



**6000.0**

ELEMENTARY

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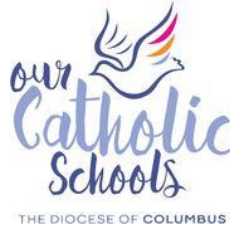
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**INSTRUCTION**

**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**

ELEMENTARY

POLICY

SECONDARY

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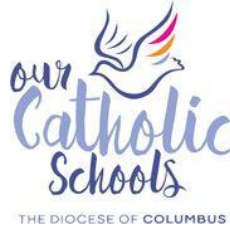
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### **INSTRUCTION**

#### **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 a chartered nonpublic school will be required to be open for instruction for a minimum of:
  - 455 hours for students in half-day kindergarten
  - 910 hours for students in full-day kindergarten
  - 1,001 hours for students in Grades 7-12
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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

## 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
9-12	5 ½ hours per day



## 6110.2

ELEMENTARY

POLICY

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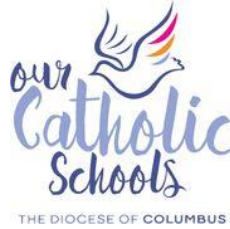
REGULATION

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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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **CLASS SIZE**

Class size is 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. In such cases, the superintendent will talk with the principal and pastor and encourage, based on the situation, a full or part-time aide be added.



## **6120.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **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 or when state standards are updated and approved, whichever comes first.

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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POLICY

SECONDARY

REGULATION

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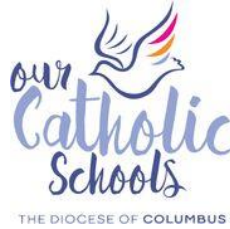
### INSTRUCTION

#### **CURRICULUM OHIO CORE**

Amended substitute House Bill 311, also known as the Ohio Core, requires integration of economics and financial literacy within social studies classes or another class. Financial literacy is defined as the ability to read, analyze, manage, and communicate about personal financial conditions that affect one's material well-being. All students must receive instruction in financial 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.

#### **Elementary**

Financial literacy instruction will also be included in the Social Studies Course of Study for 7<sup>th</sup> and/or 8<sup>th</sup> grades.



## 6120.1

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

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

Our Catholic schools have an essential obligation to provide our students with both a rigorous academic curriculum and to prepare students to take their place in society as Disciples of Christ, instilling in them a sense of service and challenging them to live the Gospel through daily interactions with all whom they come in contact. In an ongoing effort to fulfill this mission, human growth and development shall be taught at the appropriate grade levels as detailed in the Science and Health Graded Course of study and supported by chaste living curriculum in Religion. In alignment with the Diocesan philosophy for Catholic schools, instruction is grounded in Catholic theology and moral formation as the context for the human growth and development components of the graded courses of study. Therefore, all student are required to participate in the human growth and development course offered for their grade lever.

It is vital that communication to and involvement of parents be an integral part of this instruction. Notification to parents including titles of any curricular resources to be used should be given prior to instruction. These resources should also be available for preview.





## 6121.0

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **FIELD TRIPS**

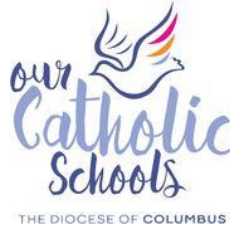
A field trip is defined as a school sponsored educational activity supervised by school personnel and/or adult volunteers which occurs off campus. Schools must follow a strategy of “two-deep”, where at least two adults are present at all activities and situations, whenever possible.

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. At least 21 years of age
2. Valid driver’s license.
3. Valid registration for the vehicle.
4. The vehicle must be insured for minimum bodily injury liability coverage limits of \$100,000 per person/\$300,000 per occurrence.
5. \$100,000 Property Damage or a Combined Single Limit of \$300,000
6. Criminal background check.
7. Participation in the “Protecting God’s Children” sexual abuse awareness workshop.
8. 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



## **6121.0 (continued)**

ELEMENTARY

POLICY

SECONDARY

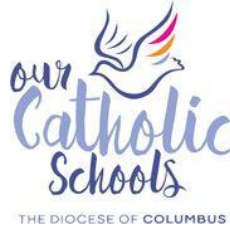
REGULATION

BOTH

### **INSTRUCTION**

\*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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **OVERNIGHT TRIPS**

Trips taken by a class or groups of students during school hours (or which are during the evening and require staying overnight) are subject to the approval of the principal.

