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WADSWORTH CITY SCHOOL DISTRICT
BOARD OF EDUCATION

WADSWORTH, OHIO

REGULAR STATED MEETING
MONDAY, NOVEMBER 20, 2023, 7:00 P.M.
JAMES R. McILVAINE PERFORMING ARTS CENTER, 625 BROAD STREET

AGENDA

I. Call to Order

II. Pledge of Allegiance

III. Roll Call

IV. Motion for Approval and Signing of Meeting Minutes

V. Student/Staff Recognition

A. November Students of the Month

Student	Grade	School
Amaya Arnold	04	Franklin Elementary School
Molly Renner	04	Isham Elementary School
Laylla Duncan	04	Lincoln Elementary School
Leo Beitel	04	Overlook Elementary School
Adalena Rybak	04	Valley View Elementary School
Luna Hackman	02	Grizzly Academy
Hannah Davis	06	Central Intermediate School
*Lydia Hall	07	Wadsworth Middle School
Hailey Harris	12	WHS Career-Technical
Sydney Daily	12	Wadsworth High School

*Colby Nicholson, WMS October Student of the Month, will also be recognized.

VI. Administrative Discussion Items, Presentations, and Updates

A. Presentation: Five-Year Financial Forecast, Mr. Douglas Beeman, Treasurer

B. November 3, 2023 WCS Employee Professional Development Day

C. Nutrition Standards

D. Special Education Rating

VII. Public Participation

VIII. Administrative Items

A. Personnel Consent Items

1. Resignations

a) Lisa Dalman, Girls Reserve Lacrosse Coach
b) Matt Hulme, Reserve Wrestling Coach, eff. 11/10/2023
c) Chris Kallai, Sr., Carpentry Job Site Teacher Asst. (supplemental contract), eff. 10/30/2023
d) Jackie Morris, non-teaching employee, eff. 10/18/2023
e) Samuel Piehl, certified teacher/WMS Band Director/WHS Asst. Band Director, eff. 8/19/2024
f) Lynn Pound, non-teaching employee, eff. 6/1/2024
g) Brent Steiner, 8th Grade Asst. Wrestling Coach, eff. 11/10/2023
h) Clay Wenger, Varsity Wrestling Head Coach, eff. 10/18/2023
i) Michael Wenger, Varsity Asst. Wrestling Coach
j) Erin McPherson, certified teacher, eff. 1/1/2024

2. Employments (Recommendations are contingent upon each individual receiving his/her license from the Ohio Department of Education prior to the start of the 2023-2024 school year, with a license effective date of July 1, 2023, if he/she does not already have the said license and successfully meeting all other pre-employment requirements of the board.)

a) Non-teaching Employees

(1) Amber Barbarotta, eff. 10/19/2023
(2) Michelle Gerlitz, eff. 10/30/2023
(3) Robert Gish, eff. 11/6/2023
(4) Darla Jenkins, eff. 10/23/2023
(5) Michelle Oakley, eff. 11/8/2023

b) Salary Exempt Employees

(1) Michelle Longoria, eff. 11/13/2023

c) Classified Substitutes

(1) Matthew Cole, eff. 11/17/2023
(2) Michelle Oakley, eff. 10/31/2023
(3) Michell Plouse, eff. 11/13/2023

d) Supplemental Contracts

(1) Matt Hulme, Varsity Asst. Wrestling Coach, eff. 11/10/2023
(2) Ryun Louie, Pana Percussion Camp
(3) Molly Palecek, Girls Asst. Basketball Coach (Volunteer), eff. 11/3/2023
(4) Brent Steiner, Reserve Wrestling Coach, eff. 11/10/2023
(5) Justin Todd, Opportunity School Coordinator extended work hours (up to 140 hours)
(6) Michael Wenger, Varsity Wrestling Head Coach

e) Volunteers

(1) Julie Ambrose
(2) Mike Bowser
(3) Damaris Brumfield
(4) Tina Cargill
(5) Brittany Collins
(6) Mary (Florence) Demastes
(7) Sara Drollinger
(8) Amanda Gailey
(9) Katie Heiple
(10) Sara Mahoney (Hoynes)
(11) Justina Kline
(12) Derek Knack
(13) Holly May
(14) Nick May
(15) Katie Miller
(16) Jodi Osborne
(17) Lori Pekare
(18) Carrie Poetter
(19) Amanda Rossi
(20) Ginger Schleifer
(21) Renata Shega
(22) Lori Snoke
(23) Lucy Sondles
(24) Ola Thuestad
(25) Matthew Vitarella
(26) Megan Vitarella

(27) Derek Warner
(28) Stephanie Warner
(29) Rebecca Williams
(30) Tanya Williford
(31) Rebecca Wilson
(32) Danielle Winwood
(33) Angela Wooldridge
(34) Michelle Wooley

f) Event Workers

(1) Kalyn Davis
(2) Jocelyn Thompson

g) Athletic Contest Workers

(1) Dennis Schrock, eff. 11/3/2023
(2) Joe Snyder, eff. 10/21/2023

h) OHSAA-Sponsored Athletic Event Worker & Rate of Compensation

**Division I Girls Soccer Sectional Semifinal vs. Brecksville - Oct. 14, 2023 at Art Wright Stadium*

(1) Gail Sheffield, Site Manager, $100

**Division I Volleyball Sectional Tournament (Revere vs. Normandy) - Oct. 21, 2023 at Wadsworth High School*

(2) Allyson Wines, Tournament Site Manager, $50

**Division I Football Regional 1st Round Playoff vs. Brunswick - Oct. 27, 2023 at Art Wright Stadium*

(3) Kristine Palecek, Media Coordinator, $80

**Division I Football Regional Quarterfinal Playoff vs. Medina - Nov. 3, 2023 at Art Wright Stadium*

(4) Kristine Palecek, Media Coordinator, $80

*Other personnel required were paid at their previously Board of Education-approved athletic contest worker rate.

3. Recommendation to amend the unpaid leave for Brianna Crowley through the end of the 2023-2024 school year (September 11, 2023 board approval reflected leave through January 3, 2024)

4. Recommendation to amend the unpaid leave for Jordan McGovern through the end of the 2023-2024 school year (September 11, 2023 board approval reflected a return date of January 4, 2024)

5. Recommendation to approve unpaid leave for Allison Romano from the end of her allowable sick leave through March 17, 2024

6. Recommendation to approve unpaid leave for Sandra Shaffer from the end of her allowable sick leave through December 31, 2023

7. Recommendation to approve unpaid leave for Erin McPherson from August 21, 2023 through December 31, 2023

B. Action Consent Items

1. Recommendation to approve the Agreement for Admission for Tuition Pupils Pursuant to Sections 3327.04, 3327.06, 3323.14, 3317.08 and 3313.841 O.R.C. between the Bedford City School District Board of Education and the Wadsworth City School District Board of Education

2. Recommendation to approve the Agreement for Excess Cost for Children with Disabilities Pursuant to Sections 3313.981 O.R.C., 3323.14 O.R.C., and Rule 3301-48-02(F) between the Cloverleaf Local Board of Education and the Wadsworth City School District Board of Education

3. Recommendation to approve the Agreement for Excess Cost for Children with Disabilities Pursuant to Sections 3313.981 O.R.C., 3323.14 O.R.C., and Rule 3301-48-02(F) between the Norton Board of Education and the Wadsworth City School District Board of Education

4. Recommendation to approve the Agreement for Excess Cost for Children with Disabilities Pursuant to Sections 3313.981 O.R.C., 3323.14 O.R.C., and Rule 3301-48-02(F) between the Chippewa Local School Board of Education and the Wadsworth City School District Board of Education

5. Recommendation to approve the School Counseling Comprehensive Program document

6. Recommendation to approve the Independent Contractor Agreement between the Wadsworth City Board of Education and Wadsworth Community Radio, effective January 1, 2024 through December 31, 2024

7. Recommendation to waive a first reading and adopt the following revised Wadsworth City School District Board of Education policies:

    a) 1662, Anti-Harassment
    b) 2266, Nondiscrimination on the Basis of Sex in Education Programs and Activities
    c) 3362, Anti-Harassment
    d) 4362, Anti-Harassment
    e) 5512.01, Random Alcohol, Drug and Nicotine Testing of Wadsworth City School District Students
    f) 5517, Anti-Harassment
    g) 8390, Animals on District Property

8. Recommendation to set the substitute vehicle driver rate of pay at $17.95/hr., eff. 10/31/2023

9. Recommendation to approve the following high school courses, effective with the 2024-2025 school year:

    a) Popular Music as Literature
    b) Modern Nonfiction
    c) Literature as Film
    d) The Art of Poetry
    e) Creative Writing
    f) Multi-Language Pathway 1
    g) Multi-Language Pathway 2
    h) Cultures of the Spanish-Speaking World
    i) Medical Spanish
    j) French Film
    k) Colloquial French

10. Recommendation to accept the following donations:

    a) $2,837.99 from the Wadsworth All-Sports Boosters
    b) $558.35 from the Wadsworth All-Sports Boosters
    c) $1,000.00 from the Medina County Health Department
    d) $2,500.00 from the Cleveland Clinic
    e) $2,500.00 from the Medina Hospital Medical Staff/Cleveland Clinic
    f) $500.00 from BellStores
    g) $2,000.00 from Mark Sandridge
    h) $7,900.00 from the ADAMH Board of Medina County
    i) $3,000.00 from the Medina County Women's Endowment Fund at the Akron Community Foundation
    j) $703.85 from the Medina County Arts Council, Inc.

