

# **FTE Review Handbook**

**Revised  
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## Introduction

Community schools enter data concerning the enrollment and attendance of their students into both EMIS and SOES. The information entered into the School Options Enrollment System (SOES) is used by the Ohio Department of Education (ODE) to make payments to community schools. Area coordinators conduct full-time enrollment (FTE) reviews to verify the accuracy of the enrollment and attendance data entered by community schools into SOES.

An ODE FTE review team examines enrollment and attendance policies, student enrollment data and the school's procedure for maintaining enrollment and attendance documentation that substantiates whether the FTE reported in the SOES for funding is accurate. The review team compares the source enrollment and attendance data with the SOES data submitted by the community school for funding and checks for the validity of the IEP's being implemented in the school.

This handbook delineates and describes the procedures and forms that are used to conduct FTE reviews, which occur during various parts of a school year. It indicates what documentation must be collected and maintained by community schools and addresses issues involved in conducting FTE reviews.

The FTE reviewer or team may exercise discretion in implementing the various aspects of the review to assure that the review is conducted properly.

The area coordinator has the authority, in consultation with the Director of Finance Program Services, to request such documents as necessary to complete the review from any necessary personnel of a community school or of a traditional public school district. Nothing contained within this handbook shall be construed as limiting the area coordinator or other charged personnel in obtaining such documentation or information as necessary to complete the review mandated under ORC 3314.08. The information and guidance provided in this handbook may be supplemented by other procedures inaugurated and implemented by the Department.

This handbook was developed by a task force consisting of Finance Program Services area coordinators, ODE's Office of School Finance staff and representatives from the Office of Community Schools. The members of the task force were:

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## Definitions

**Attendance** – participation in learning opportunities provided by a community school as defined in the community school’s contract with its sponsor. This would include log in by a student enrolled in an eSchool. It does not include days on which only the following activities occur: enrollment, testing, or orientation.

The Office of Community Schools has stated that orientation or orientation activities, which usually occur near the beginning of a student’s enrollment in a community school, may not be counted in a student’s days of receiving instructional services; the student’s “From Date” does not include such orientation days.

**Blended Learning** – Blended learning is the permissible delivery of educational instruction for site-based community schools. “Blended learning” means the delivery of instruction in a combination of time in a supervised, physical location away from home and online delivery where the student has some element of control over time, place, path, or pace of learning. Community schools that offer blended learning are permissible under the law (RC 3301.079 (J)(1)). Special attention should be paid during an FTE review to how attendance is documented in each venue with the online students’ instruction being verified by log in records. The community school delivering blended learning must so notify the Department by December 25, 2012 for fiscal year 2013 and by July 1st of each subsequent school year.

**Effective IEP date** – Date of the parent’s signature, of a student’s signature if over 18 years of age or in the absence of a parent’s signature documentation of three attempts to have parents sign if it is a reevaluation.

**Entity Profile** – An outline of the data relating to a community school including its name, its type of membership units (days or hours), its number of membership units and the beginning and ending dates of its school year.

**Error flag – there are two types of errors:**

- Recorded by a traditional public district;
- Identified automatically by computer programming (see “Types of Errors” under *Issues in Conducting FTE Reviews*).
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**eSchool** – A community school where students receive instruction in Internet- and Computer-Based Community School (see *Legal Considerations*) and where a student is taking its defined courses. A community school where students take correspondence courses is not an eSchool.

**From Date** – The date of a student’s first day of instruction, per RC 3314.08 (L)(2) and RC 3314.08 (N)(1), cited on page 10 under “Enrollment.” The “From Date” is either:

- a) The first day a student participates in learning opportunities (not an orientation or testing day);
- b) The date a parent signs an application, if it is after a); or
- c) For an eSchool, the date the student has received all required hardware and materials and all items are operational.

For a student who was enrolled in a site-based community school during the previous school year, who was expected to return in the following year, and who was rolled over into the current year’s SOES, the “From Date” is his/her first day of attendance in the new school year unless there is verification of excused absences in the days before the first day of attendance. The 105-hour rule for automatic withdrawal does **not** apply from a student’s last day of attendance in the previous school year.

**To Date** – The withdrawal date per RC 3314.08 (L)(2), cited on page 10 under “Withdrawal,” or the last day of a student’s attendance or of the days to be counted (not the first day of non-attendance). While no more than 105 hours of unexcused absence may be used in determining the “To Date,” a partial day of attendance in meeting the 105-hour requirement is possible. (see section in Community School Documentation / Recordkeeping for “Use of the 105 consecutive hour rule”).

If a student is suspended and learning opportunities are not provided, then expelled when the suspension ends, the To Date is the last day when learning opportunities were provided to the student; the 105-hour rule does not apply in this situation.

**FTE: Full-time equivalency** – That portion of the school year a student was educated, as determined by the number of either days or hours of instruction provided to a student during a school year divided by its annual membership units (the total number of either days or hours of instruction which a community school must provide during a school year in accordance with its contract with the sponsor, as listed in the community school’s entity profile).

A student who enters at the beginning of a school year and is instructed for the community school’s total annual membership units will generate an FTE of 1.0. Students who do not remain for the entire school year or who enter after the start of a school year will have FTE’s that reflect the portion of the school year they were enrolled. No student will be funded for an FTE greater than 1.0. All community schools must offer a minimum of 920 hours of learning opportunities each school year.

**Home** – Either a residential care facility as defined in RC 3313.64(A)(4) or a foster home or a home where the guardian of a student resides.

**Instructional Day**— The instructional day for a community school is defined in the school’s contract with its sponsor: 1) it may be the time between when students come in and when students leave, or it may be the time when instruction begins and when instruction ends, 2) it may be accomplishment of specified activities and completion of certain tasks by students who are working on assigned work that is individualized to a single student’s program or curricular area of interest.

**Instructional Hours / Learning Opportunities** – Instructional hours in a community school are defined by learning opportunities provided to a student. OAC 3301-102-02 states:

- (P) Learning opportunity means classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the community school’s contract and are
- (1) Provided by or supervised by a licensed teacher
  - (2) Goal-oriented, and
  - (3) Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity.

A community school is required to define learning opportunities in its contract with its sponsor:

- (1) It may include both classroom-based and non-classroom-based activities.
- (2) These activities have to be either directly provided by a teacher or supervised by a teacher; the school should be able to identify the teacher.
- (3) These activities have to be educational, instructional, and goal-oriented; there should be some school policy or guidance that in advance describes the goal, mainly of non-classroom-based activities. Just reporting activities after-the-fact without prior goals, prior specification of activities, and/or teacher direction is not sufficient.

Instructional hours in a community school’s day include recess and time for changing classes, but not the lunch period.

Engaging in a credit flex activity may count in the instructional hours of a student if the student requests to use credit flex, and the other procedures associated with credit flex, such as goal-setting, specification and completion of activities, and review by a licensed teacher, are in place.

**No Show** – Students considered to be “No Shows” are those who:

1. Enroll and are expected to attend, but do not attend even one day or never logged into an eSchool’s instructional program after the start of the school and/or
2. Attended last school year, finished the school year, were expected back in the fall, but never attended or logged in after the start of the new school year.

**School District of Residence** –

- where a child’s parent or grandparent (under HB 130) resides
- for a student residing in a home (not a residential care facility), the school district determined by RC 3313.64 or by RC 3323.08 (M) concerning where the residential custodial parent resides or resided, or the school district named in a court order, or as revised using the DRC process.
- the district where a self-supporting 18-year-old living apart from his parents resides, as determined by the community school based on its own policy and guidelines to determine whether the student is supporting himself on the basis of his own labor, documentation for which is obtained in the enrollment process.
- where a homeless child resides (see page 12).

**SOES** (School Options Enrollment System) – An EMIS subsystem into which community schools input data about their enrollment and on the basis of which payments are made to community schools. Traditional public districts must review such enrollment data monthly and must verify the data entered by the community school.

**Site-Based Community School** – A community school where its students receive instruction in a brick-and-mortar facility.

If the reviewer determines that the community school is operating with blended learning, the reviewer should note this in item #10 of the FTE Review Checklist and in the letter which is sent to the community school with copies to others after the FTE review visit.

**Total Membership Units** – The number of either days or hours of instruction which the community school will provide during a school year, as indicated in its contract with the sponsor.