Approval may only be given when such an event supplements or enriches classroom programs, e.g. outdoor or environmental education and retreat experiences.

For activities away from school property, a ratio of one adult per ten youths must be followed. For overnight activities, a ratio of one adult per six youths must be followed. The ratio of male-to-female chaperones should closely parallel the ratio of male-to-female youths at an activity. This is particularly important for overnight activities.

For overnight activities where private rooms are used, an adult chaperone must never share a room with a youth. (Except where a parent is serving as a chaperone, and there are no other persons sharing the room).

No adult chaperone should ever enter a youth's room unless it is absolutely necessary. If circumstances require it, the chaperone must be accompanied by another adult, and the door must remain open the entire time the adults are present. Both adult chaperones should be of the same sex as the youth(s) in the room. If this is not possible, one male and one female chaperone may be used.

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



## **6122.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

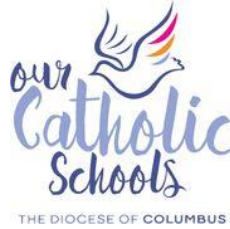
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### **INSTRUCTION**

#### **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, and 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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

## **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, recommended
Grades one through six	175 minutes per week/35 minutes per day, suggested
Grades seven and eight	200 minutes per week/40 minutes per day, suggested
Grades nine through twelve	1 unit of credit per year, recommended

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, to the Diocesan Director of Religious Education, for approval by July 1 for the upcoming school year.



**6130.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

## **INSTRUCTION**

### **HIGH SCHOOL MATHEMATICS IN ELEMENTARY**

All Diocesan schools will follow the Diocesan K-12 Math course of Study, which is based on the Ohio Learning standards. The Diocesan Math Course of Study 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. All Diocesan schools will also offer opportunities for math acceleration for those students who meet the requirements for advancement. There are two options for a student to take high school mathematics during elementary school.

#### **OPTION 1 – 8<sup>th</sup> GRADE ALGEBRA**

Eligibility will be determined by looking at all of the following factors holistically so that a child is not penalized for a single test score. These criteria are set and reviewed by the Office of Catholic Schools.

1. Academic performance in previous grade levels. Consistent academic performance is a critical indicator of success so math academic performance in previous grade levels will be a consideration as well as the student's ability to work independently and collaboratively and complete work in a timely manner.
2. Results of the previous grade Terra Nova Mathematics section with a score of 90% as the recommended guideline. This is not a cut score, only a recommended guideline.
3. STAR math scores and the STAR Math Algebra readiness indicator.
4. Results of a nationally normed, standardized assessment that has been proven reliable and valid in predicting success in Algebra. The test that has been chosen is the Iowa Algebra Aptitude Test (IAAT). This will be administered every May.

Principals will be notified whether each student was accepted, conditionally accepted, or not accepted. Once a student has qualified, parental permission must be given for the student to fully enroll in the Algebra I class.



## **6130.0** (continued)

ELEMENTARY

POLICY

SECONDARY

REGULATION

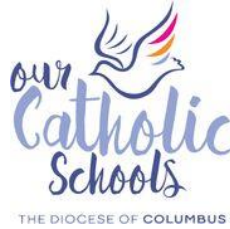
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### **INSTRUCTION**

#### **HIGH SCHOOL MATHEMATICS IN ELEMENTARY (continued)**

Additionally, the school must adhere to the following conditions:

1. The instructor must hold a 4-9 or 7-12 licensure in mathematics. Any exceptions to that must be approved by the Superintendent of Schools.
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. In order to receive credit for the class, students will be required to take the Ohio Algebra End-of-Course exam. Credit for the class will be given to students meeting all the requirements, including earning a score of Proficient or above on the End-of-Course exam.
5. Both the school and the parents must sign a statement declaring their understanding of the above conditions.
6. Any school that plans to offer Algebra *in the place of the grade eight course of study* must obtain permission from the Superintendent of Schools the previous spring and use the approved Course of Study.



**6130.0** (continued)

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

## **INSTRUCTION**

### **HIGH SCHOOL MATHEMATICS IN ELEMENTARY (continued)**

#### **OPTION 2 - CURRICULUM COMPACTING**

The Diocesan Course of Study offers two compacted Mathematics curriculum sequences in the Elementary Schools. Schools may elect to offer one or both of these sequences.

