Policy 6000

Mission Statements and Goals

Effective: May 1985

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

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.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 06/90

Policy 6100

School Calendar

Effective: October 1972 as Policy 6110.0

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

Each year, a school calendar for the upcoming school year will be prepared by the Office of Catholic Schools, providing dates for the start and end of the school year, break periods, and holidays.

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 following a request for variance made in writing.

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 review the local public school district calendar and develop a local calendar incorporating diocesan calendar suggestions, contracted teacher days, staff development plans, and local transportation concerns. In locations where there is more than one Catholic school in the same community, all Catholic school principals in that community will collaborate to develop one common, shared school calendar.

3. All school calendars are to be reviewed and approved by the Office of Catholic Schools prior to finalization and distribution to local school communities.

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; Grades 1-6
    - 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.

6. Catholic school calendars must include 175 student contact days, a maximum of 10 professional development days, and additionally up to 2 conference days. Each school should utilize the full allotment of professional development days. All professional development days should be used for constructive, meaningful activities related to faculty growth and school improvement. At least one professional development day should be dedicated to faith formation, which may take the form of a workshop, a retreat, or a course.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 06/90, 05/81

Policy 6120

☐ Elementary

☐ Secondary

■ Both

Length of Student School Day

Effective: September 2002 as Policy 6110.1

Revised: July 2023

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

Revision History: 07/23, 07/17, 12/16, 08/07

Policy 6121

Instructional Time Guidelines

Effective: June 2026

Revised:

■ Elementary

☐ Secondary

☐ Both

Catholic schools are to implement a daily and weekly schedule that prioritizes Religion, English Language Arts, and Mathematics, while ensuring all subject areas are taught with fidelity and sufficient time to achieve mastery. Instructional minutes should align with Diocesan recommended guidelines.

K-8 Recommended Instructional Time Guidelines
(360 Instructional Minutes/Day)

Grade	K-2	3-5	6-8
Literacy (Reading and Writing)	120 min/day 600 min/week	120 min/day 600 min/week	80 min/day 400 min/week
Mathematics	90 min/day 450 min/week	90 min/day 450 min/week	60 min/day 300 min/week
Religion	PK: 60 min/week K: 100 min/week or 20 min/day 1-4: 200 min/week or 40 min/day 5-8: 225 min/week or 45 min/day 9-12: 1 unit of credit per year		
Science	90 min/week	90 min/week	40 min/day 200 min/week
Social Studies	90 min/week	90 min/week	40 min/day 200 min/week
Health	30 min/week	30 min/week	40 min/week
PE	40 min/week	40 min/week	40 min/week
Visual Art	40 min/week	40 min/week	40 min/week
Music	40 min/week	40 min/week	40 min/week
Library/Study Skills	30 min/week	30 min/week	40 min/week
Tech	*****	30 min/week	40 min/week
World Language	*****	*****	90 min/week

Recommendations for Implementation

- Institute double blocks for both ELA and Math
- Math taught two days a week as an extra elective period
- Integrate PE and Health
- Integrate Tech/Library/Study Skills
- Have science, history, religion, and ELA teachers collaborate to integrate quality subject area reading into ELA lessons.

Revision History: 06/26

Policy 6130

- ☐ Elementary
- ☐ Secondary
- ■ Both

Sunday and Triduum Activity Restrictions

Effective: June 1985 as Policy 6110.2

Revised: July 2023

The scheduling of school events, activities, athletic events, practices, rehearsals, meetings, open houses, and/or any other function on Sunday before 2:00pm, on the days of the Easter Triduum, on Easter Sunday, on Christmas Day, and/or on any Holy Day of Obligation is prohibited. No exceptions will be granted by the Office of Catholic Schools.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 06/90

Policy 6140

☐ Elementary

☐ Secondary

■ Both

Class Size

Effective: May 1981 as Policy 6112.0

Revised: July 2023

Class size is limited to 35 students in grades one through twelve and 25 in kindergarten. Specific written permission from the superintendent is required for an exemption from this regulation. In such cases, a principal may submit a formal, written request for an exception to the superintendent. The superintendent will respond and encourage, based on the situation, that a full or part-time aide be added.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 06/90

☐ Elementary

☐ Secondary

■ Both

Policy 6200

Curriculum

Effective: August 1971 as Policy 2211.11

Revised: July 2023

In both elementary and secondary schools, graded Courses of Study developed by the Office of Catholic Schools shall provide the basis for instruction. These courses of study are based on state standards, which set the standards for what students are to know and demonstrate. From this foundation, Courses of Study are modified to ensure that all courses reflect a Catholic worldview, Catholic teaching, and Catholic moral standards.

Courses of study are reviewed and updated once every seven years or when state standards are updated and approved, whichever comes first.

Instructional programs and curricular materials must flow from and align with the courses of study. Schools must follow all diocesan courses of study. Variations in curricular model or exceptions to Courses of Study may be granted by the superintendent following the formal, written request of a school's principal.

Program Review Guidelines

The Office of Catholic Schools 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.

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

1. Alignment 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;
7. Objectives are assessed by the mandated state testing that applies to Catholic schools; and
8. Integrates the teaching of the Catholic Church.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 05/90, 05/84, 01/82

Policy 6201

Philosophy of Grading

Effective: May 2025

Revised: July 2026

☐ Elementary

☐ Secondary

■ Both

The school principal, as the chief academic officer of the school, has the responsibility of selecting and implementing a grading system that best serves their community. However, in making this determination, he or she must adhere to the following Diocesan requirements:

I. Philosophy of Grading

The guiding philosophy that underlies the grading approach in the Diocese of Columbus and must be visible in the grading policy of each school. As Catholic educators, we affirm the uniqueness of each child of God and his or her pace of learning, and we recognize parents as the primary educators of their children. We partner with parents in the holistic formation of the human person; therefore, our approach to grading supports parents in the following ways:

1. The purpose of academic report cards is to communicate to the student and parent what a student knows, understands, and is able to do based on the Diocesan Courses of Study.

2. Because character, behavior, and work habits are essential to the formation of the Catholic understanding of the human person, they are monitored and recorded separately from academic achievement.

3. The purpose of assessment and feedback is to improve student learning by identifying benchmarks achieved and communicating to parents and students areas for growth.

4. The reporting of student performance should be up to date, meaningful, consistent, easily available to students and parents, and supportive of learning.

II. Format of Grade Reporting

Schools must follow all policies of the Diocese of Columbus and ensure that the standards of the Diocese of Columbus are taught at every grade level and in every content area. All elementary schools should use the FACTS system for recording and communicating academic progress. High schools are encouraged to use FACTS but may also utilize PowerSchool. Schools may elect to report those grades through one of two options available through FACTS.

