



## **6000.0**

ELEMENTARY

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### **INSTRUCTION**

#### **PHILOSOPHY OF EDUCATION, MISSION STATEMENT, AND GOALS**

The statements of philosophy, mission, and goals which have been formally adopted by the Office of Catholic Schools shall give general direction to the educational programs of the schools of the Diocese of Columbus.

In addition, each elementary and secondary school is to adopt, publish, and review its own written mission and belief statements and goals every six years, as part of the Ohio Catholic Schools Accrediting Association process. These statements shall be developed with input from all appropriate stakeholders.



## **6110.0**

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### **INSTRUCTION**

#### **SCHOOL CALENDAR**

Each year, a school calendar for the following school year will be prepared by the Office of Catholic Schools.

1. The Catholic elementary and secondary schools of Franklin County shall follow the calendar developed by the Office of Catholic Schools, unless an exception is specifically made by the superintendent.
2. For elementary and secondary schools outside of Franklin County, this calendar will constitute a proposal for local school consideration. The local school is to consult with public school officials and develop a local calendar incorporating diocesan calendar suggestions, contracted teacher days, staff development plans, and local transportation concerns. Where there is more than one Catholic school in the community, the high school principal and elementary school principal will consult to develop the calendar with public school officials.
3. All school calendars are to be reviewed and approved by the Office of Catholic Schools.
4. State law requires that the calendar include a minimum of 182 student days. Of these, 2 may be in-service days and 2 may be parent-teacher conference days. Holidays granted as a reward for selling tickets, collecting materials, etc., cannot be subtracted from the 182 days minimum and included on the calendar submitted to the Office of Catholic Schools.
5. Following the school calendar means not only having the school open on the days the calendar specifies, but also having all classes in session on these days.



## 6110.1

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### INSTRUCTION

#### **LENGTH OF STUDENT SCHOOL DAY**

Instruction shall be provided to students in kindergarten through grade twelve in those curricular areas identified in section 3313.60 of the Ohio Revised Code that are appropriate for the student's age and ability level, and that reflect the mission and strategic plan of the diocese and/or school. This instructional time includes scheduled classes, supervised activities, or approved educational options. Lunch and interscholastic athletics are excluded. The time requirements per day at a minimum are as follows:

Kindergarten	2 ½ hours per day
Grades 1-8	5 hours per day
Grades 9-12	5 ½ hours per day



Revised 8/12

## 6110.2

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### INSTRUCTION

#### **SUNDAY AND TRIDUUM ACTIVITY RESTRICTIONS**

Scheduling of school activities, athletic events, practices, and rehearsals on Sunday mornings and on the days of the Easter Triduum (Holy Thursday, Good Friday, and Holy Saturday) is prohibited.



## 6112.0

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### INSTRUCTION

#### **CLASS SIZE**

Class size shall be limited to 35 students in grades one through twelve and 25 in kindergarten. Specific permission from the superintendent is required for an exemption from this regulation.



## 6120.0

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### INSTRUCTION

#### **CURRICULUM**

Courses of Study flow from the diocesan Catholic school mission and philosophy. The development of Courses of Study is characterized by input from diocesan educators, evaluation, systematic planning, and articulation.

In both elementary and secondary schools, graded courses of study shall provide the basis for instruction. These courses of study are based on national and state standards which set the standards for what students are to know and demonstrate.

The K-12 graded courses of study, which have been developed under the direction of the Diocesan Office of Catholic Schools, shall be followed in the schools of the diocese. Courses of study are reviewed and updated once every seven years.

Instructional programs must flow from and align with the courses of study. Schools must follow all diocesan courses of study.



## 6120.05

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### INSTRUCTION

#### **CURRICULUM OHIO CORE**

Beginning with the freshman class of 2010, all high school students must follow the Ohio Core Curriculum in accordance with Senate Bill 311. Included in the Ohio Core is knowledge of economics and finance literacy. The economics and financial literacy requirement can be met at any grade nine through twelve and in a number of ways including: integrated in a regular social studies class, taught in a consumer science class, business education class, an economic class, a class designed specifically to teach financial literacy, or a summer school course. Whichever option a high school utilizes to meet the requirement there are key elements that must be included in the instruction including: relationship of income level to supply and demand in the market place; roles of people in the economy; consequences of choices affecting budgets, savings, credit, philanthropy, and investments; and the effect of interest rates on savers and borrowers. All high schools must ensure that all students have met this requirement and document the completion on the official transcript.



## 6120.1

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### INSTRUCTION

#### **CURRICULUM: HUMAN GROWTH AND DEVELOPMENT**

Human growth and development shall be taught at the appropriate grade levels as detailed in the Religion, Science, and Health Graded Courses of Study. In alignment with the Diocesan philosophy for Catholic schools, instruction is grounded in Catholic theology. Instruction supports the human growth and development components of the graded courses of study to fulfill each school's Catholic identity goal in light of their building mission statement.

It is vital that communication to and involvement of parents be an integral part of this instruction.





## 6121.0

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### INSTRUCTION

#### **FIELD TRIPS**

A field trip is defined as a school sponsored educational activity supervised by school personnel and/or adult volunteers which occurs off campus.

No student may participate unless a signed parent permission form for the specific event is received by the school prior to the field trip. As a minimum, permission forms must contain the following information:

1. Name and location of the event.
2. Approximate departure and return time including locations of each.
3. Cost to the student.
4. Name of supervisor and approximate student/chaperone ratio.
5. Parent's responsibility.
6. Mode of transportation (including type of vehicle, whether it is privately owned or school owned, and whether driver is student or adult).

Whenever possible, bus transportation should be provided. If a private passenger vehicle is used, the following information as a minimum must be provided in writing, signed by the driver, and reviewed by the supervisor and/or principal prior to the field trip:

1. Valid driver's license.
2. Valid registration for the vehicle.
3. The vehicle must be insured for minimum bodily injury liability coverage limits of \$100,000 per person/\$300,000 per occurrence.
4. \$100,000 Property Damage or a Combined Single Limit of \$300,000
5. Criminal background check.
6. Participation in the "Protecting God's Children" sexual abuse awareness workshop.
7. Cellular phone use (including incoming and outgoing calls, texting, GPS etc.) are not permitted while driving a vehicle for a school sponsored activity. A cellular phone's voicemail feature should be activated to store incoming calls while driving. This policy applies to both hand-held and hands-free phones.



## 6121.0 (continued)

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\*PLEASE NOTE: When students are traveling to or from a school sponsored activity off campus (e.g. campus ministry, athletic activities) where students are driving themselves or other students, a policy should be developed at the local level. The local policy should include the following minimum:

1. Parent permission to be off campus.
2. Parent permission to drive.
3. Parent permission for the student to transport other students.
4. Parent permission to ride with another student.
5. A requirement that all students must be using a seat belt.
6. The preferred route to be traveled, if any.
7. Signature of student driver that preferred route, if any, will be followed.
8. Valid driver's license.
9. Valid registration for vehicle.
10. The vehicle must be insured for minimum bodily injury liability coverage limits of \$100,000 per person/\$300,000 per occurrence.
11. Security background check for any student 18 years or older.
12. Attendance at Protecting God's Children.
13. Cellular phone use (including incoming and outgoing calls, texting, GPS etc.) are not permitted while driving a vehicle for a school sponsored event. A cellular phone's voicemail feature should be activated to store incoming calls while driving. This policy applies to both hand-held and hands-free phones.