k) $734.85 from the Medina County Arts Council, Inc.
l) $1,900.00 from the Central Intermediate School PTO
m) Buehler's gift cards, valued at $4,000.00, from Minute Men Ohio Comp
n) Sixty-four (64) concert dresses from the Wadsworth Band Boosters
o) 1999 Ford F150 from Wright Tool Company
p) $1,000.00 from the Blue Tip Festival

11. Recommendation to approve the Carpentry Assistant substitute rate of pay at $14.40/hour

12. Recommendation to approve the Evolve Academy of Medina City School District Contract Addendum

13. Recommendation to approve the Bilingual Speech & Language Services Invoice between Nydia A. Mendez and the Wadsworth City School District Board of Education

14. Recommendation to approve the Ohio High School Athletic Association (OHSAA) Tournament Agreement for Football Regional and State Semi-Final Games

15. Recommendation to renew our membership in the Medina County Economic Development Corporation for the period of December 1, 2023 through November 30, 2024

16. Recommendation to approve the Standard Student Data Privacy Agreement between Brisk Labs Corp and the Wadsworth City School District Board of Education

17. Recommendation to approve the Costume Rental Contract between Akron Design & Costume and the Wadsworth City School District Board of Education, effective October 16, 2023

18. Recommendation to approve an overnight trip to Philadelphia and New York City for the high school band November 26-30, 2024

19. Recommendation to approve the Texthelp Terms of Use, including the Summary of Changes and the Texthelp Privacy Policy

20. Recommendation to approve the Four Cities Compact Advisory Committee Rosters for the 2023-2024 school year

21. Recommendation to determine the following student as impractical to transport for the 2023-2024 school year:

    a) Brady Watcher, to Archbishop Hoban

22. Recommendation to approve the Amendment to Terms of Service and/or Privacy Policy between EdClub, Inc. and the Wadsworth City School District Board of Education

23. Recommendation to approve the Contract between Foertmeyer & Sons Greenhouse Co. and the Wadsworth City School District Board of Education

24. Recommendation to approve the Memorandum of Understanding between the Wadsworth Education Association and the Wadsworth City School District Board of Education

IX. Items of the Treasurer

A. Action Items

1. Recommendation to adopt the FY 2024 five-year forecast and assumptions for submission to the Ohio Department of Education

2. Recommendation to transfer $1,487.45 from the General Fund (001) to the Food Service Fund (006-0000)

3. Recommendation to request a refund of $93,954.35 from the Medina County ESC for overpayments during the 2022-2023 school year

4. Recommendation to accept the financial reports as presented and subject to audit

5. Recommendation to approve Lisa Jones as a Wadsworth Public Library Board Trustee, effective January 1, 2024 through December 31, 2030

X. Legislative Update

XI. Board Member Items

XII. Executive Session

WHEREAS, a public board of education may hold an executive session only after a majority quorum of this board determines by a roll call vote to hold such a session and only at a regular or special meeting for the purpose of the consideration of any of the following matters:

A. To consider one or more, as applicable, of the check marked items with respect to a public employee or official:

1. Appointment
2. Employment ✓

3. Dismissal
4. Discipline
5. Promotion
6. Demotion
7. Compensation
8. Investigation of charges/complaints (unless public hearing requested)

B. To consider the purchase of property for the public purposes or for the sale of property at competitive bidding

C. Conferences with an attorney for the public body concerning disputes involving the public body that are the subject of pending or imminent court action

D. Preparing for, conducting or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment

E. Matters required to be kept confidential by federal law or rules or state statutes

F. Specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing or avoiding prosecution for a violation of the law

NOW, THEREFORE BE IT RESOLVED, that the Wadsworth City Board of Education, by a majority of the quorum present at this meeting, does hereby declare its intention to hold an executive session on A2, B, and E as listed above.

XIII. Adjournment

In accordance with State and Federal law, the District will provide reasonable accommodations to persons with disabilities who wish to attend and/or participate in school events. Such individuals should notify the Superintendent if they require a reasonable accommodation.

WADSWORTH CITY SCHOOL DISTRICT
BOARD OF EDUCATION
Regular Stated Meeting
November 20, 2023

Agenda Detail Sheet

VI. Administrative Discussion Items, Presentations, and Updates

B. November 3, 2023 WCS Employee Professional Development Day: The schedule for the WCS employee professional development day held on November 3, 2023 can be viewed by clicking here.

C. Nutrition Standards: You can read about the annual notification of nutrition standards that are followed in our Food Service Department by clicking here.

D. Special Education Rating: We recently received our special education rating from the Ohio Department of Education. This year, we received the highest rating in each category and received an overall rating of "Meets Requirements." You can view the rating document by clicking here. We would like to thank Mrs. Joyce Walker, Director of Student Services, and Mrs. Jennifer Thomas, Coordinator of Special Education, for their leadership of our special education program and to all of our teachers, support staff, and administrators who are involved in the daily work that led to this rating.

VIII. Administrative Items

A. Personnel Consent Items

2. Employments

a) Non-teaching Employees

(1) Amber Barboretta: Ms. Barboretta is being recommended to fill the CIS student attendant position that is required due to the needs of a student, per the student's individual educational program (IEP). This is a new position.

(2) Michelle Gerlitz: Ms. Gerlitz is being recommended to fill the Valley View Elementary School classroom/playground aide position which was left open when Ms. Andrea Palidar accepted another position within the district.

(3) Robert Gish: Mr. Gish is being recommended to fill the Valley View Elementary School cafeteria helper position which was left open when Ms. Melanie Bumgardner resigned.

(4) Darla Jenkins: Ms. Jenkins is being recommended to fill the CIS playground aide position which was left open when Ms. Christine Putz resigned the position.

(5) Michelle Oakley: Ms. Oakley is being recommended to fill the Overlook Elementary School special education aide position that was left open when Ms. Wendy Rogers accepted another position within the district.

b) Salary Exempt Employees

(1) Michelle Longoria: Ms. Longoria is being recommended to fill the payroll supervisor position which will be left open when Ms. Jill Peterson retires, effective January 1, 2024.

B. Action Consent Items

5. **School Counseling Comprehensive Program Document:** The School Counseling Comprehensive Program Document being recommended for approval has been revised to accurately reflect our school counseling program.

6. **Independent Contractor Agreement (Wadsworth Community Radio):** The Independent Contractor Agreement between the Wadsworth City Board of Education and Wadsworth Community Radio being recommended for approval will allow our school district to continue to partner with Wadsworth Community Radio.

7. **Revised Board of Education Policies:** The revised Board of Education policies being recommended for the a first reading and adoption (waiving of a second reading) are necessary for the following reasons:

   <u>Anti-Harassment and Nondiscrimination Policies</u>:

   1662, Anti-Harassment
   2266, Nondiscrimination on the Basis of Sex in Education Programs and Activities
   3362, Anti-Harassment
   4362, Anti-Harassment
   5517, Anti-Harassment

   Recently, we have seen an increase in the number of internal investigations resulting from students alleging the creation of a hostile learning environment due to their

protected class. When allegations like this occur, we have policies (listed above) we follow depending on who is making the allegation (e.g., a policy for students, a policy for certified staff, etc.).

For years, our Compliance Officers who investigate the claims, per our policies, have been the Director of Student Services and the Director of the Four Cities Compact. As the investigations can take significant time to complete, we are recommending revisions to the policies to include the high school principal and the middle school principal as Compliance Officers in addition to the current positions.

In addition, we are recommending revisions to the policies to allow a designee for the Superintendent in case the Superintendent is ever in a situation where a personal relationship could cause a conflict of interest.

5512.01, Random Alcohol, Drug and Nicotine Testing of Wadsworth City School District Students:

At the October 9 Board of Education meeting, the Board approved a second reading and adoption of revised Board of Education Policy 5512.01, Random Alcohol, Drug, and Nicotine Testing of Wadsworth City School District Students.

Recently, we realized that another change needs to be made to the policy to reflect a change in state law that occurred in 2019. The policy currently reads as follows:

"(note: with a positive test result for nicotine, if a student is eighteen (18) years old or older the positive result will be excluded as a student can legally purchase and use nicotine at age eighteen (18). Outside of this policy, the Wadsworth City School District Code of Conduct and other policies apply if tobacco/nicotine products are found or used on campus or at a school-related activity, regardless of a student's age.)"

The revision reads as follows:

"(note: with a positive test result for nicotine, if a student is of legal age to buy nicotine ~~eighteen (18) years old or older~~ the positive result will be excluded ~~as a student can legally purchase and use nicotine at age eighteen (18)~~. Outside of this policy, the Wadsworth City School District Code of Conduct and other policies apply if tobacco/nicotine products are found or used on campus or at a school-related activity, regardless of a student's age.)"

8390, Animals on District Property:

Based upon a current situation we are working through, and upon review of Board of Education Policy 8390, Animals on District Property, if a student needs assistance

with a service animal, the assistance can only be provided by a "handler," and the "handler" has to be a volunteer (non-WCS employee).

Based upon our policy language, we had a conversation with our attorney to find out if the "handler" language found in our policy was based in law or a district choice. It turns out that the "handler" language is not based in law. In fact, what is written in the policy in some situations may violate the law. The law requires that we go through an interactive American with Disabilities Act process. During the process, the request for accommodations are shared with us and we determine if the request(s) are reasonable. As an example, if a request to have a WCS employee be a handler is made, we may or may not determine the request to be reasonable based on the facts surrounding the situation.