### **Timeline for an Area Coordinator**

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|-----------------|--|
| By Sept. 30     | SOES administrator identifies any new community schools for that school year   |
| By Nov. 15      | Area coordinator completes orientation visits in new community schools   |
| By Nov. 15      | SOES administrator identifies community schools in which FTE reviews will be conducted in a school year                                  |
| By April 1      | Area coordinator completes first FTE review visits   |
| April/May       | Area coordinator communicates any error flags to community schools, endeavors to reduce error flags, mediates to resolve error flags     |
| May 1 to July 1 | Area coordinator completes final FTE reviews   |
| By July 31      | Deadline for Area coordinators to notify School Finance’s SOES administrator concerning public school district error flags to be removed |
| Any time        | Completion within seven business days of closing of a final FTE review for a closing, closed, or suspended community school              |

## Community School Documentation/Recordkeeping

(Refer to SOES Manual and Master Calendar for School Finance Programs)

### Proof of Residency

*RC 3314.11(B): For purposes of its initial reporting of the school districts its residents are entitled to attend, the governing authority of a community school may adopt a policy that prescribes the number of documents listed in (E) of this section required to verify a student's residency. This policy, if adopted, shall supersede any policy concerning the number of documents for initial residency verification adopted by the district the student is entitled to attend. If a community school does not adopt a policy under this division, the policy of the school district in which the student is entitled to attend school shall prevail*

*RC 3314.11(E): For purposes of this section, the following documents may serve as evidence of primary residence:*

- (1) A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;*
- (2) A utility bill or receipt of utility installation issued within ninety days of enrollment;*
- (3) A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;*
- (4) The most available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;*
- (5) Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. The superintendent of public instruction shall develop guidelines for determining what qualifies as an "official document" under this division.*

Such proof of residency should be collected at the time of enrollment and should follow the community school's written policy. If a challenge is raised, the community school is required to provide the proof of residency collected during the enrollment process to the district indicated in SOES as the resident district. *RC 3314.11 (D): If a district's determination...differs from a community school's determination under (B) of this section, the community school shall provide the school district that made the determination under division (A) of this section with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.*

Community schools are separate legal entities and have their own admissions and enrollment policies; they are not legally required to collect those proofs of residency asked for by the student's district of residency in its enrollment policy. The community school's proof of residency requirements supersede those of the traditional public district where the child resides. If a public district requires more than one proof of residency, a community school may obtain only one proof of residency if that is what is stated in its policy.

If a student's family moves during a school year, the community school must obtain a proof of residency for the new address. The original district may not place an error flag

on the student's record in SOES for a "To Date" that is prior to its confirmation of the family's move, although the new district may place an error flag if challenging the residency of the student on the student's SOES record until it receives a new proof of residency in that district.

If a new community school student is a returning student, i.e., the student previously attended EdChoice or a district school, the district may require proof of residency only if it requires updated proof of residency for its own returning students.

If a community school student is over 18 years of age, it must be determined whether he/she is dependent or self-supporting. (Homelessness is addressed below.) If the student is dependent, he/she is entitled to enrollment in the district where the residential custodial parent resides; if the student is self-supporting, he/she is entitled to enrollment in the district where he/she is residing.

### **Custodial pupils / Pupils residing in a home: foster children**

*RC 3314.084 (B)(1) – The child's school district of residence, and not the school district in which the home that the child is living in is located, shall be considered the school district in which the child is entitled to attend... (3) – The child's school district of residence shall count the child in that district's formula ADM.*

During the enrollment process, the community school should confirm the enrollee's relationship to the child. If there is custody or guardianship, the community school must obtain the legal form and information that identifies the district responsible for educational costs.

### **Pupils residing in a residential care facility**

*Section 267.50.30 (Temporary Law): A community school established under 3314 of the Revised Code that was open for operation as a community as of May 1, 2005, may operate from or in any home, as defined in section 3313.64 of the Revised Code, located in this state, regardless of when the community school's operations from or in a particular home began.*

When a child is placed in a residential care facility, the child shall be admitted to the district where the facility is located (per RC 3313.64(B)(2)(b)), and this district becomes the district of service (DOS). The determining factor for identifying a student's district of residence for funding purposes is whether the student was already enrolled in a community school at the time of placement in the residential care facility, or whether community school placement occurred after placement in the facility. If the student was first placed in a home and thereafter enrolls in a community school, the district where the home is located (DOS) is identified in SOES for funding purposes as the district of residence. The district of service then bills the child's legal district of residence by way of the SF-14PD for a regular ed child or an SF-14H/SF-6 for a child with a disability.

For special education services to be provided to a child who is a resident of a residential care facility (a home), the district where the facility is located or a community school may adopt an existing IEP, or modify an existing IEP with the involvement of the parent or the surrogate. For a child who does not already have an IEP, an Evaluation Team

Report (ETR) may be initiated and an IEP generated following normal mandated procedures involving the parent or the surrogate (not the case manager).

### **Homelessness**

The federal McKinney Vento Act mandates that a homeless child may attend school in the district 1) where the student is staying currently, 2) where he/she last attended school or 3) where he/she last had permanent residency. When a homeless child enrolls in and attends a community school, the district to be identified as the resident district is as follows: if the child was previously enrolled in a community school, the previous resident district remains the resident district; if the child newly enrolls in a community school when he/she becomes homeless, the resident district is the district where he/she is currently staying while he/she is homeless.

The McKinney-Vento Act defines homeless youth as “individuals who lack a fixed, regular, adequate nighttime residence... and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason ....”

A public district should follow its own (adopted) policy for a community school enrollee. A district may not impose an error flag on a homeless child because there is no error flag for homelessness. A non-residency flag is inaccurate and inappropriate.

A district may impose an error flag in SOES on a homeless child’s record in order to challenge the child’s homeless status. It is entirely reasonable to ask the owner of a residence where the family is doubling up to sign a statement that the homeless family (youth) is residing there. If a dispute arises over the school assignment or enrollment, the homeless student will be immediately enrolled and assigned to the school in which enrollment is sought. While a residency dispute exists, the reviewer should refer the parties to the homeless liaisons for the traditional public school district and for the community school. If the homeless liaisons cannot resolve the situation, a referral may be made to the area coordinator who can refer the situation to the SOES administrator who will consult with the Department of Education’s homeless liaison as necessary

### **Official Entry and Withdrawal dates:**

#### **Enrollment**

*RC 3314.08 (L)(2) – A student shall be considered to be enrolled in a community school during a school year for the period of time beginning on the later of the date on which the school both has received documentation of the student’s enrollment from a parent and the student has commenced participation in learning opportunities as defined in the contract with the sponsor or 30 days prior to the date on which the student is entered into the Education Management Information System.... (This means that enrollment for a year cannot be on the first day of offered instruction if the student did not attend on the first day and did not have an excused absence. There can be no carryover of the 105-hour rule from a previous school year or after a withdrawal.)*

#### **Withdrawal**

*RC 3314.08 (L)(2) – A student’s enrollment shall be considered to cease on the date on which any of the following occur: (a) The community school receives documentation from a parent terminating enrollment of the student; (b) The community school is provided documentation of a student’s enrollment in another public or private school; (c)*

*The community school ceases to offer learning opportunities to the student pursuant to the terms of the contract with the sponsor or the operation of any provision of this chapter.*

If a community school enrollee enters a Juvenile Detention Center (JDC), the student must be withdrawn from the community school if the district where the JDC is located provides educational services at the JDC unless a child's district of residence and a community school agree to have a community school pay the educational costs of the child's enrollment at the JDC, but this decision must be made jointly between the district of residence and the community school,

The entry date (or "From Date") is considered to be the date on which the community school both has received documentation of the student's enrollment from a parent and the student has commenced participation in learning opportunities each school year. The entry date listed in the SOES system cannot be a date that is more than 30 days before the date the student record was entered into the SOES system (RC3314.08(L)(2)).

For a student who was enrolled in a site-based community school during the previous school year, who was expected to return in the following year, and who was rolled over into the current year's SOES, the "From Date" is his/her first day of attendance in the new school year unless there is verification of excused absences in the days prior to the first day of attendance. For an eSchool student, the "From Date" would be the later of either the first day of login or the date he/she receives a computer.

NOTE: The entry date for a new eSchool student is determined by when the school has received proper enrollment documentation, all required hardware and software materials have been provided by the school, all such materials are operational and the student has commenced learning opportunities (RC3314.08(N)(1)). Verification that the necessary equipment has been provided will be checked during the on-site FTE Review visits. To assist with establishing the proper entry date, the reviewer also will verify that the student has logged into the system.

A student shall be considered as enrolled in a community school until the last day of attendance. RC3314.08(L)(2) states, *A student's enrollment shall be considered to cease on the date on which any of the following occur:*

- (a) The community school receives documentation from a parent terminating enrollment of the student;*
- (b) The community school is provided documentation of a student's enrollment in another public or private school; or*
- (c) The community school ceases to offer learning opportunities to the student pursuant to the contract with the sponsor...*

This date also may be due to a forced withdrawal dictated by the non-attendance provision in ORC 3314.03(A)(6)(B) that reads as follows: *A requirement that the governing authority adopt an attendance policy that includes a procedure for automatically withdrawing a student from school if the student without a legitimate excuse fails to participate in 105 consecutive hours of learning opportunities offered to*

*the student.* A partial day of attendance may be used in meeting the 105-hour restriction.

### **Documentation of attendance**

The school must provide documentation that clearly demonstrates that the pupil has commenced participation in learning opportunities, either through attendance or evidence that a student in an eSchool has logged into the system. (see “Issues – Original Source Documents and a Computerized Attendance Record”)

### **Use of the 105 consecutive hours of unexcused absence rule**

*RC 3314.03 (A)(6)(b) – A requirement that the governing authority adopt an attendance policy that includes a procedure for automatically withdrawing a student from the community school if the student without a legitimate excuse fails to participate in 105 consecutive hours of the learning opportunities offered to the student.*

The 105-hour rule does not apply after the last day that a community school was in session, and students are to be withdrawn on the last day of documented attendance, especially when a community school closes.

The 105 consecutive hours rule may be used to determine the To Date for a student and is the earlier of:

- 1) the date when the parent withdrew the child, or
- 2) the date the community school receives a request for records from another school, or
- 3) the date before the student began attending another school

In order to determine the withdrawal date (the To Date in SOES):

- 1) look for the number of hours of daily instruction on the school’s entity profile
- 2) divide the daily number of hours into 105 in order to determine how many instructional days the 105 hours represents
- 3) determine the student’s last day of actual attendance (or excused absence)
- 4) count forward from that last day of attendance the number of instructional days in no. 2 above
- 5) that should be the student’s To Date in SOES.

