ADMINISTRATIVE COST REIMBURSEMENT PROGRAM

GUIDELINES

JULY 2013
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INTRODUCTION

The 2002-2003 school year marks a dramatic change in the way chartered nonpublic schools are required to claim time associated with submitting claims under the Administrative Cost Reimbursement Program. Earlier guidelines were based on minimum standards for elementary and secondary schools approved by the State Board of Education in 1983.

Since that time many changes have taken place including the approval of new operating standards for Ohio's schools in December 2000 for public schools and in February, 2002 for chartered nonpublic schools. The state board has also approved new teacher education and licensure standards that impact teachers working in chartered nonpublic schools. The overall philosophy of the State Board of Education has also changed during the past twenty years from requiring that schools comply with minimum standards to providing a framework to help schools become high performing institutions providing optimal conditions for student learning.

As a result of these many changes, it was necessary to update the guidelines for claiming reimbursement under the Administrative Cost Reimbursement program. The new categories for reimbursement and the one's that have not changed are as follows:

Category 1  Governance and Organizational Leadership  
(Standard 3301-35-02)

Category 2  Strategic Planning and Continuous Improvement  
(Standard 3301-35-03)

Category 3  Student and Other Stakeholder Focus  
(Standard 3301-35-04)

Category 4  (Faculty and Staff Focus)  
(Standard 3301-35-05)

Category 5  Educational Programs and Support  
(Standard 3301-35-06)

Category 6  Using Date to Improve Performance Results  
(Standard 3301-35-07)

Category 7  Procedures for Evaluation and Intervention  
(Standard 3301-35-11)

Category 8  Chartered Nonpublic Schools  
(Standard 3301-35-12)

Category 9  Teacher Residency  
(Standard 3301-24-04)
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NONPUBLIC ADMINISTRATIVE COST REIMBURSEMENT PROGRAM

3301-40-03 PROCEDURES (For Administrative Cost Reimbursement)

(A) A NONPUBLIC SCHOL REQUESTING ADMINISTRATIVE COST REIMBURSEMENT SHALL SUBMIT AN APPLICATION TO THE OHIO DEPARTMENT OF EDUCATION IN THE FORM AND AT SUCH TIME AS THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL REQUIRE.

(B) A NONPUBLIC SCHOOL REQUESTING ADMINISTRATIVE COST REIMBURSEMENT SHALL MAINTAIN AT LEAST THE FOLLOWING RECORDS IN SUPPORT OF A CLAIM FOR REIMBURSEMENT.

(1) A SEPARATE ACCOUNT OR SYSTEM OF ACCOUNTS FOR THE EXPENSES INCURRED IN RENDERING THE REQUIRED SERVICES FOR WHICH REIMBURSEMENT IS SOUGHT, THESE SHALL INCLUDE ACCOUNTS FOR SALARIES, FRINGE BENEFITS, CONTRACTUAL EXPENSES, AND SUPPLIES AND MATERIALS.

(2) A TIME RECORD FOR EACH EMPLOYEE INVOLVED IN PROVIDING SERVICES FOR WHICH REIMBURSEMENT IS REQUESTED. THIS RECORD SHALL CLEARLY INDICATE THE AMOUNT OF TIME DEVOTED TO EACH SERVICE.

(3) SALARY RECORDS FOR EACH EMPLOYEE INVOLVED IN PROVIDING SERVICES FOR WHICH REIMBURSEMENT IS REQUESTED. THESE RECORDS SHALL SHOW GROSS SALARY, PAYROLL DEDUCTIONS, AND NET SALARY BY PAYROLL PERIOD.

(4) A VOUCHER FILE TO INCLUDE ALL PAID VOUCHERS, IN WHOLE OR IN PART, USED TO SUBSTANTIATE COSTS INCLUDED IN THE REQUEST FOR REIMBURSEMENT.

3301-40-04 EMPLOYEES

(A) THE REQUIRED SERVICES FOR WHICH NONPUBLIC SCHOOLS ARE REIMBURSED FOR ADMINISTRATIVE COSTS SHALL BE PERFORMED BY SCHOOL EMPLOYEES, ANY REIMBURSEMENT SHALL BE MADE ON THE BASIS OF THE SALARY OF THE EMPLOYEE ACTUALLY PERFORMING THE SERVICE.

(B) EMPLOYEE SERVICES SHALL BE PERFORMED IN ACCORDANCE WITH THE STATE LAW OR RULE, OR SCHOOL DISTRICT REQUIREMENTS WHICH MANDATE THAT SUCH SERVICES BE PERFORMED.
GENERAL GUIDELINES

Although the list of activities that may be claimed under the Administrative Cost Reimbursement Program have changed, the responsibilities for documenting the time claimed have not changed. These responsibilities include:

1. Indicating the time involved in each category on the Weekly Log Sheet.
2. Giving detailed explanations indicating the nature of the activity performed on the Record of Activities Performed Sheet.
3. Verifying the entries on the Weekly Log and Record of Activities sheets for each quarter.
4.Completing the Quarterly Summary Form for each person performing activities.
6. Maintaining records for five years.