As a result, we have revised our policy to allow for the possibility that a WCS employee could be considered the "handler." We have also added clarification to a section of the policy dealing with a service animal and transportation. The revisions are highlighted in green and can be viewed by clicking here.

8. **Substitute Vehicle Driver Rate of Pay:** The recommendation to increase the substitute vehicle driver rate of pay to $17.95/hr., effective 10/31/2023, will bring the substitute vehicle driver rate of pay to the same level as the substitute bus driver rate of pay. If approved, we believe the new rate will help in finding substitute vehicle drivers, which is necessary due to the growing number of vehicle routes we have (e.g., special education needs, homeless students living in other cities, etc.).

9. **New High School Courses:** The new high school courses being recommended for approval, starting with the 2024-2025 school year are described below.

   English Department:

   The English Department would like to create semester-length courses for juniors and seniors. There would be no additional staffing required to offer these courses; and, just because they are offered as options in our course selection guide for the 2024-2025 school year, does not mean each course will automatically occur. We will work through the minimum number of students required to offer a course and the scheduling logistics in the spring, once students have submitted their course selections.

   The new courses are as follows (click on each title to view the Cost Benefit Analysis):

   - Popular Music as Literature;
   - Modern Nonfiction;
   - Literature as Film;

- The Art of Poetry; and
- Creative Writing.

You can view a student interest survey completed by the English Department by clicking here.

Multi-Language Learner (MLL):

Jennifer Thomas (Special Education Coordinator), Georgia Terovolas (MLL teacher), and Susan Jamison (MLL teacher) have created a Multi-Language Pathway 1 and Pathway 2. There will be no additional staffing required to create these courses.

World Languages Department:

Based upon the World Language recommendations the Academic Council made in May, the following elective courses will be recommended to you for approval:

- Cultures of the Spanish-Speaking World;
- Medical Spanish;
- French Film; and
- Colloquial French.

We discussed with the World Language Department having a minimum of fifteen (15) students signed up for each elective to offer the elective. If there is enough student interest, there will be no staffing additions required (and this would not change our ability to offer World Language as we currently do at the intermediate and middle schools).

In addition, you can view an update on the other Academic Council World Language recommendations by clicking here. The updates are in red.

12. **Evolve Academy of Medina City School District Contract Addendum:** The Evolve Academy of Medina City School District Contract Addendum being recommended for approval is necessary for a student to attend the Evolve Academy due to the student's needs.

13. **Bilingual Speech & Language Services Invoice:** The Bilingual Speech & Language Services Invoice between Nydia A. Mendez and the Wadsworth City School District Board of Education being recommended for approval will allow Ms. Mendez to complete a speech & language evaluation in Spanish for one of our students.

14. **Ohio High School Athletic Association (OHSAA) Agreement:** The OHSAA Tournament Agreement for Football Regional and State Semi-Final Games being

recommended for approval is for the home football playoff game held at Art Wright Stadium on October 27, 2023.

16. **Brisk Labs Corp:** The Standard Student Data Privacy Agreement between Brisk Labs Corp and the Wadsworth City School District Board of Education being recommended for approval will allow teachers to use the Brisk Labs Corp product.

17. **Akron Design & Costume Contract:** The Costume Rental Contract between Akron Design & Costume and the Wadsworth City School District Board of Education, effective October 16, 2023, being recommended for approval is for costumes for the High School Drama Club's fall production of the Music Man.

19. **Texthelp:** The Texthelp Terms of Use, including the Summary of Changes, and the Texthelp Privacy Policy being recommended for approval will allow our school district to continue to use the Texthelp program to assist English Learner (EL) students.

22. **EdClub Amendment:** The Amendment to Terms of Service and/or Privacy Policy between EdClub, Inc. and the Wadsworth City School District Board of Education being recommended for approval will allow our school district to purchase a typing program through EdClub, Inc. The program will be used with students in second and fourth grades.

23. **Foertmeyer & Sons Greenhouse Co. Contract:** The Contract between Foertmeyer & Sons Greenhouse Co. and the Wadsworth City School District Board of Education being recommended for approval will allow Isham Elementary School to use Foertmeyer & Sons Greenhouse Co. for a fundraiser.

24. **Wadsworth Education Association (WEA) Memorandum of Understanding (MOU):** The MOU between the WEA and the Wadsworth City School District Board of Education being recommended for approval will allow tutors and literacy coaches who are required to attend a thirty (30)-hour virtual professional development to be compensated if they choose to attend the professional development outside of their regular work workday.

IX. Items of the Treasurer

A. Action Items

1. **FY 2024 five-year forecast and assumptions for submission to the Ohio Department of Education:** The Board of Education is required to approve the initial five-year forecast by the end of November each year. The updated forecast will reflect changes in state and local revenue as well as our new staffing and any other changes since last May.

2. **Transfer of $1,487.45 from the General Fund (001) to the Food Service Fund (006-0000):** This transfer is required to reimburse the Food Service Fund for 39 students that received a free lunch during the transition period and a glitch with our free and reduced lunch software.

3. **Refund of $93,954.35 from the Medina County ESC:** The Medina ESC contract is set to bill us equally each month for services per the annual contract. However, we are only responsible for the service (hours) we utilize during the school year. Once the school year is completed, there is a true-up based on actual services rendered.

RECORD OF PROCEEDINGS
WADSWORTH CITY BOARD OF EDUCATION

Minutes of Special Meeting Date: October 13, 2023

The Wadsworth City Board of Education met in Special Session on Friday, October 13, 2023, at **3:45** P.M at Charles R. Parsons Administration Building, 524 Broad Street.

ROLL CALL

Present	**Batey, Gordon, McComas, Kramer, Stevens**
Absent	
Administrators	**2**
Staff	**0**
Visitors	**0**

23-10-118 **APPROVAL OF BOARD MINUTES**

The motion was made by **Gordon**, seconded by **Batey**, to approve the following Board of Education Meeting Minutes:

Regular Meeting October 9, 2023

VOTE: Yea - Gordon, McComas, Kramer, Stevens, Batey
Nay - None Motion Carried,

PUBLIC PARTICIPATION

ADMINISTRATIVE ITEMS

23-10-119 Upon the recommendation of Superintendent Hill, the motion was made by **Gordon**, seconded by **McComas**, to adopt the Personnel Consent Items from the October 13, 2023, Special Meeting, as presented:

A. **PERSONNEL CONSENT ITEMS**

1. Employments

(Recommendations are contingent upon each individual receiving his/her license from the Ohio Department of Education prior to the start of the 2023-2024 school year, with a license effective date of July 1, 2023, if he/she does not already have the said license and successfully meeting all other pre-employment requirements of the Board.)

a) Supplemental Contract

Chad Williams Varsity Softball Coach

b) Casey Kirven Theater Tech

c) Volunteers

Nicole Holbrook
Beth Hoover
Nina Rytwinski
Jennifer Sterpka

VOTE: Yea – McComas, Kramer, Stevens, Batey, Gordon
Nay – None Motion Carried,

23-10-120 Upon the recommendation of Superintendent Hill, the motion was made by **Gordon**, seconded by **Batey**, to adopt the Action Consent Items from the October 13, 2023, Special Meeting, as presented:

B. **ACTION CONSENT ITEMS**

1. Recommendation to approve the Storm Water Detention/Retention Basin Easement Agreement between the City of Wadsworth and the Wadsworth City School District Board of Education. **(ATTACHED)**

2. Recommendation to approve the Water Main and Fire Hydrant Easement Agreement East between the City of Wadsworth and the Wadsworth City School District Board of Education. **(ATTACHED)**

3. Recommendation to approve the Water Main and Fire Hydrant Easement Agreement West between the City of Wadsworth and the Wadsworth City School District Board of Education. **(ATTACHED)**

VOTE: Yea – Kramer, Stevens, Batey, Gordon, McComas
Nay – None Motion Carried,

ADJOURNMENT

23-10-121 The motion was made by **Gordon**, seconded by **Batey**, to adjourn at **3:53** p.m.

VOTE: Yea – Stevens, Batey, Gordon, McComas, Kramer
Nay – None Motion Carried,

(Signed)_____
Jill Stevens, President

(Attested)_____
Douglas D. Beeman, Treasurer

November 3, 2023 PD Day Schedule

PD Day Log- Log your hours and submit to your evaluator by the end of the day.
Sessions in **BOLD** on the grid below are required for a group. See descriptions of sessions for which group.