## 6121.1

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### **INSTRUCTION**

#### **ADULT CHAPERONES FOR SCHOOL ACTIVITIES & OVERNIGHT TRIPS**

Schools must follow a strategy of “two-deep” with students, where at least two adults are present at all activities, wherever possible.

Where a one-to-one activity is required (e.g. counseling), such activities should take place in an open environment. Give special attention to providing a safe and confidential forum while following standards of prudence.

Adult chaperones for student activities must be at least 21 years of age.

For school activities away from the property, follow a ratio of one adult per ten students. For overnight activities, maintain a ratio of one adult per six students. The ratio of male-to-female chaperones should closely parallel the ratio of male-to-female students at an activity; especially important for overnight trips. Males and females must bunk in separate rooms or cabins.

For overnight activities, when using private rooms, an adult chaperone must never share a room with student(s).

For overnight activities when students stay in a cabin, the preferred layout is that the cabin has a separate room for the chaperones. When this is not possible, there should be two adults of the same sex as the students in the room. Chaperones cannot share a bunk with students.

No adult chaperone should ever enter a student’s private room unless it is necessary. If circumstances require it, another adult accompanies the chaperone, and the door must remain open the entire time the adults are present. Both adult chaperones should be of the same sex as the student(s) in the room. If this is not possible, use one male, and one female chaperone.

A student must never be invited or instructed to enter the room of an adult chaperone.



## 6122.0

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### INSTRUCTION

#### **RELIGIOUS INSTRUCTION**

All students will be assigned to religion classes and are required to participate according to Ohio Catholic School Accrediting Association state standards.

Growth in faith occurs in stages according to many factors: family heritage, individual response, formal and informal instruction. With that understanding, student participation should be determined according to the readiness of the student. Attendance is required; however, active participation in liturgical services shall be based on the development of the student. Respect must be given to the student's faith tradition, conscience and understanding.



## 6122.1

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### INSTRUCTION

#### **TIME ALLOCATED FOR RELIGIOUS INSTRUCTION**

The *National Directory for Catechesis* states,

“The Catholic school should strive to integrate the Catholic faith into every aspect of its life. It seeks to relate all human culture to the news of salvation, so the life of faith will illuminate the knowledge that students gradually gain of the world, of life and of humankind. In Catholic schools, children and young people can experience learning and living fully integrated in the light of faith.”

“Principals and teachers should ensure that a specific part of each day is dedicated to religious instruction. It should be clear to the whole school community of parents, faculty and staff, students and parishioners that the teaching of the truths of the faith occupies a high priority within the school. In addition to classroom, grade-level, and all-school liturgical and prayer experiences, a generous amount of time should be allotted to religious instruction. The integration of religious truth and values with the rest of life is a hallmark of education in Catholic schools. This process should also be given adequate time in the curriculum and receive the proper guidance of skilled teachers. The Catholic school must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge.” (NDC, pg 263.)

Therefore, the following time allocations shall be the minimum for sufficient catechetical instruction in schools of the diocese:

Kindergarten	100 minutes per week/20 minutes per day
Grades one through six	175 minutes per week/35 minutes per day
Grades seven and eight	200 minutes per week/40 minutes per day
Grades nine through twelve	1 unit of credit per year

Religion is a required subject/credit in diocesan schools. All students must be enrolled in religion courses. Since catechesis takes place in a variety of formats, Eucharistic liturgies, prayers services, retreats and service projects may be incorporated into the weekly allocated time for instruction.

Schools needing to make special arrangements to accommodate their situations (schedules, etc.) are required to present their written plans for approval by July 1 for the upcoming school year to the Diocesan Director of Religious Education.



## 6123.0

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### INSTRUCTION

#### **CAMPUS MINISTRY**

Each diocesan high school shall implement a Campus Ministry Program to help achieve its main goal, the Catholic formation of youth.

“Ministry with adolescents utilizes each of the Church’s ministries – advocacy, catechesis, community life, evangelization, justice and service, leadership development, pastoral care, prayer and worship – in an integrated approach...” (*Renewing the Vision: A Framework for Catholic Youth Ministry*, NCCB/USCC, 26, 1997.)

A Campus Ministry Program tailored to the needs and resources of the high school provides:

- **Advocacy** – empowers young people by giving them a voice and calling them to responsibility and accountability around issues that affect them and their future.
- **Catechesis** – integrates knowledge of the Catholic faith with the development of practical skills for living the Catholic faith in today’s world. This should encompass the Catholic identity of the high school
- **Community Life** – collaborates with parish ministerial staff to provide avenues for adolescents to participate as members of the parish and school community and opportunities for the faith community to acknowledge, celebrate, and value its adolescent members.
- **Evangelization** – calls young people to be evangelizers of other young people, their families and the community.
- **Justice and Service** – involves adolescents, their families and parish communities in actions of direct service to those in need and in efforts to address the causes of injustice and inequity and nurtures a lifelong commitment to service and justice involvement.



## 6123.0 (Continued)

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### INSTRUCTION

- **Leadership Development** – utilizes adult and adolescent leaders in the variety of leadership roles necessary for comprehensive ministry. Supports faculty and staff in their roles as campus ministers.
- **Pastoral Care** – promotes positive adolescent and family development, provides care and guidance, challenges systems that are obstacles to positive development, and maintains a contact/referral list to connect youth and their families to support services as needed.
- **Prayer and Worship** – celebrates and deepens young people’s relationship with Jesus Christ through communal prayer and liturgical experiences.

Although the entire faculty and staff are recognized as Campus Ministers, the formal Campus Ministry Program shall be implemented using one of the following models:

1. An individual hired by the high school for full-time work in campus ministry (preferred arrangement).
2. An individual hired as head of the Religion Department who administers the campus ministry program through his or her department with the assistance of other qualified faculty members.
3. An individual hired by the high school as a part-time teacher and part-time campus minister.
4. An individual hired as a part-time person exclusively for campus ministry.
5. Two teachers within the school working as partners, who are given varying release time during the day to staff a campus ministry office and coordinate the various activities of that office. One should serve as overall coordinator.
6. An individual hired full-time by area or local parishes and the high school, working part-time in high school campus ministry and part-time in parish youth ministry.



## 6130.0

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### INSTRUCTION

#### **High School Mathematics in Elementary School**

All Diocesan schools will follow the Diocesan K-12 Math Course of Study which is based in the Common Core State Standards as approved by the superintendent. The Diocesan Math Course of Study is a full and comprehensive document. This document is a balanced curriculum of the necessary math concepts, skills, and practices for our students to become fully functioning math-literate citizens.

There are, however, students who are gifted in math and require acceleration in the math sequence. The curriculum personnel for the diocese recommend that acceleration begin as soon as giftedness is verified. There are two options for a student to take high school mathematics during elementary school.