Other important considerations to keep in mind while counting time to be claimed are as follows:

1. Reimbursement is to be claimed for paid nonpublic school employees, not volunteers. Furthermore, no claims can be made for persons employed under the Auxiliary Services Program or any state or federally funded program.
2. The school year is to be based on a minimum of 182 days or the number of days specified in the teacher’s contract.
3. A teacher’s work week shall consist of the following:
   a. Elementary – five and one half hours per day unless contract requires additional hours.
   b. Secondary – six hours per day unless contract requires additional hours.
4. Salary shall mean gross wages paid to the nonpublic school employee plus the employer’s share of the following benefits: retirement, social security, workmen’s compensation, life insurance, unemployment insurance, disability insurance and health insurance.

School administrators may not count housing costs, transportation costs and the maintenance and upkeep of teacher dormitories as benefits.
5. Although a claimable activity may fit in more than one place, any activity completed by the same person may be claimed only once.
6. The records to be maintained in support of a claim for reimbursement shall at a minimum include the following:

a. A separate account or system of accounts for the expenses incurred in rendering the required services for which reimbursement is sought. These shall include accounts for salaries, fringe benefits, contractual expenses, and supplies and materials.

b. A time record for each employee involved in providing services for which reimbursement is requested. This record shall clearly indicate the amount of time devoted to each service.

c. Salary records for each employee involved in providing services for which reimbursement is requested. These records shall show gross salary, payroll deductions, and net salary by payroll period.

d. A voucher file to include all paid vouchers, in whole or in part, used to substantiate costs included in the request for reimbursement.

7. The maximum amount of reimbursement that be paid to a school is $360/student.

8. Finally, and most importantly, any activity associated with the school’s religious education program may not be counted.
DEFINITIONS

(1) “Assessment” means the measuring of student achievement of performance goals and objectives.

(2) “Benchmark” means a higher performing school or district, whether similar or not, used to compare performance.

(3) “Classified staff” means nonteaching school personnel who are assigned to positions that do not require a certificate, license, permit or other credentialing document.

(4) “Credentialed staff” means faculty or staff who hold a certificate, license, permit or other document issued under section 3301-071 (i.e., a “nontax certificate” to teach in a chartered nonpublic school) or Chapter 3319 of the Revised Code (i.e., all other state-issued education licenses, certificates, or permits).

(5) “Educational options” means learning experiences or activities that are designed to extend, enhance or supplement classroom instruction and meet individual student needs. Educational options are offered in accordance with local policy and with parental approval. Such options may include but are not limited to:

   (a) “Distance learning” – systematic instruction in which the instructor and/or student participate by mail or electronic media.

   (b) “Educational travel” – an educational activity involving travel under the direction of a person approved by the school and parent.

   (c) “Independent study” – an educational activity involving advanced or in-depth work that an individual student pursues under the direction of a credentialed member of the school staff.

   (d) “Mentor program” – an educational activity including advanced or in-depth work by an individual student under direction of a non-credentialed individual. Mentors must meet criteria established by the school and are subject to parent approval.

   (e) “Study abroad program” – a school program in another country that is made available to Ohio students and which is comparable to programs offered the State of Ohio.

   (f) “Tutorial program” – an educational activity involving work by an individual student under the direction of a credentialed teacher.

(6) “Educational service personnel” means individuals employed by a school in one or more of the following positions: counselor, library media specialist, school nurse, visiting teacher, social worker, or specialists in elementary art, music or physical education.
(7) “Intervention” means alternative or supplemental instruction designed to help students meet performance objectives.

(8) “Model curriculum program” means a non-binding, sample curriculum provided by the Department of Education which contains a scope and sequence of course objectives that are aligned with academic content and performance standards.

(9) “Parent” means a parent, custodial parent or legal guardian as defined by section 3321.01 of the Revised Code.

(10) “Policies” means general principles governing the operation of a school. Policies shall be established and adopted by the governing authority of the nonpublic school.

(11) “Procedures” means detailed rules, regulations and courses of action, specified in writing, for carrying out policies.

(12) “School” means an environment organized for learning and chartered pursuant to these rules and section 3301.16 of the Revised Code to provide a community of students with the opportunity to acquire skills and knowledge necessary to meet state and local performance objectives.

(13) “School year” means the year beginning the first day of July and ending on the 30th day of June of the next succeeding calendar year.

(14) “Stakeholder” means those who directly affect or are affected by the educational success of a school. Stakeholders may include, but are not limited to, colleges and universities, district and school staff, employers, parents, students, and other individuals or groups in the community. For nonpublic schools, the governing authority of the school identifies “stakeholders”.

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I. GOVERNANCE AND ORGANIZATIONAL LEADERSHIP (3301-35-02)

Responsibilities

1. Establishing the school’s mission, philosophy, direction, priorities and strategies for addressing stakeholder needs, especially those of students.

2. Communicating the school’s mission, policies, philosophy, direction, priorities and strategies to stakeholders.

3. Developing, reviewing, updating and revising school policies to be consistent with applicable local, state and federal laws and regulations.

4. Documenting how findings from reviews of student and organizational performance have been used to day any of the following:
   a. Improve school operations;
   b. Promote innovation;
   c. Align the school’s mission, goals and objectives, strategic plan and stakeholder needs;
   d. Allocate fiscal and human resources.

