



FY18 Community School Full Time Equivalency (FTE) Review Manual

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Introduction

Community schools enter data concerning the enrollment and attendance of their students into the Education Management Information System (EMIS). EMIS data populates the Ohio District Data Exchange System (ODDEX) School Options Enrollment System (SOES), which is used by the Ohio Department of Education to inform public districts about their students who are enrolled in community schools. Area coordinators conduct full-time equivalency (FTE) reviews to verify the accuracy of the enrollment and attendance data reported by community schools into EMIS.

A Department 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 data reported to the Department for funding is accurate and policies are compliant with governing laws and rules. The review team compares the source enrollment and attendance data with the EMIS data submitted by the community school for funding and checks that for a student with disability (SWD), the Individualized Education Program (IEP) and Evaluation Team Report (ETR) are current and properly identify a disability condition and funding category code.

This handbook delineates and describes the procedures and forms that are generally used to conduct FTE reviews. 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, provided the reviewer is consistent with governing laws, rules and this manual, to assure that the review is conducted properly and consistently. Unique aspects or programs of a school may require the area coordinator to modify or skip certain steps in the review process and accept alternative supporting documents. Some sections of the manual require area coordinators to perform certain actions; those are not optional. If an area coordinator has questions, he/she should consult with the Office of Budget and School Funding and/or Legal before proceeding.**

The area coordinator has the authority, in consultation with relevant Department offices, 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\(K\)\(1\)](#).

Words and paragraphs in this FTE Review Manual that are in italics, such as this sentence, are reference to legal citations in the Ohio Revised Code.

Disclaimer: Any references to log-in only relate to enrollment and attendance. For e-schools, log-in and log-outs are required to document the student's participation in learning opportunities provided by e-schools. Any references to blended learning should not apply to e-schools due to the prohibition outlined in Ohio Revised Code Section 3302.41.

Timeline for Area Coordinator

- By Sept. 1: The FY18 CS FTE Review Manual will be posted to the Department's website and community schools/sponsors will be notified by the Department via email.
- By Sept.15: Office of Budget and School Funding notifies community schools selected for FTE review because they are:
 - Due for regularly scheduled FTE review (normally every 5 years);
 - Added based on Department office recommendations and criteria listed on page 6 of this manual;
 - New community schools for that school year.
- By Oct. 31: Area coordinators will conduct orientation visits to new community schools per this manual.
- By Jan. 31: Area coordinators will contact all community schools to discuss the FTE review process and requirements.
- By June 30: Area coordinators will conduct FTE Reviews for all schools unless authorized by the Office of Budget and School Funding to conduct FTE Reviews after June 30th.

Note: FTE reviews should be completed within seven business days of being notified by the Office of Community Schools of a closing, closed or suspended community school.

Annual FTE Reviews - Selection of Community Schools

ORC 3314.08 (K)(1) – If the department 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 ninety days of the end of the community school's fiscal year unless extended for a period not to exceed thirty additional days....

The Office of Budget and School Funding will identify community schools due for regularly scheduled FTE reviews (at minimum once every five years).

Additional community schools may be added to the FTE review list for the current fiscal year for reasons including, but not limited to, those listed below.

- New community schools (New IRN);
- Community schools that moved to a new location;
- Schools that have not been reviewed for the previous five years;
- Community schools overpaid by 10% or more in the previous school year;
- Community schools that went insufficient in any monthly payment in the previous fiscal year;

- Office of Budget and School Funding recommendations;
- Community schools referred by the Auditor of State;
- Area coordinator recommendations;
- Office of Community Schools recommendations; and
- Community schools with a significant number of reporting errors, as identified in the Education Management Information System (EMIS), at the end of the previous school year. This would typically involve reporting errors that impact funding;
- Random selection of community schools.

Area coordinator recommendations may include community schools that have changed location or added additional grades in a different location or schools that have faced local issues, including but not limited to, documented financial concerns on the most recent state audit and/or substantial changes in enrollment. Such recommendations should be sent to the Department's Community Schools payment administrator as soon as possible.

New Community School Orientation Visit

Area coordinators must visit newly chartered schools before Oct. 31 of their first year of operation. To complete this effort, the CS payment administrator will provide a list of new schools to each area office by Oct. 1 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 Oct. 31 should be scheduled within 30 days of each school's opening. This orientation visit should be entered as a meeting in the **Schedule** Tab of the **Compliance** System in the **Community School FTE Review** module. The meeting should be titled "**New CS Orientation.**" For instruction on navigating the **Compliance** System, see the Appendix.

The area coordinator will contact the new school and schedule a visit 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. The school's annual calendar as reported in EMIS against the schools actual operating calendar (please note schools may have more than one calendar depending upon their operation);
2. The school's reporting in hours and the effect on the calculation of the FTE;
3. The role of FTE Adjustment Report and how the school can use it;
4. Flagging and modification procedures;
5. The role of the area coordinator;
6. The area coordinator's role in the resolution of flags;
7. Funding timeline and payment reporting;
8. ETRs and IEPs, disability conditions and funding category codes;
9. The FTE review process (the CS FTE Review Manual posted on the Department's website) and the use of the Compliance System;
10. Original source documents for documenting attendance;
11. Calamity days and make-up days;
12. Written enrollment and attendance policies;

13. Existence of the EMIS Manual, as necessary;
14. College Credit Plus and CTE funding (if a high school); and
15. Anything else that the area coordinator feels should be discussed.

Communication to a New Community School Before an Orientation Visit

The following message should be emailed to the new community school to announce 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 school's annual calendar, as reported in EMIS, against the actual operating calendar;
2. The school's reporting in hours and the effect on the calculation of the FTE;
3. The role of FTE Adjustment Report and how the school can use it;
4. Flagging and modification procedures;
5. The role of the area coordinator;
6. The area coordinator's role in the resolution of flags;
7. Funding timeline and payment reporting;
8. ETRs and IEPs, disability conditions and corresponding funding category codes;
9. The FTE review process and the use of the Compliance System;
10. Original source documents for documenting attendance;
11. Calamity days and make-up days;
12. Written enrollment and attendance policies;
13. Use of the EMIS Manual, as necessary
14. If a high school, College Credit Plus and CTE funding;
15. Any questions that you may have.

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

Contacting Schools That Will Receive an FTE Review

Between Oct. 1 and Jan. 31, area coordinators should contact all community schools that will receive an FTE review to do the following:

- If requested by the school, schedule in-person meetings to answer questions regarding the FTE review process and manual (this is recommended but not required). As a best practice, it is advisable to select a few student records and use the manual/survey to walk the school through what will take place during the review. Area coordinators may use their discretion and require this step.

- Answer questions in-person, by phone or via email regarding the FTE review process, including discussing the procedures, learning opportunity documentation requirements timelines, etc.
- If requested by the school, schedule workshops or in-person meetings to review the school's learning opportunity documentation system/methods, records, computer/online system (if applicable), procedures, etc. Area coordinators may use their discretion and require this step.
- If area coordinator provides an on-site orientation visit, this visit should be entered as a meeting in the **Schedule** Tab of the **Compliance** System in the **Community School FTE Review** module. The meeting should be titled "**Pre-Review Orientation.**" For instruction on navigating the **Compliance** System, see the Appendix.

New community schools will receive orientation visits per pages 7-8 of this manual. In all aspects, area coordinators should use their discretion to determine what level of information, assistance and explanation is needed to ensure the community school fully understands the FTE review process. Area coordinators and community schools should work together to determine if a more in-depth meeting is needed to explain the FTE review process. For example, it may be in the best interest of a community school to receive a full Orientation Visit, even if it is not a new school.

Requirements for E-schools and Schools with Blended Learning Models

Area coordinators must schedule meetings with e-schools and schools with blended learning models at the beginning of the school year (October and November) to learn about the school's learning opportunity documentation methods and educational delivery system. Area coordinators need to know about the system and its capabilities/limitations prior to the review. This meeting is in addition to other meetings to discuss the FTE review process and manual. This e-school and blended school visit should be entered as a meeting in the **Schedule** Tab of the **Compliance** System in the **Community School FTE Review** module. The meeting should be titled "**E-school or Blended School Pre-Review.**" The notes can be entered describing the school's learning opportunity documentation methods and educational delivery system. For instruction on navigating the **Compliance** System, see the Appendix.

Information to be Provided to a Community School Before an FTE Review

The following information should be emailed to the community school prior to an FTE review visit. If it is an e-school or school using a blended learning model, the area coordinator should update the list of items to include all documentation of student participation in learning opportunities, as outlined on pages 19-23 of this manual.

Example Email Message

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 2017-2018 school year and will examine the school's

procedures for maintaining enrollment, attendance and other documents that substantiate the full-time equivalency reported for funding. I will arrive at your school at 9 a.m. on Friday, Jan. 12, 2018. As part of the review, I will be comparing the school's enrollment and attendance data with the school's EMIS data and will help to resolve challenges identified by any error flags.

Please upload the following documents into the **Compliance System Community School FTE Review Document Tab** at least two weeks prior to the scheduled visit. For instruction on navigating the **Compliance System**, see the Appendix in the FY18 CS FTE Review Manual.

1. Copy of the contract with the school's sponsor (or a link to the contract on the Department's website).
2. The community school's written enrollment and attendance policies/procedures.
3. Board-approved kindergarten early entrance policy and/or acceleration policy, if applicable.
4. Board-approved school "operating" calendar.

I will e-mail the SSIDs of the sample of students whose records will be reviewed **XXXX – insert time (Use the guidelines on page 10 to determine how far in advance you will need to send the sample and indicate this in this message)**. The school should match SSIDs in the sample to the student names and provide this list upon arrival. The names should be sorted in alphabetical order by last name if the student files are arranged that way or in alphabetical order by student SSID number if the files are arranged that way. The following records should be made available for review for each student:

- Birth record;
- Proof of residency;
- Enrollment form;
- Withdrawal documentation (if applicable);
- Proof of attendance by way of an original source document;
- Student with disability: the current ETR and the IEP;
- E-school: documentation showing that a computer was supplied by the school or a waiver if the student is not using a school computer;
- Documentation of participation in learning opportunities per the FY18 CS FTE Review Manual pages 19-23.

I will complete the **CS FTE Review Survey** in the **Compliance System**. Issues identified may need additional follow up. The report of the review will be available in the **Compliance System**. For instruction on generating a report in the **Compliance System**, see the Appendix the FY18 CS FTE Review Manual. Any finding that results in additional funds owed to the school or that the community school owes money to the state will be documented in the **Compliance System**.

The reviewer or the area coordinator has the authority, in consultation with the relevant Department offices, 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 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](#).

Sample of Student Records Selected for an FTE Review

The Department's Community Schools payment administrator will provide the area coordinator with the file that will contain the sample of SSIDs selected for review, EMIS calendar, FTE Adjustment Report and FTE Detail Report. This file will be sent no later than three days prior to the scheduled review. Area coordinators will email the sample to the schools 24 hours prior to the visit.

- For schools with fewer than 300 records, sample is a minimum of 25 records.
- For schools containing between 301 and 2,000 records, sample is 8 percent of student records, with a minimum of 25 records selected. If the list contains more than 1000 records, 50 percent of the SSIDs selected may be given to the school two business days prior to the FTE review.
- For schools containing between 2,001 and 4,999 records, sample is 8 percent of the student records, with a minimum of 160 records selected. Eighty percent of the SSIDs selected may be given to the school two business days prior to the FTE review.
- For schools with 5,000 or more records, sample is 5 percent of the student records, with a minimum of 400 records selected. Eighty percent of the SSIDs selected may be given to the school two business days prior to the FTE review.
- Twenty-five percent of the sample (regardless of total sample size), is the students coded with a disability status on the FTE Detail Report.

Prohibition for leaving with Individual Student Names and SSID Numbers

[ORC 3301.0714\(D\)\(2\)](#) – Individual student data shall be reported to ODE through the information technology centers utilizing the code (SSID) 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 the Department nor any of its staff may leave an FTE review site with personally identifiable information.)

Community School FTE Review Visit

Timeline

The area coordinator will contact each school by Jan. 31 to discuss the FTE review process, answer questions and schedule a review date.

Once scheduled, the area coordinator should enter the date of the visit in the **Compliance System, Schedule** tab, **On-site Meeting** type. The meeting should be titled “**FTE Review.**” This will allow the Department's Community Schools payment administrator to prepare and send the sample file to the area coordinator in the proper time.

Area coordinators will complete the on-site portion of the FTE reviews for all schools by June 30 (may go past June 30 deadline with approval from the Office of Budget and School Funding). Area coordinators should wait to conduct e-school and blended learning school reviews until after the end of the school calendar year.

This timeline does not apply when a community school is closing at the end of the school year. Additional guidelines for use when a school is closing or has closed are described in the next section.

ORC 3314.08(K)(1-3) states:

(1) If the department 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 ninety days of the end of the community school's fiscal year, unless extended for a period not to exceed thirty additional days for one of the following reasons:

(a) The department and the community school mutually agree to the extension.

(b) Delays in data submission caused by either a community school or its sponsor.

(2) If the review results in a finding that additional funding is owed to the school, such payment shall be made within thirty days of the written notice. If the review results in a finding that the community school owes moneys to the state, the following procedure shall apply:

(a) Within ten business days of the receipt of the notice of findings, the community school may appeal the department's determination to the state board of education or its designee.

