintendent shall contact the Ohio department of education about beginning a school and shall attend the “beginning a chartered nonpublic school” workshop conducted by the department of education.**
- (2) The Ohio department of education shall provide copies of these operating standards and procedures for beginning a school.**
- (3) The superintendent shall submit to the Ohio department of education a plan for meeting operating standards. The plan shall include:**
  - a. Objectives related to operating standards; and**
  - b. A timeline for meeting operating standards. Nonpublic schools shall also comply with rules 3301-39-01 to 3301-39-03 of the Administrative Code, entitled approval of nonpublic schools.**
- (4) A new school may operate under a letter of approval (Conditional Charter) issued by the Ohio department of education subsequent to an on-site evaluation and approval of an operations plan. A new school may be approved to operate for a period not to exceed 4 years.**
- (5) The state superintendent of public instruction may recommend that the state board of education grant a charter when an on-site evaluation indicates that a school is meeting operating standards.**
- (B) A change in location or ownership of any school shall comply with section 3313.48 of the Revised Code and be reported to the Ohio department of education. A change in location or ow ownership shall render a charter null and void.**

**What is important to think about?**

**This standard discusses the process of becoming a chartered nonpublic school. It is not necessary to provide any information, but it is important to be familiar with the code.**

Questions relating to Ohio Administrative Code 3301-35-10

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