5. Listening to and responding to stakeholder concerns about current and future school operations.

Examples of Activities Performed That Could Be Counted (Including but not limited to the following)

1. Time spent by the school’s leadership and/or faculty doing the following:
   a. Developing, reviewing, updating and revising the school’s mission statement;
   b. Developing, reviewing, updating and revising school policies, regulations, and procedures that are consistent with applicable local, state and federal laws and regulations;
   c. Determining schoolwide priorities for the school year and ways to address them;
   d. Developing, reviewing, updating and revising handbooks and brochures that communicate the school’s mission statement, policies, regulations, procedures and priorities;
e. Listening and responding to stakeholder concerns, including those of students and parents, about current and future school operations;

f. Preparing the school’s annual report for parents and other stakeholders;

g. Reviewing student performance and organizational performance for the entire school and documenting how these reviews have been used to do any of the following:

   (1) Improve school operations;
   (2) Promote innovation;
   (3) Align the school's mission, goals, and objectives and strategic plan with stakeholder needs;
   (4) Allocate fiscal and human resources in response to the above.

2. Time spent communicating with stakeholders through meetings (e.g. parent meetings, “community meeting”), letters, e-mail, phone calls, etc. concerning the following:

   a. Mission statement;
   
   b. School handbook;
   
   c. School procedures;
   
   d. School priorities including ways to address student needs;
   
   e. State laws and rules;
   
   f. School policies;
   
   g. School operations.
II. STRATEGIC PLANNING AND CONTINUOUS IMPROVEMENT (3301-35-03)

RESPONSIBILITIES

1. Documenting that the school is involved in strategic planning.

2. Documenting that strategic planning guides the organization, administration and supervision of the school.

3. Collecting and using data to ensure that strategic planning is based on the needs of current and future students and other stakeholders.

4. Developing strategic goals and objectives for the school and maintaining a specific timetable for meeting them.

5. Developing short and long term strategies that align with the school’s goals and objectives.

6. Identifying and using key internal performance targets, the performance of similar schools, benchmarks and other specific measures to track performance on the school’s strategic goals and objectives; communicating these to stakeholders.

Examples of Activities Performed That Could Be Counted
(Including but not limited to the following)

Time spent doing the following:

1. Participating in strategic planning meetings for the school;

2. Keeping minutes for the school’s strategic planning meetings;

3. Producing reports (including charts, narratives, etc.) to document the progress the school is making on the implementation of its strategic plan;

4. Conducting meetings for parents, alumni and other stakeholders about the strategic planning process;

5. Creating and conducting surveys of parents and alumni to gather input for the strategic planning process;

6. Organizing and conducting focus groups for parents and alumni to gather input for the strategic planning process;

7. Conducting follow-up studies of graduates or former students;

8. Analyzing data and producing reports on studies conducted;
9. Determine benchmarks in the areas on which performance targets have been written. (e.g. time spent doing research, attending workshops or meetings);

10. Tracking and recording the school’s progress toward meeting performance targets;

11. Researching schools that are similar in the areas on which performance targets have been written;

12. Developing strategic goals and objectives for the school and maintaining a timetable for meeting them;

13. Developing short and long term strategies that align with the school’s goals and objectives;

14. Participating in articulation meetings involving elementary school faculty with high school faculty of the high school(s) their graduates typically attend.
III. STUDENT AND OTHER STAKEHOLDER FOCUS (3301-35-04)

Responsibilities

1. Documenting that the school address the needs of students and other stakeholders by doing the following:
   a. Establishing clear, high expectations for the academic performance, attendance and conduct of all the school's students.
   b. Assessing the needs of the school's students and using assessment results to make informed schoolwide decisions about curriculum, instruction, assessment and goals.
   c. Monitoring and analyzing the school's educational offerings, facilities, services and instructional materials to determine their effectiveness in helping students meet performance objectives.
   d. Gathering input from stakeholders, monitoring and analyzing the changing needs of stakeholders, conducting stakeholder satisfaction evaluations, and comparing the results of stakeholder evaluations to those of benchmark schools in order to improve the school's programs and policies.
   e. Preparing for implementation of Common Core.

2. Communicating to parents on a regular basis about each of the following:
   a. Student attendance;
   b. Student conduct;
   c. Student academic performance;
   d. Student progress.

3. Providing parents with student progress reports on a regular basis.

4. Providing for systematic planning, articulation and evaluation of the school's curriculum and instructional program.

5. Gathering input from and dialoguing with parents, community members and other stakeholders regarding the evaluation of the school's curriculum and instructional programs.

6. Developing, reviewing and updating the school's courses of study.

7. Providing for a schoolwide student assessment system that aligns with the school's courses of study and includes regular assessment of student performance.

8. Providing for student participation in Ohio's statewide testing program.

9. Developing, implementing and communicating the school's guidelines regarding the use of assessment results for instruction, evaluation, intervention, guidance and grade promotion decisions.
10. Developing, implementing and communicating policies and procedures regarding the participation of students with disabilities in the school’s assessment system.

11. Providing and participating in professional development that teaches accepted standards of practice in the selection, administration, interpretation and use of assessments.

12. Sharing information with parents, students and stakeholders regarding assessment purposes and results.

13. Administering, implementing and keeping student records for Ohio’s Post-Secondary Enrollment Options Program.

14. Maintaining and safeguarding students’ cumulative records.

15. Establishing, implementing and communicating the school’s procedures for the admission, placement, withdrawal, promotion and retention of students.