1. Standards based grading report card format
    a. For grades K-2
2. Hybrid of standards based and traditional report card
    a. Option for all other grades

Schools may also select an academic calendar based on either trimesters or quarters. If electing to follow a trimester schedule, the Calendar Change Request form must be completed and submitted to the superintendent for review and signature in the academic year preceding the change.

Additionally, all elementary schools must utilize Renaissance STAR testing for math and reading and share detailed progress reports with parents for each of the three annual testing windows (Fall, Winter, and Spring).

III. Demonstration of Compliance

Before the start of the 2025-26 school year or any year thereafter in which a change is made to the grading policy of the school, the Grading Compliance Form must be submitted to the superintendent for review and approval. This form will ask principals to demonstrate compliance with the philosophy of grading by providing a copy of the local grading policy that incorporates each of the four points of the philosophy. It will also ask principals to describe the grading system that the school will use to communicate academic progress to parents.

IV. Best Practices

The following section is provided as guidance to administrators on best practices for implementing each section of the Philosophy of Grading.

Statement 1
The purpose of academic report cards is to communicate to the student and parent what a student knows, understands, and is able to do based on the Diocesan Course of Study.

Best Practices:

- Schools/teachers should ensure that steps are communicated to help facilitate parent access to report cards.
- Comments and feedback on report cards are essential to supporting parents as primary educators of their children. Effective comments:
    - Are performance-based
    - Recognize strengths and areas for growth
    - Are aimed toward improvement
    - Are personalized for each student
    - Are descriptive of grades and assessments
    - Are direct and specific based on evidence

Statement 2
Because character, behavior, and work habits are essential to the formation of the Catholic understanding of the human person, they are monitored and recorded separately from academic achievement.

Best Practices:

- Work habits should be reported separately from and in addition to academic grades.
- Grading should reflect that learning is a process that is identified by evidence of growth in the content area.

- Each school should develop consistent policies for grading standards, academic integrity, and missing or incomplete work that are published in the handbook and explained to students and parents.

Statement 3
The purpose of assessment and feedback is to improve student learning by identifying benchmarks achieved and communicating to parents and students areas for growth.

Best Practices:

- It is every teacher's professional responsibility to design authentic assessments of student learning and to put time and effort into data collection and reporting.
- Opportunities should be offered for students to demonstrate an in-depth or extended understanding of the standard.
- Opportunities to improve grades that are not tied to content standards should be excluded from grades. This would include, for example, "extra credit" or "bonus points" for attendance at events or participation in activities.
- When a student fails to demonstrate mastery of standards over time, teachers should collect classroom level data and explore tiered 1 MTSS supports and interventions.
- Homework is an instructional tool that should be considered formative and assessed accordingly.
- Schools should have an established policy for retesting that takes into consideration the individual needs of the students in the content area.

Statement 4
The reporting of student performance should be up to date, meaningful, consistent, easily available to students and parents, and supportive of learning.

Best Practices:

- Accurate reporting is based on evidence from a variety of sources over a period of time and should be reviewed by all stakeholders.
- School administration should create school-wide grading policies that lead to consistency in the meaning of grades.
- School administration should develop a policy to provide parents with reasonable access to grades.

Revision History: 07/26, 05/25

Policy 6211

■ Elementary

☐ Secondary

☐ Both

Financial Literacy in Elementary Schools

Effective: July 2023

Revised:

K-8 students must receive instruction in economics and financial literacy. The required financial literacy and economics standards are integrated within the Social Studies course of study. It is recommended that connections between financial literacy and mathematics be incorporated into classroom instruction.

Revision History:

Policy 6212

☐ Elementary

☐ Secondary

■ Both

Curriculum for Human Growth and Development

Effective: November 1972 as Policy 6120.1

Revised: July 2023

Human growth and development shall be taught at the appropriate grade levels as detailed in the Religion, Health, and Science Courses of Study. Instruction must be in accordance with Catholic theology, moral formation, and Church teachings.

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.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 05/90, 01/82, 11/72

☐ Elementary

☐ Secondary

■ Both

Policy 6213

College Credit Plus

Effective: September 2002 as Policy 6135.0

Revised: July 2023

Ohio's College Credit Plus (CCP) can help students earn college and high school credits at the same time by taking college courses from community colleges or universities. College Credit Plus (CCP) is available to all students in grades seven through twelve. The program is governed within the Ohio Revise Code Chapter 3365 and corresponding rules 3333-1-65.1 through 333-1-65.10. Tuition is free if the student takes classes at a public college. Students choosing to attend a private college or university may have limited costs.

Chartered non-public school students are eligible for the CCP program if the student:

A) Obtains a remediation-free score on one of the standard assessment exams as set forth in paragraph (D)(2) of rule 3333-1-65.3 of the Ohio Administrative Code; or
B) Has a cumulative unweighted high school grade point average of at least 3.0; or
C) Has a cumulative unweighted high school grade point average of at least 2.75 but less than 3.00 and received an "A" or "B" grade in a relevant high school course.

The following process must be followed for chartered non-public students to earn credit through the CCP program:

- The student must complete the school counseling requirement before the college term begins.
- Parents or guardians must establish an Ohio Department of Education OH|ID account.
- The student must apply to a college or university directly. All participating colleges can be found at www.OhioHigherEd.org/ccp. Students can apply to more than one participating college.
- At any time between February 1 and April 1, the student must declare their intent to participate by applying for funding through the OH|ID account, even if he/she participated in the previous year.
- Once admitted, the college will send an admission letter which must be uploaded to the CCP Funding Application through the OH|ID account. All admission letters must be uploaded.
- Funding award notifications will be available within the CCP Funding Application located in the OH|ID account prior to May 5.
- Once the student has received the award notification, he/she can register for courses at the college.

Revision History: 07/23, 07/17, 08/12, 08/10, 08/07, 09/02

■ Elementary

☐ Secondary

☐ Both

Policy 6214

Advanced Work in Elementary School

Effective: August 1998 as Policy 6130.0, 6132.0

Revised: March 2025

According to Ohio HB 110, students below ninth grade will be permitted to take advanced work. Schools may elect to offer advanced work, acceleration, or curriculum compacting prior to 8th grade.

Advanced High School Credit

The Office of Catholic Schools will grant high school credit as long as the following conditions are met. In order for a course to be offered in an elementary school for advanced high school credit, the school must:

- Follow the Diocesan high school Course of Study including the learning progressions embedded in the Course of Study
- Use texts from the Diocesan approved list
- Employ a properly certified/licensed teacher
- Assure time on task meets credit requirements
- 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:

- Demonstrate mastery of Course of Study Objectives through 8th grade
- Have parental approval
- Have the approval of the principal

Credit will be awarded if:

- The student met the time on task credit requirements for the course (One high school credit is equivalent to 120 hours of coursework).
- The student earns a passing grade in the class.

