RIGHT TO A CATHOLIC EDUCATION

Catholic schools exist to collaborate with parent(s)/guardian(s) to foster spiritual growth and the educational development of each child. Catholic schools also serve the community, particularly the Catholic community of the diocese.

Catholic schools of the Diocese of Columbus shall be open to children of parent(s)/guardian(s) who seek the religiously oriented education which Catholic schools can provide.

Schools shall recruit and admit students of any race, color, gender (except those schools supporting a single gender according to their mission) or ethnicity to all its rights, privileges, programs, and activities. In addition, the school shall not discriminate on the basis of gender, race, ethnicity, religious affiliation, English proficiency, or disability (medical or academic) in the administration of its educational programs and extra-curricular activities.

Preference shall be given to members of Catholic parishes. Others shall be welcomed on the basis of availability of space at the discretion of the pastor and/or principal.

Pastors and principals shall exercise discretion in judging admission of pupils. Pastors and principals must refuse admittance to anyone who, in their opinion, seeks to enroll for the purpose of circumventing the law.

Catholic schools are schools of choice. Any parent who wishes to have a Catholic education for his/her child agrees that the parent and child will abide by the policies and regulations of the school. If the policies and/or regulations are not adhered to, or if the school determines that attendance by a student will not be continued, the child may be asked by the principal and/or pastor at the elementary level and the principal and/or superintendent at the high school level to leave the school.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 8/71
Reviewed 4/86, 8/96, 8/06, 8/11, 7/16
Revised 1/89, 2/90, 8/97, 8/01, 9/02, 7/16
STUDENTS

PARTICIPATION OF FULL-TIME STUDENTS

Only full-time students as defined in the local school handbook may participate in academic, athletic, and social activities at Diocesan high schools. This includes home-school students.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 3/99
Reviewed 8/01, 8/06, 8/11, 7/16
Revised ___
PROTOCOL FOR TRANSITIONING SPECIAL NEEDS STUDENTS FROM A CATHOLIC ELEMENTARY SCHOOL TO A CATHOLIC HIGH SCHOOL

In order that special needs students have as seamless a transition from a Catholic elementary school to a Catholic high school as possible, the Diocese of Columbus Office of Catholic Schools has established a timeline that will ensure a timely transfer of information and records concerning Special Needs students. All schools are to follow the timeline.

By November 30th of each year:
- The elementary school acquires parent’s/guardian(‘s) signature on the agreement to share Special Needs information with the diocesan high school.
- The diocesan high school schedules a meeting with each feeder school to review files of potential incoming freshmen with Special Needs/plans.
- The elementary school presents information to the Diocesan high school about students on any plan (Services, Written, Academic Support) and identifies priority students who have significant Special Needs.

By January 30th:
The Diocesan high school schedules meetings with the parent(s)/guardian(s) of incoming freshmen with significant Special Needs (Service Plans/IEPs) to discuss parents/student’s expectations of the high school. The Diocesan high school explains the services it can provide to the student and discusses Jon Peterson/Autism Scholarship options (if available) with the parents.

By April 15th of each year:
- The Diocesan high school notifies the parent(s)/guardian(s) of any incoming freshman with significant Special Needs if able or not able to adequately serve and meet the needs of the student.
- The Diocesan high school emails the Associate Director for Special Populations at the Office of Catholic Schools the list of students with significant Special Needs who were offered enrollment for the following year.

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(Continued on next page.)
From April 15th to May 15th of each year:
- The Diocesan high school convenes meetings of the Academic Team (parent(s)/guardian(s), student, elementary personnel, and a public school representative) to discuss plans (Services, Written, Academic Support) for all incoming Special Needs students for the following school year.
- The Diocesan high school emails the Associate Director of Special Populations at the Office of Catholic Schools with dates/times if they would like representation at the meetings.

By June 30th of each year:
- The elementary school sends records of Special Needs students in orange folders. The orange folder should contain the most recent evaluation (if applicable) and the most recent plan. All records that are normally transferred to the Diocesan high school such as health record, last progress report, and copy of the permanent record card should be included in folder with the other Special Needs information.
- English Language Learners records are sent in yellow folders. The yellow folder should contain the student’s Academic Support Plan and level of English proficiency. All records usually transferred to the Diocesan high school should also be sent in the yellow folder.

By August 15th of each year:
- All high school teachers with Special Needs students on plans (Service, Written, Academic Support) will receive a copy of the plan, which they are required to implement throughout the following school year.
- Meetings will be held with teachers and a high school designee (Intervention Specialist/counselor/psychologist) to answer and clarify questions about the implementation of any student plan.
STUDENTS

OPPORTUNITY FOR STUDENTS WITH SPECIAL NEEDS TO RECEIVE A CATHOLIC EDUCATION

Catholic schools collaborate with parent(s)/guardian(s) to provide both spiritual and academic educational development for children. Parent(s)/guardian(s) who have a child with a disability should be afforded the opportunity to have a Catholic education for their child.

“A person with a disability is any person, who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such impairment.” (Americans with Disabilities Act, 1990)

A principal shall evaluate on a case-by-case basis whether or not the Catholic school can meet the needs of the student. If the school can make reasonable accommodations to meet the student’s needs, then the school should offer the child the opportunity of a Catholic school education.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 8/07
Reviewed 8/11, 7/16
Revised ___
RIGHT TO A CATHOLIC EDUCATION FOR A CHILD WHOSE FIRST LANGUAGE IS NOT ENGLISH

Catholic schools collaborate with parent(s)/guardian(s) to provide both spiritual and academic development for children. Parents/guardians should be afforded the opportunity to have a Catholic education for their child/children.

A principal shall evaluate on a case-by-case basis whether or not the Catholic school can meet the needs of children who are English Language Learners. If the school can offer education to meet the language needs of the child/children, then the school should offer the opportunity of a Catholic education. The child/children should be considered for admission to school on the same basis as any other student applying for admission.

Upon admission of the child/children who are English Language Learner, the school should administer or contact their local public school district to request administration of an ODE approved screening assessment to determine the student’s English language proficiency level and the availability of Title III support services.

An English Language Learner’s instruction should follow the Ohio English Language Proficiency Standards for Limited English Proficient Students document as adopted by the Office of Catholic Schools, Diocese of Columbus.
ADMISSION OF STUDENTS OF OTHER FAITH TRADITIONS

Recognizing the unique role of the Catholic school as an agency for carrying out the educational mission of the Church, Catholic schools are designed for Catholic students whose parents express a desire for the Catholic school’s program and environment. However, the diocese encourages schools to welcome students of other faith traditions.

In accepting students of other faith traditions, Catholic schools shall be directed by the guidelines for admission contained within diocesan regulation. Since the Catholic school is defined by its religious character, enrollment in a Catholic school assumes involvement in the religious life of the school. Therefore, students of other faith traditions shall participate in religion classes, attend liturgical and prayer services, and take part in the school’s program of service. However, such participation shall not belie the fundamental religious principle of the individual person’s freedom and dignity. Students shall participate in the religious life of the school. How they will participate, must be made especially clear to parent(s)/guardian(s) and students at the time of registration. During the pre-admission interview, parent(s)/guardian(s) and students should be informed about the school’s mission, beliefs, programs, and expectations for parent(s)/guardian(s) and students.
The purpose of early entrance testing in the Diocese of Columbus is to accommodate the requests of parent(s)/guardian(s) of prospective kindergarten students possessing markedly high ability and maturity as compared to their chronological ages. It is designed as a measure to meet individual differences in school readiness, providing for an educational program and a method of acceleration for those who can profit by it.

In general, however, it must be realized that most children will have the best chance for successful school experience if they begin their schooling with children of their own age group at the usual time of entrance.

PRELIMINARY CONSIDERATIONS

1. By law a child must be five years of age by September 30 in order to enter kindergarten.

2. By law a child must be six years of age by September 30 in order to enter first grade.

3. Upon the request of the parent(s)/guardian(s), a child who will be five years of age by January 1 of the school year for which admission is requested may be considered for early entrance into kindergarten.

4. No consideration will be given for early entrance into first grade.

5. Children considered for early entrance testing must possess, in the judgment of the best professional advice available, the advanced intellectual, social, and emotional maturity necessary so that early entrance admission shall not be harmful educationally, socially, and emotionally, nor diminish opportunity for growth and leadership experiences of the child.

1 Ohio Revised Code 3321.01

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(Continued on next page)
STUDENTS

6. Results of research indicate that with rare exceptions children adjust and achieve better in later years when they are in classes of children with like ages. Entering school early tends to bring social, emotional, and academic challenges that are minimized only when children show unusually high social and emotional maturity.

7. Underage children who are recommended for early admission shall be those who:
   a. are within the upper five percent with respect to mental ability (generally, 14 to 16 months advanced in mental or chronological age, and have intelligence quotients of at least 125 to 130 on a deviation scale), and
   b. are within the upper 50 percent in social and emotional development.

PROCEDURES FOR ADMISSION

1. The parent or guardian contacts the local Catholic school concerning early entrance screening.

2. The school sends a copy of this policy concerning early entrance to the parent(s)/guardian(s)

3. If, after reviewing the policy, the parent or guardian, wishes to have the child considered for early admission, the parent or guardian shall submit the following information to the local Catholic school:
   a. A report from a psychologist, approved by the school, and paid for by the parent(s)/guardian(s) which indicates the child’s:
      i. **Mental Maturity** – with the lower limit being 125 I.Q. on a deviation scale.
      ii. **Social and Emotional Maturity** – During the screening, the child shall demonstrate social and emotional characteristics that would permit him/her to conform with the pattern of behavior commonly expected of children in the grade the child is to enter. Such factors include cooperation, self-confidence, attention span, independence, ability to follow directions, and the ability to get along with peers and adults.
iii. **Verbal Ability** – Evidence is established by the examiner that the child’s understanding and use of vocabulary and ability for verbal expression are adequate for the grade he/she is to enter.

iv. **Physical Ability** – The examiner’s observation includes an assessment of the child’s general health and physical well-being, along with the development of visual-motor perception and muscular coordination.

b. Any previous school experience the child has had to date, e.g., nursery school, preschool, day care, so that the school can evaluate the child’s experiential background and social maturity;

c. A written statement requesting an evaluation and citing the reasons why the child should be considered for early entrance;

4. The parent or guardian has the responsibility to submit the information in item 3 above to the school no later than May 15.

5. Upon receiving all of the information requested, the school will contact the parent or guardian to set up an appointment to discuss the results of the early entrance testing. This appointment will take place between May 15 and June 15.

**QUALIFYING FACTORS**

1. If accepted, the child, on early entrance admission, shall be placed on probationary status for the first quarter of the regular school year. The purpose of the probationary period is to insure that the developmental needs of the child are met. If, during this period, the teacher documents instances that indicate that in the best interest of the child he/she should be withdrawn, a conference will be arranged. The parent(s)/guardian(s), the principal, and the teacher will be included in the conference. The principal’s decision at this time shall be final.

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2. A child evaluated and accepted for early entrance to kindergarten is not required to be re-evaluated for entrance to first grade but may be re-evaluated upon request of the school principal.

3. Children who were placed by an early entrance testing program and who are received by transfer are placed in the grade to which they were assigned in the previous system. After the probationary period, the teacher may request another evaluation of the child. The child may be reassigned to another grade if this is deemed more suitable to his/her needs.
REQUIREMENT FOR KINDERGARTEN COMPLETION

No child shall be admitted to first grade who has not successfully completed kindergarten. A waiver from this requirement may be granted only by the principal of the receiving school.
REQUIRED KINDERGARTEN WAIVER

Upon the request of parent(s)/guardian(s), the requirement for successful completion of kindergarten may be waived by the receiving principal according to the following guidelines:

1. A committee is formed that consists of:
   a. the principal,
   b. a teacher assigned to teach kindergarten (if applicable),
   c. a teacher assigned to teach first grade,
   d. a school counselor (if available), and
   e. a school psychologist (if available).

2. The committee obtains and evaluates the data regarding the social, emotional, and cognitive skills of the child. The committee then may grant a waiver if the data verifies the child has the skills necessary for first grade.

3. Data used in the evaluation process is to be kept on record for all children considered by the committee.

Reference: ORC 3321.01
**ATTENDANCE, ABSENCES AND EXCUSES**

The education program offered by each school is based upon the presence of the student and require continuity of instruction and classroom participation. Attendance shall be required by all students during the day and hours the school is in session.

A record of attendance and tardiness shall be maintained for every student. The law requires that this be retained as part of the permanent record of the school.

A student who is absent must, upon his/her return to school, present a note bearing the reason for absence, the date(s) of absence, and the signature of a parent or legal guardian.

When it is unknown if a student is legitimately absent, and when all efforts to contact the home have failed, the absence may be reported to the central office of the local public school district. The local public school district will follow its policies and procedures regarding the information.

Only the principal or Vice Principal with authority granted from the Principal can give permission for absence or early dismissal.

In case of emergency, the principal may send a student home only after the parent(s)/guardian(s) have been notified.

Any pupil showing symptoms of a communicable disease shall be dismissed from school by the principal after notification to the parent(s)/guardian(s).
STUDENTS

CONSEQUENCES OF EXCESSIVE ABSENCES

A school is justified in refusing credit to any student who misses 28 or more school days in a school year. At the discretion of the principal, the number of absences and possible consequences will be discussed with the student’s parent(s)/guardian(s).