16. Arranging for students below the ninth grade to take advanced work for credit.

**Examples of Activities Performed That Could Be Counted**
(Including but not limited to the following)

Time spent doing the following:

1. Researching methods for assessing the needs of the schools students;

2. Conducting surveys or focus groups of students and/or parents to gather input for purposes such as:
   a. Reviewing a particular curricular area;
   b. Getting feedback on a new instructional program for the school;
   c. Getting reactions to a proposed method for assessing or reporting student progress.

3. Participating in staff meetings to study the school’s curriculum, or participating in meeting of teachers to study curriculum at a given grade level or in a particular subject area;

4. Serving on a curriculum review or a course of study committee;

5. Serving on a selection committee for textbooks and other instructional resources;

6. Analyzing and communicating the input gathered from meetings with parents, students, and other stakeholders;
7. Analyzing data collected from benchmark schools, surveys, focus groups of
meetings in order to improve the school;

8. Keeping records and communicating (through phone calls, email, meetings, etc.)
with students' parents regarding:
   a. Student attendance;
   b. Student conduct;
   c. Student academic performance;
   d. Student progress.

9. Preparing report cards and/or progress report;

10. Scheduling and participating in parent-teacher conferences;

11. Providing the school with an assessment system that aligns with the school's
courses of study, this includes:
   a. Evaluating the school's existing assessment system;
   b. Selecting and administering standardized and norm referenced tests;
   c. Conducting item analyses of assessments as they relate to courses of study;
   d. Participating in orientations regarding the school's assessment system;
   e. Serving on committees that study and revise the school's assessment system.

12. Complying with state requirements involving all activities associated with
administering Ohio's statewide assessments; this includes time spent:
   a. Ordering, scheduling and administering of the tests;
   b. Training testing coordinators and monitors;
   c. Establishing policies and procedures for the temporary exemption of
   English-limited students;
   d. Implementing plans for exemption from and/or accommodation for students
   with disabilities;
   e. Filing appeals for the oral administration of tests;
   f. Requesting waivers;
   g. Orientating staff, students and parents;
   h. Distribution and return of testing materials;
   i. Protecting and transferring test results;
   j. Recording and transferring test results;
   k. Communicating with parents, students, staff and other stakeholders
   regarding test results;
   l. Arranging with the Ohio Department of Education for students to participate
   in nonrequired portions of the statewide testing program.
13. Administering the Post-Secondary Enrollment Options Program including:
   a. Communicating with students, parents, colleges and the Ohio Department of Education;
   b. Producing materials and keeping records regarding the program.

14. Recording data in student’s permanent records.

15. Developing and revising school policies concerning the admission, placement, withdrawal, promotion and retention of student.

16. Arranging for students below the ninth grade to take advanced work including:
   a. Communicating with other schools regarding acceptable course-work;
   b. Securing qualified teachers to teach courses;
   c. Obtaining required approval that the course meets high school curriculum requirements;
   d. Documenting student performance.
IV. FACULTY AND STAFF FOCUS (3301-35-05)

Responsibilities

1. Ensuring and documenting that each credentialed staff member holds the appropriate credentials for the assigned position;

2. Maintaining files on the credentials of current school staff;

3. Providing for and documenting that criminal record checks are conducted on all applicants for staff positions. Ensure and document that all staff have current BCI and FBI checks as required by law;

4. Evaluating all credentialed staff; documenting results of evaluations; maintaining and securing appropriate records of evaluations;

5. Evaluating classified (support) staff at regular intervals; documenting results of evaluations; maintaining and securing appropriate records of evaluations;

6. Collecting data to determine the amount and nature of staff development necessary to implement the school’s mission and strategic plan;

7. Evaluating the staff development plan;

8. Ensuring that professional development is aligned with school goals and objectives and meets the changing needs of students;

9. Providing an organizational design of the school that promotes communication, cooperation, and the sharing of knowledge and skills across work functions, units and locations;

10. Providing and maintaining a healthy, safe environment, conducive to student learning.

Examples of Activities Performed That Could Be Counted
(Including but not limited to the following)

Time spent doing the following activities:

1. Developing job descriptions for faculty and staff;

2. Verifying certificates or licenses of credentialed staff;

3. Notifying credentialed staff regarding renewals of certificates or licenses;

4. Maintaining files on faculty and staff;
5. Securing official responses or BCI checks on applicants for all positions “and FBI, as required by law”;

6. Verify and document that all staff have current BCI and FBI checks as required by law;

7. Collecting required information applicants;

8. Reporting newly hired employees to the appropriate data bank;

9. Evaluating credentialed staff including:
   a. Pre-observation meetings;
   b. Observation in classroom or at jobsite;
   c. Post-observation meetings;
   d. Documentation of these evaluation activities in appropriate files.

10. Evaluating classified (support) staff at regular intervals including:
    a. Discussion of evaluation results;
    b. Documentation of evaluation activities.