Acceleration

The Office of Catholic Schools philosophically believes that it is in the best interest of a student to be in the Catholic school through 12th 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 that details 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. The policy should also include:

- Selection based on academic measures such as standardized testing, teacher recommendations, and student work samples
- Qualification and licensure of the teacher providing instruction
- Course of study and textbook selection
- Criteria for successful completion

Compacting

The term "compacted" means to compress content, which requires a faster pace to complete. It does not mean skipping content. The Diocese of Columbus has approved two compacted options for mathematics:

1. The compacted traditional sequence that consolidates 7th grade, 8th grade, and 9th grade Algebra I into two years: "Compacted 7th Grade" and "Compacted 8th Grade."
2. Compacting 6th grade, 7th grade, 8th grade, and 9th grade Algebra I into three years: "Accelerated 6th Grade," "Compacted 7th Grade," and "8th Grade Algebra I."

Upon successful completion of either of either of these pathways, students will be ready for Geometry in high school.

In order to offer a compacted course, a school must:

- Ensure that the compacted course is taught be a teacher who is licensed to teach the subject
- Ensure that the Diocesan Compacted Course of Study and learning progression is followed
- Use an approved text
- Ensure that the compacted course will be taught for the entire school year

Revision History: 03/25, 07/23, 07/17, 12/16, 08/12, 08/07, 08/02

☐ Elementary

■ Secondary

☐ Both

Policy 6215

Advanced High School Credit for Students from Non-Diocesan Schools

Effective: May 1998 as Policy 6133.1

Revised: July 2023

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:

- The teacher who taught the class for credit has the proper certification/license to teach a 7-12 or a 4-9 course.
- 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 or an approved alternative assessment 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.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02

Policy 6216

☐ Elementary

☐ Secondary

■ Both

8th Grade Algebra for High School Credit

Effective: August 1998 as Policy 6130.0

Revised: March 2025

Schools may offer Algebra I in 8th grade if the following conditions are met:

- The Algebra I course is taught by a teacher who is licensed to teach the subject in the high school grades, either a mathematics license for grades 4 through 9 or for grade 7 through 12.
- The Diocesan Course of Study (Algebra and Compacted Courses) and an approved high school Algebra I text should be used. The 8th grade Algebra 1 course in middle school is equivalent to high school Algebra I.
- The Algebra I course will be taught for the entire school year, which is required to earn a full unit of credit (one high school credit is equivalent to 120 hours of coursework).
- Students who complete the 8th grade Algebra I course will be required to take the Diocesan Algebra Assessment or an approved alternative assessment given upon completion of the course.

Beginning Fall 2025, advanced math placement will be determined at the local school level. In determining placement, multiple criteria should be taken into consideration.

<u>Compacted/Accelerated Math:</u>

Criteria to determine placement in a compacted class model should include:

- Teacher recommendation
- STAR Math & Reading Assessments
- Report Card scores in both ELA and math
- Work Habits (i.e. missing assignments, ability to work independently, willingness to revise)
- Any additional data from digital resources your school uses: iReady diagnostic, IXL, ALEKS, etc.

It is expected that a letter of agreement be given by the school to the parent/guardian and the student, clearly acknowledging math placement and expectations. The letter should be signed by both parent/guardian and student.

Academic progress should be closely monitored by school administrators. If a student is not experiencing success, the parent/guardian and the student should be contacted to determine next step.

<u>Specific to Algebra:</u>

It is not standard protocol for students to take Algebra in elementary school. If a school chooses to offer Algebra:

- The High School Algebra Course of Study must be followed.
- An 8th grade math course should be taught by a teacher licensed to teach Algebra.
- Traditional grades are required.

- Students taking 8th grade algebra must take Ohio's End of Course Exam (EOC) for a student to receive credit. Passing this exam does not guarantee automatic placement in Geometry.

High School Placement:

High Schools will continue to use the following criteria when placing students in math courses:

- The high school's placement exam results
- Elementary school teacher recommendation
- STAR Math & Reading Assessments
- Report Card scores in both Math and ELA
- Work habits as reported by the elementary school math teacher

It is expected that the High School produce a letter of agreement between the school, the parent/guardian and the student, stating math placement for the Freshman year.

Revision History: 03/25, 07/23, 08/19, 08/13, 03/09, 08/03

Policy 6217

Educational Options

Effective: August 1998 as Policy 6130.0

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

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:

An instructional plan that is based on individual student needs and shall include:

1. Instructional objectives that align with the diocesan curriculum requirements;
   a. an outline that specifies instructional activities, materials, and learning environments; and
   b. 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.

Revision History: 07/23, 08/19, 08/13, 03/09, 08/03

☐ Elementary

☐ Secondary

■ Both

Policy 6218

Innovative Programs

Effective: August 1998 as Policy 6130.0

Revised: July 2023

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.

The request must be made to the superintendent in writing prior to the start of any innovative program. The program may not begin until the school has received written authorization to begin from the superintendent.

Revision History: 07/23, 08/19, 08/13, 03/09, 08/03

Policy 6219

☐ Elementary

☐ Secondary

■ Both

Blended Learning

Effective: September 2021 as Policy 6138.0

Revised: July 2023

The principal may make blended learning available to students in accordance with the provisions of the Catholic Schools Accrediting Association Operating Standards. Blended learning represents a useful vehicle for supporting more personalized instruction for students, particularly across schools.

Blended learning refers to a variety of practices and strategies "in which students learn in part online, with some element of control over the time, space, path or pace of their learning; in part in a brick-and-mortar location away from home and the modalities along a student's learning path are connected to provide an integrated learning experience." Blended learning is not an instructional model but rather a set of policies and strategies that empower teachers with knowledge and expertise to personalize learning for students in an accelerated fashion.

Blended learning differs from simple technology-rich instruction, where teachers use devices to support traditional instructional methods and students use technology to complete the same work at the same time, place and pace. In blended learning, the technology must shift content and instruction to the control of the student in at least some way. Blended learning is a fundamental redesign of instructional models with the goal of accelerating learning.

In implementing blended learning, schools can use one or more seven basic structural approaches often called "models":

1. **Station rotation** - Students move through a series of centers or activity stations in the classroom on a set schedule with at least one online learning station.

2. **Lab rotation** - Students move through a series of activity stations on a set schedule including time for online learning in a computer lab.

3. **Individual rotation** - Students move through activity stations on individual schedules set by a teacher or software algorithm. Students visit stations specific to their needs and may not rotate through all activities during the rotation.

4. **Flipped classroom** - Students complete basic instruction at home through online course work and lectures and use regular class time for teacher-guided practice and projects.

5. **Flex** - Online learning serves as the "backbone" of instruction as students move through learning activities on fluid schedules according to their needs. Teachers provide in-person support as needed while students work through content at school.