An exception to the above would be the case of a student who is hospitalized or has an extended illness or injury and is able to make up the work through tutoring or some other type of instruction approved by the principal.
BOTH

STUDENTS

SUSPENSION AND EXPULSION

Serious misconduct is cause for suspension and/or expulsion. Serious misconduct is that which disrupts the academic atmosphere of the school; endangers fellow students, teachers, or school officials; damages property; or flagrantly or repeatedly violates regulations or policies of the diocese or school.

For such serious misconduct, the principal or administrator in charge may immediately suspend the student from school. The student may be sent home during the school day provided that the student’s parent(s)/guardian(s) has been notified. Expulsion shall not take place except as a result of the suspension procedure described below:

SUSPENSION PROCEDURES

1. At the time of the suspension the principal or administrator in charge shall notify the student’s parent(s)/guardian(s) of the suspension in a written format stating the reason(s) for the suspension and request that the student and the parent(s)/guardian(s) meet with the principal to review the matter.

2. Within three school days of the suspension, the principal or administrator in charge shall meet with the student and parent(s)/guardian(s). The student and parent(s)/guardian(s) shall be given an opportunity to express their views.

3. By the school day following the meeting, the principal or administrator in charge shall advise the student and the parent(s)/guardian(s) of the decision, either to readmit the student to school, extend the period of suspension, or expel the student.

4. If the decision is to extend the period of suspension, the length of this period shall be indicated. The suspension period may not exceed 10 school days per incident. If the student has served an in-school suspension, the in-school suspension counts toward the total suspension time.
STUDENTS

EXPULSION PROCEDURES
If the student is expelled, the principal or administrator in charge shall notify the parent(s)/guardian(s) and the Superintendent of Schools, in a written format clearly stating the reasons for the expulsion. Parent(s)/guardian(s) and students (18 years old or older) have three possible choices:
1. appeal to the local school advisory board (SAB) if the SAB has an appeals procedure;
2. appeal to the Diocesan Grievance Committee (the Diocesan Grievance Committee is comprised of an independent group of parents appointed by the superintendent or the superintendent’s designee), or
3. Waive the right to appeal.

School Advisory Board Committee Procedures
1. If the parent(s)/guardian(s) request a hearing before the local school advisory board and the SAB has an appeals procedure, this hearing shall take place within five school days of the request. Statements supporting the charges against the student shall be submitted as well as statements by the student and others on the student’s behalf.

   The parent(s)/guardian(s) shall be given an opportunity to express their views. The SAB or its designees may, by a majority vote of its membership, affirm, reverse, or modify the decision to expel.

2. By the school day following the hearing, the SAB or its designee shall notify the parent(s)/guardian(s) and the superintendent of its decision, in a written format stating the reasons for the decision reached. If the decision is to uphold the expulsion, this notification shall also inform the parent(s)/guardian(s) and student of the right to appeal the expulsion to the Diocesan Grievance Committee.

Diocesan Grievance Committee Procedures
1. Review of an expulsion shall be made only when requested by the student’s parent(s)/guardian(s) or when requested by either the pastor or superintendent acting at the student’s request. This request must be within five school days of the expulsion date.
2. If a hearing is requested, it shall take place within five school days of the request. The student, the principal, and the parent(s)/guardian(s) shall have an opportunity to express their views. If a hearing was held at the local level, only documented information presented at the local level may be presented at the Diocesan level. By the school day following the hearing, the Grievance Committee or its designee shall notify the parent(s)/guardian(s) and student of its decision, in a written format. The decision of the Grievance Committee shall be final and binding.

Procedures Following Expulsion

1. When a student is expelled, public school authorities shall be notified and the regular transfer procedure used for records.
2. Readmission to a school within the diocese (i.e. the same school or another school), shall be at the discretion of the receiving pastor/principal (elementary) or principal (secondary).
STUDENTS

DIOCESAN GRIEVANCE COMMITTEE PROCEDURES FOR EXPULSION HEARINGS

MATERIALS

1. Both parties shall submit to the Superintendent of the Office of Catholic Schools all written documents 48 hours prior to the hearing. No documentation will be accepted at the hearing.

2. Materials from those requesting the hearing must state the grounds on which the appeal is being made. Materials from the administration must state the grounds for which the suspension/expulsion decision was made.

PARTIES INVOLVED

Once the expulsion hearing is scheduled at the Office of Catholic Schools, the following people shall be permitted to attend:

a. parent(s)/guardian(s), student, and one witness;
   b. principal of the school, a person selected by the principal, and a witness

No legal counsel for either party shall be permitted to attend the hearing.

HEARING COMMITTEE

1. The committee will be composed of five representatives from the Diocesan Grievance Committee.

2. No representative from the school involved shall serve on the committee.

3. Committee members may not speak with or discuss the appeal with representatives of either party prior to the hearing.

Office of Catholic Schools
Catholic Diocese of Columbus

(Continued on next page)
STUDENTS

THE HEARING

1. The hearing date and time will be set by the Superintendent.
2. A person to preside over the proceedings will be selected by the members of the Diocesan Grievance Committee.
3. Each party will have 20 minutes for his/her presentation to the committee. At the discretion of the committee, parties may be separated for their presentations.
4. The committee may formulate questions for each party.
5. Questions by the committee of either of the parties will be for a maximum of 10 minutes.
6. The parties will be dismissed following the questioning.
7. The committee will then deliberate for a reasonable amount of time up to one hour. (This deliberation may be extended if the committee feels more time is necessary.)

DECISION

1. When appropriate time has been given for deliberation by the committee, a written vote of the five representatives will be taken.
2. The presiding officer of the committee will vote in the event of a tie.
3. Both parties will be advised of the decision in a written format as provided in Policy 5114.

Office of Catholic Schools  
Catholic Diocese of Columbus

Adopted 4/92  
Reviewed 8/01, 8/06, 8/11, 7/16  
Revised 8/96, 8/13, 7/16

5115.0
STUDENTS

SCHOOL REGISTRATION REQUIREMENTS

1. When registering a kindergarten or first grade student, the parent(s)/guardian(s) shall present proof of age and (for a Catholic child) a baptismal certificate. For other Catholic students this certificate shall be presented if the student’s transfer record does not include sacramental information, parent(s)/guardian(s) of a baptized non-Catholic, Christian student shall present a baptismal certificate and note the denomination when possible. Incoming students shall be given a school health examination form, which must be completed by the parent(s)/guardian(s) and the student’s physician. This form should be returned to the school prior to the beginning of the school year.

2. A master copy of the registration form is available from the Office of Catholic Schools. The form provides for information which will be transferred to the student’s permanent record.
STUDENTS

SCHOOL ATTENDANCE AREA

School attendance areas are defined by diocesan criteria for both elementary and high schools.

ELEMENTARY SCHOOLS’ CRITERIA

1. A student shall attend the school of the parish in which the student’s parent(s)/guardian(s) are registered members. As stated in policy, if the parish school is full, the student may attend another parish school if the student’s pastor and the pastor of the chosen school concur.

   In the case of a consolidation, a number of parishes shall be assigned to a particular school.

2. If a parish has no school, the children may attend a nearby parochial school. Financial arrangements shall follow guidelines set forth in policy 3240.0

SECONDARY SCHOOL CRITERIA

1. The location of the residence of the student’s parent(s)/guardian(s) is used to determine the assigned high school. (This is defined by the specific street address, not the general zip code area.)

2. Boys may also attend St. Charles Preparatory high school.

3. Girls and boys may attend Cristo Rey Columbus High School.

WAIVER REQUESTS

For waiver requests regarding this policy, refer to regulation 5117.1
SECONdARY SCHOOL ATTENDANCE - FRANKLIN COUNTY

**GEOGRAPHIC LISTING**

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<thead>
<tr>
<th>ST. FRANCIS DESALES HIGH SCHOOL AREA</th>
<th>BISHOP HARTLEY HIGH SCHOOL AREA</th>
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<td>St. Paul (Westerville)</td>
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<td>Resurrection (New Albany)</td>
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<td>* St. Matthew (Gahanna)</td>
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Please Note: An asterisk (*) designates that the area is listed under two high schools.
### STUDENTS

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<td>St. Joseph, Plain City</td>
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### SECONDARY SCHOOL ATTENDANCE - OUTSIDE OF FRANKLIN COUNTY

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<th>City</th>
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<td>Lancaster</td>
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<td>Newark Catholic High School</td>
<td>Licking, Knox Counties</td>
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<td>New Phil</td>
<td>Central Catholic High School</td>
<td>Tuscarawas, Holmes, Coshocton Counties</td>
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<tr>
<td>Portsmouth</td>
<td>Notre Dame High School</td>
<td>Scioto, Pike, Vinton, and Jackson Counties</td>
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<tr>
<td>Zanesville</td>
<td>Rosecrans High School</td>
<td>Muskingum and Perry* Counties</td>
</tr>
</tbody>
</table>

Please Note: An asterisk (*) designates that the area is listed under two high schools.

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**Office of Catholic Schools**

**Catholic Diocese of Columbus**

Adopted 3/78
Reviewed 2/90, 8/01, 8/06, 8/11, 7/16
Revised 2/82, 5/83, 3/85, 5/87, 6/88, 6/91, 2/93, 8/96, 7/16

5117.1
HIGH SCHOOL WAIVERS

Waivers may be granted for a student to attend a Catholic high school outside the residence of the student’s parent(s)/guardian(s) at the sole discretion of the superintendent. However, no waivers will be granted for reasons related to participation in athletics.

Waivers will be granted for the following reasons:

1. if sibling(s) have attended the requested school;
2. if either parent/guardian attended the requested school;
3. if the assigned school feels that it would be in the best interest of the student to attend the requested school;
4. if the requested school has an academic program (broad curriculum area, not a specific course; e.g. music is a program and choral is a course) that is not available in the assigned school; or
5. if transportation is not available to the assigned school.

High School Waiver Procedures:

1. The parent(s)/guardian(s) request a waiver form from the Office of Catholic Schools, or either requested or assigned school.
2. The parent(s)/guardian(s) must obtain the signatures of the principal of the assigned and the requested school.
   a. If the reason for the waiver is transportation, program, or best interest of the student, the principal of the assigned school must sign the waiver form first.
   b. If the reason for the waiver is siblings or parent(s)/guardian(s) who have attended the requested school, the principal of the requested school signs the waiver form first.
3. The completed form is sent to the Superintendent of Schools for the final decision.
GUIDELINES FOR ACCEPTANCE TO CATHOLIC SCHOOLS

To assist Catholic school administrators in selecting students, the following principles and priorities regarding school acceptance are defined.

PRINCIPLES

1. The basic purpose of Catholic schools is to ensure that Catholic truths and values are fully integrated with the student’s life and academic program. Students should only apply if they intend to participate as fully as possible in the religious program of the school. The principal should use discretion when accepting a transfer student from a public school.

2. Catholic schools should emphasize the broadening and enriching educational opportunities afforded in culturally and racially-mixed school situations.

3. Catholic schools should continue and, where needed, intensify their efforts to enroll students to achieve integration while maintaining the Catholic character of the school.

PRIORITIES FOR ACCEPTANCE –ELEMENTARY SCHOOLS

In the acceptance of students to elementary schools, the priority shall be as follows:

1. Children from families registered in the Sponsoring Parish(es)
   a. children with siblings currently/previously enrolled,
   b. children now reaching school age,
   c. children from families newly moved into the parish whose children have been in Catholic schools where such were available.

2. Children from non-participating parish families with siblings currently/previously enrolled in school.

Office of Catholic Schools
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(Continued on next page)
STUDENTS

3. Children transferring from other Catholic schools:
   a. from parish schools that are closing
   b. from parishes not offering full K-8 programs
   c. schools with a waiting list

4. Children of other faith traditions.

PRIORITIES FOR ACCEPTANCE FOR HIGH SCHOOLS

In the acceptance of students to high schools, the priority shall be as follows:

1. Incoming students as follows:
   a. students whose siblings are already enrolled in or graduated from Catholic high schools;
   b. students who graduated from parish elementary schools; or
   c. students from parishes without an eighth grade whose families have traditionally chosen Catholic schools.

2. Students from Catholic families relocating from other communities, who have been attending Catholic schools.

3. Other Catholic students from area parishes may be admitted if, on the basis of a personal interview, the principal or his/her designated authority judges the intent and motivation to be in accord with the highest ideals of Catholic education.

4. Students of other faith traditions.
STUDENTS

ADMISSION - CHILD CUSTODY

The custodial parent is required to provide the principal or the person in charge of admission with the most current certified copy of any child custody order or decree pertaining to a student.

The child custody order or decree pertaining to the student should be submitted to the school within 2 weeks of enrollment.

Child custody order or decree changes pertaining to the student should be submitted to the school Principal within 2 weeks of changes taking effect.
STUDENTS

ADMISSION OF TRANSFER STUDENTS

Local schools shall develop a policy and procedure to determine the internal process for the admission of transfer students which include the following:

1. A permanent record or transcript from a school chartered by the State of Ohio is required for all Ohio transfer students.

2. A permanent record or transcripts from a school recognized by the state of origin. These are subject to review by the principal prior to admission and placement.