#### Option 1 – Algebra I Course

To determine which students fit the criteria of being suited for acceleration to Algebra the following conditions must be met:

1. The student must have scored in the 90<sup>th</sup> percentile or higher in total math on the seventh grade Terra Nova. If the student is new to the school in eighth grade, then the results of the most recent standardized test score should be used.
2. The student must demonstrate mastery of the eighth grade math course of study standards on a comprehensive exam.
3. The student must demonstrate the ability to work independently and collaboratively, and have a record of completing work in a timely manner.

Additionally, the school must adhere to the following conditions:

1. The instructor must hold 4-9 or 7-12 licensure in mathematics.
2. Instruction must be based on the Diocesan high school Algebra course of study. The instructor will use a textbook from the Diocesan approved textbook list.
3. The course will be taught for four full quarters.
4. Both the school and the parents must sign a statement declaring their understanding of the above conditions.
5. Permission to offer Algebra in the place of the grade eight course of study must be obtained the previous spring from the Superintendent of Schools. Approval will be considered upon verification that the student met all the requirements, as well as the signed statements from the parent(s)/guardian(s) and the school.

Upon successful completion, a student is awarded Algebra I credit.





## 6130.0 (Continued)

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### INSTRUCTION

#### Option 2-Compacted Curriculum

The Diocesan Course of Study offers a compacted Mathematics curriculum in which all material that is typically taught during seventh, eighth, and ninth grades are taught during seventh and eighth grade. To determine which students fit the criteria of being-suited for placement into the compacted math program, the following criteria must be met:

1. The student must place at or above the 90<sup>th</sup> percentile in mathematics on the Terra Nova test during the student's sixth grade year. If the student is new to the school in seventh grade, then the results of the most recent standardized test score should be used.
2. The student must demonstrate the ability to work independently as well as collaboratively, and have a record of completing work in a timely manner.

If a student does not qualify for the compacted mathematics program in sixth grade, but qualifies during the seventh grade year, a test will be administered to ensure mastery of the concepts taught.

Additionally, the school must adhere to the following conditions:

1. The instructor must hold 4-9 or 7-12 licensure in mathematics.
2. Instruction must be based on the Diocesan Mathematics course of study. The instructor will use a text book from the Diocesan approved textbook list.
3. The course will be taught for two full years.
4. Both the school and the parents must sign a statement declaring their understanding of the above conditions.
5. Permission to offer the compacted mathematics program in the place of the seventh and eighth grade course of study must be obtained the previous spring from the Superintendent of Schools. Approval will be considered upon verification that the student met all the requirements, as well as the signed statements from the parent(s)/guardian(s) and the school.

Neither the Office of Catholic Schools nor the receiving high school will grant high school credit for the compacted curriculum course. Each high school has its own math placement standards and does not guarantee any accelerated placement to any student involved in acceleration at the eighth grade level.



## 6132.0

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### INSTRUCTION

#### **ADVANCED HIGH SCHOOL CREDIT**

In order for a course to be offered in an elementary school for advanced high school credit the school must:

1. Follow the Diocesan Course of Study
2. Use texts from the Diocesan approved list
3. Employ a properly certified/licensed teacher
4. Assure time on task meets credit requirements
5. Seek and obtain approval from the Office of Catholic Schools for the offering.

In order for a student to participate in an advanced high school credit program, the student must:

1. Demonstrate mastery of course of study objectives through grade 8
2. Have parental approval
3. Have the approval of the principal



## 6133.0

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### INSTRUCTION

#### **Advanced High School Credit for Algebra**

The National Council of Teachers of Mathematics does not advocate that all students study Algebra in the eighth grade. The Office of Catholic Schools agrees with this philosophy, but realizes that some students are prepared to be accelerated to Algebra.

In order for a course to be offered in an elementary school for advanced high school credit, the school must:

1. Follow the Diocesan Math Course of Study.
2. Use a text from the approved textbook list.
3. Employ a teacher with the proper certification/license. (7-12 Math)
4. Assure time on task to meet credit requirements.
5. Seek and obtain approval from the Office of Catholic Schools to offer the Algebra for credit.

In order for a student to participate in an advanced high school credit program the student must:

1. Have scored in the 90<sup>th</sup> percentile or higher in total math on the seventh grade Terra Nova. If the student is new to the school in the eighth grade, the most recent standardized test score should be used.
2. Demonstrate mastery of the eighth grade math course of study benchmarks based on a comprehensive exam. Mastery is defined by standard: Standard II-27 points or higher, Standard III-15 points or higher, Standard IV-20 points or higher, Standard V-23 points or higher, and Standard VI-14 points or higher. Mastery adheres to the progress report descriptor of "Meeting the Standard" as the student must be able to demonstrate the skill or concept with few errors.
3. Demonstrate the ability to work independently and collaboratively, and have a record of completing work in a timely manner.
4. Items 1-3 must be documented by the principal and the seventh grade math teacher.
5. Parent(s)/guardian(s) must give written approval.
6. Credit will be awarded by the Office of Catholic Schools to any student who meets the requirements of the course based on all four quarter grades and a final exam sent from the Office of Catholic Schools.



## 6133.1

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### INSTRUCTION

#### **Advanced High School Credit for Students from Non-Diocesan Schools**

The governing authority for each high school concerning awarding high school credit for work completed at the middle school level at non-diocesan schools shall be the principal of each diocesan high school. For a student attending a diocesan high school in ninth grade coming from a non-diocesan elementary school, high school credit will be granted under the following conditions:

1. The teacher who taught the class for credit has the proper certification/license to teach a 7-12 or a 4-9 course.
2. The student will pass a comprehensive test of the subject in order to demonstrate the knowledge and skills required to move to the next level of the course. The passing rate will be determined locally by the diocesan high school.



## 6133.2

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BOTH

### INSTRUCTION

#### **High School Physical Education Graduation Requirement**

For students attending a diocesan high school coming from a diocesan feeder school, the graduation requirement for Physical Education must be earned through either a summer course offered by a diocesan high school or by a regular physical education class offered during the school year. Since wellness is an important consideration for all students in diocesan schools, it is mandatory that the physical education requirement is met through addressing the objectives outlined in the Physical Education Course of Study, which is a comprehensive document covering all aspects of Physical Education.

The governing authority for each high school, the principal, shall have the final decision concerning accepting the high school credit for Physical Education brought to the diocesan high school by a transfer student or by a student from a non-feeder elementary school.



## 6133.3

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### INSTRUCTION

#### **High School Fine Arts Graduation Requirement**

The diocese of Columbus will not accept advanced high school credit for courses completed in grades 7 or 8 in the area of the fine arts. Fine Arts are a fundamental part of both the elementary and high school curricular programs, and, therefore, are an essential component of the curriculum at both levels. The Fine Arts Courses of Study support the development of the whole student, which is intrinsic to the nature of Catholic Schools.



## 6133.4

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### INSTRUCTION

#### **ACCELERATION ELEMENTARY**

The Office of Catholic Schools philosophically believes that it is in the best interest of a student to be in the Catholic school through twelfth grade in order to maximize the development of the total person. This is particularly critical in the development of the spiritual and emotional spheres since knowledge and understanding increases at each developmental level to help form the student as a responsible Christian. The acceleration of a student through any of the critical developmental levels does not support this philosophy.