11. Assigning staff and creating a staff schedule.

12. Arranging for and participating in faculty meetings, academic department meetings, grade level teacher meetings and meetings for other work groups;

13. Providing in-house communications such as newsletters, bulletins, etc. in written or an electronic format.

14. Conducting maintenance audits on facilities, equipment and grounds;

15. Planning for and participating in in-service on student health and safety issues;

16. Complying with requirements for Educational Aide Permits and Pupil Activity Permits;

17. Completing the application process;

18. Maintaining documenting for all staff who are required to have Educational Aide Permits and/or Pupil Activity Permits (included obtaining and documenting compliance with training on concussions and head injuries).
V. EDUCATIONAL PROGRAMS AND SUPPORT (3301-35-06)

Responsibilities

1. Scheduling educational programs and experiences so that students are provided sufficient time and opportunity to achieve school requirements and the objectives measured by required statewide tests;

2. Make the administrative arrangements for instructional intervention, and documenting instructional intervention that is designed to meet student needs;

3. Determining, ensuring and documenting that instructional activities provided by the school are:
   a. Consistent with research and proven practices;
   b. Appropriate to student ages, developmental needs, learning styles, abilities and English proficiency;
   c. Designed to ease the transition of students from one educational environment to another.

4. Preparing and communicating to stakeholders a school calendar that provides for not less than 182 days each year which may include the following:
   a. Up to four school days per year in which classes are dismissed one-half day early or the equivalent amount of time during a different number of days for the purpose of parent-teacher conferences;
   b. Up to two days for teachers meetings.

5. Preparing the school’s contingency plan for making up days missed;

6. If educational options are made available:
   a. Documenting that the instructional plan is based on individual student needs;
   b. Providing administrative approval prior to student participation;
   c. Securing appropriate involvement of a credentialed teacher;
   d. Ensuring that credit is assigned according to student performance relating to stated objectives and in accordance with established procedures.

7. Communicating with the Ohio Department of Education for the school to be exempted from specific laws or rules in order to operate an innovative pilot program;

8. Providing the school with student services that support student progress toward meeting educational performance objectives. Student support services may include:
   a. Screening;
   b. Assessment;
c. Intervention;
d. Monitoring of student progress;
e. Counseling;
f. Consultation;
g. Access to library media and information technology programs

9. Developing policies for selection student services, and arranging for the involvement of credentialed staff in the selection process;

10. Providing the school with operational support services such as:

   a. Administrative staff;
b. Management of buildings and grounds;
c. Identification of student health and safety concerns;
d. Providing students access to appropriate health and safety resources;
e. Arranging for locally required inspections such as:
   (1) Boiler;
   (2) Health;
   (3) Fire;
   (4) Food service.

11. Complying with immunization requirements including:

   a. Maintaining immunization records on students;
b. Making immunization records available to parents when requested;
c. Reporting annually to the Director of Health regarding the initial entry immunization records of all students new to the school.

12. Providing for, implementing, keeping records and communicating with parents, staff and students, policies and procedures for:

   a. Emergency medical treatment;
b. Administration of prescription drugs;
c. Screening for hearing, vision, speech and communications;
d. Screening for health or medical problems or developmental disorders for pupils enrolled for the first time in kindergarten or first grade;
e. Cooperating with public school officials in the assessment of students suspected of having special learning needs.

13. Complying with regulations regarding emergency preparedness including:

   a. Fire drills;
b. Rapid dismissal drills;
c. Tornado drills;
d. Lock-down drills;

14. Posting emergency procedures and telephone numbers in classrooms for use by parents, students and school personnel;
15. Developing, implementing, communicating and documenting a locally developed school safety plan;

16. Providing for, implementing, communicating with parents, students and staff and keeping records regarding student attendance;

17. Developing and communicating to students and parents a comprehensive code of student conduct;

18. Maintaining partnerships with parents and with other schools, social services and organizations that impact educational programs for students; documenting the ways in which the school maintains such partnerships;

19. Working with stakeholders at least once every three years (in addition to the school’s regular budget process) to ensure that the school’s resources are allocated in an effective and equitable manner.

Examples of Activities Performed That Could be Counted
(Including but not limited to the following)

Time spent doing the following:

1. Scheduling students for classes and maintaining related documentation.

2. Making administrative arrangements for instructional intervention to meet student needs; this includes:

   a. Planning and/or participating in meeting to develop or review written service plans for students with disabilities or other special needs;
   b. Planning and/or participating on intervention assistance teams;
   c. Meeting with auxiliary services personnel to discuss student needs and progress.

3. Reviewing the school’s instructional activities, including:

   a. Researching instructional options for the school;
   b. Evaluating the appropriateness of the school’s instructional program for existing students or students the school is preparing to admit.

4. Making administrative arrangements to facilitate the transition of students from grade to grade, elementary school to middle school, middle school, middle school to high school, one grouping within a class to another.

5. Preparing and communicating the school calendar.
6. If educational options are made available, time spent on the following activities:
   a. Documenting that the instructional is based on individual student needs;
   b. Securing parental permission;
   c. Providing administrative approval prior to student participation;
   d. Securing appropriate involvement of a credentialed teacher;
   e. Ensuring that credit is assigned according to student performance relating to stated objectives and in accordance with established procedures.

7. Communicating with the Ohio Department of Education for the school to be exempt from specific laws or rules in order to operate an innovative pilot program;

8. Planning and arranging student support services for the school; this includes:
   a. Participating in meetings to determine which student support services are needed and will be provided;
   b. Recruiting, interviewing, and selecting appropriate and qualified student support staff;
   c. Communicating with LEAs regarding Auxiliary Service personnel;
   d. Communicating with other outside organizations or agencies to provide student support services not offered within the school;
   e. Reviewing and upgrading, if necessary, the school's information technology resources.