3. The schools of the Diocese of Columbus do not grant credit for home-schooled students. Therefore, the student must first be evaluated by the public school district to determine grade placement prior to admission.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 8/96
Reviewed 8/01, 8/06, 8/11, 7/16
Revised 9/02

5121.0
STUDENTS

HIGH SCHOOL TESTING

Class of 2016 & 2017
All graduates must pass the Ohio Graduation Test given for the first time in March of the sophomore year. The student will have seven opportunities to take and pass the test prior to graduation. Tests will be administered in the areas of reading, writing, mathematics, science, and social studies. Performances on the test will be recorded on the student’s transcripts. Note: Students identified under the Special Education umbrella may be exempted from this test on an individual basis, but are required to take the test as many times as is deemed necessary by the Individualized Education Program (IED) team.

Class of 2018 and Beyond
All graduates must successfully complete one of three pathways available to students for graduation.

1. Be remediation-free, in accordance with standards adopted under O.R.C. §3345.061, on each of the nationally standardized assessments in English, Mathematics, and reading;
2. Attain a score specified under O.R.C. §3301.0712(B)(5)(c) on the end-of-course examinations prescribed under division O.R.C. §3301.0712(B);
3. Attain a score that demonstrates workforce readiness and employability on a nationally recognized job skills assessment selected by the State Board of Education under O.R.C. §3301.0712(G) and obtain either an industry-recognized credential, as described under O.R.C. §3302.03(B)(2)(d), or a license issued by a state agency or board for practice in a vocation that requires and examination for issuance of that license.

If available beginning in the 2016-2017 school year, a fourth pathway may be an option. Students may earn a passing score on an alternative test, if the school elects to administer such a test.

Note: Students identified under the Special Education umbrella may be exempted from this test on an individual basis, but are required to take the test as many times as is deemed necessary by the Individualized Education Program (IED) team.
SEASON OF STATEWIDE TESTING MATERIALS

The Diocesan Director of School Assessment shall oversee the diocesan testing security. However, each high school principal or principal's designee shall be responsible for ensuring that the Ohio statewide testing procedures are followed and that the tests are not made available to unauthorized parties. Ohio State Tests Ruler Book provides a reference for school officials responsible for statewide testing in a school. It provides a general overview of Ohio’s statewide testing program and state specific information pertaining to testing at each grade level. The protocol in the Ruler Book must be followed. The Ruler Book can be accessed at education.ohio.gov.

The following procedures are to be followed in each building:

1. All materials and communications concerning testing that are received from the state are to be opened by the principal or principal's designee. The person serving as the principal’s designee must be a certificated/licensed employee.

2. Except for practice test materials, all testing materials are secured and should be kept in a locked cabinet or room.

3. Only the principal or principal's designee may have access to the cabinet or room where statewide test materials are stored.

4. The principal or principal's designee shall maintain a list of those certificated/licensed staff members who will be administering the statewide tests and the number of copies of each test that each person will need. Only certificated/licensed staff members are permitted to handle and administer tests. Only those individuals identified by each diocesan school should have access to the tests before, during, and after administration. Those individuals may include test coordinators, test administrators, and proctors.
5. Each certificated/ licensed staff member responsible for administering the statewide tests shall ensure that:
   a. state designed testing procedures will be followed;
   b. that tests and/or procedures will not be reproduced; and
   c. that tests and/or procedures will not be distributed to any person other than the students who will be taking the tests. It is illegal to reveal test questions to students who will be taking the test. It is unethical and illegal to alter any student responses or to assist a student to cheat in any way. No secure material from an operational test may be released to students, media, or general public.

6. If there are more than 30 students testing, a proctor must be present in addition to the professional staff member. A proctor does not have to be a certificated/licensed school employee.

7. When the testing has been completed, each professional staff member shall return all copies of the procedures to the principal or the principal's designee. The principal or principal's designee must verify that the number of secure test booklets is the same number that was issued. Each statewide test remains secure until the July 1 release of the previous year's test as public records requests.

8. The principal or principal's designee shall follow the procedure outlined by the test publisher for pick-up of the completed answer documents, test booklets, and blank answer documents.

The Diocesan Director of School Assessment shall educate the schools of the Diocese about compliance with all guidelines issued by the State for the proper processing and handling of the state tests and associated materials. In the event there is an alleged violation of test security provisions, an investigation will immediately be conducted by the Superintendent or the Director of School Assessment.
The Superintendent or the Director of School Assessment shall notify the State Board within ten days of the findings. The consequences of test violations include:

1. one or more students’ answer documents may not be scored;
2. student scores may be invalidated;
3. the Diocesan Superintendent may suspend or dismiss an employee found guilty of cheating or helping a student to cheat.
4. The State Board of Education, following appropriate procedures, may suspend a certificate/license; and
5. a law enforcement agency, following an appropriate investigation, may prosecute under the state criminal code.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 8/04
Reviewed 8/06, 8/11, 7/16
Revised 7/16
INVALIDATING A STATEWIDE TEST SCORE

If a student has been observed cheating during statewide testing, the principal or principal’s designee should download the official document, Request for Invalidating Ohio Assessments, found on the Ohio Department of Education website. The document must be completed and mailed to the Diocesan Superintendent for signature. The Superintendent will forward the signed document to the Ohio Department of Education to be invalidated. The Diocesan Director of School Assessment shall contact the scoring company to have the test(s) invalidated.

If the principal or principal’s designee has determined that a student has cheated after test results have been returned, he/she follows the same procedures as above.

The school shall maintain the information about the invalidated test(s).
STUDENTS

OHIO STATE TESTS - EXEMPTIONS AND ACCOMMODATIONS

All students with disabilities in Diocesan high schools must take the Ohio State Tests or an Alternative Assessment approved by the Ohio Department of Education. Exempt students must take the test under the exempt status. A student with disabilities in a Diocese of Columbus high school is eligible for an exemption if the student is completing a curriculum in a particular subject area that is modified substantially from the regular curriculum by a Services Plan, IEP, or Written Plan.

Eligibility

Both exemptions and accommodations are based on the following criteria:

1. The student has been identified as a child with a disability based on an evaluation conducted in accordance with section §3323.03 of the O.R.C. or in accordance with section 504 of the Rehabilitation Act of 1973.
2. The student with a disability:
   a. is not being provided publicly-funded special education services, but receives testing exemptions and/or accommodations through a Written Plan; or
   b. the student is being provided publicly-funded special education services and receives testing exemptions and/or accommodations through a Services Plan/IEP (Jon Peterson/Autism Scholarships).
3. Any exemptions from participation in Ohio’s State Tests must be made in accordance with the provisions of rule 3301-12-03 of the Administrative Code, and must be specified in the student’s Services Plan, IEP, or Written Plan.
4. Any accommodations in test format and/or administration procedure must be made in accordance with provisions of rule 3301-13-03 of the Administrative Code, and must be specified in the student’s Services Plan, IEP, or Written Plan.
5. The Services Plan, IEP, or Written Plan and the decision to provide accommodations for/exemptions from Ohio’s State Tests or the Alternate Assessment must be reviewed annually.
STUDENTS

OHIO’S STATE TESTS/GRADUATION TEST – REQUIREMENTS FOR THE ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES (AASCD)

A student must have a Services Plan/IEP that specifies that he/she will fulfill the state's requirement for graduation through Ohio’s Alternate Assessment. In order to have this included as part of their Services Plan/IEP, a student must demonstrate all of the following conditions:

1. have been identified as having a disability based on a multi-factored evaluation conducted in accordance with section §3323.03 of the ORC;
2. have a disability that presents "unique and significant" challenges to participation in district and state assessments regardless of the accommodations allowed;
3. have severe motor, sensory, cognitive or emotional disabilities;
4. require substantial modifications to the Diocesan curriculum in form and substance;
5. require instruction focused on the application of state standards through essential life skills;
6. require instruction multiple levels below age/grade level; and
7. be unlikely to provide valid and reliable measures of proficiency in content area via a standardized assessment even with accommodations.

Since Ohio’s Alternate Assessment is designed for students with the most significant cognitive disabilities, the high school must have documentation to validate the conditions listed above. Additionally, the school must provide the type of education required by this student on a day-to-day basis. The determination that the student qualifies for an Alternate Assessment must be made on a yearly basis.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 8/04
Reviewed 8/06, 8/11, 9/13, 7/16
Revised 10/12, 7/16
ELL/LEP ACCOMMODATIONS FOR/EXEMPTION FROM OHIO’S STATE TESTS/(OGT) IN SECONDARY SCHOOLS

All Ohio students must take statewide assessments including ELL/LEP students whose primary language is NOT English and whose level of English proficiency is not at the level needed to participate effectively in the mainstream classroom. The statewide assessments, for ELL/LEP students, at the Secondary level are the Ohio’s State Tests/OGT and the Ohio English Language Proficiency Assessment (OELPA).

There is no “alternate” form of the OELPA; all students identified as ELL/LEP must take the OELPA, including those identified as having a Learning Disability. The OELPA is available in an online format for all students. Paper tests are intended as an accommodation for students unable to test online. Large print and Braille versions of the test are also available if this accommodation is listed on the student’s Services Plan/IEP or Written Plan.

1. FOR GENERAL ELL/LEP ALLOWABLE ACCOMMODATIONS (use of an ODE approved dictionary and/or extended time to complete the tests) ON Ohio’s State Tests/OGT:
   
   A. The student must be identified as ELL/LEP based on an ODE approved English Language Proficiency Screening Assessment.

   **NOTE:** The Ohio English Language Proficiency Assessment (OELPA) is a “progress-measurement” instrument and, therefore, cannot be used to screen newly identified ELL/LEP students.

   B. The student has NEVER exited from the ESL Program.

   **NOTE:** There is NO enrollment time limit for ELL/LEP students in order to have the General ELL/LEP allowable accommodations. However, once the student meets exit criteria AND is exited from the ESL Program, participation in Ohio’s State Tests/OGT will be with NO accommodations.

   C. Students identified as ELL/LEP may use a hand-held electronic or printed/paper dictionary on the OGT, 3-8 achievement, and high school end-of-course tests. A **computer dictionary may NOT be used**. The type of dictionary (translation, word to word, bilingual, standard, etc.) to be used for the OGT is the district’s choice. The dictionary should be the same type used as an instructional accommodation in the classroom. Copying definitions or anything from a dictionary is plagiarism or cheating. **ONLY A TRANSLATION, WORD-TO-WORD DICTIONARY MAY BE USED FOR THE 3-8 ACHIEVEMENT AND HIGH SCHOOL END-OF-COURSE TESTS.**
2. SPECIAL TEST FORMAT TO MEET THE READ-ALOUD ACCOMMODATIONS REQUIREMENTS (English audio CD, foreign-language CD, or language translation script) FOR ELL/LEP STUDENTS TAKING THE OGT:
   A. The student meets ALL criteria for General ELL/LEP allowable accommodations, AS WELL AS, the following three criteria:
      1. Has been enrolled in U.S. schools less than three years;
      2. Scored at a Beginning or Intermediate Level in Reading on the most recent English Language Proficiency Screening Assessment; and
      3. Scored at a Beginning or Intermediate Level in Writing on the most recent English Language Proficiency Screening Assessment.
   B. For the reading assessment portion of the OGT, the reading passages must be read in English by the students.
   C. For the writing assessment portion of the OGT, the student’s answers MUST be provided in written English as produced by the student. Their answers may NOT be translated or transcribed.
   D. Students MAY NOT serve as scribes for other students, even if they are older.
   E. A Language Translator must be an adult and MUST BE PROFICIENT in BOTH English and the translation language. It MAY NOT be an older/other student in high school. Additionally, a Language Translator MAY NOT be a relative or a close family friend of the student(s) to be assessed.
   F. A test administrator must be present in the test location to maintain security when either the Foreign Language CD or the English Audio CD version of the OGT is used.

3. STATE TEST PARTICIPATION FOR ELLs:
   A. beginning with the Spring of 2016, ALL ELLs, regardless of time in US schools, MUST take Ohio’s State Tests/OGT in all subjects appropriate to grade levels including the ELA tests (Reading, Writing tests for OGT). There are NO EXCEPTIONS.
   B. ELLs who are in US schools less than two school years will be included in the participation and graduation requirements for Ohio’s State tests and earn at least one-point credit toward graduation.
C. ELL Students who have been enrolled in US schools less than three full years (534+ days of enrollment) are eligible for additional accommodations on the OGT. **THE THREE-YEAR RULE DOES NOT APPLY TO THE END-OF-COURSE TESTS.**

Note: All ELL/LEP students MUST TAKE AND PASS the OGT Reading and Writing Tests, at some point, to qualify for a High School diploma.

4. **FOR THE ALTERNATE ASSESSMENT OF THE OGT FOR ELL/LEP STUDENTS:**
   A. The student meets ALL the criteria for General ELL/LEP allowable accommodations, AS WELL AS, the following four criteria:
      1. The student is twice identified (ELL/LEP and LD).
      2. The accommodations from the consequences of the test are not appropriate because the student is following a curriculum that is substantially modified from the regular curriculum.
      3. The Alternate Assessment must follow the state model and must meet the criteria established in the “Guidelines for Conducting Alternate Assessments.
      4. The Alternate Assessment must follow the requirements/guidelines for ELL/LEP designated students (1 and 2 above).