6. **A la carte** - Students take an online course led by a teacher located remotely in addition to face-to-face courses with teachers in their school.

7. **Enriched virtual** - Students complete most of their course work online outside of school but attend face-to-face learning sessions at school, which may not occur daily.

Implementation

The principal may make blended learning available to students in accordance with the provisions of the Ohio Catholic Schools Accrediting Association Operating Standards.

When made available, blended learning shall require:

1. A curriculum that has been reviewed and approved by the Office of Catholic Schools for quality and alignment to the graded Course of Study.

2. An instructional plan that is based on individual student needs and shall include:

    a. a defined method for students to access content, including digital or online content, and filters to protect students from harmful Internet sites. This requires schools to provide filters, at no cost, to a student who primarily uses a device not provided by the school. Schools are also required to have a device management system in place.
    b. instructional objectives that align with the diocesan curriculum requirements;
    c. an outline that specifies instructional activities, materials, and learning environments; and
    d. a description of the criteria and methods for assessing student performance through the curriculum.
    e. advancement based on assessed competency or mastery of clearly defined instructional objectives.

3. Parental permission for students under ages eighteen;

4. Administrator approval prior to student participation;

5. Students are required to follow the Diocesan Technology Use Policies;

6. Credentialed teacher trained in the pedagogy of the effective delivery of blended learning;

7. No school or classroom will have more than one teacher for every 125 students participating in blended learning.

8. Involvement of a credentialed teacher in reviewing the instructional plan, providing for supervising instruction, and evaluating student performance; and

9. 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.

10. Students engaged in blended learning shall have the ability to earn credits by demonstrating mastery of knowledge or skills through competency-based learning models. Students shall advance from grade to grade based on credits earned. Credit shall not be based on a minimum number of days or hours in a classroom or on a digital device.

Revision History: 07/23, 09/21

Policy 6220

☐ Elementary

■ Secondary

☐ Both

Waiver of High School Physical Education Graduation Requirement

Effective: August 2025

Revised:

As stated in Section 3313.603 of the Ohio Revised Code, students in grades 9-11 may be excused from the physical education course requirement by participating in school-sponsored interscholastic athletics, marching band, show choir, or cheerleading for at least two athletic seasons during grades 9-11.

The Ohio Revised Code defines school-sponsored interscholastic athletics, marching band, show choir, or cheerleading as any high school athletic team, high school cheerleading squad, high school marching band, or show choir of the student's Catholic high school that participates in the regular athletic season(s) (as such seasons are established under the rules and bylaws of the Ohio High School Athletic Association) and is operated under the supervision of a school employee. The following types of activities are excluded from consideration for credit under the Ohio Revised Code: participation in non-interscholastic leagues such as the AAU or CYO; athletic club activities and/or club sports; and/or private athletic training. No credit shall be issued for such activities.

High school students in grades 9-11 who meet this requirement shall not be required to complete any physical education course as a condition to graduate. In order to be eligible for graduation, a high school student who is excused from the high school physical education class requirement must complete at least one-half unit (60 hours of instruction/one semester) in another course of study. Such instruction shall be separate from and in addition to all other courses of study and hours of instruction that are required to graduate.

At the conclusion of each season, coaches/directors will submit a roster of students who have satisfactorily completed the full season. The guidance office of each high school will track and record this information.

A high school student who has not fulfilled his/her physical education requirement prior to the beginning of his/her senior year will be scheduled into a physical education class. Participation in school-sponsored interscholastic athletics, marching band, show choir, or cheerleading during the senior year cannot be used to fulfill the physical education graduation requirement.

Eligibility for Physical Education Waiver

The first season a student will be eligible to participate in the waiver will be the Fall season of 2025. A season will be defined in terms of Fall, Winter, and Spring seasons. If a student, for example, mainly participates with the soccer program, but kicks for the football team on Friday nights, that participation for the purposes of the PE waiver would be one season – Fall. A full season is determined to be from the first regular season contest through the last contest. A student-athlete must complete the full season in "good standing" for the season to be counted toward the PE waiver. Other activities which involve physical activity on the part of students may not be counted toward the two semesters of physical education. The state statute specifically limits the participation to

interscholastic athletics, marching band, show choir, and cheerleading. There is no authority granted to the school or to the Diocese of Columbus to include any additional participation.

The statute requires participation "for at least two full seasons." There is no provision in the law that would permit any type of partial excuse or partial credit, such as participation in one season. There is also no provision in the law for mixing one athletic season with one PE class. The requirement is for two full seasons of a qualifying sport OR two semesters of PE. If a student is cut or quits participation on a team, the season during which a student was cut or quit the activity could not be used to meet the two-season requirement and the student may need to complete the PE course requirement. However, injury will not prevent the completion of one season if the principal, athletic director, and coach determine that the student actively participated with the team during the injury and took part in any physical rehabilitation required to treat the injury. Student team managers, student trainers, statisticians, helpers, etc. are not eligible for the waiver. Only students physically participating in the activity are eligible.

When a student qualifies for the waiver, it shall be listed on his/her transcript as "PE Waiver" with no credit assigned. The 0.5 credit that would normally be earned through PE classes will be recovered by other elective courses.

List of Qualifying Activities
Baseball
Basketball
Bowling
Cross Country
Field Hockey
Football
Golf
Gymnastics
Ice Hockey
Lacrosse
Soccer
Softball
Swimming/Diving
Tennis
Track & Field
Volleyball
Water Polo
Wrestling
Cheerleading
Marching Band
Show Choir

Revision History:

☐ Elementary

☐ Secondary

■ Both

Policy 6300

Content of Instructional Materials

Effective: July 2023

Revised:

Among the primary aims of Catholic education is to promote a Catholic worldview and a Christian anthropology that, in Pope Francis' words, "The mission of schools and teachers is to develop an understanding of all that is true, good, and beautiful.[1]" For this reason the content selected for classroom materials at all grade levels must be in accord with the teachings of the Catholic Church. All materials – including books, periodicals, library materials, classroom libraries, book fair materials, movies, video clips, textbook content, and all similar items – must comport with our Catholic faith.

Standards for Policies for Classroom Content

The following standards for choosing and using classroom materials that magnify our Catholic culture have been adapted from the work of the Cardinal Newman Society[2].