9. Planning and arranging operational support services for the school; this includes:
   a. Recruiting, interviewing and selecting qualified operational support staff;
   b. Communicating with local health and safety organizations such as health and fire departments;
   c. Accessing health and safety resources for students and staff;
   d. Arranging for locally required inspections such as boiler, food service, fire and health inspections.

10. Complying with immunization requirements including:
    a. Scheduling immunization of pupils;
    b. Completing health reports;
    c. Maintaining immunization records;
    d. Communicating with state and local health officials.

11. Preparing, implementing, keeping records and communicating with parents, staff and students, policies and procedures for:
    a. Emergency medical treatment plans;
    b. Administration of prescription drugs;
c. Screening for hearing, vision, speech and communications;
d. Screening for health or medical problems or developmental disorders.

12. Complying with regulations regarding emergency preparedness including:

a. Conducting fire drills;
b. Orienting students and staff with fire drill, rapid dismissal and tornado drill procedures;
c. Communicating with public safety officials;
d. Communicating with parents, students and staff concerning fire drills, rapid dismissals and tornado drills;
e. Documenting and keeping required records for all emergency preparedness requirements;
f. Lock-down drills.

13. Preparing, revising and posting emergency procedures and telephone numbers in classrooms and other appropriate locations;

14. Developing, implementing, communicating, revising and documenting the school safety plan.

15. Planning and implementing procedures associated with school attendance, and filing the school safety plan with authorities in accordance with statute including:

a. Taking and recording school and class attendance;
b. Monitoring and documenting school and class absences;
c. Monitoring and documenting school and class tardiness, truancy and related interventions;
d. Administrative review of attendance records;
e. Completing the Average Daily Membership form (ADM-1).

16. Reviewing, revising, updating and communicating school rules pertaining to conduct; collecting parent/student signatures on handbooks;

17. Maintaining various partnerships including:

a. Communicating in person, electronically or in writing with public school districts or other nonpublic schools;
b. Communicating with Children’s Services, the Department of Jobs and Family Services, law enforcement and other governmental agencies;
c. Communicating with local civic and not-for-profit organizations.

18. Reviewing the school budget with stakeholders.
VI. USING DATA TO IMPROVE PERFORMANCE RESULTS (3301-35-07)

Responsibilities

1. Identifying key areas of school operation and educational performance and areas of needed improvement noted in the school’s strategic plan;

2. Collecting and analyzing information about the school that is needed to measure and improve operational and educational performance;

3. Monitoring, evaluating, improving and updating the information the school collects;

4. Determining baseline performance levels for key operational and educational areas; evaluating and comparing the school’s performance to similar schools, benchmarks, and generally accepted best practices; using the comparative information and data to promote innovation, improve instruction, and learning, improve school performance, and set higher goals for future achievement;

5. Evaluating the school’s information system to ensure that information collected is: appropriate and collected in a manner that complies with state and federal laws protecting student privacy; is shared with parents, staff, students, and other stakeholders; is used to improve the school’s performance;

6. Complying with NS3;

7. Complying with ODE’s desk audits.

Examples of Activities Performed That Could Be Counted

(Including but not limited to the following)

Time spent doing the following:

1. Identifying key areas of school operations and educational performance and areas of needed improvement noted in the school’s strategic plan;

2. Collecting and analyzing information about key areas of school operations and educational performance and identified areas of needed improvement;

3. Monitoring, evaluating, improving and updating the information the school collects including:

   a. Evaluating data for its sufficiency, usefulness and relevance to school issues;
   b. Updating information for timeliness and/or accuracy.
4. Determining baseline performance levels for key areas of school operations and educational performance by:
   
a. Researching schools that have similar programs, procedures, or resources.
   b. Selecting benchmarks in designated areas of institutional or student performance.
   c. Identifying best practices.

5. Comparing the school’s performance to that of similar schools, benchmarks, and/or best practices;

6. Using all data, including data disaggregated into student groups (e.g., males and females, minority students) to determine student and organizational progress, identify areas for improvement, develop corrective action plans, and measure year-to-year performance of various student groups;

7. Planning and/or participating in meetings to evaluate what information the school collects; who has access to it; how it is used, and that the school’s information system complies with state and federal laws regarding privacy;

8. Complying with NS3, including collecting, updating and imputing data, communicating with public school district;

9. Completing ODE’s desk audits, including monitoring, managing, and inputting data.
VII. PROCEDURES FOR EVALUATION AND INTERVENTION (3301-35-11)

Responsibilities

1. Conducting a comprehensive review of the school’s educational programs and organizational effectiveness to determine that they are aligned with Ohio law, all applicable federal laws, and the school’s mission statement, goals, objectives and strategic plan;

2. Conducting periodic educational program reviews to generate data;

3. Incorporating the results of educational program reviews within the school’s educational goals and modifying the school’s strategic plan or continuous improvement plan accordingly.

Examples of Activities Performed That Could Be Counted
(Including but not limited to the following)

Time spent doing the following:

Planning and/or participating in:

a. A comprehensive review of the school’s educational programs and organizational effectiveness;

b. Analysis of the school’s programs and operations to see that they are aligned with Ohio law, all applicable federal law, and the school’s mission statements, goals and strategic plan;

c. Incorporation of the results of educational reviews within the school’s goals and modification of the school’s strategic plan accordingly.