8:00-9:25	9:35-11:00	12:00-1:25	1:35-3:00
Christopher Milo: Keynote for All WHS PAC	Christopher Milo: Breakout for 7-12 (WHS PAC)	Christopher Milo: Breakout for PK-6 (WHS PAC)	**PBIS for all elementary buildings at the elementary buildings** FR, IS, LI, OV, VV
Pickleball for PE teachers at VV gym	Acadience math data review for any K-6 math teacher (WHS Rm 1405)	**MD teachers w/Joyce Walker and Ryan Whited** (WHS Rm 1408)	**CIS: Co-teaching teams at CIS** CIS
	Creating a sensory garden (WHS Rm 1406)	How to operate safely and securely in a tech-rich world (WHS Rm 2109)	**CIS: Gifted teams WEP writing (**WHS Rm 1405)
	CTE Meeting (WHS Rm 2121)	**CTE visits (off-site)**	
	Be Well: Handling Holiday Stress and Holiday Eating (WHS Rm 1115)	Be Well: Handling Holiday Stress and Holiday Eating (WHS Rm 1115)	**Post-secondary transition for 7-12 ISs, aides, attendants** (WHS Rm 1408)
	Child Abuse Reporting (WHS Rm 1506)	**Desmos for 5-6th grade math teachers** (WMS Rm 225)	**HS Collaboration by department**
	Lynx hands-on session (WHS Rm 1306)	Supporting SEL in gifted learners (WHS Rm 1109)	**MS Collaboration by department**
	Supporting SEL in gifted learners (WHS Rm 1109)	Supporting Multi-language learners 7-12 (WHS Rm 1121)	
	Supporting Multi-language learners for K-6 (WHS Rm 1121)	**Special education compliance update** (WMS Media Center)	
	Special education compliance update (WMS Media Center)	**K-12 Counselors: Akron Children's Hospital services** (WHS Media Center)	

	CPR for administrators (until 11:30) (WHS Media Center)	Trauma-informed care in the classroom (WHS 2409)	
	CIS aides w/Taylor Gardner (WHS Rm 1408)	Managing Behaviors in the classroom (WHS Rm 2412)	
	Getting your classroom library ready for a new Unit of Study (K-1) (WHS rm 2409)	**HS PBIS team with HS administration** (WHS Main Office Conference Room)	
	Getting your classroom library ready for a new Unit of Study (2-4) (WHS Rm 2407)	**RIMP writing for 4th grade ELA teachers** (WHS Rm 2410)	
	Building positivity and organization skills in K-6 students (WHS Rm 2115)	Building positivity and organization skills in 7-12 students (WHS Rm 2115)	
	How to operate safely and securely in a tech-rich world (WHS Rm 2109)	WEP writing for HS teachers (WHS Rm 1405)	
	Managing Behaviors in the classroom (WHS Rm 2412)	**World Languages Collaboration** (WHS Room 2510)	
	PD staff: Licensing training @ OV		

Session Descriptions

8:00-9:25 Sessions

Motivational Speaker (WHS/PAC): Christopher Milo (for all except PE teachers)
Our guest speaker, Christopher Milo grew up in Wadsworth. He is an internationally renowned concert pianist, motivational speaker, performer, and entrepreneur. Christopher has chosen to use his story and his music to help others. Through his leadership assemblies, conferences, anti-bullying seminars, suicide solution presentations, private sessions, and team-building, people are changed.

Pickleball for PE teachers: (Valley View/gym): Julie Kovich, pickleball coordinator from Towpath Tennis Club and former PE teacher, will engage PE teachers in a session about how to use pickleball in the PE classroom.

9:35-11:00 Sessions

Christopher Milo optional breakout for grades 7-12: Christopher will answer questions and hold discussions most pertinent to those who teach 7-12.

Acadience math data review for any K-6 math teacher: Any K-6 math teacher can join Kristen Rodkey for a data interpretation session looking at Acadience data and making decisions about next steps for instruction.

Creating Sensory Gardens: You've seen sensory rooms, how about a sensory garden? Gardening can be a great stress reliever and a different way to deal with trauma. Join Michele Evans (Ohio State Master Gardener) to think about how to use gardening as a mechanism to engage the senses in a unique way. Bring your Chromebook and your thinking cap–we will be researching plants and designing spaces! This session can count toward gifted PD hours.

CTE Staff Meeting: CTE staff will meet with Bill DiMascio prior to moving off-site for program visits.

Handling Holiday Stress and Holiday Eating: It's that time of year! Holiday stress and holiday eating can be real downers. Be Well will present these two topics to help you get ready for the holiday season. *This session is repeated in the 12-1:25 time slot.*

Reporting Child Abuse and Neglect and Balancing Needs of the Child: Wadsworth Police Department, Medina County Job and Family Services, and the Children's Advocacy Center will present information to help guide any staff member (remember, we are all mandated reporters!) on how to best handle reports of child abuse, neglect, and other similar concerns in a way that balances the immediate needs of the child and preserving the integrity of future criminal and social services investigations.

Lynx hands-on session: Dan Niessen from NEOnet will lead a hands-on session geared for any teacher who wants to level up with their Clevertouch board. In this session, you will learn ways to optimize Lynx, the system in your Clevertouch Board. You will have the opportunity to move to a nearby classroom to practice these skills before learning the next topic.

Supporting SEL in gifted learners: Gifted students have unique social and emotional needs. If you've ever been in a power struggle with one of them, you KNOW this! Join Jacinda Yonker to learn more about the needs of your gifted learners and strategies to support them. This session will count as gifted PD hours for anyone in need of these hours. *This session is repeated in the 12-1:25 time slot.*

Supporting Multi-language learners for K-6: Join Georgia Terovolas and Susan Jamison to learn new ways to support your K-6 multi-language learners and newcomers.

Special Education Compliance Update: The compliance committee will be sharing an update for all special education staff based on updated information from ODE. Please plan to attend one of the two sessions offered. *This session is repeated in the 12-1:25 time slot.*

CPR for administrators: *Pre-registration is REQUIRED for this session.* This session is for administrators needing to update their CPR certification. Please note: It will last until 11:30.

CIS Aides with Taylor Gardner: This session is for the WESPA staff who work directly with Mrs. Gardner at CIS. The team will be discussing techniques most beneficial for student success given the needs of the

students in the classroom.

Getting your classroom library ready for a new Unit of Study (K-1): This session will walk teachers through how to rethink and reorganize their classroom library when planning for a new Unit. Led by Betsy Petit.

Getting your classroom library ready for a new Unit of Study (2-4): This session will walk teachers through how to rethink and reorganize their classroom library when planning for a new Unit. Led by Steph Schmeltzer and Kelly Gleason.

Building positivity and organization skills in K-6 students: This session, presented by Hannah Mashek, is intended for any K-6 teacher. In this session, you will be learning about the benefits of positive organizational habits in the classroom. You will learn and review different strategies to help your students build positive habits surrounding personal and classroom organization. Examples for how you can model these organizational techniques will also be described.

How to operate safely and securely in a tech-rich world: Phil Luthman will help you learn how to protect yourself online. Optional for everyone. *This session is repeated in the 12-1:25 time slot. (**Please note:** this session is back by popular demand and is repeated from the September PD day.)*

Managing Behaviors in the Classroom: In this session, the attending staff will learn de-escalation tips and tricks for understanding and managing challenging behavior. Presented by behavioral specialists Kamie Stringer and Kelsi Schossler, *this session is repeated in the 12-1:25 time slot.*

PK Staff: Training for licensing @ OV *(this session will extend to the 12-1:35 time slot also).*

11:00-12:00-- Lunch on your own

12:00-1:25 Sessions:

Christopher Milo optional breakout for grades PK-6: Christopher will answer questions and hold discussions most pertinent to those who teach PK-6.

MD teachers w/Joyce Walker and Ryan Whited: MD teachers will be meeting with Joyce Walker and Ryan Whited to discuss how to best support adaptive skills as students move through their K-12 experience. The team will be working to map out job readiness skills and how daily tasks prepare our students for success beyond the classroom.

How to operate safely and securely in a tech-rich world: *Repeated from 9:35-11:00.*

Be Well: Handling Holiday Stress and Holiday Eating: *Repeated from 9:35-11:00.*

Desmos for 5-6th grade math teachers: Designed for math teachers, 3-Calculus, Desmos Classroom invites, celebrates, and develops student brilliance through free digital classroom activities, thoughtfully designed by teachers for teachers. Activities are guided by a pedagogical philosophy to help students to explore concepts deeply, collaborate with their peers on problem-solving, and apply knowledge creatively as mathematicians. The Desmos calculator is used for Ohio AIR and EOC exams so using activities from this platform helps familiarize students with it. This session is an introduction on the best practice of using it in the classroom. This session will be led by Beth Lawrence.

Supporting SEL in gifted learners: *Repeated from 9:35-11:00.*

Supporting Multi-language learners for 7-12: Join Georgia Terovolas and Susan Jamison to learn new ways to support your 7-12 multi-language learners and newcomers.

Special Education Compliance Update: *Repeated from 9:35-11:00.*

K-12 Counselors: Akron Children's Hospital services: K-12 counselors will learn more about the services available at Akron Children's Hospital to meet the needs of students.

Trauma-informed care in the classroom: Join Shannon Fisher and Sarah Kopacko for a screening of the film "Resilience," a new one-hour documentary that delves into the science of Adverse Childhood Experiences (ACEs) and the birth of a new movement to treat and prevent toxic stress. Participants will watch the film, followed by a reflective discussion on how this impacts our students.

Managing Behaviors in the Classroom: *Repeated from 9:35-11:00.*

HS PBIS team collaboration with HS administration: Collaboration session with WHS PBIS team and WHS administrative team in the main office conference room.

RIMP writing for 4th grade ELA teachers: Chris Roberts will lead a session on how to write required RIMPs for fourth graders who are required to have a RIMP this year per new requirements.

Building positivity and organization skills in 7-12 students: This session, presented by Hannah Mashek, is intended for any 7-12 teacher. In this session, you will be learning about the benefits of positive organizational habits in the classroom. You will learn and review different strategies to help your students build positive habits surrounding personal and classroom organization. Examples for how you can model these organizational techniques will also be described.

WEP writing for HS teachers: Any high school teacher who is required to accrue gifted PD hours can join Kristen Rodkey and Michele Evans in writing WEPs for this school year. ***We must know if you intend to participate in this session by Thursday at noon*** in order to make sure you have the proper credentials in the special services module of Progress Book. Please e-mail Michele Evans or Kristen Rodkey if you intend to participate.

World Languages Collaboration: Collaboration for new curriculum.

PK Staff: Training for licensing @ OV.