All students with an ELL/LEP designation, or those twice identified (ELL/LEP and LD), in Secondary School who are recipients of an Ohio EdChoice Scholarship or a Jon Peterson Special Needs/Autism Scholarship, must take Ohio State’s Tests/OGT or Ohio’s Alternate Assessment, per current ODE approved guidelines, in order to remain eligible for said scholarship. These students may be eligible for specific accommodations/exemptions from the consequences of said tests under the criteria previously listed.
A waiver can be granted if a student has missed both the fall and spring administrations of Ohio’s State Tests or the Alternate Assessment either due to a serious illness or another valid reason. A school will send documentation to the Diocesan Superintendent of Schools annually by April 1st for any student who was required, but who did not take, one or more parts of Ohio’s State Tests or the Alternate Assessment in either October or March of a school year. The Diocesan Superintendent will then request a waiver for these students from the State Superintendent of Public Instruction. A student who is granted a waiver must still pass Ohio’s State Tests or the Alternate Assessment to be eligible for a diploma from a Diocese of Columbus high school.
STUDENTS

OHIO GRADUATION TEST - INTERVENTION FOR STUDENTS FAILING SECTION(S)

Each Diocesan High School shall have a written policy outlining the intervention services (O.R.C. §3313.6012), which will be available to students who have not passed one or more sections. The diocesan high schools shall use the reports from the Terra Nova tests administered in the eighth grade as a diagnostic assessment to identify students who may require intervention. Classroom assessments shall also be used to identify students with weaknesses in relation to state standards in the various curricular areas. The classroom data collected shall be used quarterly to determine students who require remediation to assist them in meeting state standards. The high schools also must use data to determine whether the intervention provided is effective in assisting the students to meet the necessary standards.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 8/04
Reviewed 8/06, 8/11, 7/16
Revised 7/16
OHIO’S STATE TESTS - RECORDS

An individual student's records of Ohio’s State Tests or alternative assessment results shall be maintained on the permanent record. The following information must be included in each student's permanent record: test taken, attainment of designated level of performance, score received. Additionally, the date each test was passed must appear on each student's transcript.

Access to an individual student's Ohio’s State Tests results will be granted to the student if he/she is 18 years of age or to the student's parent(s)/guardian(s) (if the student is under 18), certified personnel within the school, and classified personnel whose job description includes tasks that would make access necessary.

Release shall be governed by Diocesan policies 5125 and 5125.1.
STUDENTS ON OHIO ED CHOICE or JON PETERSON SCHOLARSHIPS

Any student who is a recipient of an Ohio EdChoice or Jon Peterson Scholarship is required to take Ohio’s 3-8 Achievement Tests. These include:

- Grade 3 Reading and Mathematics
- Grade 4 Reading, Mathematics, and Writing
- Grade 5 Reading, Mathematics, Science, and Social Studies
- Grade 6 Reading and Mathematics
- Grade 7 Reading, Mathematics, and Writing
- Grade 8 Reading, Mathematics, Science, and Social Studies
- Requirements for accommodations on Ohio’s Statewide Achievement Test in Elementary School - see Regulation #5122.1
- Requirements for an Alternate Assessment of Ohio’s Statewide Achievement Test in Elementary School – see Regulation#5122.15
- Requirements for ELL/LEP accommodations on Ohio’s Statewide Achievement Test in Elementary School – see Regulation#5122.2
Elementary Policy

Student Requirements for the Third Grade Reading Guarantee - EdChoice and EdChoice Expansion

1. Starting in 2015-2016 school year, all schools must give any EdChoice or EdChoice Expansion Scholarship recipient in grades, K-3, an annual diagnostic assessment of their reading skills and follow the retention provisions of the Third Grade Reading Guarantee. The Columbus Diocese has chosen Star Early Literacy and STAR Reading from the approved vendor assessment list as the annual reading diagnostic assessment.

   a. Diagnostic assessments in reading, as approved by the Ohio Department of Education (ODE), shall be given by September 30th of each year for 1st, 2nd, or 3rd Grade and November 1 for Kindergarten, with the exception of students with significant cognitive disabilities or other disabilities as authorized by the ODE on a case-by-case basis.

   b. Diagnostic assessment results shall be translated to ODE’s definition of “on track” and “not on track”. The School shall make the final determination regarding whether a student is “on track” or “not on track”.

   c. The School shall administer each applicable diagnostic assessment to any EdChoice or EdChoice Expansion student who transfers into a new school who did not take a diagnostic assessment at the previous school during the current school year, unless the student is excused from taking the assessment as provided for in the preceding paragraph. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer.

2. For students identified as off track, the school must:

   a. Notify the parents, in writing, that the student has been identified as having a deficiency in reading;

   b. Notify the parents, in writing, that if the student does not attain the promotion reading subscore designated under division (A)(3) of O.R.C. 3301.0710 on Ohio’s Third Grade English Language Arts (ELA) Test, the student shall be retained unless the student is exempt;

   c. Provide intensive reading instruction services, as determined appropriate by the school, to each student identified as reading below grade level.

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continued on next page
3. Per O.R.C. §3301.0711(k)(1)(a) each school for which at least 65% of its total enrollment is made up of students who are participating in state scholarship programs (EdChoice, Jon Peterson) shall administer the state tests to ALL its students.

4. Each school subject to O.R.C. §3301.163 annually shall report to the ODE, through the Scholarship Applications System, the number of students identified as on track in reading and the number of students identified as reading off-track.

Definitions:
“On track” means any student who is reading at grade level based on previous end of year standards expectations by September 30th.

“Not on track” means any student who is not reading at grade level based on previous end of year standards expectations by September 30th.

MID-YEAR PROMOTION
Retained third grade students can be promoted mid-year to grade 4 if they demonstrate that they are reading at or above grade level by attaining the promotion score of the Grade 3 English Language Arts State Test. The Mid-year Promotion form must be completed and approved by the principal of the school. Retained students are third-graders in all subjects until they are promoted through this policy to fourth grade. Students who are not promoted mid-year to fourth grade will take Ohio’s third grade state tests in all subject areas. The retention provision, including exemptions to retention, continue to apply to these students. Students promoted mid-year to fourth grade will take Ohio’s fourth grade state tests in all subject areas. The Reading Improvement and Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary, for additional school years.
TESTING REQUIREMENTS FOR JOHN PETERSON SCHOLARSHIP

1. John Peterson students are not held to the provisions of the Third Grade Reading Guarantee. Third grade students participating in the John Peterson Scholarship would need to take either the fall or spring grade 3 English language arts test AND the mathematics test.

2. Students participating in the John Peterson Scholarship Program are required to take the state tests required for their grade level. Students that fail to complete the required state test will be unable to renew their scholarship.

The primary scholarship provider is required to order and administer the required state tests to student receiving the scholarship. The public school district is not responsible for the ordering or administration of tests to scholarship students.
STUDENTS

EXEMPTIONS FROM THE THIRD GRADE READING GUARANTEE

1. All students scoring below the promotion score on the third grade ELA must be retained, except specific groups of students including ELLs and students with significant cognitive disabilities:
   a. ELLs who have been enrolled in US schools for less than three full school years and have less than three years of instruction in English as a Second Language (ESL) program are exempt from the retention requirement state in the Third Grade Reading Guarantee. O.R.C. §3313.608(A)(2).
   b. Students with significant cognitive disabilities, completing a substantially modified curriculum, are exempt from:
      i. The reading requirements outlined in the Third Grade Guarantee;
      ii. The retention requirement.

NOTE: Students with significant cognitive disabilities are still required to be administered the grade 3 ELA in whichever format (general education grade 3 ELA or the Alternate Assessment) is appropriate for the student.
ACCOMMODATIONS FOR OHIO’S 3-8 STATEWIDE ACHIEVEMENT TESTS IN ELEMENTARY SCHOOLS

All students with disabilities in elementary schools who are recipients of an Ohio Ed Choice Scholarship or a Jon Peterson Scholarship must take Ohio’s 3-8 Statewide Achievement Tests or the Alternate Assessment approved by the Ohio Department of Education. These students may have accommodations under the criteria listed below.

Eligibility:

1. The student has been identified as a child with a disability based on an evaluation conducted in accordance with section 3323.03 of the ORC or in accordance with section 504 of the Rehabilitation Act of 1973.

2. The student with a disability:
   a. is not being provided publicly-funded special education services, but receives exemptions and/or testing accommodations through a Written Plan; or
   b. the student is being provided publicly-funded special education services and receives testing exemptions and/or accommodations through a Services Plan/IEP (Jon Peterson Scholarship).

3. Any accommodations in test format and/or administration procedure must be made in accordance with provisions of rule 3301-13-03 of the Administrative Code, and must be specified in the student’s Services Plan/IEP or Written Plan.

4. The Services Plan/IEP or Written Plan and the decision to provide accommodations for Ohio’s 3-8 Statewide Achievement Tests or the Alternate Assessment must be reviewed annually.
STUDENTS

OHIO’S 3-8 STATEWIDE ACHIEVEMENT TESTS REQUIREMENTS FOR THE ALTERNATE ASSESSMENT

A student must have a Services Plan/IEP that specifies that he/she will fulfill the state’s requirement for the mandated statewide testing through Ohio’s Alternate Assessment. In order to have this included as part of their Services Plan/IEP, a student must demonstrate all of the following conditions:

1. have been identified as having a disability based on a multi-factored evaluation conducted in accordance with section 3323.03 of the ORC;

2. have a disability that presents “unique and significant” challenges to participation in district and state assessments regardless of the accommodations allowed;

3. have severe motor, sensory, cognitive or emotional disabilities;

4. require substantial modifications to the Diocesan curriculum in form and substance;

5. require instruction focused on the application of state standards through essential life skills;

6. require instruction multiple levels below age/grade level; and

7. be unlikely to provide valid and reliable measures of proficiency in content area via a standardized assessment even with accommodations.

Since Ohio’s Alternate Assessment is designed for students with the most significant cognitive disabilities, the elementary school must have documentation to validate the conditions listed above. Additionally, the school must provide the type of education required by this student on a day-to-day basis. The determination that the student qualifies for an Alternate Assessment must be made on a yearly basis.
ELL/LEP ACCOMMODATIONS FOR/EXEMPTION FROM OHIO’S 3-8 STATEWIDE ACHIEVEMENT TESTS IN ELEMENTARY SCHOOLS

All Ohio students must take statewide assessments including ELL/LEP students whose primary language is NOT English and whose level of English proficiency is not at the level needed to participate effectively in the mainstream classroom. The statewide assessments, for ELL/LEP students, at the Elementary level are Ohio’s Statewide Achievement Tests and the Ohio English Language Proficiency Assessment (OELPA).

There is no “alternate” form of the OELPA; all students identified as ELL/LEP must take the OELPA, including those identified as having a Learning Disability. The OELPA is available in an online format for all students. Paper tests are intended as an accommodation for students unable to test online. Large print and Braille versions for the test are also available if this accommodation is listed on the student’s Services Plan/IEP or Written Plan.

1. FOR GENERAL ELL/LEP ALLOWABLE ACCOMMODATIONS (use of an ODE approved dictionary and/or extended time to complete the tests) ON OHIO’S STATEWIDE ACHIEVEMENT TESTS:
   A. The student must be identified as ELL/LEP based on an ODE approved English Language Proficiency Screening Assessment.

      Note: Ohio English Language Proficiency Assessment (OELPA) is a “progress-measurement” instrument and, therefore, cannot be used to screen newly identified ELL/LEP students.

   B. The student has NEVER exited from the ESL Program.

      Note: There is NO enrollment time limit for ELL/LEP students in order to have the General ELL/LEP allowable accommodations. However, once the student meets exit criteria AND is exited from the ESL Program, participation in the statewide assessments will be with NO accommodations.
C. Students identified as ELL/LEP may use a hand-held electronic or printed/paper dictionary on Ohio’s 3-8 Statewide Achievement Tests. **A computer dictionary may NOT be used.** The type of dictionary (translation, word-to-word, bilingual, standard, etc.) to be used for the Ohio’s 3-8 Statewide Achievement Tests is the district Choice. The dictionary should be the same type used as an instructional accommodation in the classroom. Copying definitions or anything from a dictionary is plagiarism or cheating. **ONLY A TRANSLATION, WORD-FOR-WORD DICTIONARY MAY BE USED FOR THE OHIO’S 3-8 STATEWIDE ACHIEVEMENT TESTS.**

2. **FOR SPECIAL TEST FORMAT TO MEET THE READ-A-LOUD RECOMMENDATIONS REQUIREMENTS** (English audio CD, read-aloud script, Foreign-language CD, language translation script) **FOR ELL/LEP STUDENTS TAKING OHIO’S 3-8 STATEWIDE ACHIEVEMENT TESTS:**

   A. The student meets **ALL** Criteria for General ELL/LEP allowable accommodations, **AS WELL AS**, the following three criteria:
   1. Has been enrolled in U.S. schools less than three years,
   2. Scored at a Beginning or Intermediate Level in Reading on the most recent Language Proficiency Screening Assessment, and
   3. Scored at a Beginning or Intermediate Level in Writing on the most recent Language Proficiency Screening Assessment.