1. One which all material that is typically taught during 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades are taught during 7<sup>th</sup> and 8<sup>th</sup> grade. This includes Algebra. This Course of Study includes teaching 7<sup>th</sup> and some 8<sup>th</sup> grade material in 7<sup>th</sup> grade and the rest of the 8<sup>th</sup> grade material and Algebra in the 8<sup>th</sup> grade year.
2. The second option is one, which all material that is typically taught during 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> are compacted into 6<sup>th</sup> and 7<sup>th</sup> grade material in 6<sup>th</sup> grade, the rest of the 7<sup>th</sup> grade material and all of 8<sup>th</sup> grade material in 7<sup>th</sup> grade and Algebra in the 8<sup>th</sup> grade year.

To determine which students fit the criteria of being-suited for placement into the compacted math programs, the following criteria must be met:

1. Academic performance in previous grade levels. Consistent academic performance is a critical indicator of success so math academic performance in previous grade levels will be a consideration as well as the student's ability to work independently and collaboratively and complete work in a timely manner.
2. Results of the previous grade Terra Nova Mathematics section with a score of 90% as the recommended guideline. This is not a cut score, only a recommended guideline. If the student is new to the school, then the results of the most recent standardized test score should be used.
3. STAR math scores and the STAR Math Algebra readiness indicator.
4. Results of a nationally normed, standardized assessment that has been proven reliable and valid in predicting success in Algebra.





## **6130.0** (continued)

ELEMENTARY

POLICY

SECONDARY

REGULATION

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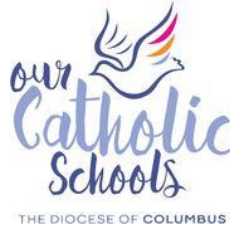
### **INSTRUCTION**

#### **HIGH SCHOOL MATHEMATICS IN ELEMENTARY (continued)**

#### **OPTION 2 - CURRICULUM COMPACTING (continued)**

Additionally, the school must adhere to the following conditions:

1. The instructor must hold 4-9 or 7-12 licensure in mathematics. Any exceptions to that must be approved by the Superintendent of Schools.
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. Both the school and the parents must sign a statement declaring their understanding of the above conditions.
4. Permission to offer the compacted mathematics programs must be obtained the previous spring from the Superintendent of Schools.



## **6132.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

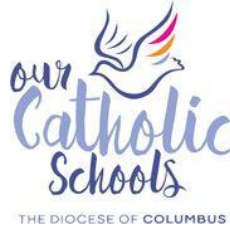
#### **ADVANCED HIGH SCHOOL CREDIT**

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

1. Follow the Diocesan high school 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**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

## **INSTRUCTION**

### **ADVANCED HIGH SCHOOL CREDIT FOR ALGEBRA/GEOMETRY**

Algebra has often been referred to as a “gatekeeper” to higher learning – both in mathematics and in other fields. Research shows that students who complete a mathematics course beyond the level of algebra 2 are more than twice as likely to pursue and complete a postsecondary degree. Students who don’t do well in algebra compromise their career options, especially in STEM fields. The question is no longer *if* students should take algebra but rather *when* students should take algebra. Catholic Schools strive to meet the academic needs of all students within our schools. There are students who are gifted in math and require acceleration in the math sequence. It is educationally sound to accelerate a student academically when the student demonstrates the need and ability to move beyond the grade-level curriculum. However, this decision should be carefully considered as moving a struggling student out of a middle school course not only has social implications for the student, but also affects his or her self-efficacy, which is very important for success in future mathematics courses.

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

1. The instructor must hold proper licensure in mathematics. Any exceptions to that must be approved by the Superintendent of Schools.
2. Instruction must be based on the Diocesan high school course of study.
3. The instructor will use a textbook from the Diocesan approved textbook list.
4. The school must seek and obtain approval from the Office of Catholic Schools to offer the course for credit.

The Algebra and Geometry courses are high school courses with high school performance expectations. At the end of the course, they will be required to take the Ohio End-of-Course exam, the same End-of-Course exam that is given in high school. Graduation points will be awarded in the same manner as they are in high school. Credit for the class 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 earning a score of Proficient or above on the Ohio End-of-Course exam.