1:35-3:00 Sessions

PBIS for all elementary buildings at the elementary buildings: Please return to your building for this session.
FR, IS, LI, OV, VV

CIS: Co-teaching teams at CIS: Please return to CIS for this session.

CIS: Gifted teams WEP writing: Please join Kristen Rodkey and Michele Evans in WHS Room 1405.

Post-secondary transition for 7-12 Iss, aides, attendants: This session will focus on post-secondary transition planning. Presented by Allison Romano, Krystal Flory, and Ryan Whited.

HS Collaboration by Department: Dept. chairs should collaborate with department members to determine topics and location.

MS Collaboration by Department: Dept. chairs should collaborate with department members to determine topics and location.

Online Optional Sessions:

The AI revolution: Google's developers on the future of artificial intelligence
https://youtu.be/880TBXMuzmk?si=noYZQMojSDqLnofu
27:21

"Godfather of AI" Geoffrey Hinton: The 60 Minutes Interview
https://youtu.be/qrvK_KuIeJk?si=swHrS2qfeEuFEei4
13:11

How the Brain Learns to Read-Professor Stanislas Dehaene *(GREAT* video on the Science of Reading)
https://youtu.be/25GI3-kiLdo?si=z-ClwdI7P8maYrZl
33:30

Native American Heritage Month (November)
https://www.nativeamericanheritagemonth.gov/

PBS Learning Media
https://www.pbslearningmedia.org/

InfoOhio: Educator Tools and Resources
https://www.infohio.org/educators

If you are accruing gifted PD hours, feel free to use the OLAC modules, located here:
https://ohioleadership.org/educator-resources/gifted-education-for-educators
Dr. Evans is available to facilitate if you decide to dive into these.

Wadsworth
City Schools

Administrative Offices
524 Broad Street, Wadsworth Ohio 44281 Phone: 330-336-3571, Fax: 330-335-1313

11/10/23

To the Board of Education and General Public:

This letter serves to make you aware that Wadsworth City Schools Food Service strives to serve healthy, nutrition-appropriate meals to all students, staff and guests. All foods sold to students during the school day are calculated through the National School Breakfast and Lunch meal pattern charts. All vending items have been chosen according to the Smart-Snack Calculator and are sold anytime during and after the school day. Breakfast is available at all schools every day of the week at the following times: High School/Middle School: 7:05-7:35; Central Intermediate and Elementary Schools from 8:45-9:10. Lunches are served daily at each location from 10:45-1:25 depending upon location. If you have any questions, please visit the Wadsworth City Schools website for more details, or you can call me at: 330-335-1436, or email: kgnap@wadsworthschools.org

Sincerely,

[redacted]

Kelly Gnap
Food Services Supervisor
Wadsworth City Schools
330-335-1436
kgnap@wadsworthschools.org

District or School Information

Each district or school will provide copies of the report available to the public upon request.

State law in Ohio requires each school district board of education and each chartered nonpublic school board or governing authority to adopt and enforce nutrition standards governing the types of food and beverages available for sale on the premises of its schools. Additionally, the board or governing authority must specify the time and place each type of food or beverage is available for sale. The standards specified for beverages and food are minimum standards. Local districts and schools may adopt higher standards.

Each board or governing authority assigns staff to make sure that the district or school meets the nutrition standards in state law. The staff prepares an annual report regarding the district's or school's compliance with the standards. Completion of this survey fulfills the district or school's requirement to report to the Ohio Department of Education its compliance with state law. The board or governing authority must schedule an annual presentation on the report at one of its regular meetings and include the date of the annual presentation in this survey.

* 1. IRN:

044974

* 2. Organization Name:

Wadsworth City Schools

* 3. By checking this option I attest that...

- [x] The district or school named above has adopted and is enforcing a nutrition standards policy that considers the requirements of Ohio Revised Code 3313.814 and governs the types of food and beverages that may be sold on the premises of its school(s).
- [ ] The district or school named above has not adopted and/or is not enforcing a nutrition standards policy that considers the requirements of Ohio Revised Code 3313.814 and governs the types of food and beverages that may be sold on the premises of its school(s).

Board or Governing Authority Meeting Presentation

* 4. Date of board or governing authority meeting presentation:

	MM	DD	YYYY
Date	11	20	2023

* 5. Name of district or school staff person responsible for ensuring that the school district or school meets the nutrition standards as required by law:

Name:	Kelly Gnap
Title:	Food Services Supervisor
Phone Number:	(330) 335-1436
Email Addess:	Kgnap@wadsworthschools.org

2023 Ohio Special Education Annual Rating

Based on 2021-2022 data

Wadsworth City School District

(044974)

What's Different About This Year's Rating?

- The 2023 Special Education Rating is based entirely on compliance indicators.
- A Projected Rating is provided alongside the 2023 Special Education Rating to include results indicators 1 (graduation rate) and 2 (dropout rate). This projected rating provides a preview of how these results indicators impact the rating. Indicators 1 and 2 will be included in the calculation beginning with the 2024 Special Education Rating targeted for release in October 2024.
- The Special Education Rating now considers successful completion of the prior Special Education Profile monitoring cycle. For the 2023 Special Education Rating, this is based on the 2022-2023 Special Education Profile released in January 2023. Districts and community schools that were unable to demonstrate systemic improvement will receive a rating of *Needs Intervention* regardless of the overall compliance score. This allows the Department to increase supports to districts and community schools sooner and aligns with newly released federal guidance (State General Supervision Responsibilities Under Parts B and C of the IDEA). See Ohio's 2023 Special Education Rating Process for more detailed information on how the rating is determined.

2023 Rating: Meets Requirements

Required Actions: None

For assistance in improving your rating, contact your regional State Support Team at www.sst8.org.

Actual Rating

Understanding the Projected Ratings

Current

Actual 2023 Rating Calculation

Wadsworth City School District	
Total points from compliance indicators	28
Number of compliance indicators with data	7
Compliance Score (28 points / 7 indicators)	4.00
2023 Rating	**Meets Requirements**

Performance On Compliance Indicators

Indicator 4b: Discipline Discrepancy	Target: Less than 2.50	Result: **NC**	Points NC

Projected Rating

Understanding the Projected Ratings

New

The projected rating is a preview of the district's Special Education Rating that will take effect with the 2024 report. This section shows what the district rating would be if measures of student results were included in 2023. The 2024 rating will combine the current 8 measures of procedural compliance with 2 measures of students' results. This preview shows the impact of the new measures on the district's annual rating.

Projected 2023 Rating Calculation

(Results Indicators Included Starting In 2024)

Wadsworth City School District	
Compliance Indicators	**Results Indicators**
Total points: 28	Total points: 8
# of indicators with data: 7	# of indicators with data: 2
Compliance Score: 4.00	Results Score: 4.00
Overall Score	4.00 (Average of Compliance Score and Results Score)
Projected 2023 Rating	**Meets Requirements**

Indicator 9 & 10: Disproportionality in Identification for Special Education	Target: Less than 2.50	Result: ≤2.50	Points 4
Indicator 11: Timely Initial Evaluations	Target: 100%		Points 4
Indicator 11 On Time: **65**	Indicator 11 Total: **65**	Result: **100.00%**	
Indicator 12: Early Childhood Transition from Part C to Part B	Target: 100%		Points 4
Indicator 12 On Time: **7**	Indicator 12 Total: **7**	Result: **100.00%**	
Indicator 13: Secondary Transition	Target: 100%		Points 4
Indicator 13 Transition Plan: **109**	Indicator 13 Total: **109**	Result: **100.00%**	
Indicator 15: Timely Correction of Noncompliance	Target: No late/uncorrected findings	Result: **No late/uncorrecte findings**	Points 4
Indicator 20: Timely and Accurate Data	Target: No data issues	Result: **No Data Issues**	Points 4

IDEA Audit Findings

IDEA Audit Findings	Target: No audit findings	Result: **No Audit Findings**	Points 4

Performance On Compliance Indicators

The Projected Rating includes the compliance indicators found in the Actual 2023 Rating (left) as well as the results indicators below.

Compliance Score (28 points / 7 indicators) = 4.00 points

Performance On Results Indicators (Included In Ratings Starting In 2024)

Indicator 1: Graduation	Target: 62.00% or greater	Result: **83.33%**	Points 4
SWD Graduated with Regular High School Diploma: **35**	Total SWD Exited: **42**		
Indicator 2: Dropout	Target: 16.00% or less	Result: **4.76%**	Points 4
SWD Dropped Out: **2**	Total SWD Exited: **42**		

Targets for Results Indicators

Click here for the annual targets established for the results indicators.

Ensure Data Security

Each district is responsible to manage the security and local access to its rating report data. The data provided are for district use only and are NOT masked. Reports may contain information for group sizes of less than 10 individuals. They are not intended for public distribution. Districts should observe their local policies for security of unmasked data.

Appeals Process

If your district wishes to appeal your rating, you must submit a completed appeal form and supporting documentation by **January 12, 2024**.

Districts or schools considering an appeal may contact the Department at determinations@education.ohio.gov.

Public Reporting

The Ohio Department of Education reports annually to the public on the performance of each district's special education program, including the Special Education Rating. The report containing the 2022 ratings is available here. The Department will add the 2023 ratings to this report after the appeals window has closed.

Understanding The Special Education Rating

The 2023 Special Education Rating is based upon data from the 2021-2022 school year unless otherwise indicated. Each indicator is followed by a "More Information" link that will reveal the scoring criteria. For more information, see the Special Education Rating Process document.