   B. For the reading assessment portion of Ohio’s Statewide Achievement Assessment, the reading passages **must be read in English by the students.**

   C. On any of the special formats available for Ohio’s Statewide Achievement Tests, the student can provide the oral and/or written answer(s) in their native language, and these **MAY BE** translated or transcribed into English by the Language Translator.

   D. Students **MAY NOT** serve as scribes for other students, even if they are older.
E. A Language Translator must be an adult and MUST BE PROFICIENT in BOTH English and the translation language. It MAY NOT be an older student. Additionally, a Language Translator MAY NOT be a relative or close family friend of the student(s) to be assessed.

F. A test administrator must be present in the test location to maintain security when either the Foreign Language CD or the English Audio CD version of Ohio’s Statewide Achievement Tests are used.

3. STATE TESS PARTICIPATION FOR ELLs:
   A. Beginning with the spring of 2016, ALL ELLs, regardless of time in US schools, must take Ohio’s State Tests in all subjects appropriate to grade levels, including the ELA tests. There are NO EXCEPTIONS.
   B. ELL students who have been enrolled in US schools less than three full years (534+ days of enrollment) are eligible for additional accommodations on Ohio’s 3-8 Statewide Achievement Tests.

4. FOR THE ALTERNATE ASSESSMENT OF OHIO’S 3-8 STATEWIDE ACHIEVEMENT TESTS FOR ELL/LEP STUDENTS:
   A. The student meets ALL the criteria for General ELL/LEP allowable accommodations, AS WELL AS, the following four criteria:
      1. The student is twice identified (ELL/LEP and LD).
      2. The accommodations from the consequences of the test are not appropriate because the student if following a curriculum that is substantially modified from the regular curriculum.
3. The Alternate Assessment must follow the state model and must meet the criteria established in the “Guidelines for Conducting Alternate Assessments”.
4. The Alternate Assessment must follow the requirements/guidelines for ELL/LEP designated students (1 and 2 above).

5. ACCOMMODATIONS FOR OR EXEMPTION FROM THE DIOCESAN MANDATED TERRA NOVA ACHIEVEMENT TEST FOR STUDENTS WITH LEARNING DISABILITIES OR ELL/LEP STUDENTS (must include TWO of the following three criteria):
   A. The student has been identified as ELL/LEP based on an ODE approved English Language Proficiency Screening Assessment per current ODE guidelines.
   B. The student has been identified as having a Learning Disability based on the results of a Multi-Factored Evaluation (MFE).
   C. The accommodations for or exemption from the Terra Nova Achievement Test MUST BE specifically delineated in the student’s Services or Written Plan.

All students with an ELL/LEP designation, or those twice identified (ELL/LEP and LD), in Elementary School who are recipients of an Ohio EdChoice Scholarship or a Jon Peterson Special Needs Scholarship, must take Ohio’s 3-8 Statewide Achievement Tests or Ohio’s Alternate Assessment, per current ODE approved guidelines, in order to remain eligible for said scholarship. These students may be eligible for specific accommodations/exemptions from the consequences of said tests under the criteria previously listed.

Office of Catholic Schools
Adopted 9/13
Catholic Diocese of Columbus
Reviewed 7/16
Revised 7/16
ELEMENTARY

SECONDARY

BOTH

STUDENTS

RETENTION OF ELEMENTARY STUDENTS

It shall be mandatory to consider various factors when making a retention determination. Of primary consideration is whether or not a second year in the same grade will enable the student to gain the skills and knowledge not learned in the first year. Other factors that must be considered are academic progress, Knowledge of the English language, possible learning disabilities, and social and emotional maturity. When reviewing academic progress, multiple indicators should be used including daily work, assessments, progress reports, standardized testing, Academic Support Plans, Services Plans/IEPs, and Written Plans.

A student who has not met a significant number of benchmarks in language arts and/or mathematics (primary grades) OR language arts, mathematics, religion, social studies, and science (Grades 4-8) should be considered as a possible candidate for retention.

NOTE: For Third Grade Reading Guarantee retention, see regulation 5522.05

All Grade Levels

Certain issues concerning retention apply to all grade levels. Although the elementary school principal makes the ultimate decision about promotion or retention, below are essential procedures to follow when considering retention of a student:

1. The student’s lack of progress must be clearly documented and communicated to the parent(s)/guardian(s) by the teacher.
2. Lack of student progress toward meeting a significant number of the benchmarks must lead to an intervention process, based on the flow chart in the Diocesan binder “Procedures for Identifying Special Needs Students”.
3. A meeting with the parent(s)/guardian(s), teachers, and school administration at the beginning of the third quarter should address student progress in meeting the benchmarks. The intervention plan should be reviewed at this time to determine if the plan has been followed and if retention should be considered as an intervention.
4. A meeting with the parent(s)/guardian(s), teachers, and school administration is required by the interim of fourth quarter to determine if retention is the appropriate intervention at this time. School requirements for summer intervention should also be made at this meeting.

Reporting to parent(s)/guardian(s) about academic progress is outlined in Policy 5124.1.
PROMOTION/RETENTION OF HIGH SCHOOL STUDENTS

Each high school shall publish annually in the parent/student handbook:

1. The number of credits that students need to acquire each year
2. The number of credits necessary for graduation and any other school requirements for graduation
3. Requirements for promotion and graduation
4. Consequences for lack of credits, course failures, meeting school requirements and disciplinary violations
5. Procedures for filing appeals or complaints concerning retention or graduation requirements

Parent(s)/guardian(s) of students whose status is in jeopardy shall be notified in writing at the end of the first quarter for semester courses and no later than the end of the third quarter for yearlong courses.
GRANTING OF DIPLOMAS

All students who successfully complete the required courses, with or without the assistance of a Services, Written or Academic Support Plan, shall be granted a diploma.

Official transcripts from high schools or permanent records from elementary schools shall accurately document the level and amount of course work completed.
REPORTING PUPIL PROGRESS

Each elementary school shall use the diocesan system for reporting pupil progress. This should include: progress reports, interim reports, Life Skills Reports or an equivalent means of student formation feedback (such as the virtue based, Disciple of Christ Reports).

1. Reports of pupil progress should be based on evidence from multiple assessments which demonstrate a student’s understanding of the different academic content standards, teacher observations, and Life Skills Reports, or similar feedback, when appropriate.

2. An evaluation must be provided for each of the following curricular areas:
   a. religion
   b. language arts
   c. mathematics
   d. social studies
   e. science
   f. health
   g. art
   h. music
   i. physical education

3. Provisions must be made for the doctrinal, liturgical, spiritual, and moral education of the child. However, the subject of religion must be evaluated and interpreted as indicating mastery of vocabulary and concepts.

4. The standards of each curricular area are listed on the progress report.

5. Because of the differences among primary, intermediate, and middle school levels, there are some variations in the wording of the standards for the various curricular areas.
6. Progress reports will reflect student attendance.
7. Progress reports must be furnished to the parent(s)/guardian(s) four times a year.
8. Interim reports are sent to parent(s)/guardian(s) between report periods when a child’s work does not meet academic standards; to indicate improvement in a standard or standards; or to recognize outstanding academic contributions.
9. Life Skills Reports, which indicate negative behaviors or deficient study skills, may be sent as needed to alert parent(s)/guardian(s) to problems that are developing. Alternate reports or means of providing feedback on student formation is also permitted, such as the virtue based Disciple of Christ – Education in Virtue model. This parent/guardian communication should initiate early intervention to resolve a problem before the academic subjects are impacted in a negative way.
OHIO HIGH SCHOOL ATHLETIC ASSOCIATION (OHSAA) ELIGIBILITY CRITERIA

An eighth grade student who receives all “Ns” in a curricular area during the last quarter of the school year will be classified as not passing that curricular area fourth quarter. Any student who falls into that category must have the entire fourth quarter’s marks evaluated to determine athletic eligibility. The number of curricular areas that qualify as a failure should be divided by the total number of curricular areas evaluated during the fourth quarter. The failure total must be less than or equal to 25% for the student to be considered eligible for fall sports in high school.

Schools using traditional grades will use the local grading scale to determine the 75% passing rate.
STUDENTS

RELEASE OF STUDENT RECORDS

No data shall be released about students without the written consent of the parent(s)/guardian(s) of a minor student or of the student who is 18 years of age or older.

Schools shall establish procedures to verify the accuracy of data and to remove information no longer needed.

Those who are permitted to view an individual student’s records are

1. school personnel (includes central office staff);
2. parent(s)/guardian(s) of a minor student;
3. the student who is 18 years of age or older;
4. non-custodial parent of an individual minor student unless denied access by a court order;
5. officials of other schools to which the student transfers.

Parents(s)/guardians(s) of an individual minor student, or a student 18 years or older may request a copy of any item in the file.

All others are denied access unless they have a subpoena or the written permission of the parent(s)/guardian(s) of a minor student or of the student who is 18 years of age or older.

School personnel may release information concerning students for research and statistical purposes as long as the individual student’s identity is protected.
STUDENT RECORDS

A permanent record is to be kept on each student. The original of this record must be kept on file in the office of the local school for all students who have attended or are currently attending the school. The permanent record shall include directory information, attendance record, academic records, standardized test scores, health records, and continuums.

1. Access to the information contained in a student’s permanent record is restricted to certain persons. (Refer to policy 5125.0).

2. When a pupil transfers from one school to another, a duplicate of the permanent record of items above shall be sent to the school to which the pupil is transferring. An exception to this is the health record. The original health record shall be sent to the receiving school.

3. If a student is transferring from one school to another within the Diocese, it is the responsibility of the receiving school to contact the sending school prior to registering or accepting the student.

4. An adequate number of fireproof files shall be provided in each school building for the proper care of records.
STUDENT RECORDS – PSYCHOLOGICAL TESTING

The files of students who have had psychological testing must be kept permanently. Included with the psychological testing, the school should keep the formal plan (Service, Written, Academic Support) developed to meet the needs of the student. See Policy 5125.0 for personnel having access to the records on a need to know basis. These records are released only by a signed request from the parent(s)/guardian(s), or by the student if he/she is 18 years old or older.
A school, school employees, school organization, or the diocese may publish student information in various formats, including websites. There are two types of information concerning a student that can be published. One is directory information, which includes the student’s name, grade level, honor roll, activities, sports, awards, and date of graduation. The second type of information is personally identifiable information, which is information that makes the identity of a student more traceable. (See Regulation 5126.2) Personally identifiable information includes pictures with and without names, addresses, social security numbers, ID numbers, personal characteristics (height, weight, etc.), and educational records.

Directory information may be published if prior notice is given to the parent(s)/guardian(s) of a student and the parent(s)/guardian(s) does not object.

Since directory information is frequently published by school and local communications, the following notice shall be printed annually in the parent/student handbook:

“Directory information regarding students will be released in various formats, including websites, unless a parent/guardian notifies the school that such information is not to be released regarding his/her child. Directory information includes names of students, grade level, honor roll, activities, sports, awards, and date of graduation.”

Personally identifiable information may be published if the parent(s)/guardian(s) signs and dates a consent form prior to the release date. (See Regulation 5126.2)

The same conditions for both types of published information must be met if the student is 18 years of age or older.
PERSONALLY IDENTIFIABLE INFORMATION RELEASE FORM

The following release form must be signed and dated by the parent/guardian of a student prior to releasing personally identifiable information as defined in Policy 5126.0. The release is to be printed on school letterhead.

PARENT(S)/Guardian(s) CONSENT FOR RELEASE OF PERSONALLY IDENTIFIABLE INFORMATION

The undersigned parent(s)/guardian(s) of ____________________________, a student at ____________________________

(Name of School)

(Name of Student) hereby consent to the release of the following personally identifiable information.

Specific information to be released:
________________________________________________________________________
________________________________________________________________________

Reason for release:
________________________________________________________________________
________________________________________________________________________

Information to be released via:
________________________________________________________________________
________________________________________________________________________

The undersigned consent to the transfer of the above information to a third or subsequent party.

(Parent/Guardian Name) (Date)

(Authorized Signature) (Date)

A copy of the release is requested. (Check One) □ Yes □ No
GRADUATION - ELEMENTARY SCHOOL

Eighth grade graduates shall not be dismissed for summer vacation before the rest of the student body.
The Catholic high schools in the Diocese of Columbus shall not permit any student to graduate ahead of his/her class. Additionally, no senior class will graduate more than three school days prior to the end of the school year.

In the rare exception of a health complication, of the student or the student’s immediate family, the Principal working with the Diocese of Columbus can offer an exemption to graduate ahead of his/her class.
The schools of the Diocese of Columbus recognize that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole school community.

For the purposes of this policy, “drugs” shall mean:

1. All dangerous controlled substances as so designated and prohibited by the Ohio statute (ORC §3719.011); all chemicals which release toxic vapors;
2. all alcoholic beverages;
3. any prescription or patent drug, except those for which permission to use in school has been granted;
4. anabolic steroids; and
5. any substance that is a “look-alike” to any of the above (ORC §2925.01-O).

(See policy 5141.0 regarding prescribed medications)

Diocesan schools prohibit the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia as the term is defined by law on school grounds, in school vehicles, or at any school-sponsored event. The term “drug paraphernalia” shall have the meaning set forth in the Ohio Revised Code. (§2925.14-A.)