When computing the 105 hours, calamity days should be excluded, whereas make-up calamity days would be included.

### **No Shows**

If it cannot be documented that the pupil attended at least one day or, in the case of an eSchool, logged into the system, the pupil cannot be considered as enrolled in that school year. This interpretation applies to both new students who enrolled before the start of a school year and to returning students from the previous school year. In either case, if there is no evidence that a student has attended or logged in, the 105-hour rule (RC3324.08 (L)(2)) does not apply.

### **SOES Reporting**

Each community school must report all the required data concerning its enrollees in the School Options Enrollment System.

**EMIS Reporting**

Each community school must report all the required data and information concerning its enrollees in the Education Management Information System.

**IEP Records**

The reviewer must confirm the validity of the IEP for each enrollee with a disability. The community school must have required documentation, especially an IEP which is signed by a parent or by a student who is at least 18 years of age or which meets the requirements for an IEP which is not signed. The IEP must be dated between Dec. 1 of the previous school year and Nov. 30 of the current school year. In addition, it must be confirmed that the community school is providing the services identified in the IEP. (see FTE Review Checklist, Checklist Item #10d, e: IEPs.)

**Auditor of State Office Request for FTE Review Information**

If the Auditor of State requests FTE review information, the regional office should provide copies of final FTE review letters, along with description of any issues that existed in completing the FTE review.

## **Issues Involved in Conducting FTE Reviews**

### **Original Source Documents**

Different sets of documentation are reviewed during the FTE review process:

- Enrollment and attendance policies;
- Enrollment records;
- Withdrawal records;
- Computer acquisition records (eSchools); and
- Attendance records.

A sign-in sheet must include both a “Time In” and a “Time Out,” which are filled in.

For enrollment, withdrawal and computer acquisition, the original source documents are the enrollment applications, withdrawal statements and computer acquisition forms signed by parents or responsible adults.

Original source documents for attendance are the attendance rosters, class lists, grade book records, sign-in sheets, log in records, etc. on which the student’s attendance is recorded by the person who sees the student daily. For eSchool students, it is the log-in record of computer usage by the student and documentation of completed coursework that indicates that the student has participated in the learning opportunities offered by the school. It may also be a computer printout of weekly monitored and teacher-approved completed assignments together with log in time and dates for each assigned course. For permitted educational options such as credit flex and correspondence courses, there should be a defined curriculum with a defined set of tasks and a number of hours for the completion of tasks. Attendance should be documented by weekly progress reports that delineate the completion of tasks.

The documentation presented to prove attendance must indicate attendance, not only absences. Absence reports usually encompass the school’s entire calendar year and do not prove attendance if they do not indicate a From Date or a To Date for a student who enters the school after the school year has begun or withdraws before the end of the school year. At present a DASL report is not adequate proof of attendance because it gives only absences and not entry and withdrawal dates

The area coordinator has the discretion to determine what will be appropriate documentation or indicate what will be appropriate documentation of instruction and attendance and what other documentation is needed as original source documents.

### **A Computerized Attendance Record**

If a community school presents a computer printout of attendance, it must have original source documents that show the source of the information of the computer printout, i.e., teachers’ daily attendance/absence lists, teachers’ grade books, student sign-in sheets, etc. If an absence-only list is provided, it must be accompanied by the total class list of that teacher. An absence list is not sufficient as proof of attendance for a computerized record; it must be accompanied by the class list used by the teacher to indicate which students were absent.

If the source of the computer information is the teacher personally, then the computer printout itself is the original source document. In such a case, the community school must identify which staff member(s), in addition to the teacher, have access to the attendance system and are able to make any changes in attendance data. Any changes made by staff members other than the classroom teacher must be documented in a separate log. An example would be an office clerk who changes an absence to a tardy based on a late sign-in sheet.

If an office staff member records attendance into a computer, the attendance record of the classroom teacher, which is sent to the office staff member, is the original source document and should be used by the reviewer to verify attendance.

### **Make Up of Calamity Days**

*RC 3314.08 (L)(4) With respect to the calculation of full-time equivalency under division (L)(3) of this section, the department shall waive the number of hours or days of learning opportunities not offered to a student because the community school was closed during the school year due to disease epidemic, hazardous weather conditions, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for school use, as long as the school was actually open for instruction with students in attendance during that school year for not less than the minimum number of hours required by this chapter. The department shall treat the school as if it were open for instruction with students in attendance during the hours or days waived under this division.*

If the community school has more hours on its school calendar than the minimum 920 hours required by statute, and the community school declares a calamity day for the reasons outlined above in RC 3314.08 (L)(4), then the community school is not required to make up any hours or days for this closure provided the minimum number of 920 hours (in days or hours) is provided. If the number of hours drops below 920, the number of hours needed for students to be provided with 920 hours must be made up.

Calamity days may not be included in a student's number of instructional days or hours when these are reported in the SOES system. They also cannot appear in the computation of the 105 hours or equivalent days which occur before a student's withdrawal for unexcused absences.

## Types of Errors

There are two types of errors which apply to a student's record in SOES:

- A. Those recorded in SOES by a traditional public school district:
  - 1. The parent/guardian's address is not within the territory of the district
  - 2. Incorrect date of birth
  - 3. The address does not match the address in the district's record
  - 4. Student has graduated
  - 5. The student is reported with overlapping attendance at another community school, EdChoice school, or Autism Scholarship provider
  - 6. The student enrollment overlaps with enrollment dates in a district school
  - 7. SSID reported differs from SSID on file at resident district
  - 8. Incorrect district for a student in a custody guardianship situation
  - 9. The district is challenging the residency of the student because the parent/guardian appears to live at another address
  - 10. Homeless student's district of origin is challenged
  - 11. Homeless student's homeless status, as assigned by the CS, is challenged

**An error flag may be imposed by a traditional public school district only for a To Date (or absence of a To Date) that is subsequent to the district's discovery of a student's non-residency status. Proof of residency prior to this date is not necessary for the time period prior to the public school's discovery of the non-residency status after an SOES record has been reviewed without error.**

- B. Those applied automatically by computer programming:
  - 1) IEP date outside the acceptable range;
  - 2) Concurrent enrollment with another community school, with an EdChoice voucher or with receipt of either an autism or Jon Peterson scholarship;
  - 3) "Reduced": total FTE between two or more community schools > 1.00;
  - 4) Unapproved grade level;
  - 5) Invalid SSID

The bimonthly report of such errors is generated by the Department and is made available to each coordinator. These reports are available to community schools through their ITC sites.

A traditional public district may place an error flag on a community school student's record if it receives mail back from the U.S. Postal Service which is marked "undeliverable." It may not place an error flag on a record, however, because a family did not return a letter or a survey or because the address provided by the community school does not meet the bulk mailing requirements of the U.S. Postal Service.

## Conflict Resolution Process

The community school SOES reporting system is the primary means for community schools to report enrollment for funding purposes. As a result, resolving traditional public school district challenges to students reported as enrolled by community schools is an important ongoing process throughout the year.

One facet of the FTE review site visit includes an examination of the student records that have been flagged by traditional public schools. Appendix A of the FTE Review

Procedures Guide identifies the reasons for a challenge status flag to be placed on a student record. The importance of timely and appropriate communication between traditional public school districts and community schools cannot be overemphasized. The burden is on all involved parties to identify problems, communicate the reasons for any concern and to work together to get their concerns resolved before the end of the fiscal year.

The Area coordinator's role is one of reviewer, mediator and decision-maker. Neither a community school nor a traditional public school district has the right to use the SOES system irresponsibly to deliberately report incorrect information or demand unnecessary information. Each school has a right to feel confident that appropriate documentation exists to confirm accurate enrollment and attendance reporting. Each community school shall adhere to all applicable statutory requirements with respect to enrollment of students. If the schools cannot resolve issues on their own, it is the Coordinator's responsibility to communicate with both parties, verify that the appropriate documentation exists, assure that the data has been entered accurately and, if necessary, visit the school in order to resolve the issue. After reaching a decision, the Area coordinator will communicate the decision to all parties involved. Schools may be directed to remove a status flag or modify the student's information. Failure to do so may be reported to the SOES administrator for possible overrides in the SOES system and based on the circumstances, to the director of Finance Program Services for guidance on resolving the issue.

### **Mandatory Adjustments of SOES Records**

There are instances where, after the conflict resolution process has been concluded, mandatory adjustments of SOES records are necessary. These instances usually occur, for example, when a traditional public district will not remove an error flag or when a community school will not correct a date in SOES, an IEP date, or the number of total membership units or a student's withdrawal date. In such instances, the Area coordinator will contact the SOES administrator, give only the SSID number(s) involved and the circumstances necessitating a correction. This may occur any time during the school year, although final notification for a school year must be given to the SOES administrator before July 31 of each year.

### **District Use of Error Flags**

Traditional public districts have an obligation to protect the resources of their districts. As part of this obligation, the traditional public district must review the data recorded in SOES by community schools to assure that payments made by the district for enrollment of students in community schools are appropriate. The review of data by traditional public districts must be at least monthly and within the guidelines for such reviews.