CONTRACT FOR CHILDREN WITH DISABILITIES

Cooperatives (attending class in a district other than the parent(s) district of residence)

AGREEMENT FOR ADMISSION FOR TUITION PUPILS
PURSUANT TO SECTIONS 3327.04, 3327.06, 3323.14, 3317.08 AND 3313.841 O.R.C.

District of Attendance

The **BEDFORD CITY SCHOOL DISTRICT** Board of Education hereby enters into a contract for admission (pursuant to Section 3327.04 O.R.C.) of the student(s) listed below with the **WADSWORTH CITY SCHOOLS** Board of Education (District of Residence) for educational purposes for the school year of **2023 - 2024**.

The **WADSWORTH CITY SCHOOLS** Board of Education (District of Residence) hereby agrees to pay to the **BEDFORD CITY SCHOOL DISTRICT** Board of Education (District of Attendance) for each of the listed pupil(s), the excess cost, pursuant to Section 3323.14 of the Ohio Revised Code.

The **BEDFORD CITY SCHOOL DISTRICT** Board of Education (District of Attendance) acknowledges that pupil(s) listed below are not to be included in their ADM certification, but will be claimed in the ADM of the District of Residence, pursuant to 3317.03 O.R.C. The Ohio Department of Education will make an adjustment deducting the amount of funds received for the below listed special education pupils from the district of residence and credit like amount to the district of attendance. We hereby accept the pupil(s) listed below to our schools on terms described above.

Name of Student	**Address of Student**
[redacted]	[redacted]

[redacted]

District of Attendance Superintendent Signature — Date: 9/29/2023

[redacted]

District of Attendance Treasurer Signature — Date: 10/3/23

District of Residence

We hereby acknowledge and approve the above listed pupil(s) to your schools on the terms described above for the school year 2023 - 2024.

District of Residence Superintendent Signature — Date

District of Residence Treasurer Signature — Date

CONTRACT FOR CHILDREN WITH DISABILITIES
OPEN ENROLLMENT

AGREEMENT FOR EXCESS COST FOR CHILDREN WITH DISABILITIES
PURSUANT TO SECTIONS 3313.981 O.R.C., 3323.14 O.R.C., and RULE 3301-48-02(F)

District of Attendance

The Cloverleaf Local Board of Education hereby enters into a contract (pursuant to Section 3313.981 O.R.C., 3323.14 O.R.C., and Rule 3301-48-02(F)) for the student(s) listed below with the Wadsworth City School Board of Education (District of Residence) for educational purposes for the school year of 2023 - 2024.

The Wadsworth City School Board of Education (District of Residence) hereby agrees to pay to the Cloverleaf Local School Board of Education (District of Attendance) for each of the listed pupil(s), an amount equal to the excess cost, if any, pursuant to Section 3323.14 of the Ohio Revised Code.

The Cloverleaf Local Board of Education (District of Attendance) acknowledges that pupil(s) listed below will be reported in EMIS pointing back to the school district of residence and counted in the ADM of the District of Residence, pursuant to 3317.03 O.R.C. The Ohio Department of Education will make an adjustment deducting the per pupil formula aid amount times the FTE of pupils from the resident districts SF-3 and credit the attending district. The excess cost amount shall be calculated in accordance with the data submitted to the Ohio Department of Education on Form SF-6. We hereby accept the pupil(s) listed below to our schools on terms described above.

Name of Student	Address of Student
[redacted]	[redacted] Wadsworth, OH 44281

[redacted]

District of Attendance Superintendent Signature — Date: 10/12/23

[redacted]

District of Attendance Treasurer Signature — Date: 10/04/2023

District of Residence

We hereby acknowledge and approve the above listed pupil(s) to your schools on the terms described above for the school year 2023 – 2024.

District of Residence Superintendent Signature — Date

District of Residence Treasurer Signature — Date

CONTRACT FOR CHILDREN WITH DISABILITIES

AGREEMENT FOR EXCESS COST FOR CHILDREN WITH DISABILITIES PURSUANT TO SECTIONS 3313.981 O.R.C., 3323.14 O.R.C., and RULE 3301-48-02(F)

District of Attendance

The NORTON Board of Education hereby enters into a contract (pursuant to Section 3313.981 O.R.C., 3323.14 O.R.C., and Rule 3301-48-02(F)) for the student(s) listed below with the Wadsworth Board of Education (District of Residence) for educational purposes for the school year of 2023-2024.

The Wadsworth Board of Education (District of Residence) hereby agrees to pay to the NORTON Board of Education (District of Attendance) for each of the listed pupil(s), an amount equal to the excess cost, if any, pursuant to Section 3323.14 of the Ohio Revised Code.

The NORTON Board of Education (District of Attendance) acknowledges that pupil(s) listed below will be reported in EMIS pointing back to the school district of residence and counted in the ADM of the District of Residence, pursuant to 3317.03 O.R.C. The Ohio Department of Education will make an adjustment deducting the per pupil formula aid amount times the FTE of pupils from the resident districts SF-3 and credit the attending district. The excess cost amount shall be calculated in accordance with the data submitted to the Ohio Department of Education on Form SF-6. We hereby accept the pupil(s) listed below to our schools on terms described above.

LastName	FirstName	Grade	DistrictOfResidence	SSID	Disability
[redacted]			Wadsworth	[redacted]	10

[redacted]

10/2/23

District of Attendance Superintendent Signature — Date

[redacted]

9/29/23

District of Attendance Treasurer Signature — Date

District of Residence

We hereby acknowledge and approve the above listed pupil(s) to your schools on the terms described above for the school year 2023-2024.

District of Residence Superintendent Signature — Date

District of Residence Treasurer Signature — Date

CONTRACT FOR CHILDREN WITH DISABILITIES
OPEN ENROLLMENT

AGREEMENT FOR EXCESS COST FOR CHILDREN WITH DISABILITIES
PURSUANT TO SECTIONS 3313.981 O.R.C., 3323.14 O.R.C., AND RULE 3301-48-02(F)

District of Attendance

The Chippewa Local Schools Board of Education hereby enters into a contract (pursuant to Section 3313.981 O.R.C, 3323.14 O.R.C., and Rule 3301-48-02(F)) for the student(s) listed below with the Wadsworth City Schools Board of Education (District of Residence) for educational purposes for the school year of 2023-2024.

The Wadsworth City Schools Board of Education (District of Residence) hereby agrees to pay to the Chippewa Local Schools Board of Education (District of Attendance) for each of the listed pupil(s), an amount equal to the excess cost, if any, pursuant to Section 3323.14 of the Ohio Revised Code.

The Chippewa Local Schools Board of Education (District of Attendance) acknowledges that pupil(s) listed below will be reported in EMIS pointing back to the school district of residence and counted in the ADM of the District of Residence, pursuant to 3317.03 O.R.C. The Ohio Department of Education will make an adjustment deducting the per pupil formula aid amount times the FTE of pupils from the resident districts SF-3 and credit the attending district. The excess cost amount shall be calculated in accordance with the data submitted to the Ohio Department of Education on Form SF-6. We hereby accept the pupil(s) listed below to our schools on terms described above.

Name of Student	Address	Grade	SSID
[redacted]	[redacted]	[redacted]	[redacted]

[redacted] 11/3/23
District of Attendance Superintendent Signature Date

[redacted] 11/09/23
District of Attendance Treasurer Signature Date

District of Residence

We hereby acknowledge and approve the above listed pupil(s) to your schools on the terms described above for the school year 2023-2024.

District of Residence Superintendent Signature Date

District of Residence Treasurer Signature Date

Wadsworth City Schools

School Counseling Comprehensive Program

Updated October 2023

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b. 504 Procedures for 504 Managers Wadsworth City Schools
c. Flow Chart from Dan on Referrals

School Counseling Staff:

Wadsworth High School:
Lauren Ross
Laurie Freund
Kelly Rapp
Nikki Farson
Carly DiPaolo

Wadsworth Middle School:
Jenny Manos
Vicky Albanese

Central Intermediate School:
Ashley Bonenfant
Lindsay Rohrbach

Overlook Elementary:
Brittany Laino

Valley View Elementary:
Tallie Paz

Isham Elementary:
Thora Reagan

Lincoln Elementary:
Carly Willis

Franklin Elementary:
Meagan Neumann

Grizzly Academy:
Laurie Ryder

District Prevention Specialist: Beth Beal
Student Well-Being/Mental Health Coordinator: Sara Kopacko

Acknowledgments

The Wadsworth City Schools' counselors would like to thank your Board of Education and our Administrators for their support of the School Counseling Program.