(b) The board or its designee shall conduct an informal hearing on the matter within thirty days of receipt of such an appeal and shall issue a decision within fifteen days of the conclusion of the hearing.

(c) If the board has enlisted a designee to conduct the hearing, the designee shall certify its decision to the board. The board may accept the decision of the designee or may reject the decision of the designee and issue its own decision on the matter.

(d) Any decision made by the board under this division is final.

(3) If it is decided that the community school owes moneys to the state, the department shall deduct such amount from the school's future payments in accordance with guidelines issued by the superintendent of public instruction.

CS FTE On-site Review

During the FTE review visit, the area coordinator shall:

1. Compare the school's EMIS calendar with the board-adopted "operational" calendar for accuracy verifying that:
 - a. Beginning and ending dates for students are correct;
 - b. Number of annual instructional hours for students are correct and distributed proportionately across the school's calendar year considering school breaks;
 - c. Each school day contains the number of instructional hours needed to meet daily or annual requirements, as stated in the contract;
 - d. Each school day contains the number of instructional hours indicated in EMIS and in the hard copy of the annual school calendar, not counting the lunch period.
2. Review enrollment and attendance policies. Review kindergarten early entrance policy and/or acceleration policy, if applicable.
3. Review the school's contract to see if the school is authorized to use a blended learning model. E-schools are not permitted to use blended learning models under *Ohio Revised Code Section 3302.41*.

4. Review the records of all the randomly selected students for accuracy to ensure that each record contains all relevant documentation.
5. Verify that the FTE reported on the student sample is supported by enrollment and original source attendance data, including entry dates, withdrawal dates, attendance documentation and participation in learning opportunities documentation.
6. Review the special education documentation for each student with a disability (SWD) in the sample. SWD is eligible for funding if:
 - a. The ETR lists the disability of the student and is current;
 - b. The IEP is in effect for the current school year;
 - c. The disability designation (in EMIS) matches the disability on the ETR;
 - d. The **initial** IEP is signed. Area coordinator needs to review initial IEP only for newly identified students.
7. At the completion of the review of student records, the coordinator may discuss any errors that were discovered. These may include, but are not limited to, original source data that does not support entry or withdrawal dates, improperly identified districts of residence, students who do not have enrollment documentation on file (birth certificates, proof of residency, etc.), lack of learning opportunity documentation or other issues that may arise.

If errors are found during the review, the area coordinator has the discretion to select additional records to review. The area coordinator is highly encouraged to contact the Department's Community Schools payment administrator to request a sample and guidance if more than a few additional records are needed. The area coordinator may, in coordination with the Department's Office of Budget and School Funding representative, refer the school to the Office of Community Schools and/or the Office for Exceptional Children for further follow up.

CS FTE Review Survey, Issues and Reports in the Compliance System

Preliminary results of the FTE review may be discussed with the community school before leaving the review site, but this will not be considered the final results since the Department needs to review and evaluate the information.

The reviewer will complete the survey, identify any issues and outline the follow-up action needed to be taken to resolve the issues in the **Compliance System**. When the survey and issues are ready to be shared with the school, the school will be notified through the email generated by the **Compliance System**. If there are no issues or resolved issues that do not require further action, the survey will be marked **Closed**. The school can generate a PDF report within the **Compliance System** for its records. If there are issues that require follow-up, the school will need to show proof of the resolution of the issues to the area coordinator. The area coordinator will review the documentation and enter comments in the **Compliance System** indicating that issues were resolved. Once all the issues are resolved, the survey will be marked **Closed** by the Department representative and the school can generate a PDF report within the **Compliance System** for its records. For instruction on navigating the **Compliance System**, see the Appendix.

Closing/Closed/Suspended School FTE Review

The area coordinator should use these guidelines when completing an FTE review in a community school when it is closing, after it has closed during the course of the current school year or after a school year, or when its operation has been suspended.

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.**"

Timeline

The 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 Office of Budget and School Funding.

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 CS FTE Review Manual and conduct the review, preferably before the last day of instruction or immediately after the school year end.

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, area 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.

Notification

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 email (for written documentation). The notification should include information about what documentation is needed for the review (student files, attendance records, special education records, original source data, etc.), and it should indicate the necessity of the sponsor or the administrator to be in attendance at the exit conference following completion of the review.

On-site Guidelines

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

If original source documentation of attendance is not provided, 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 day following the last documented date of attendance.

An exit conference (sponsor, administrator or EMIS coordinator) will be conducted before reviewers leave the site.

When finished, the lead reviewer will complete the **CS FTE Review Survey** in the **Compliance System** as soon as possible. Areas of compliance and noncompliance will be identified there. Any unresolved issues will need follow up. An email notifying that the survey is complete and that the report can be generated will be sent to the community school. The report of the review will be available in the **Compliance System**. For instruction on generating a report in the **Compliance System**, see the Appendix.

Internet or Computer-based Community School (E-school) FTE Review Procedures

[ORC 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 E-school

ORC 3314.08 (J)(1) – No student shall be considered enrolled in any internet- or computer-based community school or, if applicable to the student, in any community school that is required to provide the student with a computer pursuant to division (C) of section 3314.22 of the Revised Code, unless both of the following conditions are satisfied: (a) 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; (b) The school is in compliance with division (A) of section 3314.22 of the Revised Code, relative to such student.

E-school FTE Review Guidance

When reviewing an e-school, coordinators must follow the review procedures listed in this manual and in the survey; however, some procedures will vary in level of detail and will be different because of the legal obligations and unique situations of the e-school.

The reviewer should keep in mind that the funding for e-schools is different from the funding of other community schools in some aspects. The funding for e-schools consists only of the formula amount (based on an accurate FTE calculation), the special education weighted funding and career-technical education funding. There are no funds for economic disadvantaged, targeted assistance, limited English proficiency, K-3 literacy or transportation. The reviewer of e-schools must pay careful attention to the relationship between the hours/days of instruction and the daily/hourly attendance documentation used in calculating the percent of time for each student, which will affect the FTE funding.

When reviewing an e-school, the reviewer must follow all the review procedures in the **CS FTE Review Survey for E-schools and Blended Schools**, incorporating these required procedures:

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, or it 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 FTE Start Date for the student. 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 e-school is required to maintain student attendance records, as specified in the e-school's written attendance policy. The reviewer will verify and check that the school has a written attendance policy and that it is being followed. The reviewer will check the attendance record procedure maintained by the e-school.
3. The reviewer will check the individual attendance record(s) for at least 50 students in the random sample. If the review sample has fewer than 50 students, this should be done for each student. These attendance records should show both when a student accessed learning opportunities and how long he/she participated in these learning opportunities, if the online system is able to document these learning opportunities. A learning opportunity for an e-school student could be a documented computer time for doing homework in any subject, reading resource documents, writing resource papers, taking tests at the school, doing research, conferencing with teachers, etc. If the school's online system is not able to document learning opportunities that take place within the system, the school then must document those learning opportunities per the requirements in **Learning Opportunity Documentation Requirements for E-schools** section.

All non-classroom activities also must be documented in a form consistent with this manual and certified in writing by a teacher and must include an hourly/daily/weekly accounting that the hours documented were hours in which the student accessed a learning opportunity. See "**Guidance on Conducting FTE Reviews for Schools Using Non-classroom, Non-computer-based Learning Opportunities**" for additional information on required documentation on page 18. Please note that this section requires area coordinators to add up the total amount of documented time based on original source documentation for at least 50 students if the sample is larger than 50 students.

4. The reviewer will request that the e-school uploads into the **Compliance** System a written description and an example of the:
 - Student's total learning opportunity and how the time value is calculated to create that total;
 - The method used to transform the raw durational data from different vendors into the participation time that the school is claiming (for funding purposes) for a student;
 - Offline work in which a student receives credit and how that work is assessed (in time) and certified.

5. The reviewer will request that the **Total Learning Opportunity Records (TLOR)** for all e-school students are uploaded in to the **Compliance** system within **five business days** after the completion of the on-site portion of the review (in Excel format) that include the following elements:
- Student SSID numbers (this document cannot contain student names).
 - Total amount of documented time a student participated in online learning opportunities that occurred within and were tracked by the schools online learning system. This should match the amount of time that may be tracked by the e-school's online system (if applicable). If a school's online system does not track the amount of time students participate in online learning opportunities, schools may document these learning opportunities using the "**Minimum Documentation Requirements for Non-classroom, Non-computer-based Learning Opportunities**" listed on page 18. It is recognized that schools may track online learning opportunities in different ways due to different system capabilities. The e-school may have more than one online system that tracks durational time. In these circumstances, the times may not overlap or be counted more than once. Time not on the computer (self-reported) may not overlap online time.
 - Total amount of documented time a student participated in "Other Learning Opportunities" or non-computer, non-classroom-based learning opportunities. See "**Guidance on Conducting FTE Reviews for Schools Using Non-classroom, Non-computer-based Learning Opportunities**" on page 18 for additional information on required documentation and review.
 - Sum of the time in b) and c).

Example of Total Learning Opportunity Records (Excel Format)

SSID	Computer-based Learning Opportunities (Documented by the school's system) Total Hours	Other Learning Opportunities Total Hours	Total Documented Learning Opportunities
SDFS87897	120	80	200
WED897897	80	150	230
HJY77865	50	228	278

The reviewer, with assistance from the Office of Budget and School Funding, will compare the total amount of verified time a student participated in documented learning opportunities against the percent of time being reported in EMIS for each student to ensure that students only are being funded for documented time spent on learning opportunities. This review will take place AFTER the FTE review visit.

Reviewing Total Learning Opportunity Records Example

- The e-school calendar has 950 hours of learning opportunities in a given school year. If student A was enrolled at the e-school for the entire calendar year and has 780

- hours of verified learning opportunities, then the percent of time should be 82. (780 hours divided by 950 hours of possible learning opportunities = 82 percent)
- The reviewer will compare the calculated percent of time based on documented learning opportunities against the percent of time being reported in EMIS to ensure they match. If the reported percent of time does not match the calculated percent of time, these findings should be reported to the Department for follow-up actions.

Guidance on Conducting FTE Reviews for Schools Using Non-classroom, Non-computer-based Learning Opportunities

Community schools with non-classroom-based, non-computer-based learning opportunities are subject to the same FTE reporting and documentation requirements as all other community schools. The following is to be used as guidance for area coordinators when conducting FTE reviews for schools with these types of learning opportunities. **Schools utilizing blended learning models or e-schools must document learning opportunities not tracked and documented by an online or computer system and that do not take place within a traditional brick and mortar classroom.**

Non-classroom, Non-computer Learning Opportunities

ORC 3314.08 (H)(2): Learning opportunities shall be defined in the contract which shall describe both classroom-based and non-classroom-based learning opportunities and shall be in compliance with criteria and documentation requirements for student participation which shall be established by the department. Any student's instruction time in non-classroom-based learning opportunities shall be certified by an employee of the community school.

Minimum Documentation Requirements for Non-classroom, Non-computer-based Learning Opportunities¹

Documentation must exist for all non-classroom, non-computer-based learning opportunities and must be certified by the teacher. The following are minimum requirements for non-computer, non-classroom-based learning opportunities.

1. Schools may use the “**Alternative Learning Opportunity Documentation Log**” to document learning activities. Any documentation must at least include the following elements:
 - a) Student SSID.
 - b) Brief description of learning opportunities (e.g., class or course information).
 - c) Dates and times of actual learning opportunities.
 - d) Total of verified learning opportunities time.

¹ Alternative Learning Opportunities may include non-classroom, non-computer-based learning opportunities. Examples of these include, but are not limited to: work done at home online. It also may include computer/online learning opportunities that were not tracked by the school's computer/online system.

- e) Teacher certification of the reported learning opportunities (see Teacher Certification on page 26).
- 2. Schools must upload into the Department’s Compliance System (in Excel format) **TLOR** that includes both total computer-based and non-computer, non-classroom-based learning opportunities for each student by SSID number, as well as the sum.
- 3. Estimated or approximated times cannot be used for the purposes of calculating percent of time. For example, if an assignment was estimated to take 15 hours to complete and it only took the student 10 hours to complete, the student would be given credit for 10 hours.
- 4. All non-classroom-based learning hours must be documented and certified by a teacher. Schools may use different means to certify documented learning opportunities; however, that process must be applied consistently and adhere to the guidance of this manual. If the non-classroom activities are computer-based, this should match the amount of time that may be tracked by the e-school’s online system (if applicable). If a school’s online system does not track the amount of time students participate in online learning opportunities, schools may document these learning opportunities using the “**Minimum Documentation Requirements for Non-classroom, Non-computer-based Learning Opportunities**” list on page 18. That required documentation is separate from the original source documents and may be compiled by either the student or school staff, but its accuracy must be certified on a regular basis by a teacher who is licensed by the Ohio Department of Education and therefore is subject to the Licensure Code of Professional Conduct for Ohio Educators.

Learning Opportunity Documentation Requirements for E-schools

E-schools are required to document student participation in learning opportunities. These records will be reviewed and checked during the FTE review and may be used to adjust the percent of time and funding. E-schools will only receive credit for documented learning opportunities; **missed days (both excused and unexcused absences) or assignments do not count as hours.** No e-school shall be credited for any time a student spends participating in learning opportunities beyond 10 hours within any 24 consecutive hours per ORC Section 3314.08(H)(3). The following outlines the documentation requirements for e-schools.