A traditional public school district may not impose an error flag on a new community school enrollee until proof of residency is provided by the community school. The community school is under obligation to obtain proof of residency when it enrolls the child, and the traditional public district may request that proof of residency if it is needed by the district in order to verify the residency of that child in the public district.

## Orientation Visit

Area coordinators must visit newly chartered schools before November 15 of their first year of operation. To complete this effort, the SOES Administrator will provide a list of new schools to each area office by September 30th of each year. The list should include accurate school addresses, phone numbers, school administrators and a calendar for the current school year.

Orientation visits for schools that open after November 15 should be scheduled within 30 days of the school's opening.

The area coordinator will contact the new schools and schedule visits at a mutually convenient time and date. (See sample letter on the next page)

During the orientation visit, the area coordinator will review the following:

1. SOES User Manual as necessary;
2. The school entity profile;
3. Whether the school is reporting in hours or days and the effect on the calculation of the FTE;
4. The role of error lists and how the school can use them;
5. Flagging and modification procedures;
6. The role of the area coordinator
7. The area coordinator's role in the resolution of flags;
8. Funding timeline and payment reporting;
9. ETRs and IEPs, IEP reporting procedures and disability categories;
10. The FTE Review process; (a copy of the Checklist may be provided)
11. Original source documents for documenting attendance;
12. Calamity days and make-up days;
13. Written enrollment and attendance policies;
14. (If a high school) PSEO and CTE funding.
15. Anything else which the area coordinator feels should be discussed.

After the orientation visit, the area coordinator may send a follow-up letter or e-mail by adapting the letter on page 33.

## **Communication to a Community School Before an Orientation Visit**

This is to confirm that I will be visiting your community school for an orientation visit on:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

During the orientation visit, I plan to address the following:

1. The SOES User Manual;
2. The school's entity profile;
3. Whether the school is operating on days or hours;
4. The role of error lists;
5. Flagging and modification procedures;
6. The area coordinator's role in the resolution of flags;
7. Funding timeline and payment reporting;
8. ETR's and valid IEP reporting procedures and disability categories;
9. The role of the area coordinator;
10. Original source documents for documenting attendance;
11. Calamity days and make-up days;
12. Written enrollment and attendance policies;
13. Any questions that you may have.

You are invited to have any staff members who are involved in these procedures available for the visit.

## FTE Review Checklist

A copy of the Checklist may be given to the community school prior to the FTE review visit.

The FTE Review Results Form should be completed for every FTE review that is conducted (first, final, closing, suspended school, eSchool). The date each procedure was completed and the initials of the staff persons completing them should be recorded on the Checklist. Any comments or reference numbers may be indicated in the last column.

### Checklist Item #4

Schools should have the following policies, procedures and documents ready before for the FTE review: two SOES reports generated by the community school in the format described in the “FTE Review Report from SOES”—one with student names and one without student names (appendix C)

- The school’s written enrollment and attendance procedures
- For each child:
  - a) Birth certificate
  - b) Proof of residency;
  - c) Enrollment form;
  - d) Withdrawal form, if applicable;
  - e) Proof of attendance (original source document);
  - f) For a special education child, the Evaluation Team Report (ETR) and the current IEP

### Prohibition for leaving with Individual Student Names and SSID Numbers

*RC 3301.0714(D)(2) – Individual student data shall be reported to ODE through the information technology centers utilizing the code but, except as provided (for EdChoice, Autism Scholarship, Cleveland Scholarship and DD students), at no time shall the State Board or the Department have access to information that would enable any data verification code to be matched to personally identifiable student data. (This means that neither ODE nor any of its staff may leave an FTE review site with personally identifiable information.)*

(See sample page of communication that may be sent to the community school)

See Appendix C for instructions on how to run the reports needed for the review.

### Checklist Item #6

#### Checking the School Calendar Against the Entity Profile

During the orientation visit and/or during the first FTE review visit, the information on a community school’s entity profile (obtained from the SOES records for the school) should be checked for accuracy against the community school’s school calendar for that school year, including:

- Beginning and ending dates for students are correct;

- Number of annual instructional days or hours for students are correct and are distributed proportionately across the school’s calendar year considering school breaks;
- Each school day contains the number of instructional hours needed to meet daily or annual requirements, as stated in the contract.;
- Each school day contains the number of instructional hours indicated in the profile not counting the lunch period.

### **Checking the School Day Against the Entity Profile**

The law requires the entity profile to report the total hours or days as the “total learning opportunities offered by the community school to a student who attends for the school’s entire school year.” If few, or none, of the students actually spend the number of hours at the school outlined in the profile, however, the reviewer must determine if the profile is actually correct. Each school day must offer the same number of hours per day unless it is an eSchool.

Community schools (except for Internet or computer-based schools) that fall below the 920-hour minimum may use online instruction to make up a maximum of three equivalent days of instruction (ORC 3313.88). In conjunction with online posting of lessons, districts may use “blizzard bags,” which contain take-home work for students without access to home computers. The online instruction option is open only to schools that submitted related plans by August 1

Review of the enrollment and attendance policies (item #5) and of the profile and the school calendar (item #6) may not be necessary during the final FTE review if they were reviewed during the first FTE review visit and no corrections were made or were necessary.

### **Checklist Item #10d, e: IEPs**

When conducting an FTE review, the area coordinator will confirm the validity of student IEPs, their effective dates and their disability categories by confirming that:

- 1) There is a signed ETR designating the student’s disability that is no longer than three years old and that the disability category is listed correctly under “SPED CAT” (special education category) on the SOES. Without an ETR, the IEP is not valid.

On the new ETR forms (revised by ODE on Oct. 10, 2009), the disability of the child is listed on Form #4, page 7, in the middle of the page: “The child is eligible for special education and related services in the category of:\_\_\_\_\_” (see ETR form on page 21). On the old ETR form the disability of the child is listed at the top of either the signature page at the end of the document or at the top of the second to last page.

- 2) An IEP was executed between Dec. 1 of the previous school year and Nov. 30 of the current school year, and that the execution date is recorded properly in the SOES under “IEP Date.” The execution date is either (a) the date that the IEP was signed by the parent or responsible adult; or (b) in the absence of a date accompanying the signature in (a), the “effective date” listed on the front page of

the IEP; or (c) in the absence of a proper signature, documentation of three efforts to contact the parent or (d) a written parent invitation indicating the date, time and location of the IEP meeting and the parent's affirmative response to attend the meeting.

3. If the effective date on the front page of an IEP is different from the date that a parent indicates on the signature page that the parent has signed it, the official IEP date to be used is the effective date on the front of the IEP, since it is that date which should be the beginning of implementation of that particular IEP. If there is a large discrepancy between the two dates, this should raise a red flag for the reviewer and lead to further inquiry concerning the reason for the discrepancy.
4. .Electronic ETR's and IEP's are satisfactory if they are a secure server that is accessible to authorized personnel. There must be evidence that the parent signed the document electronically, and the FTE reviewer should check to verify how this was done and that it was done.
5. If an IEP is generated, either in a public school district or a community school, and then modified at a later date in another community school, the effective date for the IEP depends on the circumstances:
  - a) If the community school called together the full IEP team and reviewed and altered almost the entire document or changed the child's disability category, then the date of the modified IEP is the effective date. The community school must enter the modification into both SOES and EMIS.
  - b) If the community school simply agreed to accept the IEP as is or made minor changes to certain parts of the document, but did not review the entire document, then the original date stands.

The best way to determine what occurred is to review the EMIS record.

### **Checklist Item #17**

The review records that are filed should include at a minimum:

- 1) the past review visit letter
- 2) documentation of making arrangements for the FTE review visit
- 3) the school's entity profile with any notation made during the review
- 4) the SOES listing of SSID numbers with notations
- 5) the FTE Review Report form
- 6) issues communicated to other Departments
- 7) the subsequent letter sent to the community school

# ETR Evaluation Team Report

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

## 4 ELIGIBILITY

### ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child the determining factor for the child's poor performance is not due to a lack of preschool pre-academics..  YES  NO

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document.  YES  NO

The child demonstrates an educational need that requires specially designed instruction  YES  NO

If the response is **NO** to any question, then the child is **NOT** eligible for special education.

If the response to all three questions is **YES**, then the child **IS** eligible for special education.

The child is eligible for special education and related services in the category of: \_\_\_\_\_

### **BASIS FOR ELIGIBILITY DETERMINATION:** (or Continued Eligibility)

Provide a justification for the eligibility determination decision, describing how the student meets or does not meet the eligibility criteria as defined in OAC 3301-51-01 (B)(10) (Definitions) and OAC 3301-51-06 (Evaluations). Include how the disability affects the child's progress in the general education curriculum.

## Information to be Provided by a Community School for an FTE Review Visit

This is to confirm that I will be conducting an FTE Review of your school's student enrollment and attendance policies and records for the 2012-2013 school year and will examine the school's procedures for maintaining enrollment and attendance documents that substantiate the full-time equivalency reported for funding. I will arrive at your school at 10:00 a.m. on Friday, June 11, 2013. As part of the review, I will be comparing the school's enrollment and attendance data with the school's SOES Web-based data and will try to resolve challenges identified by any error flags.