## 6133.1

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

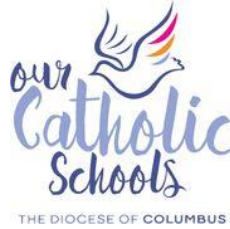
### INSTRUCTION

#### **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:

6. The teacher who taught the class for credit has the proper certification/license to teach a 7-12 or a 4-9 course.
7. If an End-of-Course exam is offered for the particular course, the student must have completed the course and earned a score of Proficient or above on the Ohio End-of-Course exam.
8. IF an End-of-Course exam is not offered for the particular course, the student must 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

ELEMENTARY

POLICY

SECONDARY

REGULATION

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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### 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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

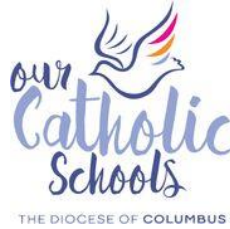
### INSTRUCTION

#### **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 referred and evaluated for an accelerated curriculum as well as determining the best option within the most appropriate available learning environment. Schools should consider when writing this policy using measures such as standardized testing, teacher recommendations, and student work samples and consult the Curriculum Guide for Serving the Needs of Gifted/Talented students.



**6134.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

**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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

## INSTRUCTION

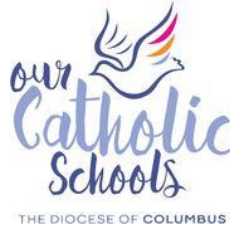
### **COLLEGE CREDIT PLUS (formerly known as Post-Secondary Enrollment Options)**

College Credit Plus (CCP) is available to all students in grades seven through twelve. The program is governed within the Ohio Revised Code Chapter 3365 and corresponding rules 3333-1-65.1 through 333-1-65.10.

Ohio's College Credit Plus can help students earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university, College Credit Plus is free. There is no cost for tuition, books, or fees. Students choosing to attend a private college or university may have limited costs.

All chartered, non-public students must declare their intent to participate by April 1, even if they participated in the previous year. A student must apply to a college/university. There is no application fee and students can apply to more than one college/university. Parents or guardians must establish an Ohio Department of Education SAFE Account by May 15 and submit state application and college/university acceptance letter.

Schools interested in having CCP course taught at their own school should establish a relationship with a local college. Each state college/university has a CCP office or staff in charge of the program. ODE's grade conversion to points for science, American History, or American Government courses is • A,B=5 points • C=4 points • D=3 points • F=0 points. CCP course grades can be used in place of taking the state's course examination. Students taking CCP biology must also take the state's biology examination but can use highest of the two points earned for science requirement. CCP course grades in English and Mathematics cannot be used for graduation points.



**6136.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

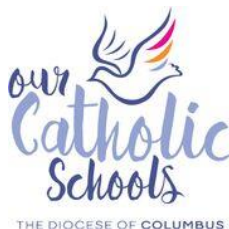
**INSTRUCTION**

**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.



**6136.15**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

**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**

ELEMENTARY

POLICY

SECONDARY

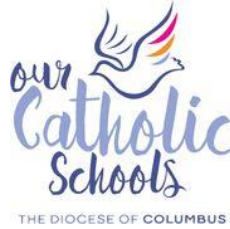
REGULATION

BOTH

### **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**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

**INSTRUCTION**

**Diocesan Office of Catholic Schools**

**Technology Acceptable Use Policy**

*Please read this document carefully before signing.*

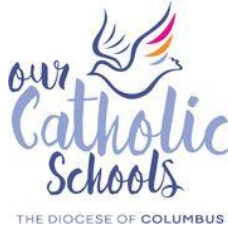
Catholic schools within the Diocese of Columbus have implemented voice, data, and video electronic communication systems that will allow unprecedented educational opportunities for students and staff to communicate, learn, and publish information. These network resources provide students and staff access 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)

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### 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)**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **INSTRUCTION**

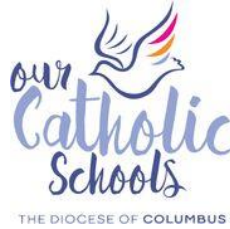
#### **TERMS AND CONDITIONS FOR TECHNOLOGY NETWORK AND EQUIPMENT ACCESS AND USE OF SCHOOL OWNED MATERIALS:**

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)

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### 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):

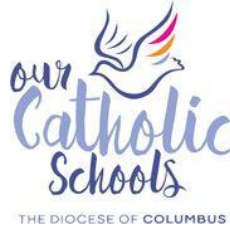
Copyright 20\_\_\_. Links to this site or quotations from this work must acknowledge (Student's Name) \_\_\_\_\_ as author/creator and that the author reserves all rights to his/her work.