Online Learning Opportunities – Tracked by the E-school’s System

E-schools may have systems that track learning opportunity participation that take place within the school’s online system. If an e-school’s online system has this capability, then the school must produce Excel spreadsheets showing the daily/weekly/monthly accounting of learning opportunities AND the final total of all online learning opportunities that the student participated in and were tracked by the e-school’s system. The e-school may have more than one online system that tracks durational time. In these circumstances, the times may not overlap or be counted more than once. Time not on the computer (self-reported) may not overlap online time.

The school must be able to upload this documentation to the Department’s **Compliance** System, upon request, in Excel format by SSID (see the Total Learning Opportunity Records section below).

This spreadsheet should be presented in a way that can be analyzed by the Department (for example, no merged cells). The spreadsheet should be set up similar to the example that follows.

	A	B	C	D	E
1	<u>SSID</u>	<u>Start Dtm</u>	<u>End Dtm</u>	<u>Data Source</u>	<u>Duration Seconds</u>
2	AB1234567	8/19/2016 8:03:42.000	8/19/2016 8:07:25.000	Online vendor #1	223
3	AB1234568	8/22/2016 8:31:48.027	8/22/2016 8:36:48.027	Online vendor #1	300
4	AB1234569	8/22/2016 8:38:54.000	8/22/2016 8:41:10.000	Online vendor #2	136

Other Learning Opportunities

E-schools may have learning opportunities that are not tracked by the school’s online system and/or that take place offline or not on a computer. In addition, some e-school’s online systems may not be able to track and document the student’s participation in the online system learning opportunities. E-schools that have these situations must use the following minimum documentation requirements and must be able to provide (to area coordinators and Department officials) the needed information upon request.

Documentation must exist for all learning opportunities and must be certified by a teacher. Other learning opportunities hours should not include the online hours that already have been counted. The following are minimum requirements for “Other Learning Opportunities.”

Minimum Documentation Requirements: Any documentation must at least include the following elements:

- Student SSID.
- Brief description of learning opportunities (e.g., class or course information).
- Dates and times of actual learning opportunities.
- Total of verified learning opportunities time.
- Teacher certification of the reported learning opportunities (see Teacher Certification on page 26).

E-schools may use the “**Alternative Learning Opportunity Documentation Log**” to document these learning opportunities, but they are not required to. This is an example of how these learning opportunities can be tracked. It is up to the school to decide on how best to meet these requirements.

Estimated or approximated times cannot be used for the purposes of calculating percent of time. For example, if an assignment was estimated to take 15 hours to complete and it only took the student 10 hours to complete, the student would be given credit for 10 hours.

Certification of Non-classroom Learning Opportunities

All non-classroom-based learning hours must be documented and certified by a teacher. Schools may use different means to certify documented learning opportunities; however, that process must be applied consistently and adhere to the requirements of this manual. If the non-classroom activities are computer-based, this should match the amount of time that may be tracked by the e-school's online system (if applicable). If a school's online system does not track the amount of time students participate in online learning opportunities, schools may document these learning opportunities using the “**Minimum Documentation Requirements for Non-classroom, non-computer-based Learning Opportunities**” listed on page 18. That required documentation is separate from the original source documents and may be compiled by either the student or school staff, but its accuracy must be certified on a regular basis by a teacher who is licensed by the Ohio Department of Education and therefore is subject to the Licensure Code of Professional Conduct for Ohio Educators.

Total Learning Opportunity Records

E-schools must upload into the **Compliance** System (in Excel format) both Online Learning Opportunities, Other Learning Opportunities and their sum for each student record by SSID.

The school needs to provide a description of the methodology as to how the total online and non-classroom, non-computer-based learning opportunities were calculated.

Example of Total Learning Opportunity Records (Excel Format)

SSID #	Computer-based Learning Opportunities (Documented by the school's system) Total Hours	Other Learning Opportunities Total Hours	Total Documented Learning Opportunities
SDFS87897	120	80	200
WED897897	80	150	230
HJY77865	50	228	278

The Department has provided an e-school template, example and instructions for percent of time calculation. It is available on the Department's website – Community School Funding Information page at <http://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Community-School-Funding/Community-School-Funding-Information>.

Learning Opportunity Documentation Requirements for Schools Using Blended Learning Models

Schools using blended learning models are required to document student participation in learning opportunities. These records will be reviewed and checked during the FTE review and may be used to adjust the percent of time and funding.

Computer-based Learning Opportunities – Tracked by the School’s Online System

Schools may have systems that track learning opportunity participation that take place within the school’s online system. If a school’s online system has this capability, then the school must be able to produce Excel spreadsheets showing both the daily/weekly/monthly accounting of learning opportunities AND the final total of all online learning opportunities that the student participated in and were tracked by the school’s system. The blended school may have more than one online system that tracks durational time. In these circumstances, the times may not overlap or be counted more than once. Time not on the computer (self-reported) may not overlap online time.

The school must be able to upload this documentation to the Department’s **Compliance** System, upon request, in Excel format by SSID (see the Total Learning Opportunity Record section below).

This spreadsheet should be presented in a way that can be analyzed by the Department (for example, no merged cells). The spreadsheet should be set up similar to the example that follows.

	A	B	C	D	E
1	<u>SSID</u>	<u>Start Dtm</u>	<u>End Dtm</u>	<u>Data Source</u>	<u>Duration Seconds</u>
2	AB1234567	8/19/2016 8:03:42.000	8/19/2016 8:07:25.000	Online vendor #1	223
3	AB1234568	8/22/2016 8:31:48.027	8/22/2016 8:36:48.027	Online vendor #1	300
4	AB1234569	8/22/2016 8:38:54.000	8/22/2016 8:41:10.000	Online vendor #2	136

Other Learning Opportunities

Schools may have learning opportunities that are not tracked by the school’s online system and that take place offline or not on a computer. In addition, some school’s online systems may not be able to track and document the student’s participation in the online system learning opportunities. Schools that have these situations must use the following minimum documentation requirements and must be able to provide area coordinators and Department officials with the needed information upon request.

Documentation must exist for all learning opportunities and must be certified by a teacher. Other learning opportunities hours should not include the online hours that already have been counted. The following are minimum requirements for “Other Learning Opportunities.”

Minimum Documentation Requirements: Any documentation must at least include the following elements:

- f) Student SSID.
- a) Brief description of learning opportunities (e.g., class or course information).
- b) Dates and times of actual learning opportunities.
- c) Total of verified learning opportunities time.
- d) Teacher certification of the reported learning opportunities (see Teacher Certification on page 26).

Schools may use the “**Alternative Learning Opportunity Documentation Log**” to document these learning opportunities, but they are not required to. This is an example of how these learning opportunities can be tracked. It is up to the school to decide on how best to meet these requirements.

Certification of Non-classroom Learning Opportunities

All non-classroom-based learning hours must be documented and certified by a teacher. Schools may use different means to certify documented learning opportunities; however, that process must be applied consistently and adhere to the requirements of this manual. If the non-classroom activities are computer-based, this should match the amount of time that may be tracked by the school’s online system (if applicable). If a school’s online system does not track the amount of time students participate in online learning opportunities, schools may document these learning opportunities using the “**Minimum Documentation Requirements for Non-classroom, Non-computer-based Learning Opportunities**” listed on page 18. That required documentation is separate from the original source documents and may be compiled by either the student or school staff, but its accuracy must be certified on a regular basis by a teacher who is licensed by the Ohio Department of Education and therefore is subject to the Licensure Code of Professional Conduct for Ohio Educators.

Classroom-based Learning Opportunities

Schools that use blended learning models should include all classroom-based learning opportunities that were available to the student. The school will get credit for all those classroom-based learning opportunities even if the student was absent (either excused or unexcused). These days/hours are treated just like learning opportunities at a brick and mortar school.

Total Learning Opportunity Records

The reviewer will request that the **Total Learning Opportunity Records** for all blended learning students be uploaded into the Department’s Compliance System within five business days after the completion of the on-site portion of the review (in Excel format).

The school needs to provide a description of the methodology as to how the total online and non-classroom, non-computer-based learning opportunities were calculated.

Example of Total Learning Opportunity Records (Excel Format)

SSID #	Computer-based Learning Opportunities (Documented by the school's system) Total Hours	Other Learning Opportunities Total Hours	Classroom-based Learning Opportunities Total Hours	Total Documented Learning Opportunities Hours
SDFS87897	120	80	200	400
WED897897	80	150	300	530
HJY77865	50	228	500	778

The Department has provided a blended school template, example and instructions for percent of time calculation. It is available on the Department's website – Community School Funding Information page at <http://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Community-School-Funding/Community-School-Funding-Information>.

E-schools and Schools Using Blended Learning Model Calculation of Percent of Time Based on Documented Learning Opportunities

The actual number of hours the student participates in learning opportunities must be tracked and documented as required in this manual. The school will be considered to have provided one hour of learning opportunity for each hour of student work documented. The school will be given credit for providing partial hours of learning opportunity for each partial hour of student work that is documented per this manual. Non-classroom learning opportunities are only credited for actual documented hours; **missed days (both excused and unexcused absences) or assignments do not count as hours.**

A student may combine hours from different learning modes. For example, a student with 460 hours of non-classroom documented hours and 460 hours of classroom-based instruction would have 920 total hours. Documentation, such as attendance logs, of classroom-based learning must be compiled and kept by the teacher of the classroom.

The school will report, for funding purposes, each student's percent of time based upon hours of documented learning opportunities as a percentage of total school calendar hours or a total for a specific student's record (see **Percent of Time**).

Area coordinators should ensure that the reported percent of time matches the documentation provided by the school for learning opportunities. A school with blended learning opportunities must be ready to display online, in-school and at-home learning opportunity attendance records for each student.

If significant discrepancies or issues are detected, it is recommended that area coordinators widen the sample of student records to review. Area coordinators should use their judgement and experience in making these determinations. The intent is to detect issues and resolve percent of time calculation and documentation issues as early as possible.

Area coordinators are advised to check for student records with the same configuration of non-classroom learning activities. It is expected that non-classroom learning opportunities will vary among individual students. If a pattern is detected that a significant number of students all have the same or very similar combination of online, in-school and at-home learning opportunities, area coordinators are advised to further investigate and report these findings to the Department.

Regular and Year-End Percent of Time Adjustment for E-schools and/or Non-computer, Non-classroom-based Students

For determination of the percent of time reported in EMIS (used to determine a partial FTE for a student) the school should estimate the student's percent of time upon enrollment and document and follow a procedure to update the student's percent of time periodically based on documented hours in comparison with hours needed at that point of the year to be on track for full-time status. Area coordinators may advise schools to update the percent of time if adjustments may be necessary to avoid significant adjustments at the end of the year/during the FTE review. At the end of the school year, the school will adjust the percent of time to precisely reflect the student's documented hours of participation in learning opportunities provided by the school. For more information about the percent of time, see **Percent of Time**.

Teacher Certification Example

I hereby certify, pursuant to my obligations under [ORC 1702.54](#) and [31 U.S.C. § 3729](#),
that I have no actual or constructive knowledge of _____
(name of student)

misreporting hours spent in non-classroom-based learning opportunities. To the
best of my knowledge, _____ spent _____
(name of student) (number)

hours during _____ toward the completion of the plan
(month/year)

agreed to on his/her behalf and _____ on
(school name)

(date of last signature on plan)

(Name of teacher)

Ohio Educator License Number(s)

(Date)

Obtaining a List of Students from the FTE Detail Report

Access the Data Collector (SIF Works VRF)

Click on: Collection Request (FY18 – S – SOES Initial or Final)

Click on: Validation Status: Level 2 Validation

Then select: FTED-001 Detail (report)

Click on link (FTE-001 FTE Detail) to download the zip file

Open

(If it does not open, click on SAVE AS and get (FTED-001) FTE Detail-IRN-FY)

Double click to open an Excel spreadsheet

Sort the Excel spreadsheet by SSID numbers

Position student names before SSID numbers

Only the following columns are needed for the FTE review:

RPT DEST IRN
LAST NAME
FIRST NAME
SSID
FTE FUND
ENRL START DATE
ENRL END DATE
ORIG FTE
ADJSTD FTE
ADJSTD SPECED CAT FTE
LEGAL DIST OF RES IRN
STDNT PCT OF TIME
STATE EQUIV GRADE LEVEL CODE
DISAB CNDTN CODE
SPECED CAT CODE
ECON DISADV FLAG
TOTAL ENROLL FOR THIS REC
TOTAL FOR THIS CAL

Topics/Issues Related to Community Schools FTE Reviews

(Listed Alphabetically)

18-Year-Old Living Apart from Parents

An 18-year-old living apart from parents is either self-supporting or non-self-supporting.

If the student cannot prove self-support, the student is non-self-supporting.