The schools should strive to prevent drug abuse and help drug abusers through education. School policy shall address prevention, intervention, treatment and disciplinary measures. The drug prevention program in schools shall:

1. Emphasize the prevention of drug use;
2. Provide for a comprehensive, age appropriate, developmentally-based alcohol and other drug education and prevention program;
3. Address legal, social, psychological, and health consequences of drug and alcohol use;
4. Provide information about effective techniques for resisting peer pressure to use illicit drugs and alcohol.
Schools shall develop local policies regarding consequences of the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia. These policies shall include:

1. consequences for first time and repeat offenders. The first time offender is required to meet with his/her parent(s)/guardian(s) and school officials;
2. a clear statement that disciplinary sanctions, up to and including expulsion, will be imposed on students who violate the school standards of conduct and a description of those standards;
3. information about alcohol and other drug counseling and rehabilitation programs available to students and their parent(s)/guardian(s).
4. the obligation to report distribution/sale of drugs to the police.

Anyone who commits any act prohibited by this policy shall be brought to the attention of the building principal or the principal’s designated representative. The principal or representative shall place student safety as a priority in each situation. The principal or representative shall notify the student’s parent(s)/guardian(s) within 24 hours of the incident.
STUDENT PREGNANCY

In consideration for the sacredness of life and Christ’s example of compassion and mercy, no Catholic school shall suspend or expel a student on the grounds of pregnancy or paternity.

Any determination as to health matters concerning the restrictions on, or continuing participation in, curricular or extra-curricular activities by a pregnant student shall be made by the student’s doctor. Written notice of the doctor’s determination shall be provided to the school principal.

The religious instruction given in a Catholic school should make clear that any act involving procreation is the exclusive right of those who are married. If, in the case of an unmarried student, the faculty has an attitude of compassion rather than approval, and if the school offers appropriate religious instruction, there is every reasonable hope that the attitude of the student body will, likewise, be a rational and Christian one.

At this time in their lives, students involved in a pregnancy need Christian acceptance, compassion, and counsel. It is the Christian community’s responsibility to give support and aid to those involved. Counseling for the expectant parents and the parents of the expectant parents is strongly recommended.

Office of Catholic Schools
Catholic Diocese of Columbus
Adopted 5/81
Reviewed 8/96, 8/06, 8/11, 7/16
Revised 1/89, 2/90, 8/01
## INTERVIEWS OF STUDENTS BY NON-SCHOOL PERSONNEL

No one may interview a pupil without a court order and/or proper credentials.

The parent(s)/guardian(s) shall be contacted. The principal must be in attendance during the interview.

No school official may release personally identifiable student information in education records to the police or children’s services agency without prior written permission of the parent(s)/guardian(s), a lawfully-issued subpoena, or a court order.

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**Office of Catholic Schools**

Catholic Diocese of Columbus

- **Adopted:** 
- **Reviewed:** 8/71, 8/96, 7/16
- **Revised:** 2/90, 8/01, 8/06
STUDENT ABUSE AND NEGLECT

In compliance with state law (ORC 2151.421), any teacher, counselor, administrator, or other school employee, having reasonable cause to suspect that a child has been abused or neglected shall immediately contact the county Child Protection Services or law enforcement and inform the agency contacted of the facts and circumstances which led to the filing of a report. The employee will immediately report the case to the school administrator. The school administrator will immediately report the case to the diocesan superintendent. If the suspected child abuse involves a school employee, the school administrator shall also immediately notify the Office of Educator Conduct within the Ohio Department of Education.
BULLYING

The Diocese of Columbus schools and their staffs shall not tolerate any bullying on school grounds or at any school activity on or off campus whether these actions are committed in person, written or electronically transmitted.

Bullying is a pattern of abuse over time and involves a student being “picked on.” Bullying includes physical intimidation or assault; extortion; oral or written threats; electronically transmitted acts; teasing; putdowns; name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Staff members who observe or become aware of an act of bullying shall take immediate, appropriate steps to intervene. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying persists, he/she shall report to the school principal for further investigation.

The diocese expects students and parent(s)/guardian(s) who become aware of an act of bullying on school grounds or at any school activity on or off campus to report it to the school principal for further investigation. The principal will contact parent(s)/guardian(s) of the aggressor and the victim. This investigation may include interviews with students, parent(s)/guardian(s), teachers, school staff, and reviewing records.

Consequences for students who bully others may include but are not limited to counseling, parent conference, detention, suspension, and/or expulsion depending on the results of the investigation.

No retaliation shall be taken against a person who reports bullying. Schools shall have a policy on bullying, which incorporates the essentials of this policy, printed in their parent/student handbook.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 9/02
Reviewed 7/16
.MINORS HARASSMENT POLICY

1. The Catholic schools of the Diocese of Columbus shall maintain a working and academic environment, in all programs and activities, free of all forms of harassment and intimidation. No student, teacher, other staff member or volunteer (male or female) should be subject to harassment in any form, and specifically not to unsolicited and/or unwelcome sexual overtures or conduct, whether verbal, physical, or electronically transmitted.

2. Harassment can take many forms. Harassment can occur at any school activity, and/or can take place in classrooms, halls, cafeterias, or even at programs sponsored by the school at other locations. It does not include compliments of a socially acceptable nature. Harassment is verbal, physical, or electronic conduct that embarrasses, denigrates, or shows hostility toward a person because of his/her race, color, religion, gender, sex, national origin, age or disability or other protected characteristics.

3. Conduct which constitutes sexual harassment is prohibited. Sexually harassing conduct includes, but is not limited to, the following:
   a. offensive sexual flirtations, advances, propositions; jokes;
   b. continued or repeated verbal abuse of a sexual or gender-based nature;
   c. explicit or degrading sexual or gender-based comments about another individual or his/her appearance;
   d. the display or circulation of sexually explicit or suggestive writing, pictures or objects;
   e. any offensive or physical conduct which shows hostility or aversion toward an individual because of gender or sex;
   f. graffiti of a sexual nature;
   g. fondling oneself sexually or talking about one’s sexual activity in front of others;
   h. spreading rumors about or categorizing others as to sexual activity.

Sexual harassment is not limited to conduct that is sexual in nature - it also includes harassment that is based on gender. Gender-based harassment, which is also prohibited, is conduct that would not occur except for the sex of the person involved. An example would be referring to a woman by or as a female body part, or a demeaning sex-based term, or treating people differently because of their gender. The same prohibitions apply with regard to inflammatory or offensive comments or conduct which is based upon race, color, age, religion, disability, or national origin. In short, working relationships between employees and peer relationships among students must be based on mutual respect.
STUDENTS

Sexual harassment also includes the taking of, or refusal to take, any personnel or academic action on the basis of a person’s submission to or refusal of sexual overtures. No person should so much as imply that an individual’s “cooperation” or submission to unwelcome sexual activity will have any effect on the individual’s employment, assignment, compensation, advancement, development, academic evaluation, participation in school programs or activities, or any other condition of employment or academic achievement.

Not all physical conduct is necessarily considered sexual in nature. (For example, a coach hugging a minor after an accomplishment, a teacher consoling a minor with an injury, or physical conduct during athletic events would not be considered sexual conduct.) However, peer-based sexual harassment (e.g., student to student) can be a form of prohibited conduct where the harassing conduct creates a hostile environment.

4. A sexually hostile environment can be created by a school employee, volunteer, another student, or a visitor to the school.

5. Any person who believes he/she is the subject of harassment or intimidation must contact either the principal, assistant principal, or pastor at the elementary level; or the principal, assistant principal or superintendent at the secondary level. A complaint must be filed in writing. In the case of harassment involving a student or students, the parent(s)/guardian(s) of the respective students shall be duly notified. In the event that an individual alleges harassment by a principal, assistant principal or a pastor, the individual shall file the complaint with the superintendent. All complaints will be promptly investigated, and the person initiating the complaint will be advised of the outcome of the investigation. A student who believes he or she has been sexually harassed (or a parent/guardian who believes that his/her minor has been harassed) must contact one of the appropriate persons as listed above.

6. Where it is determined that harassment has occurred, the appropriate authority will take immediate disciplinary action against any administrator, teacher, staff or student engaging in harassment. The response shall take into account the individuals and circumstances. Such action may include, depending on the circumstances, disciplinary measures up to and including termination of employment or expulsion in the case of a student.

7. No retaliation against anyone who reports harassment shall be tolerated. The Diocese prohibits such retaliation and will take appropriate responsive action if retaliation occurs.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 12/98
Reviewed 8/01, 8/06, 7/16
Revised 8/11
FILING OF HARASSMENT INFORMATION

1. The investigator (principal, assistant principal, pastor, or superintendent) must keep extensive notes of all aspects of the investigation.
2. These notes must include what the investigator did, what the investigator concluded, and how the investigator followed up as a result of the findings and conclusion.
3. These notes must include verbal statements made by persons questioned and any written statements.
4. All of the above details must be summarized to include:
   a. how the investigation was conducted;
   b. what conclusion was reached and why;
   c. what action was taken;
   d. how, when, and to whom the conclusion was communicated; and
   e. notification of warning against retaliation.
5. All of the above is kept only in the investigator’s file.
6. If no action is taken, nothing is placed in the personnel file or student file.
7. If an action is taken against the accused (i.e. warning, restrictions, leave, or release from contract in the case of personnel, or warning restrictions, suspension or expulsion in the case of students), the action taken is:
   a. formalized by putting in writing,
   b. a copy is given to the person or student against whom the action is taken, and
   c. a copy is placed in the personnel or student file.
8. The Harassment Complaint Form and Administrative Summary Form can also be found on the Office of Catholic Schools website.
HARASSMENT COMPLAINT FORM

Name ______________________________  Date __________________

School ____________________________________________________________________________

Who was responsible for the harassment? ____________________________________________

Describe the harassment. ____________________________________________________________

Date, time and place the harassment occurred. ____________________________________________

Were there other employees or students involved with the harassment? _______________________

If so, who was responsible? In what way or how was he or she involved? _______________________

List any witnesses to the harassment. ____________________________________________________

What was your reaction to the harassment? ______________________________________________

Describe any subsequent incidents. ______________________________________________________

Signature of Complainant _______________________________________________________________

Signature of Parent/Guardian ____________________________________________________________

Office of Catholic Schools
Catholic Diocese of Columbus

(Continued on next page)
**STUDENTS**

**DIOCESE OF COLUMBUS ADMINISTRATIVE SUMMARY FORM**

Name of Complainant _______________________________________________________________

Name of Accused ___________________________________________________________________

Dates of Investigation ________________________________________________________________

How the Investigation was conducted? _________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What action was taken? _______________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Were all parties warned against retaliation?  _____________________________________________

Dates of follow-up conferences, how and to whom conclusion was communicated ______________
________________________________________________________________________________
________________________________________________________________________________

Signature of Administrator ____________________________________________________________

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**Office of Catholic Schools**

**Catholic Diocese of Columbus**

Adopted 12/98
Reviewed 8/01, 8/06, 8/11, 7/16
Revised ____
HARASSMENT - SCHOOL RESPONSIBILITIES

1. Annually, at the start of each school year, the school shall publish the Diocesan Harassment Policy for Students (5140.05) in the parent/student handbook.

2. Each school shall follow diocesan procedures for timely investigation and response to complaints. (Refer to policy 5140.05)

3. Each school shall periodically train administrators, teachers, staff, and volunteers and use age-appropriate classroom information for students to ensure that they understand which types of behavior constitute harassment and how they should respond in the event of experiencing such behavior. Records are to be kept of training dates and names of those in attendance.

Office of Catholic Schools
Catholic Diocese of Columbus
Adopted 12/98
Reviewed 8/01, 8/06, 8/11, 7/16
Revised _____
STUDENTS’ HEALTH AND SAFETY PROCEDURES

Each school shall have organized procedures pertaining to the health services designed to identify problems and coordinate health resources of the school and local community.

Health Plan Procedures shall minimally include:

1. compliance with the requirements for immunization as stated in the most recent revision of the Ohio Revised Code;
2. screening procedures for purposes of identifying students who have problems with vision, hearing, and scoliosis, and making related referrals;
3. first aid facilities and materials;
4. procedures for dealing with immediate treatment of students in cases of emergency;
5. a written form authorizing emergency medical treatment signed by a parent/guardian;
6. a file of written incident reports;
7. incidents that have possible liability shall be forwarded to the superintendent.
8. Written form authorization of the administration of a regularly needed medication

Emergency Procedures shall include:

1. regularly scheduled fire drills, rapid dismissals, tornado drills, school evacuation and lock down;
2. records of monthly fire drills and seasonal tornado drills;
3. records of rapid dismissal and lock down drills;
4. emergency procedures posted in classrooms and available to parents, students, and school personnel;
5. emergency telephone numbers posted by office telephones; and
6. supervision of school grounds, play areas, and other facilities when scheduled for use by students;
7. crisis management plan.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 5/85
Reviewed 8/96, 8/01, 806, 8/11, 7/16
Revised 2/90
STUDENTS

THREATS TO WELFARE AND SAFETY

No student shall use, possess, handle, transmit or conceal any object which is, or can be considered, a weapon or instrument of violence. Objects which are explosive or incendiary in nature, or any object reasonably determined to be a threat to the safety or security of any person, are prohibited on school premises, and at school-related functions. See regulation 5140.12 for disciplinary actions regarding this policy.
If a student is found to be in violation of Policy 5140.11, any or all of the disciplinary actions listed below may be imposed by the administrator, depending on the severity of the offense as well as the previous disciplinary record of the student. Consequences may include:

1. detention;
2. counseling/family counseling;
3. approved school/community service;
4. in-school suspension;
5. referral to Juvenile Court and/or other appropriate law enforcement agency;
6. suspension from school;
7. expulsion from school following suspension; and
8. diversion programs
SCHOOL CRISIS MANAGEMENT PLAN

Each school will develop, print, distribute, and implement a plan to address school safety. A copy of this current plan will be on file with the Office of Catholic Schools. The plan will be reflective of the involvement of appropriate stakeholders and in coordination with local community services.
STUDENTS

ADMINISTERING MEDICATIONS TO STUDENTS

Employees of the schools of the diocese, and public school employees (e.g., school nurses) working in schools are permitted to administer prescribed medication to a student when conditions exist, which in the judgment of the employee merit giving assistance to the student (e.g., immaturity of the student, nature of the medication). Employees of the schools of the diocese and public school employees working in schools of the diocese are NOT required to administer medication to students.