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

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

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

Only paid employees of the school shall modify and maintain websites, which are housed either on the diocesan server, or at an authorized 3<sup>rd</sup> party location, 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 without prior permission from the Diocesan Director of IT.
- 4) use anything other than *an authorized* 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

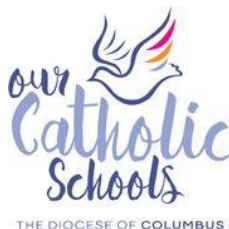
BOTH

### **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:**

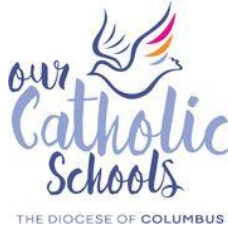
When posting, commenting, or replying to internet sites, it is prohibited to use obscene, harassing, derogatory, defamatory or otherwise potentially scandalous comments, links, and/or images which reflect, discredit, or cause embarrassment to the Catholic Church, Diocese of Columbus, or any person or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



Catholic Diocese of Columbus

(Continued on next page)

## **6140.3** (continued)

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### **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.



## 6150.0

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

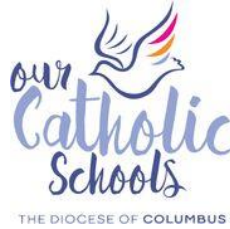
### INSTRUCTION

#### **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 Learning 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:

9. A distinct subject area(s) adoption cycle.
10. Selection Committee of educators who revised the specific Course of Study.
11. Orientation of criteria for evaluation and selection.
12. Creation of an approved diocesan textbook list.
13. 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.
14. 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.
15. Textbooks shall be reviewed every seven years or when state standards are reviewed and adopted, whichever comes first, 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**

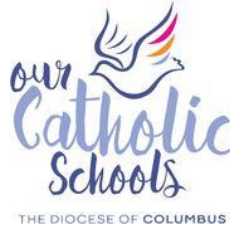
A committee comprised of the principal, faculty and media center staff should formulate the policy and regulations of the media center in accord with the school's mission and diocesan policies and regulations. These are to be communicated to everyone who uses the center.

#### **Goals**

Each center shall provide a program which strives to:

16. support the curriculum
17. meet the growing needs of the students and teachers
18. develop critical reading, listening, and viewing skills
19. develop lifelong reading habits
20. seek opposing views on critical issues
21. respect ethnic, cultural, racial, religious and gender differences
22. provide multimedia resources in all fields of knowledge across the Dewey Decimal System
23. 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.



## 6152.1

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

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

##### **Needs**

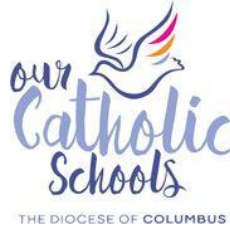
To meet the student and teacher needs, the media center should house collections of books, periodicals, electronic media, access to the internet, and equipment. A professional collection for teachers shall also be provided. Sufficient funds are to be allocated to support student learning that occurs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

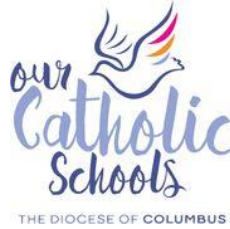
#### **STANDARDIZED AND DIAGNOSTIC TESTING**

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.

All schools shall follow the basic program of diagnostic testing determined by the Diocesan Office of Catholic Schools. Grades one through eight shall be assessed three times during the school year in math and reading. Kindergarten shall be assessed two times during the school year.

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.

Diagnostic testing is also selected with the above criteria with the addition of progress monitoring capabilities and growth measures.



## 6160.1

ELEMENTARY

POLICY

SECONDARY

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. Administering a diagnostic test selected by the Office of Catholic Schools for grades 1-8 in the fall, winter, and spring of each year, which includes an achievement, progress monitoring and growth component. Kindergarten testing will occur in the winter and spring.
3. State achievement tests in grades 3-8 for those students that are recipients of an Ohio Ed Choice, EdChoice Expansion, or Jon Peterson Scholarship in the spring of each year. Grade 3 must also take the English Language Arts test in the Fall.