Please prepare the following items in advance and have them available for the reviewer's use during the visit:

1. The **two** SOES reports described in the SOES Review Report (See Appendix C).  
Generated Format Alphabetically by Grade Level.
2. The community school's written enrollment and attendance procedures.
3. For each child:
  - a) Birth certificate;
  - b) Proof of residency;
  - c) Enrollment form;
  - d) Withdrawal form, if applicable;
  - e) Proof of attendance by way of an original source document;
  - f) For any special education child, the ETR and the current IEP.
4. The reviewer or the area coordinator has the authority, in consultation with the Director of School Finance Programs, to request such documentation as necessary to complete the review from any necessary personnel of the community school or of the traditional public district. Nothing contained within this handbook shall be construed as limiting the area coordinator or other charged personnel in obtaining such documentation or information as necessary to complete the review mandated under ORC 3313.08.

A post-review conference will be held at the conclusion of the review.

Enc

## First FTE Review Visit

Community schools that are selected for FTE reviews will receive two reviews. The first review will be conducted on-site between December 1 and April 1.

ODE's Center for School Options and Finance will provide a list of schools to be reviewed to the area coordinators no later than November 15. The list will include all new schools, schools that opened after March 15 of the previous fiscal year, schools that received a major financial adjustment in the previous fiscal year, and other schools with special circumstances or schools that may be recommended by the local area coordinator. Every community school will receive an FTE review at least once every five years.

The area coordinator will contact each school to schedule a time and date for the first visit. The area coordinator should confirm the date with a scanned follow-up letter or e-mail to the appropriate contact person at the school.

Before the visit, the area coordinator will obtain a copy of the most current monthly community school FTE fatal error report and the SOES "Students with Errors" report. The coordinator also will obtain the most current payment report for the school to be reviewed.

During the first FTE review visit, the coordinator will follow the procedures listed in the FTE Review Checklist and will:

1. Ask the community school to provide from SOES two lists of total enrollment for the entire year. In this regard the coordinator will request the community school to generate the specific Excel Summary Reports that contain all the fields needed to conduct the FTE review. (see Appendix C for instructions)
2. Select the appropriate number of students to be sampled utilizing the process outlined in the FTE Review Checklist, making sure to include a number of students who receive special education services. No more than two samples should be addressed during the first FTE visit, however.
3. Review the records of all the randomly selected students for accuracy to ensure that they contain student records including birth certificates, proof of residency and other relevant documentation.
4. Verify that the FTE reported on the student sample is consistent with original enrollment source data. This should include entry dates, withdrawal dates and attendance documentation.
5. The coordinator also should review the effective dates and signature page of the IEPs of those students selected for the sample to determine whether the IEP is current.

At the completion of the review of student records, the coordinator shall inform the school of any errors that were discovered. These may include, but not be limited to, original source data that does not support entry or withdrawal dates, FTE miscalculations, improperly identified districts of residence, students who do not have

enrollment documentation on file (birth certificates, proof of residency, etc.) or other issues that may arise.

The area coordinator will complete an FTE Review Report form (see Appendix B) for the first visit and communicate the results to the community school; the sponsor should receive a copy of the FTE Review Report form. It is recommended that the coordinator set the date of the final visit before he/she leaves the building.

After the first FTE review visit, a follow-up letter should be sent to the community school with copies to the Office of Community Schools, to the sponsor, and to the SOES administrator.

## Final FTE Review Desk Audit

Before a desk review can be utilized in place of an on-site final FTE review visit, all the following conditions must be met:

- 1) No errors were found in the student records reviewed during the first FTE visit, or any errors made have been corrected.
- 2) There are no errors that affect funding on the June Fatal Error Report produced by ODE's School Finance section.
- 3) The coordinator has examined the in-house SOES report (log on to SOES: select *School*; click on *Reports*, then on *Student Information* and run the *Students With Errors* report for the entire school year) and has found that all errors have been resolved and that no errors impact funding, and/or that students listed have 0 FTE.
- 4) The coordinator has contacted the school and reviewed the SOES reports to see whether there were any unique situations that developed during the time after the first visit and that the attendance data is still available.

If all four of the above conditions are met, the coordinator shall complete a Final FTE Review Desk Audit form (see next page), complete a Final FTE letter (adapting the standard one for a Desk Review) and file the letter and documented notes in the community school file.

## Final FTE Review Desk Audit

School Year: \_\_\_\_\_

Community School: \_\_\_\_\_

IRN #: \_\_\_\_\_

First FTE Review Result:

(Criteria = all sampled records reviewed with no errors, and/or errors found have been corrected)

---

Errors on June error reports produced by ODE's School Finance Office  
(Criteria = no funding errors) N.B. "Reduced" is not a funding error.

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Errors on the SOES "Students with Errors" report  
(Criteria = no outstanding issues and attendance documentation available)

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Reviewer's Signature \_\_\_\_\_

Date \_\_\_\_\_

To be filed in school's file with a copy of the final letter.

## Final FTE Review Visit

### **FTE Review**

*RC 3314.08 (N)(2) – ...The Superintendent of Public Instruction and the Auditor of State shall jointly establish a method for auditing any community school to which this division pertains to ensure compliance with this section.*

*RC 3314.08 (O)(1) – If the Department (ODE) determines that a review of a community school's enrollment is necessary, such review shall be completed and written notice of the findings shall be provided to the governing authority of the community school and its sponsor within 90 days of the end of the community school's fiscal year, unless extended....*

Coordinators should use these guidelines when completing a final community school FTE review near the end of or after a school year. Additional guidelines for use when a school is closing or has closed are described in the next section.

Timeline: The final FTE review visit for a school which is not expected to close after the current school year is conducted between May 1 and June 30, although it is possible that such a review may occur after June 30. based on special circumstances and coordinator judgment.

### **Completing the FTE Review**

In conducting the final FTE review the area coordinator should follow the specific procedures which are contained in the FTE Review Checklist (see Appendix B, page 41).

### **Final FTE Review Letter or E-mail Reporting Results**

Results of the final FTE review may be reported to the community school before leaving the review site and may including presenting and discussing with the community school staff the FTE Review Report form.

While a final letter and/or email may be sent to the community school with the results of the FTE review, the reviewer is required to send copies of the final review by letter or by FTE Review form to the sponsor, to the SOES administrator and to the designated representative for the Auditor of State.

## **Closing School/Suspended School Final FTE Review Visit**

Coordinators should use these guidelines when completing a final community school FTE review after a school has been suspended, has closed, or has been closed sometime during the course of the current school year. There is only one procedure to be used for all of these cases.

**Timeline:** The final FTE review shall be conducted **within seven business** days of the closing, if possible, or within seven business days after notification by the Office of Community Schools and/or the School Finance Office SOES Administrator.

In a situation where it is known that a community school will be closing after the school year is over, the reviewer(s) shall follow the procedures in the FTE Review Checklist, preferably before the last day of instruction or immediately after the school year closes.

In the case of an emergency closing, the availability of records, files and original source documentation can often be lost, misplaced or stolen and be inaccurate. If all records are not at the site and available immediately, coordinators may allow the school up to 21 days after the closing or after the notification date of the closing if it is later to find the records and make them available for the review. All available attendance and enrollment documentation must be present at the beginning of the review if possible. A certification form (see pg. ) certifying that all attendance and enrollment documentation was provided and examined will be signed by both the area coordinator conducting the review and by the sponsor/administrator of the school. This form will remain part of ODE's official file.

The area coordinator shall notify the school administration and the school sponsor of the time and date of the review by telephone (for speed) **and** e-mail (for written documentation), since a letter would be too slow. The notification should include information about what documentation is needed for the review (student files, attendance records, IEP records, original source data, etc.); and the notification should indicate the necessity of the sponsor or the administrator to be in attendance at the exit conference following completion of the review.

Two or more coordinators may work together (one of whom takes lead responsibility) to complete the review. If the school's FTE is less than 200 and the coordinator feels comfortable, one coordinator may complete the emergency final review.

### **Onsite Guidelines for Completing the Closing School/Suspended School Final FTE Review**

The reviewer will follow the procedures in the FTE Review Checklist, beginning with item #4.

In the absence of attendance or original source documentation, students shall be considered present only on days where attendance is documented. The 105-hour rule does not apply after the last day that a school was in session for the school year and students are to be withdrawn on the last day after the last documented date of attendance.

An exit visit (with whomever, either sponsor or administrator or SOES staff person) will be conducted before reviewers leave the site. All notes from the exit review will remain as part of ODE's file. The certification form certifying that all available attendance and enrollment documentation was available and utilized for the review will be signed at the exit conference by both the ODE area coordinator and the sponsor/school administrator and will also remain as part of the file.

When finished, the lead reviewer will write a final letter/report that may include a narrative of the procedures followed, the FTE findings of the reviewers and a listing of all remaining errors. This final report will be sent to the community school sponsor, to the Office of Community Schools and to the ODE SOES Administrator. The SOES administrator will then update the SOES system to correct any errors identified during the review process and not corrected previously by the community school. The SOES administrator will not make any changes until after this 10-day period has lapsed.

The Office of Community Schools has established procedures concerning where originals of records are to be sent and where copies are to be sent after a community school closes. See the Office of Community Schools' Guidance Document entitled "Community School Closing Procedures."

## Closing School/Suspended School Final FTE Review Certification Form

I, \_\_\_\_\_, certify that all available  
(community school administrator / sponsor)

IEP's, enrollment and attendance records were made available for this final FTE review.

Date: \_\_\_\_\_

I, \_\_\_\_\_, Area Coordinator, certify  
(area coordinator)

that all available on-site IEP's, enrollment and attendance records were utilized in the  
completion of this final FTE review.