Catholic Schools strive to meet the academic needs of all students within our schools. It is educationally sound to accelerate a student academically when the student demonstrates the need and ability to move beyond the grade-level curriculum. In order to meet the accelerated student's needs, the school may employ several options. These options all involve allowing the student to remain with grade level peers while being instructed with more appropriate curriculum. A student could be accelerated in a subject area by either moving that child to another grade level for a particular class, or the student could be instructed in his/her own classroom through the use of more advanced materials. Additionally, a teacher could differentiate the instruction for the accelerated student giving the student more challenging work in order to enhance the student's knowledge level of the concepts being taught.

Each school must have in writing a policy detailing procedures for determining how a student would be identified as requiring accelerated curriculum. The school could use measures such as standardized testing, teacher recommendations, and student work samples. The Curriculum Guide for Serving the Needs of Gifted/Talented Students should be consulted.



## 6134.0

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### INSTRUCTION

#### **SECONDARY INSTRUCTION – INTEGRATED PROGRAMS**

Units earned for language arts, mathematics, science, social studies and religion that are delivered through an integrated academic and technical instructional format, and that meet all criteria of the courses of study of the respective subjects will be granted credit to meet the graduation requirements.





## 6135.0

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### INSTRUCTION

#### **POST-SECONDARY OPTIONS PROGRAM**

According to Ohio law, all high schools may offer post-secondary options to students in grades nine through twelve. Students have the opportunity to take classes at post-secondary institutions, including community colleges, state universities, and many private colleges and universities. This program provides opportunities for high school students to pursue more advanced classes.

Enrollment in a post-secondary course excludes religious courses. Two options are available related to the type of credit received.

One option allows a student to receive post-secondary credit only.

The second option allows a student to receive high school and post-secondary credit.

For those schools offering post-secondary options, the students must do the following:

1. Notify the high school of intent to participate the following year by March 30.
2. Sign a statement along with parents indicating full information about the course and responsibilities was provided.
3. Be admitted to a post-secondary institution.
4. Decide whether to take the course for college credit or for both high school and college credit.
5. Determine how many credits can be taken.
6. Pay for tuition, books, materials and fees if the course is taken for college credit only. A student who is taking a course for both high school and college credit only pays for any equipment used (i.e. calculator).
7. Apply to be reimbursed for transportation expenses by the local school district if applicable.



## 6136.0

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### INSTRUCTION

#### **EDUCATIONAL OPTIONS**

The principal may make educational options (e.g. distance learning, educational travel, independent study, mentor program, study abroad, tutorial program, college courses) available to students in accordance with the provisions of the Ohio Catholic Schools Accrediting Association Operating Standards.

When made available, educational options shall require:

1. an instructional plan that is based on individual student needs and shall include:
  - a. instructional objectives that align with the diocesan curriculum requirements;
  - b. an outline that specifies instructional activities, materials, and learning environments; and
  - c. a description of the criteria and methods for assessing student performance.
2. parental permission for students under ages eighteen;
3. administrator approval prior to student participation;
4. involvement of a credentialed teacher in reviewing the instructional plan, providing or supervising instruction, and evaluating student performance; and
5. credit for approved educational options shall be assigned according to student performance relative to stated objectives of the educational option and in accordance with diocesan and/or school policy and established procedures.



## 6136.1

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#### **NON-TRADITIONAL METHODS OF TEACHING AND LEARNING**

Plans to conduct instruction using non-traditional methods must be submitted to the superintendent on the appropriate form (see regulation 6136.15) at least six weeks prior to the beginning of the course. Non-traditional means includes transmitting instruction to or receiving instruction from another location outside the building via technology.



**6136.15**

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**INSTRUCTION**

**NON-TRADITIONAL METHODS OF TEACHING AND LEARNING APPROVAL FORM**

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

1. School Seeking Approval: Check one (✓)

a. \_\_\_\_\_ Instruction will be received by above school.

Describe nature of instruction:

b. \_\_\_\_\_ Instruction will be transmitted by the above school to the following schools.

List schools:

2. Name of Course: \_\_\_\_\_ Check one (✓)

a. \_\_\_\_\_ Diocesan Graded Course of Study will be used.

b. \_\_\_\_\_ Non-diocesan Course of Study is enclosed.

3. Name of Teacher of Record: \_\_\_\_\_

(NOTE: Teacher must be employed by a school in the Diocese of Columbus.)

4. This course will be offered: (Enclose a proposed time schedule)

a. \_\_\_\_\_ Number of days a week

b. \_\_\_\_\_ Number of periods a day

5. All schools involved have the required equipment and expandable connectivity.

a. \_\_\_\_\_ Yes

b. \_\_\_\_\_ No

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Approved

\_\_\_\_\_ Not approved. Reason:

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

(Superintendent or Designee)



## 6137.0

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### INSTRUCTION

#### **INNOVATIVE PROGRAMS**

Innovative programs (i.e., those which fall outside the scope of diocesan policies, regulations, or guidelines and Ohio's Operating Standards) require prior approval of the Superintendent of Catholic Schools. The superintendent will be responsible for gaining the approval of the State Department of Education for such programs according to Ohio Catholic School Accrediting Association Standards.



**6140.0**

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**INSTRUCTION**

**Diocesan Office of Catholic Schools**

**Technology Acceptable Use Policy**

*Please read this document carefully before signing.*

Catholic schools within the Diocese of Columbus have implemented voice, data, and video electronic communication systems that will allow unprecedented educational opportunities for students and staff to communicate, learn, and publish information. These network resources provide students and staff access to electronic resources and are to be used for educational purposes. Communication over the diocesan network is not to be considered private. Network supervision and maintenance may require review and inspection of network activity.

**TERMS AND CONDITIONS FOR INTERNET ACCESS AND USE:**

The use of the Internet must be in support of education or research and adhere to the educational goals and objectives of the Diocese of Columbus Office of Catholic Schools. While some materials accessible via the Internet may contain information that is inappropriate or inaccurate, the Office of Catholic Schools believes that the benefits to students and school employees exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using network resources.

**Acceptable Use of the Internet:**

Students and school employees are responsible for appropriate behavior when using the Internet just as they are in a classroom or hallway. Students and school employees are expected to abide by the generally accepted rules of network etiquette:



## **6140.0** (continued)

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### **INSTRUCTION**

- Do not view, send or access abusive, obscene or harassing materials. A good rule to follow is never view, send or access materials which you would not want your teachers and parents to see. Should students or school employees encounter such material by accident, they should report it to their teacher or administrator immediately.
- Do not access or participate in chat rooms, or multi-user environments including but not limited to IM, MUDs or MOOs; download or play games; subscribe to or access listservs; download music files or check, send or receive e-mail unless prior permission is granted by a teacher.
- Do not give out any personal information including names, addresses, phone numbers or credit card information pertaining to themselves or any other person without appropriate staff approval.
- Do not engage in any commercial, for-profit activities.
- Do not violate copyright laws. Materials accessed through the Internet must be properly cited when referenced.
- Do not download or install any commercial software, shareware, or freeware onto network drives or disks. Do not copy other people's work or intrude into other people's files.
- Do not waste school resources by printing excessively or consuming limited hard drive space or network space.
- Do not use the Internet in any way which disrupts the service or its operation for others.