- Literature, the arts, and other materials are selected to make known the proper nature of humanity and help students perfect themselves and the world in accord with Catholic virtues and values.
- Materials are carefully selected to systematically transmit culture and uncover authentic reality through the light of the Catholic faith and a Catholic worldview.
- Materials support the mission of Catholic education and do not lead students to sin, despair, or confusion about basic human goods or the Catholic faith, with appropriate attention to the age of students and their preparation for complex or false material.
- Material selections assist in the development and fulfillment of students' aesthetic capabilities as people who "share" in God's creative work.
- Material selections enable one to move from the world of senses to the world of the Spirit, to that of the transcendent and invisible God.
- Library and bookstore holdings are selected in accord with the principles and priorities of faithful Catholic education, with emphasis on materials that are of substantial quality and educational value, including Catholic spiritual formation.
- All literature and the arts are critically and systematically evaluated and transmitted to students in the light of the Catholic faith. Teachers provide a coherent and consistent Catholic viewpoint to help students come to a mature and freely-chosen understanding of reality.

Best Practices

Schools are required to adopt and enact policies and procedures for the selection of literature, the arts, and materials used in Catholic school classrooms that:

- support the mission of Catholic education;

- have enduring value and educational significance and are selected more for intellectual, moral, inspirational, and artistic weight than for entertainment, popularity, appearance on reading or award lists, or enticing students to read;
- assist the student to a right ordering of the intellect, will, imagination, and emotions in the pursuit and understanding of truth, beauty, and goodness;
- include evaluation of themes and events in terms of Catholic norms, values, and worldview so as to provide insight into a Catholic understanding of the human person in his redeemed and unredeemed state and in his relationship to God, family, and others;
- are free of significant and shocking profanity;
- are free of explicit discussion, presentation, or description of sexuality, sexual activity, or sexual fantasy;
- are not a proximate cause of sinful thoughts or actions, or a pathway to the occult;
- are not contrary to truth;
- are not a temptation to despair or a diminishing of faith; and
- are read under the guidance of a knowledgeable and spiritually formed adult particularly when controversial, emotional, or otherwise sensitive material is presented. If assigned for summer reading, parents are made aware of any sensitive material and agree to take on this role.

Sources

1- Pope Francis (@Pontifex). “The mission of schools…” October 5, 2017. Tweet.
2 - Cardinal Newman Society, Policy Standards on Literature and the Arts in Catholic Education.
https://cardinalnewmansociety.org/literature-and-the-arts-in-catholic-education/

Revision History: 07/23

☐ Elementary

☐ Secondary

■ Both

Policy 6310

Selection of Textbooks

Effective: May 1981 as Policy 6151.0

Revised: July 2023

Under the provisions of the Auxiliary Services law, each school in the Diocese of Columbus may order textbooks for each student through the local public school district in which the Catholic school is located. The Office of Catholic Schools coordinates a uniform set of procedures (in compliance with Policy 6300) for textbook adoption involving 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 in writing and approved in writing by the superintendent.
6. It is the responsibility of the Diocesan Office of Catholic Schools to recommend catechetical curricula and textbooks.
7. Textbooks shall be reviewed every seven years or when state standards are reviewed and adopted, whichever comes first, to assure correlation with Courses of Study.

Revision History: 07/23, 07/17, 08/12, 08/07, 08/02, 08/97, 06/90, 05/85, 05/81

☐ Elementary

☐ Secondary

■ Both

Policy 6320

Homework

Effective: July 2023

Revised:

Homework is an integral part of the school's instructional program. It is intended to reinforce learning and to foster habits of independent study. Local schools should develop and publish general homework guidelines in the Family Handbook.

Revision History:

☐ Elementary

☐ Secondary

■ Both

Policy 6330

Field Trips

Effective: November 1990 as Policy 6121.0

Revised: July 2023

A field trip is defined as a school sponsored educational activity supervised by school personnel and/or adult volunteers which occurs off campus. Every field trip must adhere strictly to the guidelines found in Diocesan Safe Environment Policies at all times. At all times, schools must follow a strategy of "two-deep", where at least two adults are present at all activities and situations.

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
5. $100,000 per person/$300,000 per occurrence.
6. $100,000 Property Damage or a Combined Single Limit of $300,000
7. Criminal background check.
8. Participation in the "Protecting God's Children" sexual abuse awareness workshop.
9. Cellular phone use (including incoming and outgoing calls, texting, GPS etc.) are not permitted while driving a vehicle for a school sponsored activity.

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.

All Safe Environment Policies must be strictly adhered to at all times.

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.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/06, 08/05, 08/02, 08/97

Policy 6340

☐ Elementary

☐ Secondary

■ Both

Controversial and Political Issues

Effective: May 2019 as Policy 1900

Revised: July 2023

Controversial Issues

A controversial issue is defined as a current problem or subject that has publicly evoked opposing viewpoints on the part of any mass medium or communication or of any organized group, or as any subject that arises in the classroom on which strong emotional bias is expressed by members of the classroom group.

1. Catholic school administrators and teachers have the obligation of teaching and advocating Church doctrine, which is contained in the *Catechism of the Catholic Church* or in other authentic teaching documents of the Catholic Church when this doctrine is relevant to any controversial issue being considered.

2. Principal Responsibility. The presentation of controversial issues in the classroom shall take place solely at the discretion of the principal and only after the principal has approved all materials and information to be used in the presentation. The principal shall also supervise the manner in which controversial issues are presented and discussed in the classroom.

The principal shall exercise professional judgment in granting permission for outside speakers to address any class or the entire student body. Please consult the Speaker Approval Policy for procedures to obtain permission for outside speakers.

Political Issues

The teaching of political matters should evoke faithful citizenship, an obligation to study the issues, and political involvement. Guidance on this may be found in the *Catechism of the Catholic Church* and in documents provided by the United States Conference of Catholic Bishops (USCCB). However, advocating a specific political stance, party affiliation, support for a candidate for public office, and/or political agenda is not to be exercised by faculty, parents, and students in the building, in the name of the school, or during school-sponsored activities.

The posting of political materials in Diocesan schools is strictly prohibited unless it has been specifically approved by the Bishop, such as materials from the Catholic Conference of Ohio.

Revision History: 07/23, 05/19

Policy 6400

Religious Instruction

Effective: November 1977 as Policy 6122.1

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

All students will be assigned to religion classes and are required to participate according to Ohio Catholic School Accrediting Association state standards. The religion program of a school must present the central doctrines and morals of the Catholic faith clearly and accurately and must be supported and enhanced by community, service, and liturgical experiences.

All schools must follow the Diocesan Course of Study for Religion and adopt textbooks from the approved list. Any deviation from the Religion Course of Study will be made only with the written permission of the superintendent and the bishop.

Sacramental preparation is arranged in conjunction with Diocesan and parish guidelines.

Each Diocesan high school must establish and maintain a four-year campus ministry program adapted to the intellectual, moral, spiritual, and emotional growth of high school students. These programs must include ministry, retreat, and service components.

The attendance of all students is required for Catholic religious services.