A student using prescribed medication during school hours must have on file a signed medical authorization form from the parent(s)/guardian(s), and a properly completed physician’s statement. The authorization must include the following:

1. written permission from the parent(s)/guardian(s);
2. physician’s verification of:
   a. necessity for the medication;
   b. name of medication;
   c. dosage;
   d. times or intervals at which it is to be taken;
   e. duration; and
   f. possible side effects;
3. a statement releasing and holding school personnel harmless from any and all liability for damages or injury resulting directly or indirectly from the presence of the medication in the school or its use by the student.

Medication must be in original containers and have affixed label including student’s name.

Accurate records of the medication given must be kept in the student file.

The possession or use of non-prescription, over-the-counter medication during school hours is discouraged. Administration of these medications (i.e., throat lozenges, acetaminophen drugs such as Tylenol and Datril) should be determined on the local school level, if the school judges that adequate personnel are available, and as long as appropriate permission forms are on file. The school will not administer aspirin to students because of its connection to Reye’s Syndrome.

At the discretion of the principal, the school may require that medication be kept by school personnel until the student needs to use it.

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted  5/85
Reviewed  2/90, 8/96, 8/01, 8/06, 8/11, 7/16
Revised  5/87
Diabetes Protocol

Diabetes is a serious disease that requires daily maintenance, and it must be recognized that many diabetic students need to take injections as well as test their blood glucose level during the school day. Both of these are important to the health of the diabetic student and both may require the use of sharps (instruments that puncture the skin). Because the syringe and lancet are critical to the maintenance of a diabetic’s health, the school must have procedures in place to ensure that any blood that may be produced while carrying out these diabetic procedures is handled in a safe and sanitary manner. Blood borne pathogens require careful handling and precautions.

Although many glucose testing lancets are now self-contained, any wipe that is used to clean the test site should not be placed in a classroom trash receptacle that is available to all students and teacher in the room. Additionally, those lancets that are not self-contained should not be thrown in the classroom trash receptacle where another student may accidentally be stuck with the lancet. The same thing is true for syringes used to give insulin injections.

Therefore, the diocese has developed the following procedures for diabetic students to follow:

1. Train at least 4 volunteer staff members annually, prior to the first day of school/within 14 days after receipt of an order signed by the student’s diabetes physician of record, to facilitate the administration of diabetic care in accordance with the student’s Diabetes Medication Administration Record (DMAR).
2. Provide annual training to all teachers, by nurse or registered diabetes educator, prior to the first day of school, for the recognition of high/low blood glucose levels and distribute the corresponding emergency action plan.
3. All substitute teachers will be provided with written instructions regarding the student’s diabetic care and a list of all Diabetes Trained Personnel at the school.
4. If the student rides the public school bus, the school will provide the bus driver with a copy of the student’s Diabetes Medication Administration Record regarding the student’s diabetic care and/or a copy of the student’s Diabetes Health Support Plan.
5. Have at least one Diabetes Trained Personnel (DTP) present at the school during school hours, and in attendance at school sponsored field trips and/or activities where the student is involved.
6. Designate the nurse’s office, or another nearby location in the office, to provide the necessary diabetes care. There should be a container that is closable and puncture resistant for the disposal of any sharps and wiping cloths.

7. Blood glucose monitoring will be done according to the physician’s written orders and should be scheduled to minimize the time the student is out of the classroom.

8. All procedures involving blood or other potentially infectious materials shall be performed in a manner and a place to minimize any splattering of blood droplets.

9. Any diabetic student who feels like he/she is experiencing low blood sugar should be accompanied to the office.

10. All teachers instructing the student will have a supply of appropriate juice boxes (provided by parents) to properly execute the emergency action plan.

11. The diabetic student will have access to water and restroom facilities without restriction.

12. The school will not penalize the student for being absent/tardy due to diabetes related medical appointments, or to routine diabetic care.

NOTE: The Diabetes Medication Administration Record (DMAR) form can be found XXXXXX, form 18 in the inclusion manual.

The Diabetes Health Support Plan can be found XXXXXX, form 19 in the inclusion manual.
The Diocese of Columbus schools strive to provide a safe environment for students with life-threatening food allergies. Parent(s)/guardian(s) should notify the school nurse and homeroom teacher of any life-threatening food allergy on or before the first of each school year or as soon as a food allergy is diagnosed.

Each school year, parent(s)/guardian(s) and physicians will be required to complete, sign and return a “Food Allergy Action Plan” specific to the student with life-threatening food allergies. The school nurse will review all allergy information provided by the student’s parent(s)/guardian(s) and physician and share this information with the appropriate teachers and staff.

Parent(s)/guardian(s) will provide the school with the medications prescribed in the “Food Allergy Action Plan”. Medications will be kept in the Clinic or with the student as specific needs dictate. Medications will also be available as part of the emergency preparedness kit in case of a lockdown/evacuation.

The parent(s)/guardian(s) of a student with a life-threatening food allergy will provide a supply of “safe” snacks for use by their child. Parent(s)/guardian(s) of children with life-threatening food allergies are responsible for notifying bus transportation providers with information regarding their child’s allergy.
Food Allergy Action Plan

Student’s Name: ___________________________ D.O.B: ___________ Teacher: ___________________________

ALLERGY TO: ____________________________________________________________

Asthmatic: Yes* No □ *Higher risk for severe reaction

◆ STEP 1: TREATMENT ◆

<table>
<thead>
<tr>
<th>Symptoms:</th>
<th>Give Checked Medication*: **To be determined by physician authorizing treatment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· If a food allergen has been ingested, but no symptoms:</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Mouth: Itching, tingling, or swelling of lips, tongue, mouth</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Skin: Hives, itchy rash, swelling of the face or extremities</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Gut: Nausea, abdominal cramps, vomiting, diarrhea</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Throat: Tightening of throat, hoarseness, hacking cough</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Lung: Shortness of breath, repetitive coughing, wheezing</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Heart: Weak or thready pulse, low blood pressure, fainting, pale, blueness</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· Other: __________________________________________</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
<tr>
<td>· If reaction is progressing (several of the above areas affected), give:</td>
<td>□ Epinephrine □ Antihistamine</td>
</tr>
</tbody>
</table>

†Potentially life-threatening. The severity of symptoms can quickly change.

DOSAGE
Epinephrine: inject intramuscularly (circle one) EpiPen®  EpiPen® Jr. Twinject® 0.3 mg Twinject® 0.15 mg
(see reverse side for instructions)

Antihistamine: give ___________________________ medication/dose/route ___________________________

Other: give ___________________________ medication/dose/route ___________________________

IMPORTANT: Asthma inhalers and/or antihistamines cannot be depended on to replace epinephrine in anaphylaxis.

◆ STEP 2: EMERGENCY CALLS ◆

1. Call 911 (or Rescue Squad: ____________). State that an allergic reaction has been treated, and additional epinephrine may be needed.

2. Dr. ___________________________ Phone Number: ___________________________

3. Parent: ___________________________ Phone Number(s) ___________________________

4. Emergency contacts: Name/Relationship ___________ Phone Number(s) ___________________________

   a. ___________________________ 1.) ___________________________ 2.) ___________________________

   b. ___________________________ 1.) ___________________________ 2.) ___________________________

Even if Parent/Guardian cannot be reached, do not hesitate to medicate or take child to medical facility!

Parent/Guardian’s Signature ___________________________ Date ___________________________

Doctor’s Signature ___________________________ Date ___________________________

(Required)
STUDENTS

TRAINED STAFF MEMBERS

1. ___________________________ Room __________
2. ___________________________ Room __________
3. ___________________________ Room __________

EpiPen® and EpiPen® Jr. Directions

- Pull off gray activation cap.

  ▪ Hold black tip near outer thigh (always apply to thigh).

  ▪ Swing and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. Remove the EpiPen® unit and massage the injection area for 10 seconds.

Twinject® 0.3 mg and Twinject® 0.15 mg Directions

- Remove caps labeled “1” and “2.”

- Place rounded tip against outer thigh, press down hard until needle penetrates. Hold for 10 seconds, then remove.

SECOND DOSE ADMINISTRATION:
If symptoms don’t improve after 10 minutes, administer second dose:

- Unscrew rounded tip. Pull syringe from barrel by holding blue collar at needle base.

- Slide yellow collar off plunger.

- Put needle into thigh through skin, push plunger down all the way, and remove.

Once EpiPen® or Twinject® is used, call the Rescue Squad. Take the used unit with you to the Emergency Room. Plan to stay for observation at the Emergency Room for at least 4 hours.

For children with multiple food allergies, consider providing separate Action Plans for different foods.

**Medication checklist adapted from the Authorization of Emergency Treatment form developed by the Mount Sinai School of Medicine. Used with permission."

Office of Catholic Schools
Catholic Diocese of Columbus

Adopted 9/09
Reviewed 8/11, 7/16
Revised ____
## MEDICAL PLAN – CELIAC DISEASE

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>DOB</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>School __________________________</td>
<td>Year ________</td>
<td></td>
</tr>
<tr>
<td>School Administrator __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Classroom Teacher(s) __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Nurse __________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EMERGENCY CONTACT

**Parent(s)/guardian(s)**

(Cell/Work/Home) Phone: ( )

(Cell/Work/Home) Phone: ( )

**Parent(s)/guardian(s)**

(Cell/Work/Home) Phone: ( )

(Cell/Work/Home) Phone: ( )

Healthcare Provider __________________________

Phone: ( )

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*Office of Catholic Schools*
*Catholic Diocese of Columbus*  
(Continued on next page)
I. CELIAC DISEASE PROTOCOL

Celiac Disease is a hereditary autoimmune disease that causes damage to the intestinal lining (villi), interfering with the absorption of nutrients from food. Celiac Disease is triggered by consumption of the protein called gluten, which is found in wheat, rye, barley, and contaminated oats. Untreated, Celiac Disease causes multi-system complications such as diarrhea, constipation, gas, bloating, iron deficiency anemia, decreased bone density, failure to thrive, short stature, and behavior problems.

The only treatment of Celiac Disease is a strict gluten-free diet for life. Therefore, all foods with wheat, rye, barley, and oats must be eliminated from the diet. In addition to the foods being gluten-free, it is important that these foods are not contaminated by coming in contact with gluten-containing foods during their preparation or service.

II. OVERVIEW OF STUDENT’S CONDITION

Medical History:
Year of Diagnosis ________________ Amount of time on a gluten-free diet ________________

Determination of disability:
Letter from healthcare provider indicating medical disability
Ability of student in managing their disease/diet:

- The student is able to visually recognize the allergen in all its hidden forms or as part of another food (starch, malt, Play-Doh, Cheerios/Fruit Loops, stamp adhesive, etc.). (YES / NO)
- The student is able to read labels for gluten. (YES / NO)
- The student is able to verbally communicate body discomfort associated with a gluten reaction. (YES / NO)
- The Student knows to wash their hands well with an approved soap and warm water before eating. (YES / NO)
- The student needs access to a gluten-free table. (YES / NO)
- The student knows to eat only food brought from home (if arranged). (YES / NO)
- The student knows not to trade food with classmates and/or adults. (YES / NO)
- The student understands how a safe food may become contaminated with gluten. (YES / NO)

III. OBJECTIVES OF THE MEDICAL PLAN

1. Informing all school personnel involved in the care/education of the student about Celiac Disease and its management.
2. Assisting the student to maintain a stable physiological state void of gluten reactions through preventative measures, by following the Medical Plan set in place set for them.
3. Recognizing the signs of a gluten reaction in the student, and treating it promptly, in all school settings.
4. Striking a balance between safety and social normalcy at school by providing the same opportunities, whenever reasonably possible, as the student’s peers and offering encouragement/support to the student.
5. Encouraging open and on-going communication between school personnel and parent(s)/guardian(s) regarding food intolerance issues.
III. GOALS OF THE MEDICAL PLAN

1. Food Allergy Education / Celiac Disease Information:
   1.1 All faculty and staff members involved with the care of the student will receive
       information on Celiac Disease, its management, and the recognition of symptoms
       associated with gluten ingestion prior to the beginning of the school year, or
       upon the diagnosis of a currently enrolled student.