#### **Consequences for Inappropriate Use of the Internet:**

Since internet access is a privilege and not a right, users have the responsibility to use the Internet in an appropriate manner. Consequences of misuse or abuse of the Internet, depending upon the severity of the situation may include one or more of the following:

- A warning followed by re-clarification of the acceptable use guidelines.
- Loss of privilege of internet access for not less than 45 school days.
- Notification of parents and administrators by phone or personal conference.
- Referral to proper authorities for disciplinary and/or legal action.



## **6140.0** (continued)

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### **INSTRUCTION**

#### **TERMS AND CONDITIONS FOR TECHNOLOGY NETWORK AND EQUIPMENT ACCESS AND USE OF SCHOOL OWNED MATERIALS:**

Schools within the Diocese of Columbus provide a variety of technology resources that will allow unprecedented educational opportunities for students and staff to communicate, learn, and publish information. These resources include computers, software, scanners, printers, digital cameras, video cameras and much more. Students and school employees will be required to act appropriately when utilizing technology equipment and work areas.

#### **Acceptable Use of Networks and Technology Equipment:**

Students and school employees are responsible for appropriate behavior when using diocesan or school technology resources. Students and school employees are expected to abide by the following rules:

- Do not intentionally damage computers, computer systems or computer networks. Students and school employees should take special care with the physical facilities, hardware, software, and furnishings.
- Students and school employees do not remove/move, unplug, alter or add equipment or software to the network without the approval of the network administrator.
- Do not create or willfully disseminate computer viruses. Students and school employees should be sensitive to the ease of spreading viruses and should take steps to ensure that disks and files are virus free.
- Do not attempt to gain unauthorized or illegal access to diocesan technology resources or any other technology resources.
- Do not attempt to gain access to the diocesan or any other computer system or go beyond your authorized access by entering another person's password or accessing another person's files.
- Do not download, install or run any software without the express permission of your teacher or the network administrator.
- Personal technology equipment brought to school is subject to the procedures outlined in the Technology Acceptable Use Policy.
- Do not alter the computers or change the settings or system configurations in any way.
- Do not alter, damage or vandalize diocesan technology equipment or software in any way.
- Do not use diocesan resources to create, manage or access personal web pages or personal servers without the express permission of your teacher or network manager.





## 6140.0 (continued)

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### INSTRUCTION

#### **Consequences for Inappropriate Use of Networks or Technology Equipment:**

Users have the responsibility to use technology resources in an appropriate manner. Consequences of misuse or abuse of these resources by students, depending upon the severity of the situation may include one or more of the following:

- A warning followed by reclarification of the acceptable use guidelines.
- Loss of access to diocesan technology resources.
- Notification of parents and administrators by phone or personal conference.
- Referral to proper authorities for disciplinary and/or legal action.
- Students who have lost technology privileges may not use personal equipment in lieu of diocesan or school equipment.

#### **Consequences of Misuse or Abuse of These Resources by Employees:**

School employees are responsible to read and be knowledgeable of the Technology Acceptable Use Policy. School employees are aware that the Diocesan computer systems and technology resources are intended for educational purposes. School employees understand that it is difficult to restrict access to all controversial materials and will not hold the diocese responsible for materials acquired on the network.

#### **Conclusion:**

School personnel will exercise reasonable oversight to ensure that the communication and technology resources of the school and diocese are used in the appropriate manner.

The diocese makes no guarantee that the functions or the services provided by or through the diocesan system will be error-free or without defect. The diocese will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The diocese is not responsible for the accuracy or quality of the information attained through or stored on the system. The diocese will not be responsible for financial obligations arising from unauthorized use of the system.



**6140.0 (continued)**

**Diocesan Office of Catholic Schools**

**Technology Acceptable Use Policy**

**Signature Section:**

**Both student and parent or legal guardian must sign below. Parental or legal guardian signatures indicate you are granting permission for your child to have access to all District technology resources available for student use.**

**Student Signature Section:**

I have read the Diocesan Office of Catholic Schools Technology Acceptable Use Policy, and I agree to follow the rules contained in this policy. I understand the consequences if I choose to violate any of the rules.

Student Name (print) \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian Signature Section:**

As the parent or legal guardian of the student signing above, I have read this Technology Acceptable Use Policy and grant permission for my child to access the Diocesan Office of Catholic Schools computer systems and technology resources. I understand that my child will be held liable for violations of this agreement. I understand that the Diocesan computer systems and technology resources are intended for educational purposes. I also understand that it is difficult for my child's school to restrict access to all controversial materials, and I will not hold the Diocese responsible for materials acquired on the network.

Parent/Guardian Name (print) \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_



**6140.0 (continued)**

**Diocesan Office of Catholic Schools**

**Technology Acceptable Use Policy**

\_\_\_\_\_ School Permission to Publish to the World Wide Web

I hereby grant permission to the \_\_\_\_\_ School Webmaster and/or Supervising Teacher to publish my picture or original work\* listed below on the World Wide Web or other electronic media. I understand that said publication may include a change of formatting that is appropriate for the media. I further understand that once published, other network users unknown to \_\_\_\_\_ School will be able to access and obtain my work.

Name of original work: \_\_\_\_\_

Please publish my original work with the following attached: (Circle and supply info.)

My full name \_\_\_\_\_

My first name and last initial \_\_\_\_\_

My initials only \_\_\_\_\_

Anonymous

My picture may be included

If you want the following statement appended to your work, circle (YES) or (NO):

Copyright 20\_\_\_. Links to this site or quotations from this work must acknowledge (Student's Name) \_\_\_\_\_ as author/creator and that the author reserves all rights to his/her work.

Signed. \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*original work** means that it is of your own creation and not plagiarized. If you have included any copy-written pictures and/or text, you must give credit where credit is due.



## 6140.1

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### INSTRUCTION

#### **SCHOOL WEBSITES AND SOCIAL NETWORKING TOOLS**

Only paid employees of the school shall modify and maintain websites which are housed on the diocesan server in order to maintain the integrity of diocesan systems and to provide accountability to the school principal. The principal may request permission to house the school's website at an alternate location from the Superintendent of Schools. If permission is granted to use an outside Internet Service Provider (ISP) to house the school website, the total responsibility of content and use still lies with the school principal.

No school, school personnel or school volunteer may:

- 1) use social networking tools to communicate with individuals under 18 other than family members
- 2) use social networking tools to release personally identifiable information for individuals under 18 unless written permission has been obtained from the parent or guardian
- 3) use a website to allow online gambling or bidding
- 4) use anything other than *cdeducation.org* email or a learning management system to communicate with students
- 5) use sale item ads that are contrary to acceptable Catholic Guidelines
- 6) permit web hosted advertisements unless a disclaimer is also posted



## **6140.2**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

#### **EDUCATIONAL TECHNOLOGY**

Catholic schools shall incorporate educational technologies appropriately throughout the curriculum and for administrative purposes.