The applicable section of the ORC is [3313.64\(F\)\(1\)](#), which states: “*All persons at least eighteen but under twenty-two years of age who live apart from their parents, support themselves by their own labor, and have not successfully completed the high school curriculum or the individualized education program developed for the person by the high school pursuant to section [3323.08](#) of the Ohio Revised Code, are entitled to attend school in the district in which they reside.*”

[ORC 3313.64\(F\)\(1\)](#) places three conditions that must be met in order for the adult to be able to attend the district where he or she resides. The first is living apart from his or her parents. [ORC 3313.64](#) defines parents in the legal sense so the fact that there is another adult living in the household of the student is irrelevant to this situation. The student does not meet the ORC definition of a parent; therefore, the student does in fact live apart from the parents.

Ohio Attorney General opinion 2014-026 states that the phrase “supports themselves by their own labor” means to finance or otherwise facilitate the furnishings of the necessities of life, including food, shelter, and clothing, by means of their own physical or mental effort. The phrase does not apply to a person who depends upon another for support. A person also may receive imputed income, meaning that other compensation besides wages can be considered in making a determination of self-sufficiency. Previous AG 74-076 has been superseded by AG-2014-026.

The second condition is supporting themselves by their own labor. If no evidence is presented that this is the case, the student does not meet this condition and, therefore, is not entitled to attend the district in which he resides. A student’s receipt of SSI income is considered to represent support by one’s own labor. The third condition of not completing the high school curriculum is presumed to be met.

Coordinators are not attorneys and can only provide an opinion. Our opinion is that because the 18-year-old student/adult does not support himself with his own labor, he is not entitled to attend school in the district in which he resides; therefore, the community school should point to the district where the residential custodial parent resides.

105 Consecutive Hours of Unexcused Absence Rule

[ORC 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. If a school closes mid-year, all students are to be withdrawn on the last day of instruction, even if 105 hours extend beyond the last day the school offered learning opportunities.

In order to determine the specific End Date to be used in EMIS:

1. Look for the number of hours of daily instruction on the school's calendar in EMIS.
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 documented attendance or excused absence.
4. Count forward from the day following the last day of documented attendance or excused absence the number of instructional days in #2 above using school calendar counting days in session. Note the date.
5. The date from #4 should be the student's FTE Withdrawal Date in ODDEX.

A partial day of attendance may be used on the last day that a student is enrolled.

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

Attendance

Attendance is participation in learning opportunities provided by a community school as defined in the community school's contract with its sponsor.

This would include documentation of participation in learning opportunities by a student enrolled in an e-school or a school using blended learning models (see Learning Opportunity Documentation Requirements for E-schools and Learning Opportunity Documentation Requirements for Schools with Blended Learning Models). It does not include days on which only the following activities occur: enrollment and/or orientation activities.

The Office of Community Schools has stated that 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 hours of receiving instructional services; the student's Start Date does not include such orientation days.

The school must provide documentation that clearly demonstrates that the pupil has commenced participation in learning opportunities, either through attendance records or evidence that a student in an e-school has logged in to the system and accessed learning opportunities (See "Computerized Attendance Record" and "Original Source Documents" and "Learning Opportunity Documentation Requirements for Schools with Blended Learning Models").

Can a community school require student attendance records from a traditional public school? 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 student in question was last educated by the district. If the student was enrolled and attending a community school and enrolled and attending a public school district building at the same time, overlapping enrollment occurs. 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.

Blended Learning Model Schools

Community schools using blended learning models are permitted under the law. A blended learning model is one where some instruction is delivered at the community school (e.g., in the community school's brick-and-mortar structure) and some instruction is delivered online wherein students have some control over the time, place, path, and pace of their learning.² The community school's contract with its sponsor has to have that identified. The community school delivering blended instruction must notify the Department by July 1 of a school year.

If the reviewer determines (during the course of the review) that the brick and mortar community school is operating as a blended school, the reviewer should contact the Department's Office of Budget and School Funding to load a **CS FTE Review Survey for E-schools and Blended Schools** into the **Compliance** System. This situation should also be referred to the Office of Community Schools.

Calamity Days

[ORC 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 [ORC 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 ODDEX system. They also may not appear in the computation of the 105 hours or equivalent days that occur before a student's withdrawal for unexcused absences.

One way to make up time missed within the minimum required hours is a plan that requires students to complete classroom lessons posted on the community school's web portal or website. Before Aug. 1 of each school year, the governing authority of a community school can adopt a plan to make up hours in that school year. The plan explains how the school will make up the

² See ORC 3301.079(K)(1): "Blended Learning" means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path or pace of learning.

missed hours up to the equivalent of three scheduled days (ORC 3313.88). Schools no longer submit locally approved plans for this purpose to the Ohio Department of Education. A district's plan should include the written consent of the teachers' employee representative, per ORC 3313.482. The area coordinator can request a copy of this plan for review if a community school used that option. A notation of such use should be indicated in the **Compliance System CS FTE Review Survey Calendar** question.

Closing or Suspended Community Schools Records

Sponsors are required to see that all school records that are needed by the Ohio Department of Education, Ohio Auditor of State, U.S. Department of Education and other interested entities are secured and available for completing the school's closing. Records generally describe an account in permanent form, preserving knowledge or information about facts, transactions or events maintained and kept for the proper administration of the school, and include student, staff and administrative/financial information. The Office of Community Schools has issued a separate document entitled "[Community School Suspension and Closing Procedures](#)," which describes how records should be handled.

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 to verify attendance.

If the source of the computer information is the teacher personally entering data into the Student Information System, 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 in 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.

Conflict Resolution Process

One facet of the FTE review site visit includes an examination of the student records that have been flagged by traditional public school districts. The importance of timely and appropriate communication between traditional public school districts and community schools cannot be overemphasized. For additional guidance on flags, see **Error Flags**.

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 ODDEX 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 must adhere to all applicable statutory requirements with respect to enrollment of students. If the schools cannot resolve issues on their own, it is the area 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 Department's CS payment administrator for possible overrides in the ODDEX SOES, and based on the circumstances, to the director of Office of School Finance and/or director of Office of Budget and School Funding for guidance on resolving the issue.

Custodial Pupils/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.

District of Residence

For most students, it is the school district where a child's parent(s) or grandparent resides.

For a student residing in a home (see **Home**), it is the school district determined by [ORC 3313.64](#) and [ORC 3323.01\(M\)](#) concerning where the residential custodial parent resides or resided or the district of residence as determined using the DRC (district of residency change) process. In some situations, a court order will designate a school district. Such a court order will supersede any other determinations.

It is the school district where an 18-year-old student resides who is supporting himself/herself by his/her own labor or who is the recipient of government benefits or of an inheritance.

For a homeless student, it is the school district where the student is residing or has resided (see McKinney-Vento Homeless Assistance Act).

Enrollment in a Community School

For the purpose of this guidance, admission and enrollment have the same meaning – that is, students attend a traditional district building or community school where they receive educational instruction and count for funding.

Community schools are public schools of choice, part of Ohio's program of education (ORC 3314). Community schools are required to adopt a policy regarding the admission of students that does one of the following:

- Prohibits the enrollment of students who reside outside the district in which the community school is located;
- Permits the enrollment of students who reside in districts adjacent to the district in which the community school is located; or
- Permits the enrollment of students who reside in any district in the state ([ORC 3314.03\(A\)\(19\)](#)).

A community school's admission policy also must declare that it is open to any student entitled to attend school per ORC Section [3313.64](#) or [3313.65](#); will not discriminate in admission; will not exceed the capacity of the school's programs, classes, grade levels or facilities; and shall admit students by lot if the number of applicants exceeds the school's capacity. The only exceptions to admission by lot are that preference shall be given to students attending school the previous year or who reside in the district in which the school is located; and preference may be given to siblings of students who attended in the previous year.

[ORC 3313.672](#) specifies documentation that must be provided in the enrollment process and includes the birth certificate or proof of birth day in addition to any pertinent court orders. Proof of residency also is needed to establish where a student is entitled to attend school under [ORC 3313.64](#) and [3313.65](#).

Ohio law addresses different factors (legal custody, proof of district residency, homelessness, and court ordered placements) in determining where a child is entitled to attend school, which can be complicated in individual cases ([ORC 3313.084 \(B\)\(1\)](#)). The traditional public school district in which a student is entitled to attend public school is referred to as the resident district. The community school should ensure that it is referencing the correct resident district when it enters enrollment information in ODDEX.

Enrollment, Reporting

If a community school has proof of residency for a child who has previously been accepted by a public district (**reviewed without error**), that public district must accept that enrollment up to the date it notifies the community school that it has verified that the child (parent) does not reside at the address listed in ODDEX.

A public district does not have to accept a child's residency at the address given in ODDEX for a date after it verifies* that the child (parent) does not reside at the address being given in SOES and so notifies the community school.

The community school may create a second residency record for a child: the first residency record will have an End Date that precedes the date on which the public district notified the community school concerning the non-residency of the child, and that record may not be flagged by the public district if it previously reviewed the record without error. The second record at the same address as previously reported may be flagged by the public district. The community school is obligated to obtain an updated proof of residency for the child (parent).

If the community school fails to obtain an updated proof of residency for a child within a reasonable period of time (30 days), it may not backdate the child's Start Date in ODDEX more than 30 days from when the updated proof of residency is eventually obtained.

If the public district reviews an SOES record with an error flag for residency in the fall, or upon the initial enrollment of the child, after the beginning of the school year because it has verified* that the child does not reside at the address listed in the ODDEX, the public district may continue to impose an error flag for the residency on that record until the community school obtains an updated proof of residency for that child (parent).

If a public district verifies* that a child (parent) does not reside at the address listed in ODDEX and imposes the error flag “Documented Challenge” and the community school does not obtain and provide an updated proof of residency for the student, the district may use the error flag of “Documented Challenge,” and put a note in the comment box that says, “It is assumed that the student’s address is not in the district since the community school has not provided an updated proof of residency.”

A public district is not obligated to pay for the enrollment of a student in a community school unless the community school notifies the public district within 30 days that it has to pay for the enrollment of the student.

For example, in the spring of a school year, a community school may not open a new residency record for a student with a Start Date that is in the fall of the school year. The new residency record may go back 30 days, minus vacation time, from the time the community school creates the new residency record. An exception would be the discovery of a court order that necessitates a particular district as responsible for educational costs.

*Verification may not be based on either “the child never enrolled in the district” or “the district never heard of the child.”

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 student data reported by community schools to assure that payments made by the district for enrollment of students in community schools are appropriate. The data can be viewed in ODDEX/SOES. The review of data by traditional public districts must be at least monthly and within the guidelines for such reviews.

Community school students are not required to register at their local districts.

The community school is under obligation to obtain proof of residency when it enrolls the child and, per [ORC 3314.11\(A\)](#), the public district must verify that residency of the student. 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 ODDEX system. Such documentation must be current and may include:

- Voter registration card;
- Utility bill (electricity, gas, water/sewer, residence phone, cable/satellite TV);
- Real estate tax bill;
- Bank statement;
- Rent receipt;
- Pay stub;

- Documented affirmation of parent(s) address from district of residence where parent(s) currently resides;
- Notarized affirmation from parent(s) of current residence address;
- USPS return receipt from certified letter sent to parent(s) by district of residence;
- Written confirmation from the Department of Job and Family Services of parent(s) current address;
- Written confirmation from a local law enforcement agency of the parent(s) current address.

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 authorized to attend school in a district other than the parent's district of residence, the community school shall be provided with documentation of that child's status including guardianship, custodianship or other circumstances authorized under [ORC 3313.64](#).

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 parent to provide some written document with his or her 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. If the public district verifies that a student does not reside at the address provided by the community school, the community school must provide the public district with documentation of the student's residency. If a community school does not provide an address, the student will not be funded. Once the community school provides an address, the resident district has 75 days to review and place a flag if necessary.

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, no matter what other information the resident district obtained. While not required to provide the information to the resident district, the community school should be encouraged to do so. If the resident district requests verification before removing the flag, the area coordinator may ask the community school to provide the documentation that verifies the residential status and, if needed, visit the community school to review the documentation. 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 CS payment administrator for possible overrides in the SOES.

While the errors identified above are those that districts are able to flag within the SOES, there are other errors that also need to be identified and addressed during the reviews.

E-school

[ORC 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 unless a student receives career-technical education under ORC 3314.086.

Foster Children

(See Custodial Pupils/ Foster Children)

FTE: Full-Time Equivalency

Full-time Equivalency is that portion of the school year a student was educated, as determined by the number of hours of instruction provided to a student during a school year divided by its annual membership units (the total number of hours of instruction that a community school must provide during a school year in accordance with its contract with the sponsor, as listed in the community school’s annual school calendar in EMIS).

A student’s enrollment date and withdraw date, the calendar he/she is assigned to, and the percent of time are the data points that determines a student’s calculated FTE. For a student new to a school, the first documented date of attendance starts the clock for calculating FTE. The details on how FTE is calculated in EMIS are available in the EMIS Level 2 Report Explanation: FTE Detail Report.

One FTE at a school is equal to the total hours in the calendar. If the calendar totals 1,200 hours; 1,200 hours is the standard for 1.0 FTE for that school. Every school has a different calendar with different Start Dates and End Dates, different days off for holidays and breaks, and a different number of scheduled hours per day. The denominator can be found on the school’s FTE detail report in the column labeled “**Total for this Cal,**” and the numerator can be found in the column labeled “**Total Enroll for this rec.**”

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 FTEs that reflect the total number of hours of instruction received during the time 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.