Board of Education Members:

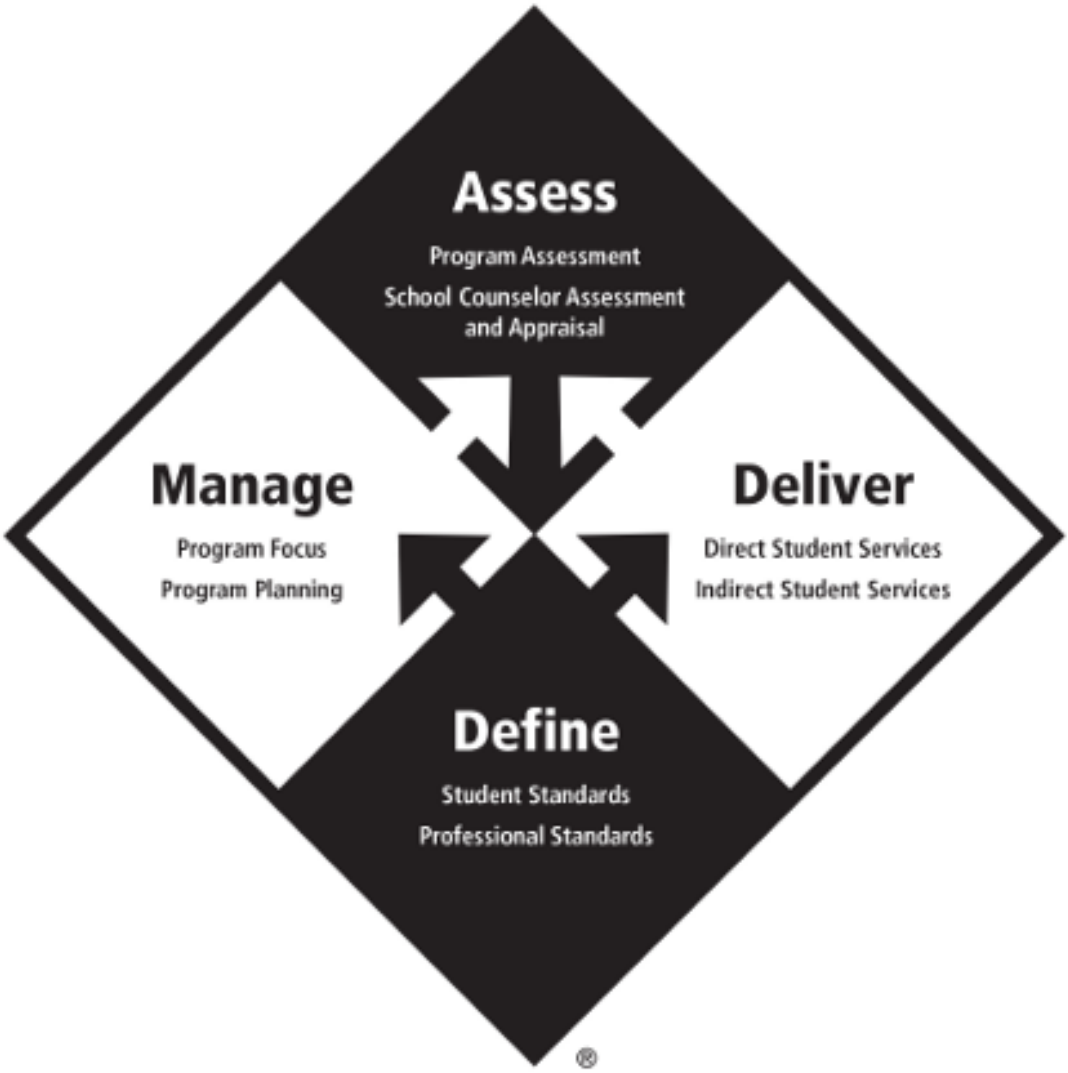
Julie Batey
Amanda Gordon
Gary McComas
Jill Stevens
Linda Kramer

Administrative Team:

Dr. Andrew Hill, Superintendent
Steve Moore, Assistant Superintendent
Dr. Michelle Evans, Director of Curriculum and Instruction
Douglas Beeman, Treasurer
Joyce Walker, Director of Student Services
Bill DiMascio, Director of the Four Cities Compact
Dr. Vincent Suber, Principal Wadsworth High School
Rich Berlin, AssociatePrincipal Wadsworth High School
Chris Seiber, Assistant Principal Wadsworth High School
Eric Jackson, Principal Wadsworth Middle School
Joe Shalala, Assistant Principal Wadsworth Middle School
Brandon Cobb, Principal Central Intermediate School
Christa Goddard-Halicki, Assistant Principal Central Intermediate School
Steve Brady, Principal Isham Elementary
Chris Roberts, Principal Valley View Elementary
Sunaina Kelly, Principal Franklin Elementary
Dave Ryder, Principal Overlook Elementary
Laura Maslyk, Principal Lincoln Elementary
Erin Simpson, Principal Grizzly Academy

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The ASCA National Model, Fourth Edition



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Introduction

The third edition of Wadsworth City Schools K-12 Comprehensive School Counseling Program serves as a planning and implementation tool. The implementation of this program involves the process of identifying student needs and the use of data to guide the selection of activities, strategies, and services, and collaborating with stakeholders. The K-12 School Counseling Program will be used to ensure that students have the opportunity to achieve the necessary skills as they progress from elementary school through high school in preparation for the future. The School Counseling Program is modeled after or directly from the templates and recommendations of the American School Counselor Association (ASCA) and the ASCA National Model.

Our school counseling program offers direct and indirect services to help students develop competencies in three domains:

1. Academic
2. Career
3. Personal/Social

Professional school counselors are licensed professionals with a masters' degree or higher in School Counseling and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program that encourages all students' personal/social, academic, career development and help all students maximize their potential.

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: Curriculum/Instruction/Assessment

Vision: The Wadsworth City School District historically has offered a strong, well-rounded education to our students, as evidenced by our students' success on state testing, college and career readiness and the course offerings available to our students. We will continue to build upon our history by regularly evaluating our offerings and services available to students of all ability levels. It is our belief that our focus should be on sound instructional practices, an inclusive curriculum that exposes students to many curricular areas, and the availability of support services that meet the needs of our students and prepare them for life in the twenty-first century.

Funding Source: If additional expenses are necessary to achieve the stated goals in this area, the expenses will come from the general operating fund.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
1. Enhance the high school course and support pathway for students who are non-college and non-career technical education bound	1. (A) Review current offerings and support and research offerings and support in other school districts	1. (A)-(B) High school administrative team, high school counselors, teachers and support staff, Director of Professional Development, Director of Instruction and Professional Development, Assistant Superintendent, Superintendent	1. (A) January-February 2021
	1. (B) Create pathway		1. (B) March 2021
	1. (C) Recommend pathway to the Board of Education	1. (C) Superintendent, Board of Education	1. (C) April 2021

2. Explore ways to enhance gifted services at the K-4 level	2. (A) Review services that are currently in place 2. (B) Explore services available to gifted students in grades K-4 at comparable school districts (as determined by the Ohio Department of Education) 2. (C) Align the services offered to gifted students in grades K-4 to the needs of our students	2. (A)-(C) Director of Instruction and Professional Development and the Wadsworth Administrative Team	2. (A)-(B) January-February 2021 2. (c) March 2021
3. Enhance curriculum alignment between general education and special education for students who require curriculum-based support, per their individual education program	3. (A) Review curriculum that is currently in place 3. (B) Explore curricular program options that meet the needs of our students 3. (C) Finalize curricular program choice(s) that provide enhanced alignment and complete a cost analysis 3. (D) Recommend curricular program choice(s) to the Board of Education 3. (E) Provided the Board of Education approves the curricular program choice(s),	3. (A)-(C) Director of Student Services, Director of Instruction and Professional Development, teachers 3. (D) Superintendent, Board of Education 3. (E) Director of Student Services, Director of Instruction and Professional Development	3. (A)-(C) January 2021-August 2021 3. (D) No later than September 2021 3. (E) 2021-2022 school year

	provide professional development to teachers and support staff on the program 3. (F) Implement the curricular program(s)	 3. (F) Teachers and support staff	 3. (F) No later than the 2022-2023 school year
4. Evaluate ways to enhance social and emotional learning within our school district	4. (A) Review social and emotional learning/programs that are currently in place (B) Explore social and emotional learning/programs that are in place at comparable school districts (as determined by the Ohio Department of Education) (C) Develop recommendations on ways to enhance social and emotional learning/programs within our school district (D) Implement recommendations	4. (A)-(C) District Academic Council 4. (D) District Administrative Team, teachers, support staff, Board of Education	4. (A)-(C) 2021-2022 school year 4. (D) 2022-2023 school year
5. Evaluate requiring all students to take an online class prior to graduation	5. (A) Discuss the pros and cons of the proposed requirement 5. (B) If it is decided to move forward with considering the	5. (A)-(B) High school Curriculum Committee	5. (A)-(B) August-December of 2022

	requirement, design a system of how the requirement would be met 5. (C) If it is decided to move forward with considering the requirement, recommend the system from 5. (B) to the Board of Education for approval and implementation	5. (C) Superintendent, Board of Education	5. (C) No later than January of 2023 for implementation in the 2023-2024 school year
6. Explore how to expand our word languages program to students in grades K-12	6. (A) Review world language offerings currently in place, including the alignment of the current offerings 6. (B) Explore world language offerings at comparable school districts (as determined by the Ohio Department of Education) 6. (C) Create recommendations on how to best expand and align our world language program along with a cost analysis	6. (A)-(C) District Academic Council	6. (A)-(C) 2022-2023 school year
	6. (D) Work with the Board of Education to determine how to implement the recommendations	6. (D) Superintendent, Assistant Superintendent, Board of Education	6. (D) No later than May of 2023
7. Explore adding a program to the Four Cities Compact			7. (A)-(D) 2021-2022 school year

offerings available at Wadsworth High School	7. (A) Review employment data to determine in-demand careers 7. (B) Determine alignment of in-demand careers with career technical education programs allowed by the Ohio Department of Education 7. (C) Survey students to determine interest in potential programs 7. (D) Analyze cost involved with potential programs 7. (E) Make recommendation to the Board of Education on whether to add a new program, and, if the recommendation is to be added, when to begin the program	7. (A)-(D) Director of the Four Cities Compact, Wadsworth High School Administrative Team, Director of Instruction and Professional Development, Assistant Superintendent, Superintendent 7. (E) Superintendent, Board of Education	7. (E) No later than June of 2022

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: Diversity and Inclusion

Vision: The Wadsworth City School District is committed to embracing diversity and inclusion in all that we do. Our goal is to educate, support, and improve diversity and inclusion within our staff and student body. Practices that embrace this vision encompass all areas of our strategic plan.