Revision History: 07/23, 07/17, 12/16, 08/12, 08/07, 08/02, 08/97, 05/90, 04/81, 11/77

Policy 6410

Religious Observations

Effective: July 2023

Revised:

☐ Elementary

☐ Secondary

■ Both

The faculty and students of all schools shall participate in daily prayer, regularly scheduled liturgies, and other devotions. Schools must provide liturgies on Holy Days and, at a minimum, once a month. Traditional devotions including, but not limited to, the Rosary, Stations of the Cross, Benediction, and May Crowning should be provided.

No principal, teacher, or student will be exempted from participation in religious observances that are deemed part of the school program.

Revision History: 07/23

Policy 6420

Service Activities for Students

Effective: August 1982 as Policy 1410.0

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

In keeping with the commitment of Catholic schools to educate students for Christian service and in Catholic Social Teachings, every Catholic school shall provide opportunities for students to participate in service learning activities and service programs of the Diocese, their parishes, and local community organizations.

If the school partners in any way with an organization that is not part of the Catholic Church, the principal must establish by written documentation with the agency that the practices and policies of the agency are not inconsistent with the principals and teachings of the Catholic Church. This documentation may remain at the school but should be available for review if necessary.

Revision History: 07/23, 08/13, 08/03, 08/98, 02/93, 06/88

Policy 6430

- ☐ Elementary
- ☐ Secondary
- ■ Both

Time Allocated for Religion Instruction

Effective: May 1985 as Policy 6122.1

Revised: July 2023

The Directory for Catechesis promulgated in 2020 by the Pontifical Council for the New Evangelization, connects religion instruction in Catholic schools, evangelization, and integration with all subject areas. The document stresses the importance of systematic religion instruction in Catholic schools and whole person formation.

Time allocations shall be the minimum for sufficient catechetical instruction in schools of the Diocese:

Religion instruction is to be scheduled every day of the school week at the following minimum levels:

Pre School	60 minutes per week
Kindergarten	100 minutes per week/20 minutes per day
Grades one through four	200 minutes per week/40 minutes per day
Grades five through eight	225 minutes per week/45 minutes per day
Grades nine through twelve	1 unit of credit per year

Religion is a required subject/credit in all Catholic 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 Associate Director for School Religious Education for approval by July 1 for the upcoming school year.

Revision History: 07/23, 07/17, 12/16, 08/07, 08/02, 08/97, 06/90, 05/90, 05/85

Policy 6500

Educational Technology

Effective: August 1997 as Policy 6140.2

Revised: August 2025

☐ Elementary

☐ Secondary

■ Both

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.

If a school utilizes Google Workspace for Education, the permission form on the following pages must be signed annually and the information must be distributed to parents. Alternatively, this information may be included in the school's family handbook. A Spanish language version can be found in the Administrator Dropbox.

Revision History: 08/25, 07/23, 07/17, 08/07, 08/02, 08/97

Date

Google Workspace for Education - Online Education Productivity Tools

Dear Parents and Guardians,

Please review this consent form. Receiving your consent is necessary to comply with Google Workspace for Education policies. [insert name of school], uses Google Workspace for Education, and are seeking your permission to continue to offer these tools to your child. Google Workspace for Education is a set of online education productivity tools including Gmail, Calendar, Docs, Classroom, and more, and is used by tens of millions of students and teachers around the world. The students at [insert name of school], use their online Google Workspace for Education accounts to complete assignments, communicate with their teachers, and learn to properly engage with technology.

The notice below provides answers to common questions about what Google can and cannot do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read the below notice carefully, let your school administrator know of any questions, and sign on the next page to indicate that you've read the notice and give your consent. If you do not provide your consent, we will not create a Google account for your child or we will remove the Google Workspace for Education account for your child.

I give permission for [insert name of school] to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Thank you.

Google Workspace for Education - Online Education Productivity Tools

PARENT / GUARDIAN SIGNATURE

[Insert name of school]
[School Year]

_____
Full name of student

_____
Printed name of parent/guardian

_____ _____
Signature of parent/guardian Date

GOOGLE WORKSPACE FOR EDUCATION NOTICE TO PARENTS AND GUARDIANS

This NOTICE describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following "Core Services" offered by Google (described at https://workspace.google.com/terms/user_features.html):

- Assignments
- Calendar
- Classroom
- Cloud Search
- Drive and Docs
- Gmail
- Google Chat
- Google Chrome Sync
- Google Meet
- Google Vault
- Groups for Business
- Keep
- Migrate
- Sites
- Tasks

In addition, [Insert school name] also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the following "Additional Services":

- [Insert names of Additional Services enabled by the school administrator - e.g. YouTube and Google Maps. A list of additional services is available at https://support.google.com/a/answer/181865, and instructions for administrators about how to enable or disable them are available at https://support.google.com/a/answer/182442.]

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student's Google Workspace for Education account, and authorizes the disclosure of data as requested by the third-party services. Additional information about these third-party services is available at [include link to additional resources about permitted third-party services.]

Google provides additional detail about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html. While we recommend that you review this information in its entirety, the answers to the most commonly asked questions are below:

What personal information does Google collect?

When creating a student account, [insert name of school] may provide Google with certain personal information about the student, including, for example, a name, email address (always a school account, not a personal account), and (school account) password. Google may also collect personal information directly from students, such as telephone number (a parent's number, never a student phone number) for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google core services, Google also collects information based on how those services are used. This includes:

- Account information, which includes things like name and email address.
- Activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.
- Settings, apps, browsers & devices. Google collects information about your student's settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of your student's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.
- Location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.
- Direct communications. Google keeps records of communications when your student
- Provides feedback, asks questions, or seeks technical support:
- Activity while using additional services, which includes things like terms your student searches for, videos they watch, content and ads they view and interact with, voice and audio information when they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.
- Apps, browsers, and devices. Google collects the information about your student's apps, browser, and devices described above in the core services section.
- Location information. Google collects info about your student's location as determined by various technologies including GPS, IP address, sensor data from their device, and information about things near

their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data we collect depend in part on your student's device and account settings, which is usually configured by the school.

How does Google use this information?

In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it is also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the Google Cloud Privacy Notice for more information.

In Google Additional Services, Google may use the information collected from all Additional Services to deliver, maintain, and improve our services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public. See the Google Privacy Policy for more details.

Does Google use student personal information for users in K-12 schools to target advertising?

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Some additional services show ads. However, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your student's account or past activity to target ads. However, Google may show ads based on general factors like the student's search queries, the time of day, or the content of a page they're reading.

Can my child share information with others using the Google Workspace for Education account?

[As applicable for school/district] We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly.

For example, if your student shares a document or a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, and individuals outside of Google except in the following cases:

Within our school: Our school administrator (and school tech support who manage you or your organization's Workspace account) will have access to your student's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your student's account password;
- Suspend or terminate your student's account access;

Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request.
Restrict your students' ability to delete or edit their information or privacy settings.With your consent: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our Google Privacy Policy, the Google Cloud Privacy Notice, and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?
First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice. Alternatives to using Google Workspace should be discussed with your school administration.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting [insert contact information for school administrator]. If you wish to stop any further collection or use of your child's information, you can request that we use the
service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit https://myaccount.google.com while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?
If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact your school administrator.