2. Meals and Snacks
   2.1 The school administrator, school food service personnel, and
       parent(s)/guardian(s) will work together to develop reasonable procedures in
       reference to the distribution/consumption of gluten-free foods/snacks at school. It
       is the parent(s)/guardian(s) responsibility to review/approve gluten-free items. It
       is the responsibility of school food services personnel to appraise
       parent(s)/guardian(s) of food item changes.
   2.2 The only treatment for Celiac Disease is a strict gluten-free diet for life. Gluten is
       found in wheat, rye, barley, and contaminated oats, so therefore all foods with
       wheat, rye, barley, and oats must be eliminated from the diet. This included the
       obvious sources such as wheat breads, pastas, buns, and rolls, but it also includes
       such items as soy sauce, some broths and beat bases, some soups, gravy
       thickened with wheat flour, and breakfast cereals that contain malt or malt
       flavoring. All labels must be carefully reviewed to be sure no gluten-containing
       grain is used in that food product.
   2.3 In addition to the food itself being free from gluten, the food itself cannot come
       in contact with or be contaminated by gluten-containing foods. This means the
       gluten-free foods need to be prepared in a separate area, cooked in separate
       foiled pans, and served with clean gloves.
   2.4 If the school provides a hot lunch/snack which includes a gluten-based item, a
       gluten-free alternative must be offered to the student with Celiac Disease. This
       would include such food items such as gluten-free bread, roll, cereal, and pasta.
       Meat and meat alternatives must also be free of gluten-containing grains,
       including fillers in hotdogs, poultry injected with wheat or barley, and gluten-
       containing grain used as an extender in some meat products.
2.5 If the school does not provide a daily hot lunch/snack, microwave usage will only be allowed on the days when hot food items are offered to all other students. If it is the school's policy to not microwave food items for students, the student will be responsible (when age appropriate) for microwaving their own gluten-free food items brought from home.

2.6 A system will be developed whereby school food service personnel will be able to identify the student with Celiac Disease when moving through the cafeteria line so their selected food items are safe/gluten-free. Some schools may require these students to self-identify to school food service personnel.

2.7 Access to a gluten-free table will be available. The table will be thoroughly cleaned before and after lunch, using a designated sponge or cleaning cloth exclusively for that table in order to avoid cross-contamination.

3. Classroom Management

3.1 Classroom teachers and parent(s)/guardian(s) will work together to monitor classroom events that may include the use of food/materials containing gluten. Parent(s)/guardian(s) will be informed 24 hours in advance of any upcoming events that may require alternative food/materials, so the parent(s)/guardian(s) can make appropriate substitution if necessary.

3.2 The student and/or teacher will be careful when using the following materials for classroom projects: Play-Doh, paper-mâché, Cheerios/Fruit Loops, other gluten-containing foods, pasta, flour, paste, envelop and stamp adhesives. Hands and surfaces will be completely washed after the use of these materials.

3.3 Class activities using envelopes/stickers will be minimized, and the student reminded not to lick any envelopes/stickers while in class.

3.4 The parent(s)/guardian(s) will provide a safety snack box, labeled with the student’s name, containing alternative gluten-free snacks the student may use in lieu of birthday/holiday treats provided by other students in the classroom. Parent(s)/guardian(s) will be notified prior to the snack supply being depleted.

3.5 Students should be allowed bathroom privileges when necessary or in the case of gluten reaction.
4. **Classroom Art Projects**
   4.1 Products commonly used in the art room will be reviewed to determine if they contain gluten. Hands and surfaces must be completely washed after the use of these materials.
   4.2 The student will need access to hand-washing facilities after handling art projects or products that contain gluten.
   4.3 Parent(s)/guardian(s) will be informed 24 hours in advance of any gluten-containing items being used in a project, so the parent(s)/guardian(s) can make appropriate substitution if necessary.

5. **Bathroom Access**
   5.1 Accidental exposure to gluten may cause gas, bloating, and diarrhea. Therefore, the student will be permitted to use the bathroom without restriction.
   5.2 The student will also need access to hand-washing facilities after handling products that contain gluten.
   5.3 The parent(s)/guardian(s) will have the option of providing a change of clothes for the student that may be used in the event of a gluten reaction and may be kept in the nurse’s office or the student’s classroom.

6. **Field Trips and Extracurricular Activities**
   6.1 Parent(s)/guardian(s) will be notified of upcoming field trip plans that would involve food or food related activities. Parent(s)/guardian(s) will determine whether the food is gluten-free and/or provide student with a safe alternative. Parent(s)/guardian(s) may be asked to provide the gluten-free alternative option.

7. **Emergency Evacuation and Shelter in Place**
   7.1 In the event of an emergency evacuation or shelter in place situation, the student’s Medical Plan will remain in full force and effect. If the school has kits for emergencies/evacuations, the parent(s)/guardian(s) will provide to the school, prior to the beginning of the school year, a 3-day emergency supply of non-perishable gluten-free foods labeled with the student’s name. This will be kept in the student’s classroom.
8. **Communication**

8.1 The school staff will keep the student’s Celiac Disease confidential except to the extent that the parent(s)/guardian(s) and/or student decide to openly communicate about it to others.

8.2 The School staff will provide reasonable notice to the parent(s)/guardian(s) when there will be a change in planned activities, such as field trips or parties.

8.3 Substitute teachers will be provided with written instructions regarding the student’s Celiac Disease care.
ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

The Diocese of Columbus recognizes that Acquired Immune Deficiency Syndrome (AIDS) Symptomatic or asymptomatic infection with the human immunodeficiency virus (HIV) is a life-threatening disease and a major health issue. The epidemic proportions of this disease prompted the Diocesan school system to adopt a policy which seeks protection of the rights and welfare of all students and staff.

ATTENDANCE

In keeping with the recommendations of the Surgeon General’s Report and with other Diocesan policies regarding participation in our schools by those who have handicapping conditions, each case of a student with HIV or AIDS shall be dealt with individually. Students who are diagnosed as having HIV or AIDS remain in the normal classroom setting and perform their usual responsibilities as their illness allows.

CONFIDENTIALITY

The Diocese recognizes the dignity and rights of all persons and is sensitive and responsive to the concerns of those who have HIV or AIDS. Information concerning the health of any student with HIV or AIDS shall be treated as confidential.

PROCEDURE

Because children with HIV or AIDS are highly susceptible to infections from other children, the Surgeon General’s report recommends that the school involve an AIDS evaluation team in the medical evaluation of infected students. The report further recommends that the student’s physician, a public health official (or physician specializing in infectious diseases) and the student’s parent(s)/guardian(s) collaborate with the designated school officials (principal, classroom teacher, and school nurse) in conducting the evaluation. Based upon the recommendations of the evaluation team, the school’s administration shall permit the student to remain in school or to remain in school under restricted conditions. If the recommendation of the evaluation team is that the student not remain in school, the principal shall refer the student to the local public school system for home instruction.
ACCOUNTING FOR THE ATTENDANCE OF STUDENTS

According to the law of Ohio, primary responsibility for seeing that students attend school for the full time that school is in session rests with the parent(s)/guardian(s). When a student is absent from school, the parent/guardian is to contact the school, within the time frame designated by the school, to report the absence. A representative from the school will attempt to notify the student’s parent(s)/guardian(s) if the absence has not been reported.

When a student enrolls in a Catholic school, the parent(s)/guardian(s) shall present the school with a copy of the student’s birth certificate and the name and address of the school which the student most recently has attended. Within 24 hours, the enrolling school shall initiate contact with the sending school in order to obtain the student’s records. If records are not received within 14 calendar days of the student’s admission, the enrolling school shall notify the law enforcement agency having jurisdiction for the area of the pupil’s residence.

The following applies to elementary schools:

Any school may initiate a program for fingerprinting students. If initiated, such a program shall be developed with the assistance of the law enforcement agency in the area. Participation of individuals is voluntary.

This policy implements the “Missing Child Act” enacted by the Ohio Legislature in April 1985, as this law applies to non-public schools.
STUDENTS

BEHAVIOR

Behavior is the manner in which one acts. Since the essence of Christian discipline is self-discipline, the student must be free to choose one form of behavior over another. In choosing to behave or to misbehave, the student takes upon himself/herself the consequences of that chosen behavior.

Teachers shall uphold the code of conduct established for the school and follow the expectations, procedures, corrective measures, and penalties regarding the school’s rules.

Teachers shall also be responsible for establishing a classroom environment in which students receive continuing instruction regarding acceptable behavior.

The Catholic Church respects the dignity of persons of all ages; therefore, corporal punishment in any form is not an acceptable form of punishment for student misbehavior.

However, a person employed or engaged as a teacher, principal, or administrator in a school in the Diocese of Columbus may use a physical response to “obtain possession of weapons or dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.” (Ohio Revised Code 3319.41)

See also: Code of Conduct Policy 5144.1
Suspension and Expulsion Policy 5114.0
Each school shall develop, publish, and update a code of conduct for students on a regular basis. This code shall specify expectations for student attendance (Policy 5113.0 and 5113.1) and behavior (Policy 5144.0). It shall indicate procedures, corrective measures, and penalties that the school may use for violations of its rules.

In establishing the code of conduct, the school shall:

1. safeguard the students’ rights to due process;
2. ensure that the rules and consequences are understandable by the students;
3. ensure that the consequences are constructive and relative to the misbehavior or that academic credit is not denied except in cases of academic violations, e.g., cheating, plagiarism;
4. ensure that work of an academic nature is not used as a consequence; and
5. encourage reconciliation with the offended party(ies), if applicable.

The school’s code of conduct shall be distributed annually to students, parents(s)/guardian(s) and the school staff in written form (or on the school website, if appropriate). The signatures of students, parents(s)/guardian(s), and teachers indicating acceptance of the code are required annually and shall be maintained in the school office.
BEHAVIOR OFF CAMPUS

The following is to be included in all school handbooks:

The Diocese of Columbus has a concern with conduct by students at school or away from school that may bring discredit or harm to the name of the school or the reputation of the student body. Consequently, conduct at school or away from school that is inappropriate to Christian moral standards, conduct that is in violation of the law, including social media, conduct that is detrimental to the common good, threatening, harmful, or offensive to other students or staff or conduct that is of such nature as to jeopardize the good name of the school, may subject a student to discipline. Discipline for such conduct shall be at the sole discretion of the school.
Catholic schools recognize that it is essential to educate the whole child, spiritually, academically, physically, socially, and emotionally. Similarly, wellness education must be multi-dimensional and encompass all the same areas in order to promote ultimate health. Catholic schools aid this emphasis on total wellness by embracing the reverence for life, self-respect, and respect for others.

The primary goal of nutrition education is to positively impact eating behaviors.

**Nutrition Education:**
1. Wellness objectives concerning nutrition are supported through the Diocesan Health Course of Study (2005) grade-level indicators relating to diet, nutrition, and exercise. Additionally, similar grade-level indicators are included in the Science Course of Study (2010).
2. Nutrition guidelines, My Plate, charts, suggestions for healthy food choices, and other messages that support wise food choices will be displayed in or near the cafeteria as well as in classrooms during the nutrition unit of instruction.
3. Snack breaks, if applicable, will be scheduled as necessary to maintain energy levels. Additionally, school policy will outline what types of healthy snacks may be eaten during this time.

The primary purpose of Physical Education is to promote physical fitness and to have students develop habits that will be beneficial throughout their lives.

**Physical Education:**
1. Physical fitness is supported through the Diocesan Physical Education Course of Study (2010).
2. All elementary students and the designated grade levels in high school shall participate in Physical Education.
3. All appropriate grade levels will have scheduled recess times.
4. Discipline should not include loss of recess time except in rare instances.
5. Students will be encouraged to participate in school and community sports programs and to be physically active outside of school.
STUDENTS

The school has activities in which both nutrition and physical education are inherent parts of the activities. Therefore, the school must be mindful of these connections when planning activities.

School-Based Activities
1. The Religion Course of Study (2006) supports reverence for life, self-respect, and respect for others, which are foundational concepts of wellness. All school-based activities are also rooted in these Religion Course of Study concepts.
2. The school should use food in limited ways as a reward for behavior, and minimize sugary treats for classroom celebrations.
3. Schools are encouraged to consider healthy food or non-food fundraisers.
4. Parent(s)/guardian(s), students, and the school community should be updated annually regarding the content and implementation of the policy.
5. Teachers will be offered professional development in nutrition as is needed, and in physical activities that might be appropriate to incorporate in the classroom.

All schools with a lunch program must follow nutritional guidelines.

Nutrition Guidelines
2. School lunch periods will be scheduled so as to provide nourishment within a reasonable time frame from the start of the school day.
3. Schools should evaluate food and beverage products sold and determine nutritional guidelines for all foods and beverages that are available.
4. Drinking fountains are available in all buildings.

All schools are required to periodically measure and evaluate the implementation of their wellness policy.

Measurement and Evaluation:
1. The policy shall be reviewed regularly to evaluate school-wide compliance and effectiveness.
2. Based on the regular reviews, the school will determine any revisions necessary to support wellness in the school.
3. Whenever applicable, students could monitor wellness through activities such as monitoring their heart rate, or keeping a food and/or exercise journal.

Office of Catholic Schools
Adopted 8/06
Catholic Diocese of Columbus
Reviewed 8/11, 7/16
Revised 3/12, 8/12