Date: \_\_\_\_\_

Forms to be completed at final exit conference and filed with the official file (may be  
copied for sponsor or administration if requested).

July 1, 2012

(to be used and adapted for every FTE review)

Ms. Marie Congo  
George Washington Carver Community School  
2283 Sunbury Road  
Columbus, Ohio 43219

Dear Superintendent Congo:

A (final closing) Full-Time Equivalent (FTE) review (or a desk audit) of George Washington Carver Community School was completed by representative of the Ohio Department of Education on Monday, June 14, 2010. Estelle Diehl and Donald Urban conducted the FTE review for the 2010 FY and found all of the original source documentation to be in order.

Indicate which review it is,

This letter is being sent to advise you that the final information entered into the SOES by the school will be accepted as filed and your final payment will be calculated using that information. Even though no errors were identified, your school may still receive a year-end adjustment to your payment. The school's June payment was based on the SOES information entered by May 15<sup>th</sup>. Any changes in enrollment made in the SOES database between the May close date and the system close date will be compared to the June 1<sup>st</sup> payment information. Increases or decreases in enrollment or other changes will impact your final payment. The actual 2010 final adjustment will be made sometime in the fall.

If errors were identified or recommendations made, indicate here

Pursuant to Ohio Revised Code Section 3314.08(O), you are hereby notified that you have the opportunity to request an informal hearing before the State Board of Education or its designee to appeal the Department's finding. At the informal hearing each party may appear in person, by the party's attorney or by such other representative as permitted by law to practice before the agency. Your request for an informal hearing must be mailed to the attention of the Office of Legal Counsel, Ohio Department of Education within 10 business days from the date of receipt of this notice.

Use this paragraph only if an overpayment was made

Since George Washington Carver is closing this year, the reviewers reminded the school that all student records must be sent to the resident school district where the student resides within seven days of the final closing date. The sponsor must maintain copies of all records.

If school is closing, use this paragraph

(We) would like to express (our) appreciation to you and your staff for the cooperation as well as the organization of the materials and data involved in the preparation for this review. If you have additional concerns or questions, please do not hesitate to contact this office.

Sincerely,

Donald Urban  
Region 11 Coordinator

cc: Sponsor  
Karla Manter  
Kim Blake, Auditor of State's Office

Only for final review – to Kim Blake, Asst Chief Acct & Auditing Auditor's Office 88 E Broad St Cols, OH 43215

## **eSchool Review**

### **Internet or Computer-Based Community School (eSchool)**

*RC 3314.02 (A)(7) – “Internet-or computer-based community school” means a community school established under this chapter in which the enrolled students work primarily from their residences on assignments in non-classroom-based learning opportunities provided via an Internet- or other computer-based instructional method that does not rely on regular classroom instruction or via comprehensive instructional methods that include Internet-based, other computer-based and non-computer-based learning opportunities.*

### **Commencing of Instruction in an eSchool**

*RC 3314.08 (N)(1) – The student possesses or has been provided with all required hardware and software materials and all such materials are operational so that the student is capable of fully participating in the learning opportunities specified in the contract between the school and the school’s sponsor as required by division (A)(23) of section 3314.03 of the Revised Code.*

When reviewing an eSchool, coordinators shall follow the review procedures in the FTE Review manual for all community schools; however, some procedures will vary in intensity and will be different because of the legal obligations and unique situations of the eSchool.

The reviewer should keep in mind that the funding for eSchools is different from the funding of other community schools in some aspects. The funding for eSchools consists only of the formula amount (based on an accurate FTE calculation) and the special education weighted amount calculation. There are no funds for PBA, Parity Aid, gifted aid or CTA funding. This situation puts more pressure on eSchools to have an accurate FTE calculation; therefore, the reviewer of eSchools must put a high level of scrutiny on the relationship between the hours/days of instruction and the daily/hourly attendance documentation used in calculating the final FTE for each student.

When reviewing an eSchool, the reviewer shall follow all the review procedures/letters in the FTE Review Checklist, incorporating these specific eSchool additions/suggestions:

1. ... The reviewer will check original source documentation that shows a computer was delivered to each student. This documentation should be signed by the parent to verify delivery and setup dates. But could be any reasonable documentation of the delivery and setup (packing notice, delivery schedule notice, etc.). A signed waiver is permissible if the student already has a computer.

... The reviewer will check documentation that determines the first log on in which a student has accessed a learning opportunity. This date determines the original entry date for the student. Additional yearly entry dates will be established as the first date logged on to access a learning opportunity in the next year. A student who doesn’t log on at all in the new year is considered a “no show” and will not be funded.

2. An eSchool is also required to maintain student attendance records.  
... The reviewer will verify that the school has a written attendance policy.

... The reviewer will check the attendance record procedure maintained by the eSchool. The eSchool must be ready to display this program or screen for the reviewer to view for each student.

... The reviewer will check the individual attendance record for each student being reviewed. This attendance record should show when a student has logged on and off while accessing learning opportunities. A learning opportunity for an eSchool student could be documented computer time for doing homework in any subject, reading resource documents, writing resource papers, taking tests, doing research, conferencing with teachers, etc.

Non-computer learning opportunities for a student also must be documented and approved in writing by a teacher, supervisor or school administrator and must include an hourly/daily/weekly accounting that the hours documented were hours in which the student accessed a learning opportunity.

# Appendices

# **Appendix A**

## **SOES Errors**

### **Error Flags/Resolution Process for Error Flags**

## **APPENDIX A – SOES ERRORS**

### **Error Flags / Resolution Process for Error Flags**

- 1) The student's address is not within the territory of the district
- 2) The student's enrollment overlaps with enrollment dates in a district school
- 3) Incorrect district for a student in a custody/guardianship situation
- 4) Student has graduated
- 5) The student is reported with overlapping attendance at another community school, EdChoice school, or Autism scholarship provider. (Funding will be withheld during normal processing if this situation occurs.)
- 6 ) The SSID does not match the SSID in the district's records
- 7 ) Incorrect date of birth
- 8) The address does not match the address in the district's record
- 9) The district is challenging the residency of the student because the student appears to live at another address (Funding will continue while the district pursues a claim of falsification and will be adjusted when resolved.)
- 10) Homeless student's district of origin is challenged (funding will continue while the district engages in dispute resolution process and will be adjusted when resolved.)
- 11) Homeless student's homeless status, as assigned by the CS, challenged (funding will continue while the district engages in dispute resolution process and will be adjusted when resolved.)

#### **1) The student's address is not within the territory of the district.**

This flag should be selected only if a resident district has a valid reason to believe the information being provided by the community school is incorrect. This flag is permissible if a district has undelivered mail, but not permissible if a family does not return a letter or survey.

If a challenge is raised, the resident district has a responsibility to explain to the community school why the information is being questioned. This could include advising the community school that it has sent someone to the address to locate the student, mailed information to the residence that has not been returned by the U.S. Postal Service, called the residence to confirm the student does not live at the address, etc. Claiming that a child has not enrolled in the resident district is not a valid reason for a challenge if the community school has obtained valid proof of residency documentation and can demonstrate its education of the child. ***Community school students are not required to register at their local public school districts.***

The community school has the responsibility of obtaining some form of proof of residency upon enrollment. This documentation should be used to confirm either the home address of the residence where the child is residing or the home address of a self-supporting student. It should be confirmed that the information included in the documentation agrees with what has been entered in the SOES system. Such documentation must be current and may include:

- (1) *A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;*
- (2) *A utility bill or receipt of utility installation issued within ninety days of enrollment;*
- (3) *A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;*
- (4) *The most available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;*
- (5) *Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. The superintendent of public instruction shall develop guidelines for determining what qualifies as an "official document" under this division.*

An example of documentation that may not be appropriate would be a driver's license, since the student's actual residence may change, but the address may not be changed on such a document.

For a child who is residing with a guardian or court-appointed custodian and is therefore authorized to be charged to a district other than the guardian/custodian's district of residence, the community school shall be provided with some documentation of that child's status including guardianship, custodianship or the other circumstances authorized under ORC 3313.64 or ORC 3313.65.

If the resident district has a valid reason to question the address, it shall clearly communicate that reason. The community school shall make an attempt to reconfirm the information it obtained during the enrollment process. The community school shall ask the parents to provide some written document with their signature that acknowledges that the address information provided upon enrollment is current and still valid and that the student still resides with the parent. If acceptable documentation was not obtained at registration, the community school shall attempt to get some type of written documentation and verify that the information is valid.

Most county auditor offices in Ohio have a program that can associate a resident school district to an address. If reasonable documentation can be provided to confirm the address and/or district of residence, the community school shall advise the resident district that the address is valid despite what other information the resident district obtained. If the resident district has made a determination that the child's address is different from that reported by the community school, the community school must provide the resident district with its proof of residency. If the resident district requests such verification before removing the flag and the community school does not provide it, the area coordinator may ask the community school to provide to him or her the documentation that verifies the residential status. If the documentation is appropriate, the area coordinator shall advise the public school to remove the flag.

Failure to do so may be reported to the SOES administrator for possible overrides in the SOES system and, based on the circumstances, to the Office of Quality School Choice and Funding for guidance in resolving the issue. Communication with the Office of Community Schools to seek assistance may also be pursued in order to resolve significant issues.