All schools must adjust percent of time for students who are attending part time, participating in courses at a joint vocational school district or taking College Credit Plus courses. Additionally, e-schools and blended schools must adjust percent of time based on the total documented learning opportunities.

GED

[ORC 3317.03 \(E\)\(5\)](#) states that there shall be no state foundation funding for a student who has “a high school equivalence diploma,” i.e., a GED. Such a student may be enrolled but “shall not be included in the enrollment of any school.”

Home

Either an institution or residential care facility, as defined in [ORC 3313.64\(A\)\(4\)](#), or a foster home, group home or a home where the guardian of a student resides.

Home Instruction

If the student has an IEP that requires “home instruction,” the school would receive credit for a full week of attendance/instruction. This position is consistent with practice in traditional public districts.

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 or engaged in by a student.

[OAC 3301-102-02 \(M\)](#): *"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 breakfast and lunch periods. For students in e-schools, credit can be given within the parameters of ORC 3314.27 and documented according to the parameters for Learning

Opportunity Documentation Requirements for E-schools. Students are able to earn credit on evenings, weekends, holidays, etc.

Durational time before the start of the school calendar or after the end of the school calendar cannot be counted. Normally, the Department does not fund summer school. If some students start before the approved start of the school year, the school has the option of setting students up on a different calendar with an earlier start date. The exception to this is College Credit Plus.

Students with disabilities may be assigned an intervention specialist to provide additional instruction and support. This time can be counted as classroom time or as a non-classroom-based learning opportunity certified by a teacher. If special education students in an e-school or blended school receive services provided by third party providers, bills and invoices can be used as source documentation to track time. The invoices must be detailed to show students name and the duration of the services.

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.

While e-schools cannot claim funding for absences, schools can count up to 10 hours per day of documented learning opportunities. Nothing prohibits a student from working more than the scheduled day, such as in the evening or on the weekend. However, students cannot generate an FTE for more hours than the number of hours in the school calendar.

Non-computer, Non-classroom Learning Opportunities

Reading, research, completing assignments offline, phone calls with students to discuss coursework, field trips and credit-bearing work experience are examples of non-classroom-based learning activities and should be certified by a teacher. However, travel time to and from state testing and field trips cannot be included.

Schools should have teachers and students or parents report non-computer classroom time on a regular basis. Schools may use the “**Alternative Learning Opportunity Documentation Log**” (as referenced on page 18) or something similar as an option to record time not captured by an online system. (<http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Community-School-Funding/Community-School-Funding-Information/Alternative-Learning-Opportunity-Docummentation-Log.xlsx.aspx>).

Schools may not use estimates of time it takes for students to complete tasks. Schools can only claim the verified time a student is participating in learning opportunities through classroom or non-classroom-based learning opportunities. Non-classroom-based learning opportunities must be certified by a teacher.

The area coordinator will determine whether students in a brick and mortar building routinely engage in any non-classroom learning activities that are:

1. Non-classroom activities that may be some out-of-home supervised instruction together with some online instruction; and
2. Only online instruction but not classified as an e-school under the [Ohio Revised Code 3314.02 \(A\)\(7\)](#)

If **non-classroom activities** are used by students, participation in learning opportunities must be documented, per page 18. Whatever method of supporting documentation is used by the

community school should be noted in the **Compliance** System. If there are perceived issues, this should be communicated to the Office of Community Schools and to Office of Budget and School Funding. Schools should only receive funding for documented and verified time spent engaged in learning opportunities.

If the community school provides only online instruction outside a brick and mortar building and is not designated as an e-school, under ORC 3314.02 (A)(7), the procedures for providing supporting documentation, as indicated above for “non-classroom activities,” would be appropriate.

College Credit Plus (CCP) courses

The rationale for the hours’ calculation assumes one semester equals half of a school year. Full time for a college student is typically 12 hours a semester, so two semesters equal 24 hours. Therefore, to calculate one semester hour, the computation is calendar hours divided by 24. If you have a 920-hour calendar, one semester hour would equal 38.33 hours. If a college is on quarters, you would use 36 as the divisor, and for a 920-hour calendar, one quarter hour would equal 25.55 hours.

College Credit Plus is to be entered with a separate FS record showing the percent of time the student is enrolled in that program. The result equals the amount of documented time a school can use one hour of CCP a student is enrolled for. An example of a student taking six hours of CCP follows.

Hours in school calendar	(A)		922.5
Minimum College Hours for Full time status	(B)		24
One College credit Hour equals documented time	(C)	(A/B)	38.4375
Six hours of CCP	(D)		6
Total documented hours for CCP	(E)	(C x D)	230.625
CCP percent for separate FS record	(F)	(E/A)	0.25

A community school may not count homework or any other work students participate in associated with CCP classes in the total learning opportunities they provide and account for in the remaining portion (not CCP) of the student FTE.

Juvenile Detention Center

ORC 5151.632 (B)(5) If the child is enrolled in an internet- or computer-based community school established under Chapter 3314. of the Revised Code, and provided that the facility possesses the necessary hardware, software, and internet connectivity, permit continued instruction of the child by the internet- or computer-based community school.

If the facility coordinates the education of the child pursuant to division (B)(1), (2), (3), or (4) of this section, child's school district as determined by the court or the department, in the same manner as prescribed in division (A) of this section, shall pay the cost of educating the child based on the per capita cost of the educational facility within the detention home or juvenile facility.

If the facility coordinates the education of the child pursuant to division (B)(5) of this section, payment for the cost of educating the child shall be made only as provided in division (C) of section 3314.08 of the Revised Code.”

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 and if the child does not continue in a community school’s internet/computer-based program. It is possible that a child’s district of residence and a community school might 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.

Kindergarten Enrollment

The Start Date entered for an incoming kindergartner shall be the child’s first day of attendance. The community school may enroll a child who is not yet 5 years of age as of Sept. 30, if the community school has an early entrance to kindergarten policy for admitting the child and the child met the requirements of that policy. For a child who will not turn five years of age until after Dec. 31, the child must have met the requirements of a Department-approved acceleration policy that involves having to pass the Iowa Assessments.

The community school will receive funding for the student if it has proper early entrance and acceleration policies, per the guidance that can be found here:

<https://education.ohio.gov/getattachment/Topics/Quality-School-Choice/Community-Schools/Guidance-Documents-Webinars-and-Presentations/Acceleration-and-Early-Kindergarten-Admission-FAQs-2-9-2015-docx.pdf.aspx>.

The community school must report that the policy is in place in EMIS DN record, C_STUEEPOL Student early entrance policy flag.

McKinney-Vento Homeless Assistance Act

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.”

The McKinney-Vento Act requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency or other documentation (42 U.S.C. §11432(g)(3)(C)). Enroll means permitting the student to attend classes and participate fully in school activities. 42 U.S.C. §11434A(1). Although the legislation is silent on the definition of “immediate,” the standard dictionary definition is “without delay.” Therefore, the student must begin attending classes and participating fully in school activities without delay. Generally, that would mean the same day or the following day.

District of Residency

The 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 a student is enrolled in a community or STEM school **prior** to becoming homeless or being housed in transitional housing, the resident district of origin remains responsible during the time the student is homeless or in transition.
 - **For example:** *If the student lived in district A and was attending ABC community school and then became homeless and moved in with friends (doubled up) in district B but continued at ABC, then district A would remain responsible.*
- If a student enrolls in a community or STEM school **after** becoming homeless or being housed in transitional housing, the district in which the student is homeless or in transition becomes responsible.
 - **For example:** *If the student lived in district A and attended a district A school then became homeless and moved in with friends (doubled up) in district B and then enrolled in ABC Community school, district B would be responsible.*

If a district of origin cannot be determined or if the district of origin was out of state, then the current district where the student is homeless is responsible.

First Time Enrolling Due to Age

The school must enroll the child in kindergarten immediately and work with the family to obtain acceptable proof of age. Many types of documents can be accepted to prove age, including medical records, baptismal certificates or a simple statement of age signed by the parent or guardian.

Proof of Residency

Schools may not require verification or proof of residency as a condition of enrollment. If documents necessary for enrollment are missing, a community school can use forms from the [National Center for Homeless Education Homeless Liaison Toolkit](#).

Use the forms found in the toolkit (3.A – Sample Residency Information Form; 5.A – Missing Documents) to help with documenting residency and keep track of missing documents. The school should obtain authority from its board and personalize these forms (*example:* placing site text on district letterhead).

Flags and Data Reporting Issues

A district may impose an error flag in SOES on a homeless child's record in order to challenge the child's homeless status. 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. The homeless liaison of the community school should confer with the homeless liaison of the applicable resident district to determine the homeless status of any student in question. While a residency dispute exists, the reviewer or the area coordinator should refer the parties to the Department's homeless liaison to resolve the residency dispute. Further steps may be taken (for funding purposes), as described in **Error Flags**.

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 in to an e-school’s instructional program after the start of a school year; 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.

If it cannot be documented that the pupil attended at least one day or, in the case of an e-school, logged in to the system, the pupil will not be considered as enrolled in that school year. This applies to both new students who enrolled before the start of a school year and 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 does not apply ([ORC 3314.08 \(H\)\(2\)\(c\)](#)).

A student who was enrolled last school year, was expected to return in the fall and for whom no enrollment elsewhere is known in the new school year may be given unexcused absences for up to 105 consecutive hours after which the student must be withdrawn with a withdrawal reason code of 76 in EMIS. No attendance is recorded, and no payment can be made for the student.

ODDEX (Ohio District Data Exchange)

Ohio District Data Exchange (ODDEX) is the primary application resident districts and community schools will use for data verifications and exchanges (such as SOES, SCR, History, Calendars and CCP).

Original Source Documents

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

- Enrollment and attendance policies;
- Enrollment records;
- Withdrawal records;
- Computer distribution records (e-schools); and
- Attendance records.

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

Original source documents for attendance are the teacher attendance rosters/grade books, teacher class lists, sign-in sheets, log-in records, learning opportunity documentation records, etc., on which the student’s attendance is recorded by the person who sees the student daily. A sign-in sheet must include both a “Time In” and a “Time Out,” which are filled in. For e-school students and blended learning students, see the “Documentation of Learning Opportunities for E-schools” and “Documentation of Learning Opportunities for Schools with Blended Learning Models” sections in this manual. For permitted educational options, such as credit flex, 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 and the number of hours in which the student was actually engaged in learning opportunities.

The documentation presented to prove attendance must indicate attendance, not just absences. Absence reports usually encompass the school's entire calendar year and do not prove attendance if they do not indicate a Start Date or an End Date for a student who enters the school after the school year has begun or withdraws before the end of the school year. A ProgressBook Student Information (DASL) report is not adequate proof of attendance if it gives only absences and not entry and withdrawal dates.

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

Part-time Student

The maximum amount of time a student can generate is 1.0 FTE. If a student is only enrolled in one or two courses, the school should adjust the student's percent of time to reflect the level at which the student is participating.

Percent of Time

The percent of time factor is critical to use for e-schools and schools using the blended learning model. It also will be used for brick and mortar schools where the student is attending part time or participating in courses at a joint vocational school district or participating in CCP courses.

For example, if a student is enrolled for the full year at an e-school (with a reported calendar of 920 hours) and has 736 hours of documented learning opportunities (both classroom and non-classroom; online and offline), the percent of time for the student should be reported as 80 percent ($736/920 = 0.8$), and the student would generate 0.8 FTE.

Similarly, if a student is enrolled for half the year at an e-school (460 hours possible) with 230 hours of documented learning opportunities, the percent of time for the student would be 50 percent ($230/460$ hours maximum in calendar), and the student would generate 0.25 FTE.

For example: $(50\% \text{ of time}) \times (460/920) = 0.25$ **Simplified:** $.5 \times .5 = .25$

Some students have multiple records on the FTE detail report because of the change in economic disadvantage, residency, special education code and/or other reasons.

E-schools and blended schools must calculate and report different percent of time for each of the records for the same student based on the start and end dates of each of those records.

The Department has provided e-school and blended school templates, examples and instructions for percent of time calculation. They are available on the Department's website – Community School Funding Information page at <http://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Community-School-Funding/Community-School-Funding-Information>.

Percent of Time Factor – Withdrawn Student E-school Examples

Example 1 – For a student that has withdrawn, the calculation is as follows:

- The numerator is the number of documented learning opportunities from computer and non-computer sources.
- The denominator is the total number of hours possible based on specific enrollment.

- The calendar is 7 (hours per day) x 180 (calendar days) = 1260 hours per year
1260 hours = 100% = 1.0 FTE
- A student is enrolled for 10 days (7 hours per day) and 50 total hours are documented.
- The equation would be $50/70 = 71.4\%$; therefore, the *percent of time* needs to be adjusted in EMIS to **71.4%** upon withdrawal.
- This percent of time factor, when applied, will change the funded FTE from **.06** (70 hours for 10 days of enrollment divided by 1,260 total calendar hours) to **.04 FTE**.
Equation Examples: $0.06 \times .714 = .04$ **Simplified** $50 \text{ hours} / 1260 \text{ hours} = .04$

Example 2 - A student enrolls, logs in for one day (for 7 hours) and then has 105 hours of consecutive unexcused absences:

- The numerator would be the number of documented learning opportunities.
- The denominator would be 105 hours + one day of attendance (7 hours)
Example: $105 + 7 = 112$
- The fraction would be $7/112$.
Equation Example: $7 / 112 = .0625$
- The *percent of time* is 6.25% upon withdrawal.
- This percent of time factor, when applied, will change the funded FTE from **.08** (112 hours divided by 1,260 total calendar hours) to **.005 FTE**.
Equation Examples: $0.08 \times .0625 = .005$ **Simplified** $7 \text{ hours} / 1260 \text{ hours} = .005$

Preschool Students

Community school students are permitted to have preschool students; however, preschool students do not generate foundation funding. If a community school has preschool students, the school's contract must authorize this.