Educational technologies must be used, both by Catholic educators and students, in a manner that is educationally appropriate and consistent with standards of electronic ethics and copyright law.



## 6140.3

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **SOCIAL NETWORKING TOOLS**

**The policy outlined below should serve as a course of action if a school decides to use social networking tools on the Internet.**

##### **General Guidelines:**

When posting, commenting, or replying to internet sites, it is prohibited to use obscene, harassing, derogatory, defamatory or otherwise potentially scandalous comments, links, and/or images which reflect, discredit, or cause embarrassment to the Catholic Church, Diocese of Columbus, or any person or group of individuals.

Posts, comments, and/or replies must never contradict the teachings of the Catholic Church.

It is prohibited to divulge, without verifiable consent of a parent or guardian, any information that would jeopardize the safety or well being of any person or group of individuals. This includes but is not limited to pictures of any person younger than the age of 18. Also prohibited is the posting of full names, home address, email address, telephone numbers or any information that would allow someone to identify or contact a person younger than the age of 18. Verifiable consent may take the form of a written permission from the parent or guardian. Record of consent must be retained on file until the person turns 18 years of age or the consent is revoked by the parent or guardian.

It is prohibited to disclose, post, comment, or reply to information that is understood to be held in confidence by the Diocese of Columbus.

Recognition and respect of intellectual property should be maintained at all times. Care must be taken so as not to infringe upon the exclusive rights of others, musical, literary and or artistic works. It is the responsibility of the individual to abide by all copyright laws of the United States of America.



## 6140.3 (continued)

ELEMENTARY

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### INSTRUCTION

#### **Enforcement**

Failure to comply with any of the guidelines and provisions outlined here will be grounds for disciplinary action up to and including termination. The Office of Catholic Schools reserves the right to change this policy at any time and at its discretion. The interpretation and administration of this policy will be made by diocesan officials in light of changing circumstances and events.

#### **Distinguishing between Ministry and Personal Websites:**

A ministry website (MW) is a web presence created for the sole purpose of ministry for the Office of Catholic Schools. This site includes but is not limited to class/course, athletic, and student activity sites. Before these sites are created, permission must be obtained from the office director or administrator. If the site involves the participation of students or children, and the participation requires a username and password, the same access must be provided to the child's parent or guardian. The Office of Catholic Schools must be informed of the existence of any related website and be provided a password that enables the office to view the site.

A personal website (PW) is a web presence created to share personal communication with friends and associates. **Granting access to these sites by (unrelated) children is prohibited.** Accessing personal websites during work hours is prohibited. The Office of Catholic Schools reserves the right to review an employee's personal website if there are reasonable grounds for believing the guidelines are being violated.

#### **Web 2.0 Components**

**Second Life** – Second Life is a massive multi-player universe (MMU) set in a 3D virtual world.

(MW) It is prohibited to create a second life environment within or as a standalone ministry website without prior permission of the Office of Catholic Schools.



## 6140.3 (continued)

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

(PW) Creation and/or participation in second life sites must follow the general guidelines listed above and be consistent with the tenets of the Catholic Church.

#### **Wikis -**

- A wiki invites all users to edit any page or to create new pages within the wiki web site, using only a (general) web browser.....<sup>1</sup>
- A wiki seeks to involve the **invited user** in an ongoing process of creation and collaboration that constantly changes the Web site landscape. <sup>1</sup>

<sup>1</sup>Ward Cunningham and co-author Bo Leuf, in their book *The Wiki Way: Quick Collaboration on the Web*

(MW) The creation of wikis should be limited to those situations which encourages dynamic participation and collaboration in the creation of a site that addresses a specific and pre-defined purpose. All wikis should be closed to the general public and serve only a pre-defined group.

(PW) Creation and/or participation in wikis must follow the general guidelines listed above and be consistent with the tenets outlined in diocesan safe environment policies.

**Photo (Video) Sharing** – Photo sharing is the publishing or transfer of a user’s digital photos online, thus enabling the user to share them with others (whether publicly or privately). This functionality is provided through both websites and applications that facilitate the upload and display of images. The term can also be loosely applied to the use of online photo galleries that are set up and managed by individual users, including photoblogs and YouTube.

(MW) Photo sharing should be limited to those images that are directly associated with the purpose of the ministry, i.e. field trip photos, facility photos, etc. Photos of individuals or small groups of individuals should be uploaded or displayed only with verifiable consent.





## 6140.3 (continued)

ELEMENTARY

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REGULATION

BOTH

### INSTRUCTION

(PW) Creation and/or participation in photo (video) sharing sites must follow the general guidelines listed above and be consistent with the tenets outlined in diocesan safe environment policies. Any images deemed inappropriate, independent of when they were made, must be removed. Sharing images on a personal site that were created for a ministry website is prohibited. All available privacy settings should be enabled.

**Blogs:** A blog is a website where entries are written in chronological order and commonly displayed in reverse chronological order.

(MW) Blogs are permitted as long as they are kept current and maintained on a regular basis. They are to be used as a means of sharing information (not opinions). The allowing of comments is permitted only if they are reviewed and approved by the moderator before they are posted. Comment moderation can be very time consuming and requires forethought by the individuals and their administrators impacted by this decision.

(PW) Creation and/or participation blog sites must follow the general guidelines listed above and be consistent with the tenets outlined in diocesan safe environment policies. If comments are permitted, the user must review the site daily so as to not allow violation of the guidelines by others. The employee is required to put the following notice in a reasonably prominent place on the site:

***“The views expressed on this website are mine alone and do not necessarily reflect the views of my employer.”***

**Podcast:** A podcast is a digital media file, or a series of such files, that is distributed over the internet using syndication feeds for playback on portable media players and personal computers. A podcast is a specific type of webcast which, like “radio”, can mean either the content itself or the method by which it is syndicated; the latter is also termed podcasting.



## 6140.3 (continued)

ELEMENTARY

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BOTH

### INSTRUCTION

(MW) Podcasts are permitted when they are in compliance with the general guidelines established by the Diocese of Columbus.

(PW) Creation of podcasts must follow the general guidelines listed above and be consistent with the tenets outlined in diocesan safe environment policies.

**Social Networking** – refers to a website(s) in which users can add individuals as “friends” and send them messages and update their profiles to notify “friends” about themselves. Additionally, users can join networks organized by workplace, school, or college. Facebook allows anyone who declares themselves to be aged 13 or older to become a member of the website.

Social networking websites allow users to create and customize their own profiles with photos, videos, and information about themselves. “Friends” can browse the profiles of other friends and write messages on their pages.

As is the case with Facebook, the profile has a “wall” where friends can post comments. Because the wall is viewable by all the user’s friends, wall postings are basically a public conversation. Therefore, it is usually best not to write personal messages on your friends’ walls. Instead, you can send a person a private message, which will show up in his or her private inbox, similar to an e-mail message.

Facebook provides an easy way for friends to keep in touch and for individuals to have a presence on the Web without needing to build a website. Facebook allows each user to set privacy settings.