Policy 6510

☐ Elementary

☐ Secondary

■ Both

Media Center and Instructional Resources for Students

Effective: May 1981 as Policy 6152.0

Revised: July 2023

If a school maintains a media center, it will function as a learning center for the students.

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:

1. Support the curriculum
2. Each child has access to relevant and challenging academic experiences and educational resources necessary for success.
3. Develop critical reading, listening, and viewing skills
4. Learners are instructed in identifying, interpreting, creating and communicating meaning across a variety of resources seek opposing views on critical issues
5. Challenging, preparing and empowering learners is a community-wide effort. Partnerships represent the community supports needed to increase the likelihood of learner success.
6. Provide access, basic search methods, and proper filtering for using the internet

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

Resources

A media center should house collections of books, periodicals, electronic media, access to the internet, and equipment. A professional collection for the use of the teachers should also be provided. Additionally, each media center should have a section for students about the Catholic faith and a section for teachers about teaching the Catholic faith.

Selection of Materials

Each school shall adopt a locally developed policy for the selection of library/media materials. The policy 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 and must promote Catholic teaching and Catholic virtue.
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
    d. support and adhere to the Catholic faith
5. Procedures for handling challenged material. Formal procedures shall be established and published for handling complaints regarding library/media materials.

Revision History: 07/23, 07/17, 08/12, 08/07, 08/02, 08/97, 06/90, 05/85, 05/81

Policy 6520

Artificial Intelligence (AI)

Effective: July 2024

Revised: May 2026

☐ Elementary

☐ Secondary

■ Both

A Catholic School Rationale for AI Policy

The Diocese of Columbus Catholic Schools have the opportunity to make this a moment of moral and educational formation, rooted in a Catholic anthropology. As Bishop Fernandes noted, in the age of AI, Catholic Schools confront the risk of an education which "distances itself from the authentically human encounter of people, each loved authentically by God." Schools can help safeguarding those relationships as we educate and form students. This includes preparing students to act as responsible digital citizens in a technological society.

In the seminal document on Catholic education from Vatican II, the Church reaffirms the mission of formation within Catholic schools:

> "[Catholic education's] proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity, to help youth grow according to the new creatures they were made through baptism as they develop their own personalities, and finally to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and man is illumined by faith."

With the rising ubiquity of AI, students regularly face choices that require careful consideration and discernment: *When is the use of AI appropriate? What constitutes original work? How should AI be acknowledged? How do we balance efficiency with the hard work of intellectual growth? What is truth and beauty and where does AI fit it?*

AI policies and guidance in schools can transmit Christian values and help form students and families to face these new realities with the Holy Spirit's gifts of wisdom and prudence.

That said, as schools move forward in AI adoption, school leadership and staff professional development, and parent education are essential to moving past fragmented experimentation to proper and efficient use.

Definitions

According to Notre Dame Learning:

- Artificial intelligence (AI), in its simplest definition, refers to any technology or machine that can perform complex tasks typically associated with human intelligence. These tasks can include problem-solving, planning, reasoning, and decision-making.
- Generative Artificial Intelligence (GenAI) is a type of artificial intelligence that uses algorithms to create or generate new, realistic content such as text, images, audio, and video based on patterns found in training data. Examples of GenAI systems include ChatGPT, Claude, Gemini, and Midjourney.

- GenAI systems typically use deep learning techniques and massively large data sets to understand, summarize, generate, and predict new content.

AI Data Privacy and Safety

Catholic schools have a legal and ethical responsibility to safeguard student information. Academic records and other forms of personally identifiable information (PII) must be protected in accordance with applicable federal and state laws, including the Family Educational Rights and Privacy Act (FERPA).

In practice, AI tools used in a school setting should include clear guardrails to protect personally identifiable information, particularly when the tool is recommended or required for staff or student use. Schools should identify acceptable vendors for staff and students, having verified that each vendor provides appropriate data handling standards before using a GenAI tool, protecting user data.

Personal, individually created accounts (e.g., logging into ChatGPT with an @gmail.com email account) with publicly available generative AI tools typically do not provide FERPA-level protections for any data entered into the system. As a result, educators and students should not input academic records, identifiable student work, or other protected information into such accounts.

Generally speaking, when a School enters into an institutional licensing agreement with a generative AI provider, the terms of service usually include additional protections. In many cases, institutional agreements specify that user data is not used to train the underlying AI models and is not shared with third parties. OCS is happy to help schools navigate this process.

School licenses for products such as magicschool.ai, khanmigo, Diffit, or Google's NotebookLM, for example, have data protecting policies built into their products.

Minimum Policy Statement

Every school should have *at least* the following statement in their handbooks:
Presenting another person's work, or AI generated work, as your own constitutes academic dishonesty. This includes both deliberate and non-deliberate use of another person's work, or AI generated work.

Administrators Should:

- Consider the Catholic Church's stance on AI in regard to the creativity and dignity of the Human Person. Recommended read:
  - Pope Leo XIV on Social Communications
  - *Antiqua et Nova*
- Assist teachers in learning how AI works (e.g.: MagicSchool.ai, NotebookLM, etc.) by offering professional development and "sandbox" time for playing with products.
- Publish your school-wide policy for your Faculty Handbooks, Student and Parent Handbooks, regarding the use of AI in your school.
- Communicate the school's AI policy to students, staff and families.
- Designate AI platforms which protect user data.

- AI *should not* be discussed, used by students, or utilized in the classroom for students under 5th grade.

Teachers discuss with students:

- Openly discuss that learning is an art, rather than performing a task or function
- The purpose of your course assignments with your students
- Create assignments that minimize the opportunity to use AI tools (or to use AI successfully, if your school is moving in that direction)
- Set guidelines for your classroom and be clear about your expectations and the consequences, included in your course syllabi.
- On major assignments, have students practice paraphrasing and summarizing with an emphasis on understanding and explaining content, rather than just rewording/reordering content
- Ask your students what writing has to do with the Catholic hallmarks of prudence, fortitude, justice and temperance
- Teachers should have diagnostic writing samples written in class to see what students produce on their own, as well as read drafts of their writing during the writing process
- Be involved in students' writing process

Below there are two items which we would highly recommend you place in your handbooks and use in your schools:

1. An employee Facing AI Policy
2. A Student Facing AI Contract

AI Guidelines for Academic Integrity © 2024 by Brophy College Preparatory is licensed under CC BY-NC-SA 4.0

Earl K. Fernandes, "Ad Deum per Scientiam," *The Catholic Times* (Diocese of Columbus), November 25, 2025, Evangelization Leadership Summit, November 15, 2025.