VIII. CHARTERED NONPUBLIC SCHOOLS (3302-35-12)

Responsibilities

1. (For schools that comply with rule 3313-35-12 by being an accredited association whose standards have been approved by the State Board of Education):

Maintaining accreditation by an association whose standards have been approved by the Superintendent of Public Instruction. This includes:

a. Applying for accreditation;
b. Arranging for and participating in the school’s self-study and follow-up studies;
c. Participating in the planning, writing, implementation, monitoring, and review of any school improvement plan connected with the accrediting process;
d. In-servicing staff, students, parents and other stakeholders;
e. Communicating with stakeholders, communicating with the association;
f. Compiling and analyzing information;
g. Providing evidence that the school meets accrediting standards;
h. Preparing reports.

1. (For schools that do not comply with rule 3313-35-12 by being accredited by association whose stands have been approved by the State Board of Education):

a. Demonstrating and documenting that the school meets the Operating Standards for Ohio Schools as modified for chartered nonpublic schools;
b. Compiling and analyzing information;
c. Preparing reports;
d. Communicating with the Ohio Department of Education.

Examples of Activities Performed That Could Be Counted
(Including but not limited to the following)

1. (For schools accredited by an association where standards have been approved by the State Board of Education), time spent doing the following:

a. Applying the accreditation;
b. Arranging for and participating in the school’s self-study and follow-up studies;
c. Participating in the planning, writing, implementing, monitoring and reviewing of a school improvement plan connected with the accrediting process;

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d. In-servicing staff, students, parents and other stakeholders;
e. Communicating with stakeholders;
f. Communicating with the association;
g. Complying and analyzing information;
h. Providing evidence that the school meets accrediting standards;
i. Preparing reports.

2. (For schools that are not accredited by an association where standards have been approved by the State Board of Education), time spent doing the following:

a. Demonstrating and documenting that the school meets the Operating Standards for Ohio's Schools as modified for chartered nonpublic schools;
b. Compiling and analyzing information;
c. Preparing reports;
d. Communicating with the Ohio Department of Education.
IX. TEACHER RESIDENCY (3301-24-04)

RESPONSIBILITIES

1. Developing, implementing, and documenting the Resident Educator Program that:
   a. Provides the formal structured program of support, including mentoring, for all Resident Educator program;
   b. Follows guidelines established by the Ohio Department of Education for the Resident Educator Program;
   c. Includes Resident Educators, veteran teachers, administrators, mentors, and teacher education programs that are collectively committed to increase student learning in planning and implementation of the Resident Educator Program.

2. Documenting Resident Educator Program Requirements and Successful completion of the Resident Educator Program;

3. Engaging in mentoring activities for the Resident Educator Program including:
   a. Completing the ODE Required Mentor Training and or optional mentor training/professional development activities related to mentoring;
   b. Identifying, assigning and coordinating mentors to meet building needs.

4. Facilitating the Resident Educator Summative Assessment

   Examples of Activities Performed That Could Be Counted
   (Including but not limited to the following)

Time spent doing the following:

1. Planning and implementing the Resident Educator Program according to ODE guidelines;

2. Collaborating with district colleagues, colleges, and universities, regional service providers regarding the Resident Educator Program;

3. Analysis of data from surveys and program assessments by mentors and Res to improve RE Program results an increase student learning;

4. Documenting verification of compliance with requirements for Resident Educator Program including license and assignment, credit for years teaching, and successful completion of the program;

5. Conducting and/or participating in Resident Educator Orientations for Res and mentors;
6. Participating in the required mentor training (to be a certified mentor) for the Resident Educator Program and participating in other professional development for mentors;

7. Coordinating the activities of mentors including identifying and assigning mentors;

8. Participating in mentoring activities, classroom observations and lesson studies connected with the requirements for the Resident Educator Program (for the mentor and Resident Educator);

9. Recordkeeping in accordance with the Ohio Department of Education guidelines (for the mentor);

10. Arranging for videotaping of lessons including technology, documenting parent consent forms and/or required student surveys in conjunction with the Resident Educator Summative Assessment;

11. Applying for professional licensure for the Resident Educator.
X. PROFESSIONAL OR ASSOCIATE LICENSE RENEWAL (3301-24-08)

Responsibilities

For Educators licensed under rule 3301-24 of the Administrative Code (i.e., the items shall not be claimed by or for staff who are credentialed only under a “nontax Certificate”).

1. Providing for the Local Professional Development Committee (LPDC) that oversees and reviews professional development plans for coursework, continuing education units or other equivalent professional development activities for state-licensed staff holding professional or associate licenses;

2. Implementing an appeals process for educators who wish to appeal the decision of the Local Professional Development Committee.