It is incumbent upon employees of the diocese who consider using this type of web presence to learn of the limitations and security risks inherent in this type of site. Recent concerns of Facebook include but are not limited to:



## 6140.3 (continued)

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### INSTRUCTION

1. Personal information is being shared with third parties;
2. Privacy settings revert to a less safe default mode after each redesign;
3. Facebook ads may contain malware;
4. An individual's friends unknowingly make you vulnerable;
5. Scammers are creating fake profiles.

(MW) Prior to the development of a social networking page, written approval must be obtained from the administrator or office director, whichever is appropriate. Final approval must be given from the Episcopal Moderator for Education. The Episcopal Moderator for Education must be informed of the existence of any Ministry Website and provided a password that enables her office to view the site.

So as to provide timely response and adequate management of the posts, comments, and replies there should be two adult non-related employees appointed to moderate the site.

Note: Before social networking sites are employed, the time required for maintenance must be considered since social networking sites are blocked in schools and the Office of Catholic Schools. Maintenance needs to be accomplished off-site.

(PW) The Diocese expects its employees to exercise due diligence before entering into a social network. Text, images and/or video may be misconstrued when taken out of context. All of the general guidelines of this policy must be adhered to on personal websites. It should be noted that when dealing with youth as a profession, it is not uncommon for unintentional consequences to arise from what is thought to be harmless and comical actions. Employees are cautioned to evaluate their postings carefully and never consider them to be exclusive to their closed group of friends. Should material that was meant to be confidential become public by any means, the employee is still subject to the enforcement cited in this document.



## **6150.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

#### **EVALUATION OF PROGRAMS AND RESOURCES**

Each elementary and secondary school shall evaluate the following programs every seven years: business, language arts, guidance, gifted and talented, health, language arts, mathematics, physical education, religion, science, social studies, and world languages. These evaluations shall be conducted under the direction of the Diocesan Office of Catholic Schools.

The Graded Courses of Study will be evaluated in light of the following elements:

1. aligns with the diocesan and/or school mission, philosophy, belief statements, educational goals and strategic plan;
2. specifies learning and performance objectives;
3. establishes a scope and sequence of knowledge and skills to be taught;
4. provides a way to assess student progress and the need for intervention;
5. addresses the various developmental needs of all students;
6. is guided by Ohio's state-adopted Academic Content Standards and National Standards;
7. objectives are assessed by mandated state testing which applies to Catholic schools; and
8. integrates the teaching of the Catholic Church.



## 6151.0

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **SELECTION OF TEXTBOOKS**

Under the provisions of the Auxiliary Services Law, each school in the Diocese of Columbus may order textbooks for each student through the public school district in which the Catholic school is located. The Office of Catholic Schools coordinates a uniform set of procedures for textbook adoption involving the appropriate stakeholders. Among the essential features of this system are the following:

1. A distinct subject area(s) adoption cycle.
2. Selection Committee of educators who revised the specific Course of Study.
3. Orientation of criteria for evaluation and selection.
4. Creation of an approved diocesan textbook list.
5. Selection of the basic text shall come from the approved diocesan textbook list unless an exemption has been requested and approved by the Director of Curriculum and Instruction.
6. It is the responsibility of the Diocesan Office to recommend catechetical curricula and textbooks (National Catechetical Directory #218). The Office of Religious Education and Catechesis publishes a list of approved religion textbooks.
7. Textbooks shall be reviewed every seven years to assure correlation with Graded Courses of Study.



## **6152.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

#### **MEDIA CENTER AND INSTRUCTIONAL RESOURCES FOR STUDENTS**

Each school shall maintain a media center, which functions as a learning center for the students.

##### **Policies and Regulations**

A committee comprised of the principal, faculty and media center staff should formulate the policy and regulations of the media center in accord with the school's mission and diocesan policies and regulations. These are to be communicated to everyone who uses the center.

##### **Goals**

Each center shall provide a program which strives to:

- support the curriculum
- meet the growing needs of the students and teachers
- develop critical reading, listening, and viewing skills
- develop lifelong reading habits
- seek opposing views on critical issues
- respect ethnic, cultural, racial, religious and gender differences
- provide multimedia resources in all fields of knowledge across the Dewey Decimal System
- provide access and basic search methods for using the World Wide Web

To achieve these goals, professional personnel trained in the educational media field are needed in each school media center.



## **6152.0** (Continued)

ELEMENTARY

POLICY

SECONDARY

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BOTH

### **INSTRUCTION**

#### **Needs**

To meet the student and teacher needs, the media center should house collections of books, periodicals, electronic media, access to the internet, and equipment. A professional collection for teachers shall also be provided. Sufficient funds are to be allocated to support student learning that occurs in a school media center.

To have such a program for students, a specific area in each school must be provided to house the collections, to provide study and research space for individual students, small groups, and classes, and to allow viewing, listening and creating audiovisual materials.

#### **Scheduling**

The school media center should be open every school day of the year and all hours of the school day. Students should have access to the materials in the media center during the lunch hour also. In the case of one person having sole responsibility for the media center, it is suggested that an appropriate volunteer(s) be secured to supervise the media center when the media specialist is unavailable.

Study halls are not to be located in the media center. This practice detracts from the learning atmosphere of the media center, and denies other students access to the materials they need. However, a student from a study hall or from any class should be permitted to use the media center if he/she comes to the center with a specific objective or assignment. Flexible scheduling to provide maximum use of the facility is encouraged whenever possible.



## 6153.0

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **SELECTION OF INSTRUCTIONAL MATERIALS**

Each school shall adopt one or more locally developed policies for the selection of library/media materials. The policy or policies shall address selection of: equipment, technological resources, periodicals and the library collection.

The policy is to include:

1. **A written philosophy of selection.** The philosophy should be consistent with the statements of educational philosophy of the diocese and of the local school.
2. **Designation of those who will participate in the selection of materials.** Selection of materials shall be made with the involvement of the media specialist and certificated staff. Ultimate responsibility rests with the principal.
3. **Procedures for the selection of equipment, supplemental instructional resources, and the library collection.** The procedures shall indicate how members of the professional staff, students, board members and parents participate in the selection process. Procedures also should indicate how gifts will be treated.
4. **Criteria for the selection of equipment, supplemental technical resources, periodicals, and the library collection.** Criteria should:
  - a. call for the selection of materials which enrich and support all dimensions of the school's program
  - b. consider the varied interests, abilities, and maturity levels of the students served by the school
  - c. promote the implementation of courses of study
5. **Procedures for handling challenged material.** Formal procedures shall be established and published for handling complaints regarding library/media materials.





## 6160.0

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **STANDARDIZED TESTING**

All schools shall follow the basic program of standardized testing determined by the Diocesan Office of Catholic Schools. Grades three through eight shall be assessed yearly.

Standardized testing is selected based on the following criteria: measures academic achievement of individual students in comparison to other students in the nation and in the diocese; matches well with the curricular benchmarks of the Diocesan Graded Courses of Study; and evaluates in a manner commensurate with the state achievement tests.