**2) The student's enrollment overlaps with enrollment dates at the resident district.**

This flag should be selected if the student was in attendance at the resident district during the effective dates being reported by the community school. If the schools cannot resolve the issue, the area coordinator shall request and review proof of attendance /participation at each school involved and make a determination. Once the student's record is modified to reflect the correct dates, the flag shall be removed by the public district. If there is clear evidence that the student was not in attendance at the community school for any portion of the reported enrollment period, the student should be withdrawn by the community school.

**3) Incorrect district for a student in a custody/guardianship situation**

The student is in a guardianship situation, and this district is not the correct district where the parent resides or resided per RC 3313.64 (C) or RC 3323.01(M) or in accordance with a court order concerning responsibility for educational cost.

**4) Student has graduated**

This flag should be selected if the resident district believes that a student has already graduated from high school. Schools should work together to resolve the issue so that either the flag can be removed by the district or the student is withdrawn from the system and an inactive record with 0 hours is created.

**5) The student is reported with overlapping attendance at another community school, EdChoice school, or Autism / Jon Peterson scholarship provider (Concurrent Enrollment)**

This flag should be selected if more than one community school, EdChoice school or Autism / Jon Peterson scholarship provider is reporting the same student as being enrolled for some period of time over the same dates. This type of error will be identified as a "concurrent enrollment" error on the Community School FTE and Fatal Error Report. The district should assist in resolving this error by providing both involved entities with the name of the other reporting entity.

**6) The SSID does not match the SSID in the district's records**

This flag should be selected if the SSID reported by the community school differs from the one on file at the district. The resident district shall enter the SSID it has on file in the box provided. If both SSIDs are valid, it is recommended that the SSID that was created first be maintained and the other deleted.

**7) Incorrect Date of Birth**

This flag should be selected if the resident district believes the listed date of birth for the student is incorrect. The community school should have obtained a copy of a birth certificate or other form of verification of birth date at the time of enrollment.

**8) The address does not match the address in the resident district's record**

This flag should be selected if the resident district is aware that the student's address as listed in SOES is invalid or out of date according to its records.

**9) The district is challenging the residency of the student because the student appears to live at another address (Funding will continue while the district pursues a claim of falsification and will be adjusted when resolved.)**

This flag should be selected if the resident district has evidence that a student's address is incorrect or that the student is not living at the address as reported by the community school. If the student cannot be confirmed to be living at the address provided by the parent at registration, the parent shall be contacted by the community school in a manner similar to the process explained earlier. If the parent is unable to be contacted (because the parent has moved and left no forwarding address), the district may not place an error flag of "The student's address is not within the territory of the district" for a "To Date" that is prior to the notification of the family's move.

**10) Homeless student's district of origin is challenged (funding will continue while the district engages in dispute resolution process and will be adjusted when resolved.)**

This flag should be selected if the district of origin assigned to a homeless student is challenged. A dispute resolution process should begin between the resident district and the community school homeless liaisons. If the dispute is not able to be resolved, the involved parties shall contact the area coordinator for further resolution processing. If the area coordinator is unable to resolve the dispute, he/she shall forward the dispute to the Department's SOES Administrator who will consult with the Department's homeless liaison as necessary. If the event of a dispute of the final resolution made by the Department's SOES Administrator and homeless liaison, an appeal to the State Superintendent may be pursued.

**11) Homeless student's homeless status, as assigned by the CS, challenged (funding will continue while the district engages in dispute resolution process and will be adjusted when resolved.)**

This flag should be selected if the designation of homelessness assigned to a student is challenged. A dispute resolution process should begin between the resident district and the community school homeless liaisons. If the dispute is not able to be resolved, the involved parties shall contact the area coordinator for further resolution processing. If the area coordinator is unable to resolve the dispute, he/she shall forward the dispute to the Department's SOES Administrator who will consult with the Department's homeless liaison as necessary. If the event of a dispute of the final resolution made by the Department's SOES Administrator and homeless liaison, an appeal to the State Superintendent may be pursued.

# **Appendix B**

**FTE Review Checklist (form)**

**FTE Review Report Form**

### FTE Review Checklist

Office of Finance Program Services  
 Community School Full-Time Equivalency (FTE) Review Program

Community School:	
Review Period:	July 1, 20__ to June 30, 20__
Region:	
Area Coordinator:	

Objective: To conduct a review of community school enrollment data and supporting documentation to ensure appropriate funding is calculated for both the community school and the traditional public school district.

Item	Procedure	Staff Initial/Date <sup>1</sup>	Ref Number or Comment <sup>2</sup>
1	Obtain the ODE file from the past FTE review visit (if applicable) and determine if any outstanding issues are present which would affect the current review.		
2	Contact the Office of Community Schools and the SOES <sup>3</sup> administrator to determine if there are any additional issues which require attention during the community school review. The contact is recommended by either e-mail or telephone call. Document the contact in the review file. <sup>4</sup>		
3	Determine whether a desk review is appropriate for the final on-site review. <sup>5</sup> To qualify for a desk review, all issues must be met. a) The school must have no fatal errors on its June SOES payment report which has been generated by ODE's IT unit, and; b) The school must have no unrestricted errors on the SOES <i>Student with Errors, SSID Invalid, and SSID is Blank</i> reports for active residency status students, and; c) The school must have had no conditions found and reported in the first FTE review conducted that have not been corrected, and; d) The school is not suspended, closed or closing. If a desk review will be conducted, then complete the desk review checklist in lieu of the steps contained in this review program.		

<sup>1</sup> Department staff member should initial and date when the individual procedure is completed.

<sup>2</sup> Internal reference number for review file.

<sup>3</sup> School Options Enrollment System

<sup>4</sup> Contacts may be combined; however, it is important to ensure that the latest information about a community school is obtained by the area coordinator.

<sup>5</sup> A first visit does not qualify for a desk review.

Item	Procedure	Staff Initial/Date <sup>1</sup>	Ref Number or Comment <sup>2</sup>
4	<p>Schedule a meeting with the community school to complete the FTE review. Communicate the following information by e-mail or other means:</p> <ul style="list-style-type: none"> <li>• The date and time agreed upon for the review;</li> <li>• A list of policies, procedures and documents needed for the review;</li> <li>• Instructions to the community school on how to run the SOES reports needed for the review, including: <ul style="list-style-type: none"> <li>○ A listing of all SSID numbers of enrollees (i.e. all students who are enrolled in the school) with the data fields needed for the review and in the order requested;</li> <li>○ An identical listing of all SSID numbers <b>with student names</b>.</li> </ul> </li> </ul> <p>In the review file, document with whom the meeting was scheduled, the attendees from ODE and the community school.</p>		
5	<p>Obtain a copy of the enrollment and attendance policies and procedures and document any improvements or concerns in a file memorandum. Determine the training of entity personnel who are implementing the enrollment and attendance policies and procedures and document any issues on the FTE Review Results Form.</p>		
6	<p>Obtain a copy of the officially adopted school calendar and verify that it matches the profile reported in SOES.</p>		
7	<p>Obtain a listing of all students in the community school from the SOES system, Scan and review the listing of all students and note any information that may be outliers or duplications and follow up with community school management to determine the cause of the issue and any necessary resolution. Eliminate students shown as 0.0 FTE from the universe to be reviewed.</p> <p>During the visit to the school, obtain the two lists referred to in Item 4 from the community school. No student names should be on the listing that is returned to the office by the area coordinator.</p>		
8	<p>From the listing obtained in Item 7, select students, by SSID, for review using the following formula:</p> <ol style="list-style-type: none"> <li>a) For schools with fewer than 300 records, select a minimum of 25 records upon arrival at the review site.</li> <li>b) For schools containing between 301 and 2,000 records, select 8% of student records, with a minimum of 25 records selected. If the SOES listing contains more than 1000 names, 50% of the SSID numbers may be given to the school two business days prior to the FTE review visit.</li> <li>c) For schools with greater than 2,000 records, select 8% of the student records, with a minimum of 160 records selected. 80% of the SSID numbers may be given to the school two business days prior to the FTE review visit.</li> <li>d) For schools with greater than 5,000 records, select 5 percent of the student records with a minimum of 400 records selected. 80% of the SSID's may be given to the school two business days prior to the FTE review visit.</li> </ol> <p>For schools that are closed or closing, selection must follow</p>		

Item	Procedure	Staff Initial/Date <sup>1</sup>	Ref Number or Comment <sup>2</sup>
	<p>the standards found in this item.</p> <p>Students selected must include both full FTE regular and special education students and less than one FTE regular education and special education students.</p>		
9	Using the list of SSID numbers selected in Item 8, match the selection of students to the list of SSID numbers and names requested in Item 7 and request the school pull the files and attendance records for review. <sup>6</sup>		
10	<p>Conduct a test of the documentation from the students selected in Item 8 using the following test attributes:</p> <ul style="list-style-type: none"> <li>a) Verify that the original source enrollment documents are contained in the student's file, which must include birth certificates, proof of residency, etc.</li> <li>b) For all students selected, verify the FTE reported is consistent with original source data and supported by original source documents for entry dates, withdrawal dates and attendance/participation.</li> <li>c) For all students selected with less than 1.0 FTE, verify the membership units reported are consistent with the enrollment and withdrawal dates for the student and with the school's calendar, as reported in the SOES entity/school profile.</li> <li>d) For special education students, verify selected student IEPs are valid for the special education weighted funding categorized in SOES by comparing the IEP category to the SOES category reported.<sup>7</sup></li> <li>e) For special education students, verify the effective date of the IEP and determine if an IEP is in effect before Dec. 1. For e-schools, the following additional attributes should be tested.</li> <li>f) Verify a computer was delivered to each student by examining documentation signed by the parent indicating delivery and setup dates<sup>8</sup> or a signed waiver if the student has a computer.</li> <li>g) Verify supporting documentation indicating when the student's first login was made.</li> <li>h) Examine the attendance record for the student and determine if the attendance record for the student matches the amount of time reported in SOES.<sup>9</sup></li> <li>i) If the student has non-computer learning opportunities, determine that such opportunities were documented and approved in writing by a teacher, supervisor or school administrator.</li> </ul>		

<sup>6</sup> The list of SSID numbers and names must not be taken outside the school at the conclusion of the review.