Proof of Residency

A community school must have an enrollment policy that includes what it accepts for proof of residency; if it does not, the proof of residency must be the proof of residency that is requested by the child's district of residency.

[ORC 3314.11\(F\)](#): *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 recently 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 to the district indicated in ODDEX as the resident district the proof of residency collected during the enrollment process or the latest proof of residency that it has obtained.

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 Start Date that is prior to its confirmation of the family's move, although the new district may place an error flag on the student's SOES record challenging the residency of the student if it verifies that the child/family does not reside at the address listed in ODDEX or until it receives a new proof of residency in that district.

If a new community school student is a returning student, 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 self-supporting or non-self-supporting (homelessness is addressed separately). If the student is self-supporting, the student is entitled to enrollment in the district where he or she is residing (see definition of 18-year-old living apart from parent). If the student cannot prove that he or she is self-supporting, the student is non-self-supporting and entitled to enrollment in the district where the residential custodial parent resides; for the non-self-supporting student, the latter is the student's district of residence in ODDEX/SOES.

Each traditional public school district and each community school is responsible for applying its own enrollment policy to students attending school in the resident district or community school. Where there are differences with regards to proof of residency, then the policy of the traditional district or community school in which the student is enrolled prevails. For example, if a student for whom district A is the resident district enrolls in a community school whose admission policy permits enrollment from district A, district A must accept the documentation required by the community school's admission policy as sufficient for establishing that the student is entitled to lawfully enroll in the community school.

The Department, traditional districts and community schools all have an obligation to assure that the law is followed in each particular case. Traditional public school districts and community schools have valid reasons for investigating residency issues that may involve more than the "standard" proof of residency, and cooperation from all parties is desired. It is not acceptable to "flag" students as non-residents unless the resident district **can document information** to dispute the residency determination of the community school. Resident districts are not to impose flags on students in ODDEX SOES for lack of proof of residency consistent with the resident district's policy. It is perfectly reasonable for the resident district to ask for a copy of a community school's enrollment policy if not already provided by the community school.

The Department's area coordinators are available to assist with district residency determinations. Examples of appropriate proof of residency for verification of student's entitlement to attend either a community school or a traditional public school district building are listed in Ohio law cited above. These items must be current and include a street address; a P.O. Box address cannot be used to validate residency records.

The Department advocates cooperative relationships and open lines of communication between community schools and resident districts to ensure that all of Ohio's students are well prepared for academic success in our 21st century learning environments.

Transportation note:

Establishing residency for transportation is different in that proof of residency for transportation purposes follows that of the resident district's policy. Resident districts may require the same proof of residency from community school students as required of students attending the traditional district's schools.

Residential Care Facility, Pupils Residing in

Section 263.430 of H.B. 64: A community school established under 3314 of the Revised Code that was open for operation as a community school 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.

For special education services to be provided to residents of a home, the parent or surrogate will decide whether services are to be provided by the public district or the community school.

SCR (Student Cross Reference)

The Student Cross Reference (SCR) application is to be used by all EMIS reporting entities as a means to verify enrollment for funding. Within SCR, districts will see records for students they have submitted data for. When conflicts are determined, any district linked to the conflict also will be able to see the student, even if the district did not submit any data for the student. The ability to view these students may be removed when the conflicts are resolved.

When data is submitted to SCR and that data is loaded for viewing, rules will be run against the data checking for enrollment conflicts. If any conflicts are found, these are recorded and districts are notified on their SCR landing pages. As new data is submitted, for conflicts identified and then resolved, the records may move to new columns on the landing page.

Site-Based Community School

A site-based community school is a community school where its students receive instruction in a brick and mortar facility.

SOES (School Options Enrollment System)

The SOES application is used by community schools, STEM schools and resident districts for determination of student enrollment and residency. This system allows resident districts to review the residency of students being reported by community and STEM schools and to determine whether a student is truly a resident of the district and approve or set contention flags. The application allows the charter and STEM districts to view a resident district's comments and flagging values. In addition, if there is Department involvement for a particular student, that also is visible to all districts associated with the student's SSID.

Information about SOES being populated by EMIS can be found in the [EMIS Manual](#).

SOES Records, Mandatory Adjustments of

There are instances where, after the conflict resolution process has been concluded, mandatory adjustments of ODDEX 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 a student's withdrawal date. In such instances, the area coordinator will contact the CS payment administrator; give only the SSID number(s) involved and the circumstances necessitating a correction.

Special Education

Community schools receive weighted special education funding for the part of the school year for which a child with a disability has a current IEP and ETR. In order to verify funding, the community school will need to provide a copy of the ETR and the IEP for each student with a disability. If both documents are not provided, additional investigation will be needed by the Department.

The area coordinator has to verify that, for the newly identified special education students, the SpEd FTE Start Date reported in EMIS is the date when the parent signed the initial IEP giving a consent for the services. The SpEd FTE Start Date on FTE Detail Report can be a later date when the services started if the services did not start on the day of the parent consent.

During an FTE review of special education records for the students in the sample, the area coordinator does not have to verify that re-evaluation ETRs and IEPs have parent signatures or multiple attempts have been made to contact the parents to obtain the signatures.

Electronic ETRs and IEPs are satisfactory if they are on a secure server that is accessible to authorized personnel.

If an IEP is generated, either in a public 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 convenes an IEP team and determines that either a significant portion or the entire document needs to be changed, the date of the IEP changes to the date the IEP is modified. This change must be entered in EMIS.
- b) If the community school convenes an IEP team and either accepts the IEP "as is" or makes minor changes, the original date stands.

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

If, during the FTE review, the reviewer discovers a student receiving “home instruction,” the reviewer would ask to see the IEP. If the instruction is being provided in the home but “home instruction” is not in the IEP, then the school would get credit only for the number of hours of service provided. If the student is on “home instruction” and “home instruction” is not reflected on the child’s IEP, the district should not receive funding. If the "home instruction" is reflected on the child's IEP and the services are provided fully per the IEP, then the full funding is warranted.

The area coordinator verifies that the disability condition and funding category code are correctly reported in EMIS. The disability condition can be found in section 4 of the ETR. Because a disability condition code is not always listed, below is a description of conditions matched to their funding category codes:

Disability Condition	Spec Ed Cat Code	Description of Condition
1	5	Multiple Disabilities (other than Deaf-Blind)
2	6	Deaf-Blindness
3	3	Deafness (Hearing Impairment)
4	4	Visual Impairments
5	1	Speech and Language Impairments
6	5	Orthopedic Impairments
8	3	Emotional Disturbance (SBH)
9	2	Intellectual Disabilities
10	2	Specific Learning Disabilities
12	6	Autism
13	6	Traumatic Brain Injury (TBI)
14	4	Other Health Impaired (Major)
15	2	Other Health Impaired (Minor)
16	2	Developmental Delay (preschool only)

Start Date/From Date

[ORC 3314.08 \(H\)\(2\)](#) – A student shall be considered to be enrolled in a community school 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 thirty days prior to the date on which the student is entered into the education management information system established under section [3301.0714](#) of the Revised Code.... Any student who completed the prior school year in an internet or computer-based community school shall be considered to be enrolled in the same school in the subsequent school year until the student’s enrollment has ceased as specified in (H)(2) of this section....However, if the student without a legitimate excuse

fails to participate in the first one hundred five consecutive hours of learning opportunities, the student shall be considered not to have reenrolled in the school for that school year...

The entry date is the student's first day of instruction. Per [ORC 3314.08 \(H\)\(2\)](#), the Start Date in ODDEX is either:

- a.) The first day a student participates in learning opportunities (not an orientation or state assessments day);
- b.) The date a parent signs an application, if it is after a).

The entry date listed in the ODDEX system cannot be a date that is more than 30 days before the date the student record was entered into the ODDEX system.

For an e-school student, the Start Date would be the first day of login. The entry date for a new e-school student is determined by when the school has received proper enrollment documentation, all required hardware and software have been provided by the school, all such materials are operational and the student has commenced learning opportunities. Verification that the necessary equipment has been provided will be checked during the on-site FTE review. To assist with establishing the proper entry date, the reviewer also will verify that the student has logged in to the system.

Total Membership Units

Total membership units are the number of days or hours of instruction that the community school will provide during a school year, as indicated in its contract with the sponsor.

Truancy

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, 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.

[ORC Section 3321.191](#) requires schools to create an intervention policy, follow up on truancy or 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 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 or she is entitled to attend is responsible for truancy.

Withdrawal/End Date

[ORC 3314.08 \(H\)\(2\)](#) –... *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.*

The withdrawal date is the last day of a student's attendance or of the days to be counted. While no more than 105 hours of unexcused absence may be used in determining the "End Date," a partial day of attendance in meeting the 105-hour requirement is possible (see 105 consecutive hours of unexcused absence rule).

If a student is suspended and learning opportunities are not provided and then the student is expelled when the suspension ends, the End Date is the last day when learning opportunities were provided to the student — the 105-hour rule does not apply in this situation. If a community school enrollee enters a JDC, refer to **Juvenile Detention Center** section.

The 105 consecutive hours rule may be used to determine the End 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; or
4. The date on which the student's 105th consecutive hour of unexcused absences occurred.

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 rule.

The last day that the child attends/is enrolled is reported in EMIS as the withdrawal date.

If the child re-enrolls in another community school or in the traditional public district, the withdrawal date shall be the day before the first day of school in the newly enrolled 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 or she is self-supporting) has not advised the school that the student 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.

The acceptable forms of withdrawal documentation:

- Signed WD form;
- Documentation of notification from a Department system that the student has enrolled in another Ohio district;
- Records request (hardcopy or electronic);
- Form or a letter due to 105 hours of unexcused absences withdrawal.

Appendix

FY18 Community School FTE Review Survey – Brick and Mortar School

FY18 Community School FTE Review Survey – E-school and Blended School

Compliance System Navigation for FY18 Community School Full Time Equivalency (FTE) Review

FY2018 Community School FTE Review Survey – Brick and Mortar School

ODE Contacts prior to FTE Review - Questions: (0/2) - Not Started

Question 1

Contact the Office of Community Schools and the CS payment administrator to determine if there are any additional issues that can be addressed during the community school review.

Note: Contacts may be combined; however, it is important to ensure that the latest information about a community school is obtained by the area coordinator.

Date of contact with OCS:

Date of contact with CS Payment Administrator:

Add a comment if any issues identified.



Compliance Status



Question 2

Is this school

Closing/Closed ☒ Yes ☐ No

Suspended ☒ Yes ☐ No



Compliance Status



Policies and Contract - Questions: (0/3) - Not Started

Question 1

Review the community school - sponsor contract.

Does the school contract approve the school to use a blended learning model? ☒ Yes ☐ No

Does the school, in practice, use a blended learning model? ☒ Yes ☐ No

If any of the answers is **Yes** – **STOP** filling out the survey and contact ODE Office of Budget and School Funding representative to load the E-school and Blended School Survey.



Compliance Status



Question 2

Review the enrollment and attendance policies and/or procedures.
Add a comment if any issues are identified.



Compliance Status



Question 3

Review the community school's adopted early entrance student policy for advanced learners.
Add a comment if any issues are identified.



Compliance Status



Calendar Information - Questions: (0/1) - Not Started

Question 1

Compare a copy of the school calendar reported to EMIS and the officially adopted school calendar. The calendars must match.



Compliance Status



Sample Size and Number of Student Records - Questions: (0/1) - Not Started

Question 1

Number of total separate student records in the FTE detail report as of the date of report generation.

Number of separate student records in the sample.

Number of separate special education student records in the sample.

Number of separate additional student records selected, if second sample was necessary. Enter 0 if no additional students were selected.

Number of separate additional special education student records selected, if second sample was necessary. Enter 0 if no additional students were selected.



Student Enrollment Documentation and Attendance - Questions: (0/2) - Not Started

Question 1

Review the files for the SSIDs selected in the sample. Each student record file in the sample must contain:

1. birth record;
2. proof of residency;
3. an enrollment form;
4. a withdrawal documentation, if applicable.

In the table below enter SSID and the missing document.

SSID	Birth Record	Proof of Residency	Enrollment Form	Withdrawal Documentation	
PY7033210	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	
RX132469	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	





Compliance Status



Question 2

Do the attendance documents support the Start Dates and End Dates listed in the FTE Detail Report?

In the table below enter SSID and choose **Yes** if date is correct or **No** if date is incorrect.

SSID	FTE Start Date	FTE End Date	
PY7033210	<input type="text" value="Yes"/>	<input type="text" value="No"/>	
RX1324369	<input type="text" value="No"/>	<input type="text" value="N/A"/>	

In the box below, describe the original source documents that verify attendance.