Examples of Activities Performed That Could Be Counted
(Including but not limited to the following)

1. Organizing the Local Professional Development Committee;

2. Providing and participating in in-service for professional staff (i.e., in-service regarding the work of LPDCs and license renewal);

3. Appointing committee members to the LPDC;

4. Collaborating with other schools, districts, or with educational service centers regarding the LPDC;

5. Keeping records for the LPDC;

6. Communicating with the Ohio Department of Education regarding the LPDC and educators served by it;

7. Developing or modifying an Individual Professional Development Plan;

8. Submitting the professional development plan to the committee and interacting with the Local Professional Development Committee;

9. Assisting educators with portfolios for the renewal of licenses educators leaving the LPDC, and participating as a member of a Local Professional Development Committee;

10. Developing and implementing an appeals process for educators who wish to appeal the decision of the Local Professional Development Committee;

11. Providing in-service for professional staff regarding the appeals process;
12. Participating in the appeals process;

13. Keeping records regarding appeals of educators who use the appeals process;

14. Communicating with the Ohio Department of Education regarding the appeals of educators who use the appeals process.
XI. TRANSPORTATION OF PUPILS (3317.063)

Examples of Activities Performed
That Could Be Counted
(Including but not limited to the following)

Time spent doing the following:

1. Attending transportation planning meetings as required by LEA (local public school);
2. Preparing bus lists and sending school calendar to LEA;
3. Preparing and verifying applications for transportation reimbursement to parents;
4. Preparing bus lists and sending school calendar to LEA;
5. General reporting to LEA concerning lost or stolen bus passes/tickets;
6. Distributing and posting bus routes;
7. Notifying districts of a change in schedule, early dismissal or closing;
8. Preparing census data for transportation;
9. School owned buses: Completing, verifying and signing necessary forms for highway patrol annual inspection;
10. Instruction related to bus safety and evacuation procedures;
11. Providing health and emergency information as requested by the LEA;
12. Bus supervision if required by the LEA.
XII. FEDERALLY FUNDED EDUCATION PROGRAMS (3317.063)

Examples of Activities Performed
That Could Be Counted
( Including but not limited to the following)

A. Title I – Improving the Academic Achievement of the Disadvantaged.

Time spent doing the following:

1. Compiling data and completing forms for annual low income survey;
2. Assessing local needs;
3. Consulting with local public school districts;
4. Completing participation forms/waiver forms;
5. Scheduling students for Title I testing and services;
6. Completing evaluation form.

B. Title II-Part A – Teacher and Principal Training and Recruiting

Time spent doing the following:

1. Assessing needs;
2. Planning services;
3. Completing participation and evaluation forms.

C. Title V – Innovative Education Program – Part A

Time spent doing the following:

1. Assessing local needs;
2. Completing application forms;
3. Writing program description;
4. Consulting with local public school districts and state reviewers;
5. Preparing requisitions;
6. Maintaining inventory;
7. Completing evaluation form.
D. **Individuals With Disabilities Education Act (IDEA)**

Time spent doing the following:

1. Determining how funds will be used to serve handicapped students;
2. Completing nonpublic school narrative and participation forms;
3. Participating in meetings concerning identification, placement, IEP conferences, IEP evaluations;
4. Collecting and verifying data for December handicapped child count;
5. Completing evaluation form.

E. **National School Lunch, Breakfast and Milk Only Programs – USDA**

Time spent doing the following:

1. Reviewing and completing all required policy statements;
2.Preparing, disseminating, collecting and reviewing student applications;
3. Verifying eligibility;
4. Ordering and inventorying governmental commodities and other food purchases;
5. Selling and collecting lunch tickets to determine daily participation;
6. Any duties relating to the completing of forms, data collection, compiling data for claim sheets and related duties not reimbursed by USDA.

F. **Legally Blind Count**

Time spent doing the following:

1. Compiling data;
2. Completing forms.
G. **Community Eligibility Options**

Time spent doing the following:

1. Compiling data;
2. Completing forms.

H. **Refugee Assistance Program**

Time spent doing the following:

1. Compiling data;
2. Completing forms.

I. **National Student Loan Reduction Program**

Time spent doing the following:

1. Collecting data;
2. Completing forms.
XIII. UNEMPLOYMENT and WORKER'S COMPENSATION (3317.063)

Examples of Activities Performed That Could Be Counted
(Including but not limited to the following)

Time spent doing the following:

1. Reviewing employees’ federal, state and local tax records;

2. Completing of withholding forms and other information required for federal, state and local tax records;

3. Calculating withholding taxes for school employees;

4. Preparing quarterly tax returns for federal, state and local taxes;

5. Preparing annual tax returns for federal, state and local taxes;

6. Preparing W-2 forms.
XIV. STATE-FUNDED SCHOLARSHIP PROGRAM

3313.974 Cleveland Scholarship and Tutoring Programs

3310.01 EdChoice Scholarship Program and related rules
   3310.032 EdChoice Expansion Scholarship Program

3310.41 Autism Scholarship Program and related rules

3301.51 Jon Peterson Special Needs Scholarship Program

A. Responsibilities

1. Communicating with ODE regarding the scholarship programs;

2. Communicating with parent and families regarding the scholarship programs;

3. Communicating with public school districts regarding address verification, IEPs, etc.;

4. In-servicing staff regarding the scholarship programs;

5. Applying for participation in the scholarship programs;

6. Complying with state requirements for participation (including all documentation, verification of data, payment processing, maintenance of records, compliance with audits).
Examples of Activities Performed
That Could be Counted
(Including but not limited to the following)

Time spent doing the following:

1. Completion of the application process;

2. Notifying and educating families regarding the program;

3. Assisting families with the application process;

4. Communicating with parent;

5. Communicating with public school districts regarding address verification IEPs, etc.;

6. Fulfilling responsibilities of the EdChoice nominator;

7. Documenting attendance, facilitating transfers, entering assessment data, processing payments, maintaining financial records, maintaining student records, and other documentation as required;

8. Complying with ODE's fiscal reconciliation process;

9. In-servicing staff regarding the scholarship programs.