<sup>7</sup> The Evaluation Team Report (ETR) may be used as a source to determine this.

<sup>8</sup> Reasonable documentation of the delivery and setup may be reviewed, including packing notice, delivery schedule notice, etc.

<sup>9</sup> A learning opportunity for an e-school student could be computer learning, reading resource documents, writing papers, taking tests, doing research, field trips, conferencing with teachers, etc. There must be a log-in but that cannot be the only proof of attendance.

Item	Procedure	Staff Initial/Date <sup>1</sup>	Ref Number or Comment <sup>2</sup>
	<p>j) If the student has non-computer learning opportunities, determine the hourly/daily/weekly accounting of hours were hours in which the student accessed a learning opportunity.</p> <p>k) Analyze the results of the review conducted and determine if additional students should be selected for review. If there is a pattern of errors, then selections may be stratified to restrict the selection to that specific item type (i.e., if the errors all relate to special education funding, then selections can be limited to special education students).</p>		
11	<p>If the review is a first FTE review, then no additional students should be selected and a reviewer should proceed to Item 12.</p> <p>If the review is for a final FTE review, then additional students should be selected when the amount of errors noted in the initial group selected for review equals or exceeds 8 percent for any single attribute tested in Item 10 a through 10 i.<sup>10</sup></p> <p>The number of additional students selected should be equal to the number of students selected in Item 8, based on the school enrollment.</p>		
12	Record the results of the test from Item 10, along with the review of policies and profile from Items 5 and 6, on the FTE Review Results Form. This summary will be used to prepare the final report for communication to the community school.		
13	Conduct an exit conference with the community school to discuss the results. Document the attendees of the meeting on the FTE Review Results Form.		
14	Prepare the FTE Review Report Form to communicate the results of the review to the community school. Communicate the results of the review to the community school administrator, with a copy of the letter to the sponsor.		
15	If there are issues which need to be forwarded to other ODE Centers or Offices (i.e., issues with IEPs, etc.), communicate the results of the review and/or forward the FTE Review Report form to the necessary Centers or Offices.		
16	Communicate results of the review to the SOES administrator and the Director if payments require adjustment.		
17	File the review in ODE, pursuant to Department standards. <sup>11</sup>		

8/1/2011

<sup>10</sup> This process should continue until the tolerable error does not exceed 8% of all the students reviewed up to this point or the entire school has been reviewed.

<sup>11</sup> Do not include the list of SSID numbers and names in the final file placed in the Department.



## FTE Review Report Form

School Year: \_\_\_\_\_ Date: \_\_\_\_\_

Community School: \_\_\_\_\_

Contact: \_\_\_\_\_

Sponsor: \_\_\_\_\_

FTE Review Visit (e.g. first, final, etc.) \_\_\_\_\_

Community School Attendees: \_\_\_\_\_

Name of Reviewer(s)  
\_\_\_\_\_

<b>Errors:</b>	<b>Error Explanation</b>	<b>Expected Correction</b>
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**Review of Enrollment and Attendance Policies**

**Review of School Calendar vs. Entity Profile**

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**Issues and/or Recommendations**

11/1/2010

# Appendix C

# SOES Reports

## (needed for an FTE Review)

### SOES Reports:

Available at <https://webapp.nwoca.org/soes>  
(need user name and password for access)

Indicate the community school name in the drop down box.

#### + Reports

##### Student Info

- Students with Errors
- Special Ed Students
- SSID is Invalid
- SSID is Blank

All Statuses (give all students)

#### + Reports

##### Fields

Summary Report in drop down box  
(see Instructions on next page)

#### + Utilities

Entity Profile (school calendar, administrative staff, etc.)

## FTE Review Reports From SOES

- 1) Log into SOES
  - 2) On the left side of the main page, click on Reports, Student Info
  - 3) Under Select by Residency Status, replace “all” with “active” from the dropdown box
  - 4) After “Fields,” select Summary Report from report options in the dropdown box
  - 5) Click on Generate Report
  - 6) Scroll to bottom of screen. Under Export Options, click on Excel. Click on Save. Save the spreadsheet on your desktop or in My Documents under a new name. Close box.
  - 7) Log off SOES website
  - 8) Return to spreadsheet
- 

Two versions of the report will be needed (1 with names and 1 without).

### **Version #1 (names included)**

- highlight the spreadsheet (excluding field names)
- sort spreadsheet by Grade Level, then by Last Name (alphabetically)

### **Version #2 (names eliminated)**

- Use Version #1, and delete the following columns:
  - Student Last Name
  - Student First Name

### **When printing the reports, please:**

- **Use the same size/font on both reports so that the same students are reflected on the same pages in both reports**
- **Widen any columns reflecting #####’s**
- **Print on legal size paper if necessary**

## QUESTIONS and ANSWERS

- Q. If a child who is not yet 5 years of age enrolls in a community school, what date shall the community school enter as the "From" date?**
- A. The date entered shall be the child's 5<sup>th</sup> birthday. In addition, the number of either days or hours that the child will be instructed, from that birthday date until the end of the school year must be inserted after "Total Days" or "Hours".
- Q. If a child who enrolls in a community school never shows up (i.e. never attends for even one day), what shall be done with the child's record in the Web-based system?**
- A. If the child's name is already listed in the Web system, a date that is identical to the "From" date shall be entered as the "To" date. In addition, a "0" shall be listed as either the number of days or hours that the child will be instructed during the school year under "Membership Units."
- Q. If a person has a question about inputting data into the web-based system or about some facet of the system, where can the question be asked?**
- A. The SOES Manual is available on the School Finance website:  
<http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=998&ContentID=15422&Content=89403>
- Q. What is the withdrawal date that is put into the Web system: the last day a child attends or the first day he does not attend?**
- A. The last day a child attends shall be entered.
- Q. If a child comes and attends all day the first day of school and does not return and does not inform the community school that he is not returning, what withdrawal date shall be entered into the system?**
- A. If the child re-enrolls in another community school or in the traditional public district, the withdrawal date shall be the day after the first day of school. If the child does not enroll in another community school or in the traditional public district and the parent (or the student if he/she is self-supporting) has not advised the school that he will be withdrawing, the community school must disenroll the student on the day that represents 105 hours of unexcused absence; no more than 105 hours is permissible even if the last day of enrollment is a partial day so as not to exceed the 105 hours.
- Q. If a community school has a limited enrollment area built into its contract, but admits a student from outside the enrollment area, can the payment for the student be deducted if the situation is discovered in a review, even if it can be documented that the community school educated the child?**
- A. Payment for this student can be deducted from the community school because the community school shall not be enrolling students from outside its enrollment area. It

shall work with the Office of Community Schools to get its contract modified if it wants to expand its area of enrollment.

**Q. If a parent says that a child is withdrawing to a community school and the public district does not receive a request for records from the community school where the student is supposed to enroll, who is responsible for reporting truancy?**

**A.** The public school district is responsible for reporting truancy. Once the community has received paperwork for enrollment or the student has logged in, the community school is responsible for truancy.

**Q. Are community schools obligated to follow through with the truancy process and file paperwork in court if a student stops attending the community school and is disenrolled for truancy or does the obligation fall back on the traditional public school?**

**A.** ORC Section 3321.191 requires schools to follow up on truancy or to file a complaint in the juvenile court in the county if the parent, guardian or other person responsible for the care of the child fails to cause the child's attendance at school during the time the child is enrolled in the community school or in the 105 consecutive hours of non-attendance prior to the required withdrawal of the child. Once the 105 hours of non-attendance has lapsed and the child is no longer enrolled in the community school, the child's traditional public school where he/she is entitled to attend is responsible for truancy.

**Q. Can a community school require student attendance records from a traditional public school?**

**A.** A traditional public school district does not have to give a community school any attendance records, but it does have to notify the community school of the date that the students in question were last educated by the district. If the students were enrolled and attending a community school and enrolled and attending a public school district building at the same time, the community school is entitled to be paid for the students. If a community school and a public school district cannot resolve the disagreement, then area coordinators have to review the documentation that both schools have and decide what date to use.

**Q. What is the current IEP deadline in use?**

**A.** The IEP deadline for both community schools and traditional public schools is Dec. 1. Ohio Revised Code 3323.08(A)(3) states that a community school must, *Provide for an individualized education program for each handicapped child at the time of placement and by the first day of December of each subsequent year...* IEPs completed and signed by Dec. 1 will be eligible for the weighted funding of the designated category.

**Q. Does the proof of residency requirement for purposes of payment apply to the residency requirements for transportation?**

**A.** Establishing residency for transportation is different in that POR's for transportation follow that of the resident district's policy. Resident districts may require the same POR from community school residents as required of students attending the traditional district's schools.

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