Compliance Status

Special Education Records - Questions: (0/1) - Not Started



Question 1

For the students with disabilities in the sample check the validity of the data for funding purposes.

A student is eligible for special education funding if:

1. The ETR lists the disability of the student and is current.
2. The IEP is in effect for the current school year.
3. The disability designation (in EMIS) matches the disability on the ETR.
4. The **initial** IEP is signed.

Indicate in the table below if there are issues with students' IEPs, ETRs and/or EMIS reporting.

SSID	ETR is Current	IEP is Current	Student Disability is Properly Reported in EMIS	Initial IEP has parent signature or equivalent	Initial IEP start date is properly reported in EMIS	
PY7033210	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	
RX132469	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="No"/>	



Compliance Status



FY2018 Community School FTE Review Survey – E-school and Blended School

ODE Contacts prior to FTE Review - Questions: (0/2) - Not Started

Question 1

Contact the Office of Community Schools and the CS payment administrator to determine if there are any additional issues that can be addressed during the community school review.

Note: Contacts may be combined; however, it is important to ensure that the latest information about a community school is obtained by the area coordinator.

Date of contact with OCS:

Date of contact with CS Payment Administrator:

Add a comment if any issues identified.



Compliance Status



Question 2

Is this school

Closing/Closed

☒ Yes ☐ No

Suspended

☒ Yes ☐ No

Blended

☒ Yes ☐ No

E-school

☒ Yes ☐ No



Compliance Status



Policies and Contract - Questions: (0/3) - Not Started

Question 1

Review the community school - sponsor contract.

Add a comment if any issues are identified.



Compliance Status



Question 2

Review the enrollment and attendance policies and/or procedures.
Add a comment if any issues are identified.



Compliance Status



Question 3

Review the community school's adopted early entrance student policy for advanced learners.
Add a comment if any issues are identified.



Compliance Status



Calendar Information - Questions: (0/1) - Not Started

Question 1

Compare a copy of the school calendar reported to EMIS and the officially adopted school calendar. The calendars must match.



Compliance Status



Sample Size and Number of Student Records - Questions: (0/1) - Not Started

Question 1

Number of total separate student records in the FTE detail report as of the date of report generation.

Number of separate student records in the sample.

Number of separate special education student records in the sample.

Number of separate additional student records selected, if second sample was necessary. Enter 0 if no additional students were selected.

Number of separate additional special education student records selected, if second sample was necessary. Enter 0 if no additional students were selected.



Student Enrollment Documentation and Attendance - Questions: (0/2) - Not Started

Question 1

Review the files for the SSIDs selected in the sample. Each student record file in the sample must contain:

1. birth record;
2. proof of residency;
3. an enrollment form;
4. a withdrawal documentation, if applicable;
5. for an e-school documentation showing computer delivery or a waiver.

In the table below enter SSID and the missing document.

SSID	Birth Record	Proof of Residency	Enrollment Form	Withdrawal Documentation	eSchool Computer Delivery Documentation	
PY7033210	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	<input type="text" value="Yes"/>	
RX132469	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="No"/>	





Compliance Status



Question 2

Do the attendance documents support the Start Dates and End Dates listed in the FTE Detail Report?

In the table below enter SSID and choose **Yes** if date is correct or **No** if date is incorrect.

SSID	FTE Start Date	FTE End Date	
PY7033210	<input type="text" value="Yes"/>	<input type="text" value="No"/>	
RX1324369	<input type="text" value="No"/>	<input type="text" value="N/A"/>	

In the box below describe the original source documents that verify attendance.



Compliance Status



Question 3

a). Is there an accounting of hours of online – system based learning opportunities for the sampled student records?

☒ Yes ☐ No

If yes, document the total amount of time by SSID in a spreadsheet.

b). Is there an hourly/daily/weekly/monthly accounting of “Other Learning Opportunities”?

☒ Yes ☐ No

If yes, document the total amount of time in a spreadsheet for the same students.

c.) If yes to question b, does it meet the documentation requirements outlined in the FY18 CS Review Manual including the certification requirements? For blended schools use page 21; for e-schools use page 18.

☒ Yes ☐ No

d.) Request the school upload the Total Learning Opportunity Records (TLOR) within 5 business days of the completion of the FTE Review. For guidance: For blended schools use page 22; for e-schools use page 20. Was this requested?

☒ Yes ☐ No

e.) Add the total amount of documented time from 3a and 3b by SSID and document it in a spreadsheet. Was this completed?

☒ Yes ☐ No

f.) Calculate percent of time for the sampled SSIDs from 3e. Was this completed?

☒ Yes ☐ No

g.) Did the school send the TLOR per 3d?

☒ Yes ☐ No

If yes, calculate percent of time by SSID for all records based on the TLOR. For guidance refer to page 23.

h.) By SSID, compare the calculated percent of time from 3g against the percent of time reported in the most recent FTE Detail Report. Do the percent of time match?

☒ Yes ☐ No

h.) By SSID, compare the percent of time calculated from the sample in 3f against the corresponding percent of time in 3g. Do they match?

☒ Yes ☐ No

j.) Request the school upload the description of the methodology of how the school totals the durational time for funding purposes. For guidance use page 15 #4. Was this requested?

☒ Yes ☐ No



Compliance Status



Special Education Records - Questions: (0/1) - Not Started



Question 1

For the students with disabilities in the sample check the validity of the data for funding purposes.

A student is eligible for special education funding if:

1. The ETR lists the disability of the student and current.
2. The IEP is in effect for the current school year.
3. The disability designation (In EMIS) matches the disability on the ETR.
4. The **initial** IEP is signed.

Indicate in the table below if there are issues with students' IEPs, ETRs and/or EMIS reporting.

SSID	ETR is Current	IEP is Current	Student Disability is Properly Reported in EMIS	Initial IEP has parent signature or equivalent	Initial IEP start date is properly reported in EMIS	
PY7033210	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	
RX132469	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>	<input type="text" value="No"/>	



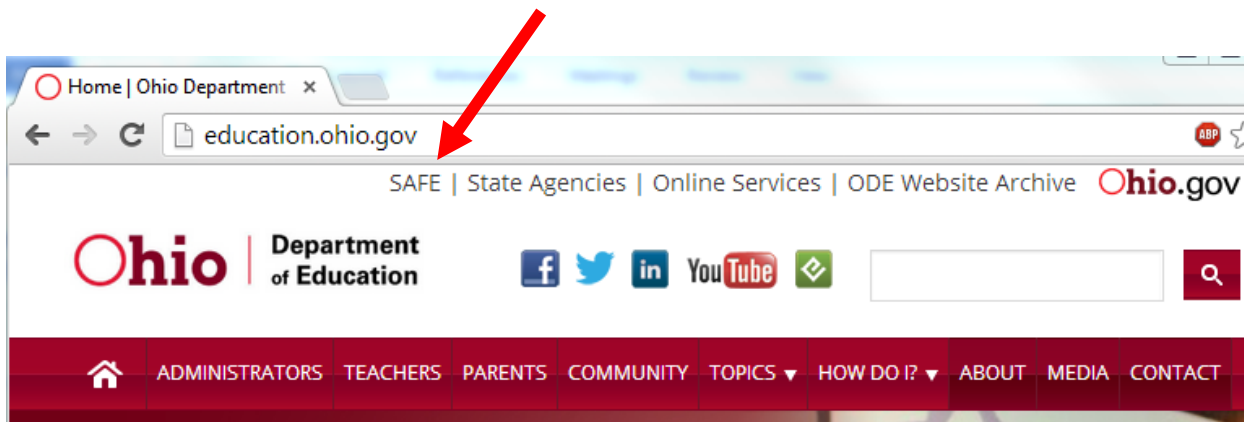
Compliance Status



ODE Compliance System Navigation for FY18 Community School Full Time Equivalency (FTE) Review

Accessing the Compliance Survey

Users can access the online Compliance Community School FTE Review Survey through the Ohio Department of Education's secure web portal known as SAFE (Secure Application for Enterprise). Click on the **SAFE** link located at the top of the Department's home page. [Note: You must have a SAFE account to sign in.]



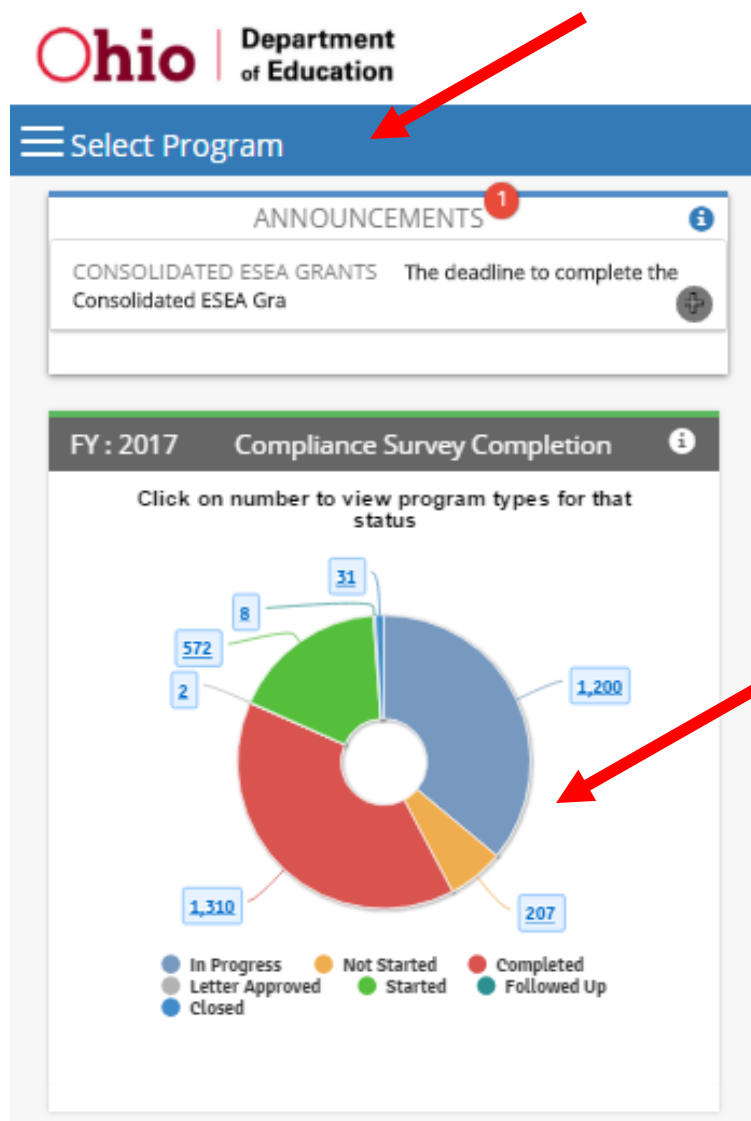
1. After clicking the **SAFE** sign-in link, you should be on a page with the box in the image below.
2. Enter your username and password and then click the **Sign In** button.

 A screenshot of the 'SIGN IN WITH YOUR SAFE ACCOUNT' form. It includes a checkbox for 'Check if you are an ODE employee?'. Below are input fields for 'USER NAME' and 'PASSWORD'. A blue 'SIGN IN' button is present, along with a link for 'FORGOT USER NAME OR PASSWORD?'. At the bottom, there are two sections: 'Don't have a SAFE account?' with a 'SIGN UP' button, and 'Started sign up process?' with a 'CHECK SIGN UP STATUS' button. A red arrow points to the 'SIGN UP' button.

3. Select the **COMPLIANCE** link.

Web Applications	
Web Systems	Description
CCIP	Comprehensive Continuous Improvement Planning Application
College Credit Plus	College Credit Plus (Home School, Nonpublic)
Compliance	Compliance Tracking System

4. You will now see your Dashboard. You can navigate to **CS FTE Review Survey** either through the **Select Program** option or by selecting a certain status of the survey in the **Compliance Survey Completion** widget. In order to access the CS FTE Review Survey, you must have one the following roles assigned to you in the Ohio Educational Directory System (OEDS): CCIP Authorized Representative, CCIP Fiscal Representative, Superintendent, Treasurer, Compliance CS FTE Review Program Monitor or Compliance CS FTE Review Program View.



Accessing the Compliance Survey for Community School FTE Review

1. Once you have selected Community School FTE Review, the system will show the surveys available.

Program Information

Module: Compliance
Program Selected: Community School FTE Review

COMPLIANCE SEARCH PAGE

BASIC SEARCH MISCELLANEOUS SEARCH

PROGRAM PERIOD: Community School FTE Review FY 2017 SURVEY: All

ORG IRN: COMPLETION STATUS: All

ORG NAME: COMPLIANCE STATUS: All

CONSULTANTS: Dewar, Alice
Diehl, Estelle
Grooms, Larry
Gumpf, Thomas
Lambert, James
Micsak, Sherman

Search Reset

Organizations:

109 IRN and 109 Survey result(s) returned

Program Period Name	Org Name	Org IRN	Consultants	# Surveys	Report	Details
Community School FTE Review FY 2017	Akron Digital Academy	149054	Victor, Ronald	1		
Community School FTE Review FY 2017	Alliance Academy of Cincinnati	000139	Grooms, Larry	1		
Community School FTE Review FY 2017	Alternative Education Academy	143396	Sidley, Leanne	1		
Community School FTE Review FY 2017	Auglaize County Educational Academy	000288	Smith, Andrew	1		
Community School FTE Review FY 2017	Aurora Academy	134148	Dewar, Alice	1		

2. Click on the **magnifying glass icon** under **Details** to access the surveys.

Program Period Name	Org Name	Org IRN	Consultants	# Surveys	Report	Details
Community School FTE Review FY 2017	Dohn Community	133264	Grooms, Larry	1		

3. When the page loads, it will look like the image below. The Overview tab is populated with information from the Ohio Educational Directory System (OEDS). If the data is inaccurate, ask the OEDS organizational administrator for your community school to correct it in OEDS. To access the monitoring survey, click on the **Questions** tab.