Family educational rights and privacy act (Ferpa)—Microsoft compliance. (n.d.). Retrieved March 5, 2026, from https://learn.microsoft.com/en-us/compliance/regulatory/offering-ferpa

Ferpa—Compliance. (n.d.). Google Cloud. Retrieved March 5, 2026, from https://cloud.google.com/security/compliance/ferpa

Lewis Poché, Higher-Powered Learning at the University of Notre Dame. Visit Higher-Powered Learning's website at ace.nd.edu/hpl.

Second Vatican Council, *Gravissimum Educationis,* October 28, 1965

Employee Facing AI Policy

Employee AI Responsibilities
Faculty and staff in the Diocese of Columbus may use AI tools for appropriate instructional and professional purposes. AI should be used responsibly, and all employees are expected to use AI tools in ways that align with our mission and values. The following responsibilities apply to all use of AI in instruction, communication, and school-related tasks.

Review of AI-Generated Content
Employees are responsible for reviewing all AI-generated content they use or share to ensure it is accurate, appropriate, and free from misinformation or bias. Employees are responsible for all content generated with Generative AI in the same way they are responsible for sharing any non-Generative-AI-created content.

AI should *not* be used for:

- Final grade on any piece of work
- Grading summative assessments
- Assigning a final grade

AI can be used cautiously to
Write report card comments without personalization, but only with careful review

- Draft emails to students' families, but only with careful review
- Differentiate assignments

Privacy and Data Protection
Do not input any student or employee name, grade, work, or personal information into public AI tools. Use only approved, FERPA-level secure platforms when working with student-related data. Follow all school and diocesan data privacy policies. See the "Approved AI Tools" section below for more details.

Academic Integrity and AI Detection Tools
Do not rely on AI detection tools to determine academic dishonesty. Often, these tools misidentify text as AI-generated, which can erode trust between students and teachers. Engage students in conversations when concerns arise. Report suspected academic integrity violations through appropriate channels.

Communicating AI Expectations to Students
Teachers are responsible for clearly communicating when, how, and if students may use AI tools in their class. This may be done through a class-specific AI policy or assignment-specific instructions.

Assessment Design and Integrity
Faculty should regularly review their assessments to determine whether they are easily completed by AI tools ("AI-susceptible"). If an assessment is AI-susceptible, teachers should adjust the task itself (e.g., make it more personalized, process-oriented, or discussion-based) or modify the conditions under which it is administered (e.g., in-class, oral defense, peer review) to encourage academic integrity.

Approved AI Tools
Our school has approved the following tools for use by teachers and/or students (**add your school approved tools here**).

AI Levels for Academic Integrity:
School should adopt a "stoplight policy" for helping students know when AI can and cannot be used for each particular assignment, with the same policy used across the school. Here is an example from Brophy High School in Arizona:

Level 0: AI cannot be used. This is reserved for secure testing and in class assignments where AI should not be used in any form.
Level 1: AI can be used in an assistive role for research, brainstorming and problem solving.
Level 2: AI can be used for minor content revision and refinement like with PEN, a tutor, or parent help, as well as graphic creation, all with appropriate citations.
Level 3: AI can be used in a generative role to significantly alter or create content with citation



Users Must Take Full Responsibility for AI Content
AI can be a helpful tool to summarize content, generate text, analyze data, plan lessons, build projects, and brainstorm ideas. However, students, faculty and staff members always take full responsibility for whatever content he or she presents, regardless of the level of AI use. AI users should never publish content at any level without personally reviewing it first. Users should cite AI material whenever appropriate and pay special attention to verifying that AI generated content is accurate, ethical, and in an appropriate tone.

Student Facing Contract

Below you will find a Student-Facing contract, to be filled out by students 6-12 grades. After students sign, they are to be kept in the school's files for one year.

(Insert your school's logo here)

Student Contract for the Use of GenAI Tools

I agree to the following rules regarding the use of generative artificial intelligence (GenAI) tools in connection with schoolwork:

1. I will only use GenAI tools to help complete school assignments or assessments when a teacher has given permission.
2. I may use GenAI to deepen my understanding of concepts.
3. I will ask my teacher before using GenAI if I am unsure whether GenAI is allowed or appropriate for an assignment.
4. I will be honest about when and how I use GenAI in my schoolwork. I will follow my teacher's directions for citing GenAI.
5. I understand that GenAI may provide inaccurate or biased results, and I will use it carefully and critically, asking my teacher if I am not sure.
6. I take full responsibility and ownership of all the work I turn in.
7. I will use GenAI tools responsibly, avoiding content or actions that could cause emotional or reputational harm to myself or others. I will not use GenAI to manipulate the likeness (photos, videos, etc.) of faculty, staff, or students in a way that is disrespectful, dishonest, or harmful.
8. I agree to use the designated GenAI tool(s) if my teacher or the school recommends a specific tool.
9. I will not share personal, sensitive, or confidential information with GenAI tools.
10. I will not use GenAI carelessly or without purpose. GenAI tools require significant energy and resources to operate, and I will use them thoughtfully, respecting both the task at hand and our responsibility to care for God's creation.
11. I understand that this policy may be updated as technology and school practices change, and I will follow any new guidelines shared with me by teachers or school leaders.

Approved AI Tools

Our school has approved the following tools for use by teachers and/or students (**add you're your school approved tools here)**

Academic Integrity and GenAI Misuse

Misuse of GenAI in academic work is a serious violation of academic integrity and will be addressed by the school administration and faculty. Students may be subject to disciplinary action even if they think their use of GenAI is humorous or harmless. School administration and faculty will decide on the consequences of GenAI misuse.

Student name_____Student signature _____Date _____
Guardian name _____Guardian signature _____Date _____

Revision History: 05/26, 05/25

Policy 6600

☐ Elementary

☐ Secondary

■ Both

Standardized and Diagnostic Testing

Effective: February 1977 as Policy 6160.0

Revised: July 2023

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.

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.
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.

Revision History: 07/23, 07/17, 08/12, 08/07, 09/02, 08/02, 08/97, 05/90, 01/82

Policy 6610

Student Support Services

Effective: May 1985 as Policy 6170.0

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

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, but are not limited to, screening, assessment, intervention, monitoring of students, counseling, and consultation from appropriate stakeholders.

Revision History: 07/23, 07/17, 08/12, 08/07, 08/02, 08/97, 05/90, 05/85

Policy 6700

School Age Child Care Program

Effective: October 1989 as Policy 6181.0

Revised: July 2023

☐ Elementary

☐ Secondary

■ Both

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:

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

See ORC 3301-32-03 for additional information.

Revision History: 07/23, 07/17, 08/12, 08/07, 08/02