## 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 OCS regulation 5121.2 for high school students and OCS regulation 5122.1 for elementary school students. Additionally, high school students failing one or more of the seven end of course assessments must be remediated according to OCS regulation 5121.5.

No high school student can be exempted from the Ohio State Tests unless the high school is administering an alternative test for graduation. Therefore, if the accommodations provided or the exemption from the consequences of one or more of these tests are not appropriate because a student is following a curriculum that is substantially modified from the regular curriculum, the student must take Ohio's Alternate Assessment. Students with Significant Cognitive Disabilities (AASCD) 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 OCS 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 documented in a Written Plan, Services Plan or IEP. The Written Plan, Services Plan, or IEP must be based on the results of a Multi-Factored Evaluation (MFE) which identifies the student as having a Learning Disability and unable to perform the required tasks on said test, even if accommodated. 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 result of an MFE and follow the above guidelines.

Note: All students who are EdChoice, EdChoice Expansion, or Jon Peterson Scholarship recipients MUST TAKE the Ohio State Tests 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 even if their plan states they are exempt from the consequences of the test.



## 6160.3

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

### INSTRUCTION

#### **PARTICIPATION OF EL (formerly ELL/LEP) STUDENTS IN MANDATORY ASSESSMENTS** (English Learners)

All decisions to provide accommodations on statewide assessments must follow OCS regulation [5121.2](#) for high school students and OCS regulation [5122.1](#) for elementary students. Additionally, allowance for a one-time exemption of an EL high school student from the consequences of the Ohio State Tests or of an EL elementary student from the consequences of the Ohio's designated statewide achievement test must follow the applicable guidelines within OCS regulations [5121.35](#) and [5122.2](#), respectively.

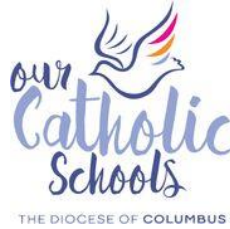
No eligible EL student may be exempted from the Ohio State Tests or from Ohio's designated statewide achievement test based solely on the student's EL designation, but the student may receive certain other "general" accommodations based on meeting the additional specified criteria.

If the student is twice designated (EL 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 EL designated students (see also OCS regulations [5121.35](#) Secondary or [5122.2](#) Elementary).

All decisions to accommodate or exempt an EL student from the Diocesan mandatory Terra Nova Achievement Test must be based on the student's EL designation **AND** must be specifically delineated in the student's Written Plan, Services Plan, or IEP. The student must have an EL designation based on an ODE approved screening assessment to receive "general" EL 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, EdChoice Expansion, or Jon Peterson Special Needs Scholarship recipients **MUST TAKE** the Ohio's State Tests 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, even if their plan states they are exempt from the consequences of the test.



**6170.0**

ELEMENTARY

POLICY

SECONDARY

REGULATION

BOTH

**INSTRUCTION**

**STUDENT SUPPORT SERVICES**

Student support services are guided by the individual Catholic school’s mission statement, educational goals, and the Ohio Catholic Schools Accrediting Association (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 should 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

POLICY

SECONDARY

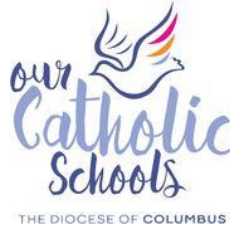
REGULATION

BOTH

### **INSTRUCTION**

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

Diocesan secondary schools are to inform their students about availability of counseling regarding the Catholic tradition of conscientious objection as noted in the 1983 pastoral *The Challenge of Peace*.



## 6180.0

ELEMENTARY

POLICY

SECONDARY

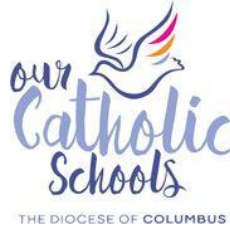
REGULATION

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, cooperate, and to share faith, knowledge and skills between the elementary and high schools. These purposes follow the organizational design of the diocese.



## 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)



## **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 the status of their accrediting “Action Plan” within the mandated association timeframe to the Diocesan Office of Catholic Schools and the Ohio Catholic School Accrediting Association (OCSAA) the “Progress Review Report I and II”.

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