## 6160.1

ELEMENTARY

POLICY

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REGULATION

BOTH

### INSTRUCTION

#### **MANDATED TESTING**

The annual testing program includes the following:

1. Administering the standardized testing program selected by the Office of Catholic Schools for grades 3-8 in the fall of each year, which includes an achievement component and a cognitive skills component
2. State achievement tests in grades 3-8 for those students that are recipients of an Ohio Ed Choice or Jon Peterson Scholarship in the spring of each year
3. The Ohio Graduation Test for students in grade 10 in the spring of each year, and the Ohio Graduation Test in the fall and spring for any students in grades 11 and 12 who have not passed in any of the 5 sections.



## 6160.2

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **PARTICIPATION OF STUDENTS WITH LEARNING DISABILITIES IN MANDATORY ASSESSMENTS**

All decisions to provide accommodations on statewide assessments must follow regulation 5121.2 for high school students and regulation 5122.1 for elementary school students. Additionally, high school students failing section(s) of the Ohio Graduation Test (OGT) must be remediated according to regulation 5121.5.

No high school student can be exempted from the OGT. Therefore, if the accommodations provided or the exemption from the consequences of a portion of the test are not appropriate because a student is following a curriculum that is substantially modified from the regular curriculum, the student must take an alternative assessment. The alternative assessment must follow the state model and meet the criteria established in the “Guidelines for Conducting Alternative Assessment” from the Ohio Department of Education (see also Regulation 5121.3).

All decisions to exempt or accommodate a student with a Learning Disability from the diocesan mandatory Terra Nova Achievement Test must be based on either a Service or a Written Plan. The Service or Written Plan must be based on the results of a Multi-Factored Evaluation (MFE) which identifies the student as having a Learning Disability. While an Academic Support Plan may provide reasonable and effective classroom interventions to accommodate a student’s learning needs, these accommodations MAY NOT be utilized during Terra Nova Testing as they are not based on the result of an MFE.

Note: All students who are EdChoice or Jon Peterson Scholarship MUST TAKE the OGT at the secondary level or Ohio’s designated statewide achievement test at the elementary level in order to remain eligible for said scholarship the following school year.



## 6160.3

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **PARTICIPATION OF ELL/LEP STUDENTS IN MANDATORY ASSESSMENTS**

(English Language Learners/Limited English Proficient)

All decisions to provide accommodations on statewide assessments must follow regulation 5121.2 for high school students and regulation 5122.1 for elementary students. Additionally, allowance for a one-time exemption of an ELL/LEP high school student from the consequences of the Ohio Graduation Test (OGT) or of an ELL/LEP elementary student from the consequences of the Ohio's designated statewide achievement test must follow the applicable guidelines within regulations 5121.35 and 5122.2, respectively.

No eligible ELL/LEP student may be exempted from the Ohio Graduation Test or from Ohio's designated statewide achievement test based solely on the student's ELL/LEP designation, but the student may receive certain other "general" accommodations based on meeting the additional specified criteria.

If the student is twice designated (ELL/LEP and LD) and the accommodations provided for the test are not appropriate because the student is following a curriculum that is substantially modified from the regular curriculum, the student must take Ohio's Alternate Assessment. The Alternate Assessment must follow the State model and must meet the criteria established in the "Guidelines for Conducting Alternate Assessments" for the Ohio Department of Education(ODE), as well as follow the requirements/guidelines for ELL/LEP designated students (see also regulations 5121.35 Secondary or 5122.2 Elementary).

All decisions to accommodate or exempt an ELL/LEP student from the Diocesan mandatory Terra Nova Achievement Test must be based on the student's ELL/LEP designation **AND** must be specifically delineated in the student's Written or Services Plan. The student must have an ELL/LEP designation based on an ODE approved screening assessment to receive "general" accommodations **AND/OR** a Learning Disability based on the results of a Multi-Factored Evaluation (MFE) to receive any exemptions.

While an Academic Support Plan may provide reasonable and effective classroom interventions to accommodate a student's learning needs, these accommodations **MAY NOT** be utilized during Terra Nova Testing or any other norm-based test **unless they are based on the results of a Multi-Factored Evaluation (MFE)**.

NOTE: All students who are EdChoice or Jon Peterson Special Needs Scholarship recipients **MUST TAKE** the OGT at the Secondary level or Ohio's designated statewide achievement test at the Elementary level in order to **remain eligible** for said scholarships the following school year.



## 6170.0

ELEMENTARY

POLICY

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BOTH

### INSTRUCTION

#### **STUDENT SUPPORT SERVICES**

Student support services are guided by the individual Catholic school's mission statement, educational goals, and the OCSAA school improvement plan. These services are designed to support student progress in diocesan developed course objectives and mandated diocesan testing. Support services may include screening, assessment, intervention, monitoring of students, counseling and consultation from appropriate stakeholders.

Each elementary and secondary school is to implement the Diocesan Guidance plan. The principal or his/her designee is responsible for its implementation *and* for familiarizing all staff members with the plan.

At the elementary level many of the goals and objectives are integrated in the various courses of study. At the secondary level the guidance counselor has primary responsibility for implementing this plan.



## 6171.0

ELEMENTARY

SECONDARY

BOTH

POLICY

REGULATION

### INSTRUCTION

#### **ACCESSIBILITY OF COUNSELING REGARDING CONSCIENTIOUS OBJECTION**

Diocesan secondary schools are to provide their students with access to counseling regarding the Catholic tradition of conscientious objection as noted in the 1983 pastoral *The Challenge of Peace* and to make known to students the availability of this counseling.



## **6180.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

#### **ARTICULATION BETWEEN ELEMENTARY AND SECONDARY SCHOOLS**

Articulation meetings shall be scheduled annually between the high schools and their feeder schools. The purposes of these meetings are to communicate and cooperate and to share faith, knowledge and skills between the elementary and high schools. These purposes follow the organizational design of the diocese.



Revised 4/89, 5/90, 8/02

## **6181.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

#### **SCHOOL AGE CHILD CARE PROGRAM**

All schools of the diocese that maintain a School Age Child Care Program (SACC) for children kindergarten through eighth grade shall operate under the licensure of the Ohio Department of Education (ODE). If for any reason a program does not operate under the ODE license, the administration shall annually request an exemption from the Superintendent of Catholic Schools.

All programs shall maintain the adult to student ratios as follows:

<b>Age Group</b>	<b>Ratio</b>	<b>Group Size</b>
5 years but less than 11 years	1:18	36
11 years but less than 15 years	1:20	40

(Rule 3301-32-03, Administrative Code)





Revised

## **6190.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

#### **REQUIRED SCHOOL REPORTS**

The principal of each school shall report annually to the local advisory board and/or parish school community on the religious, academic, and financial viability of the school.

Additionally, each school will complete and submit to the Diocesan Office of Catholic Schools and the Ohio Catholic School Accrediting Association (OCSAA) the “Progress Review Report I and II” regarding the status of their accrediting “Action Plan” within the mandated association timeframe.

Also, the principal will report to the superintendent the information required for the “Annual Report,” through the Ohio Catholic School Accrediting Association (OCSAA), to the Ohio Department of Education on the status of each school’s compliance with OCSAA standards.



Revised 6/90, 8/02