OVERVIEW QUESTIONS SCHEDULE ISSUES / CAPS TECHNICAL ASSISTANCE COMPLIANCE DOCS COMPLIANCE COMMENTS

ORGANIZATION

NAME: Dohn Community PHONE: (513) 281-6100
IRN: 133264 FAX: (513) 281-6103
WEB URL: <http://www.dohnschool.org> EMAIL: ramonedavenport@yahoo.com
COUNTY: Hamilton

SPONSORING ORGANIZATION

Sponsoring Agency: Kids Count of Dayton, Inc.
Phone Number: (614) 406-5399
IRN: 008303

PHYSICAL ADDRESS

ADDRESS: 608 E McMillan St
CITY: Cincinnati STATE: Ohio ZIP: 45206 - 1926

SUPERINTENDENT

NAME: Leando Davenport PHONE: (513) 276-9234 EMAIL: rdavenport@dohnschool.org

MAILING ADDRESS

ADDRESS: 608 E McMillan St
CITY: Cincinnati STATE: Ohio ZIP: 45206 - 1926

TREASURER

NAME: Michael Ashmore PHONE: (513) 732-0337 EMAIL: ashmore_michael@yahoo.com

PRINCIPAL

NAME: Davenport Leando
PHONE: (513) 276-9234
EMAIL: rdavenport@dohnschool.org


4. You will see the survey in the Questions tab. If Start is showing – ask your area coordinator to click the “Start” button.

OVERVIEW	QUESTIONS	SCHEDULE	ISSUES / CAPS	TECHNICAL ASSISTANCE
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Surveys:



Survey Plan	Started Date	Last Update	Completion Status	Details	Print
FY2017 CS FTE Onsite Review				Start	

Completing the Compliance CS FTE Review Survey





1. You may print the questions by clicking on the printer icon .

OVERVIEW QUESTIONS SCHEDULE ISSUES / CAPS TECHNICAL ASSISTANCE

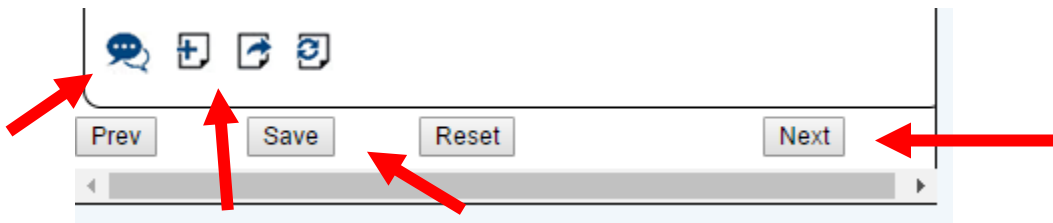
Surveys:

Survey Plan	Started Date	Last Update	Completion Status	Details	Print
FY2017 CS FTE Onsite Review	05/10/2017	05/10/2017	In Progress		

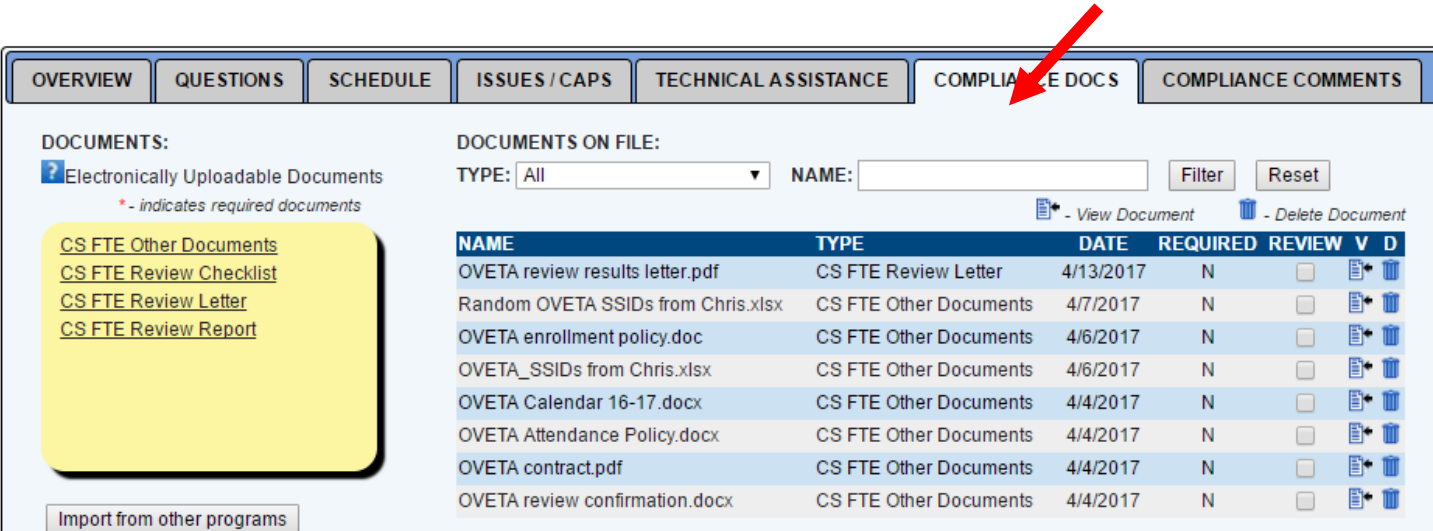
2. The survey has sections and questions. All questions must be answered by the area coordinator.

<div>Item 1: ODE Contacts prior to FTE Review 0/1</div> <div>Item 2: Scheduling FTE Review 0/1</div> <div>Item 3: Copies of Enrollment/Attendance Policies and Contract 0/1</div> <div>Item 4: Calendar Information 0/1</div> <div>Item 5: Random Selection of Student Records 0/2</div> <div>Item 6: Preschool and 0/1</div>	<div>Section : Item 4: Calendar Information Question Count : 1</div> <div>Question 1</div> <div>Obtain a copy of the school calendar as reported to EMIS and the officially adopted school calendar.</div> <div>Is the school calendar in EMIS available? <input type="radio"/> Yes <input type="radio"/> No</div> <div>Do the calendars match the school's operations? <input type="radio"/> Yes <input type="radio"/> No</div> <div>   </div> <div>Prev Save Reset Next</div>
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3. Community schools are expected to upload the following documents in the appropriate questions: written enrollment and attendance policies/procedures; board-approved kindergarten early entrance policy and/or acceleration policy, if applicable; school’s “operating” calendar. You may upload from this screen or import from another compliance survey. If the question requires an explanation, use the **Comment** icon to describe how your community school meets compliance. Once completed, click **Save**. To move to the next section, click **Next**.

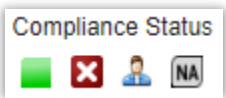


4. The documentation that has been uploaded throughout the survey also will be displayed on the **Compliance Docs**.



5. As the area coordinator works through the review, the system will indicate if there are unanswered questions in the section with the icon. The number of questions completed in the section is displayed with this icon . A green square indicates a completed section . A section that has not been started will display a gray square . To view all sections and questions on the page, use the scroll bars.

6. The area coordinator will indicate compliance with the requirement by clicking on one of these buttons:



	Compliant		Technical Assistance
	Noncompliant		Not Applicable

7. If technical assistance is provided for a specific area, the **Technical Assistance** tab will display the question. The area coordinator will enter the technical assistance that was provided in the **Description** box.

The screenshot shows the 'Technical Assistance' tab with a table of existing assistance and a form for new entries. A red arrow points to the 'Description' field in the 'Technical Assistance Details' section.

Description	Create Date	Offer Date	Offered By	Offered To	Details	Delete
TA - Title VII-B	02/27/2014	02/20/2014	Elena Sanders	Administrative Team		
TA - Title III Limited English Proficient and Immigrant	02/27/2014	02/20/2014	Abdinur Mohamud	Administrative Team		
TA - School Parent Involvement Policy	02/20/2014	02/20/2014	Elena Sanders	Administrative Team		

Technical Assistance Details:

* Short Description: TA - Title VII-B

Created By: Elena Sanders

Offered By: Elena Sanders

Offered To: Administrative Team

Offer Date: 02/20/2014

TA - Title VII-B

* Description:

The LEA must provide programs for school teachers to heighten the awareness of such personnel of the specific needs of homeless children and youths.

Save Cancel

8. Noncompliance for any item in the Monitoring Survey will create an issue in the **ISSUES/CAP** tab.

The screenshot shows the 'ISSUES / CAPS' tab with a table of issues. A red arrow points to the 'Noncompliant - Evaluation components, measures, and objectives' row.

ISSUE ID	ISSUE NAME	SOURCE	AUDIT DATE	ISSUE STATUS	CAP STATUS	DETAILS	DELETE
11573	Noncompliant - Evaluation components, measures, and objectives	FY2017 Consolidated ESEA Grants Onsite	04/21/2017	Unresolved	CAP Created		
11552	Noncompliant - Use of Funds	FY2017 Consolidated ESEA Grants Onsite	03/08/2017	Unresolved	CAP Created		
11318	Noncompliant - Title III LEP and Title III Immigrant	FY2017 Consolidated ESEA Grants Onsite	04/04/2017	Unresolved	CAP Created		

Add New Issue

9. Each issue has a workflow. The area coordinator will identify the issue in the **Issue/Condition** tab and provide information on how this issue must be resolved in the **Recommendation** tab. The area coordinator will submit issue to the Ohio Department of Education representative for review. If the issue was resolved on-site, the area coordinator will state that in Recommendation tab, and no further action on the part of the community school will be necessary. The issue will be closed. If the issue was not resolved, the community school will be required to follow up by resolving the issues and showing the supporting documentation to the area coordinator. The area coordinator will indicate that the issues were resolved once everything has been properly resolved. **Be advised that community schools may not upload any student identifiable information into the Compliance system.**

The screenshot shows the 'Issue/Condition' tab with the following sections:

DETAILS

AUDIT DATE: 04/21/2017 CAP IMPLEMENTATION DEADLINE:

AUDIT CONTROL DESC: Evaluation components, measures, and objectives CAP SUBMISSION DEADLINE: 06/23/2017

☒ Has Financial Impact ☐ Refund Requested

☐ Refund Received ☐ Partially Implemented

PARTICIPANTS

ROLE	NAME	EMAIL	PHONE	Edit
Auditor	Donna Villareal	villareal2@yahoo.com	(614) 387-2245	
Responsible Person	Diana Ehler	Diana.Ehler@clevelandmetroschools.org	(216) 838-0122	

ISSUE History

- 5/24/2017 11:54:08 AM - Venkata Nandula - Unresolved
- 5/24/2017 11:54:02 AM - Venkata Nandula - Issue Reviewed
- 4/21/2017 7:04:37 PM - Donna Villareal - Created

CURRENT ISSUE STATUS:

Unresolved

ISSUE - NEXT AVAILABLE ACTIONS:

[Mark Resolved](#)

Help Text

The Issue/CAP (Corrective Action Plan) has five components (tabs) – Issues/Conditions, Recommendation (Optional), Action Plan, Progress Notes (Optional) and Evidence. ODE staff is responsible for the Issue/Condition and Recommendation tabs whereas outside user (district/school staff) is responsible for Action Plan, Progress Notes and Evidence tabs. Please note that the Action Plan and Progress Notes tabs are displayed only when a CAP has been added for this issue.

ODE consultant starts the process by creating the issue either

10. The area coordinator will enter the review date in the **Schedule** tab by creating a new **Meeting**.

OVERVIEW QUESTIONS **SCHEDULE** ISSUES / CAPS TECHNICAL ASSISTANCE COMPLIANCE DOCS

COMPLIANCE COMMENTS

Meetings:

Description	Lead Auditor	Start Date Time	End Date Time	Details	Delete
FTE Review	James Lambert	05/30/2017	05/31/2017		
Orientation meeting	James Lambert	11/22/2016	11/22/2016		

New Meeting

Meeting Details:

Description: FTE Review
Type: On-site Review
Location: School office
Start Date Time: 5/30/2017 9:00:00 AM
End Date Time: 5/31/2017 3:00:00 PM
Participants:

Name	Role
James Lambert	Lead Auditor

Agenda :

11. When all questions are answered, documentation is uploaded, technical assistance is offered, and any noncompliance is identified, the area coordinator will mark the survey **Complete**.

12. When all issues are resolved, the Ohio Department of Education representative will **Close** the Community Schools FTE Review Survey.

13. The report of the Community Schools FTE Review can be printed by clicking on the icon.

Surveys:

Survey Plan	Started Date	Last Update	Completion Status	Details	Print
FY2017 CS FTE Onsite Review	03/03/2017	04/13/2017	Closed		