Funding Source: If additional expenses are necessary to achieve the stated goal in this area, the expenses will come from the general operating fund.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
1. Explore ways to enhance diversity and inclusion within our school district	1. Work with the Diversity and Inclusion Committee to create recommendations and implement practices that enhance diversity and inclusion	1. Diversity and Inclusion Committee, Superintendent, Board of Education	1. January 2021-ongoing

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: Facilities/Safety/Security/Transportation

Vision: Our community has provided our children with phenomenal facilities. We will make sure that we are proactive in keeping the facilities in top shape. While we have designed and implemented comprehensive safety plans and other security measures that align with state/federal requirements and best practices, we will continue to evaluate our plans and processes to ensure our students and staff are in a safe environment and knowledgeable on how to act if they are ever in an emergency situation. We will continue to maintain in a proactive, preventive way our transportation fleet.

Funding Source: The funding sources for the goals below varies. If our community supports goal #1, it will be funded through a ballot initiative. The funding for goals #2-4 not already built into our five-year financial forecast can be found in appendices of this plan.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
1. Build a new Central Intermediate School	1. (A) Follow the timeline approved by the Board of Education in January of 2020 (see appendix A); make adjustments to the timeline as the Board of Education determines necessary	1. (A) Superintendent, Assistant Superintendent, Treasurer	1. (A) January 2021-August 2025
2. Evaluate and upgrade safety and security measures as needed	2. Evaluate safety plans and safety measures that we have in place, at minimum once a year, and make necessary adjustments	2. (A) Assistant Superintendent, building principals and School Resource Officers	2. (A) 2020-2021 school year-ongoing

	2. (B) Enhance the security camera system at all school buildings and on all buses	2. (B) Technology Department	2. (B) 2021-2023
3. Maintain our buildings and enhance the look of our grounds while remaining within our budget	3. Prioritize needs and utilize proactive and preventive maintenance practices (see appendix A for list of projects, costs and funding sources)	3. Assistant Superintendent, Supervisor of Facilities and Grounds, custodians, maintenance, building principals, Treasurer	3. 2020-2021 school year-ongoing
4. Maintain our transportation fleet	4. (A) Utilize proactive and preventive measures in maintaining our transportation fleet	4. (A) Transportation Supervisor and mechanics	4. (A) 2020-2021 school year-ongoing
	4. (B) Purchase new buses/vehicles based upon the allocations in our five-year financial forecast	4. (B) Assistant Superintendent, Transportation Supervisor, Superintendent and Treasurer	4. (B) 2020-2021 school year-ongoing
5. Create a master plan to enhance the look of the athletic facility (track stadium, baseball and softball fields) at Wadsworth Middle and High Schools	5. Create a master plan that includes fencing and signage	5. Athletic Director, Middle and High School Administrative Teams, coaches, Assistant Superintendent, Superintendent, Treasurer, Board of Education	5. August 2023-May 2024

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: Faculty/Staff/Student Personnel

Vision: Our school district exists because of and for our students. We want to continue to ensure we offer our students a well-rounded education that includes a rich array of extracurricular opportunities, while living within our budget. As we partner with parent(s)/ guardian(s), the primary educators of their children, we continue to commit to doing our best to attract and retain the most qualified and brightest faculty and staff at all levels in our district.

Funding Source: If additional expenses are necessary to achieve the stated goals in this area, the expenses will come from the general operating fund.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
1. Continue to attract and retain top quality faculty and staff	1. (A) Continually evaluate what we offer our faculty and staff in comparison to similar school districts (as determined by the Ohio Department of Education) and other area school districts	1. (A) Superintendent, Assistant Superintendent, Director of Instruction and Professional Development, Director of Student Services, Treasurer	1. (A)-(B) 2021-2025 school year and ongoing
	1. (B) Provide support, professional development and an atmosphere of trust and respect for our faculty/staff	1. (B) Wadsworth Administrative Team	
2. Align staffing levels to areas of greatest need	2. Review all staffing levels to ensure alignment with areas of need, including tutors, literacy coaches and high school counselors	2. Wadsworth Administrative Team	2. 2021-2025 school year-ongoing

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: Finance

Vision: Our school district has historically demonstrated a commitment to our community to be good stewards of their money. We will continue to strive to keep our cost per pupil low while balancing the needs of our diverse student population and their academic success. We will regularly review our expenditures to make sure our community is getting the best value for their money. Through open communication, we will make sure our community has access to our financial reports and how we compare to similar school districts in the State of Ohio.

Funding Source: A funding request through a ballot initiative would be needed for goal #3.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
1. Maintain financial credibility	1. (A) Continue district five-year financial forecast 1. (B) Continue yearly audit/financial reporting 1. (C) Continue to keep the Board of Education and Wadsworth community informed on district finances 1. (D) Provide the community with benchmark reports comparing our school district with comparable districts (as determined by the Ohio Department of Education)	1. (A)-(D) Treasurer	1. (A)-(D) 2021-2025 school year-ongoing

2. Continue to evaluate all areas of operation for cost saving measures	2. (A) Continue to address cost containment, efficiency and value through review of purchasing 2. (B) Continue to evaluate staffing levels required in all areas	2. (A)-(B) Wadsworth Administrative Team	2. (A)-(B) 2021-2025 school year-ongoing
3. Evaluate funding ballot initiatives for both the potential Central Intermediate School project and operating funds	3. (A) Create recommendation on what type of ballot issue request will meet our needs and when to place the issue on the ballot for our community	3. (A) Treasurer, Assistant Superintendent, Superintendent, Board of Education	3. (A) January 2021 through April 2021

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: School/Community Relations

Vision: Our school district is fortunate that our community supports us at the level they do. Equally important to us is that we continue to return the support to our community by being active participants in community organizations and events. We believe the collaborative partnership between our school district and community is what sets us apart from other school districts, and we affirm our unwavering support of continuing to strengthen this mutual relationship.

Funding Source: If additional expenses are necessary to achieve goal #1, they will come from the general operating fund.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
1. Continue to have a strong district presence in community-related organizations	1. Continue to appoint district personnel to community-related organization boards	1. Wadsworth Administrative Team	1. 2020-2025 school year-ongoing
2. Ensure that our district website is current at all times	2. (A) Review the updating process used for all areas of our website 2. (B) Implement changes where gaps exist	2. (A)-(B) Wadsworth Administrative Team	2. (A)-(B) January 2021-ongoing

WADSWORTH CITY SCHOOL DISTRICT FIVE-YEAR PLAN
2021-2025

AREA: TECHNOLOGY

Vision: We believe that technology, in the hands of teachers and students, is integral and transformational to all learning. We embrace the fact that technology is always changing, and we pledge to keep our infrastructure and systems current, relevant and easily accessible. Professional development of our staff and ongoing training of our students are both critical components to the implementation of new technologies. We want our teachers and students to be able to think critically about the appropriateness of the tools they employ to communicate, collaborate and create at a high level, both in and out of the classroom.

Funding Source: The source of funding for stated goals in the areas of infrastructure and classroom technology will be the following: Medina County sales tax money, OFCC maintenance fund and the construction fund (see Appendix A of this plan for funding details). The source of funding for the stated goals in the areas of classroom instruction will be the general operating fund.

GOALS	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE
Area: Infrastructure			
1. Install a new wireless system for all buildings and renew switch licenses	1. (A) Complete wireless analysis of each building 1. (B) Gather quotes from different vendors 1. (C) Select vendor 1. (D) Apply for E-Rate	1. (A)-(C) Director of Technology 1. (D) Director of Technology and E-Rate Consultant	1. (A)-(D) System installed no later than August of 2024
2. Install new networking switches	2. (A) Gather quotes from different vendors	2. (A)-(B) Network Engineer	2. (A)-(B) 2022

	2. (B) Select vendor and complete installation		
3. Replace the classroom sound system at Isham, Overlook and Valley View Elementary Schools and Wadsworth High School	3. (A) Gather quotes from different vendors 3. (B) Select vendor and complete installation	3. (A)-(B) Director of Technology	3. (A)-(B) 2024
4. Explore the feasibility of installing an access control system at Franklin Elementary School, Lincoln Elementary School, Central Intermediate School, Wadsworth Middle School and Wadsworth High School	4. (A) Research different systems and complete a cost analysis 4. (B) Provide recommendation to the Board of Education for consideration	4. (A) Director of Technology, Assistant Superintendent, Supervisor of Facilities and Grounds, Treasurer 4. (B) Superintendent, Board of Education	4. (A)-(B) 2021
5. Replace batteries in the uninterruptible power supply	5. Purchase batteries and replace them	5. Director of Technology	5. 2021-2022
Area: Classroom Technology			
1. Replace remaining Starboards, projectors and Promethean Boards with Clevertouch or better	1. (A) Gather quotes from different vendors 1. (B) Select vendor and complete installation	1. (A) Director of Technology 1. (B) Director of Technology and selected vendor	1. (A)-(B) 2021-2023
2. Purchase iPad carts for art and music classrooms	2. (A) Gather quotes from different vendors	2. (A)-(C) Technology Department	2. (A)-(C) 2021-2023

	2. (B) Select vendor and purchase devices 2. (C) Inventory, configure and deploy the devices		
Area: Classroom Instruction			
1. Explore the concept of adding a technology integration specialist position(s)	1. (A) Define the responsibilities of the position, how the job would be structured, how many positions would be needed to carry out the responsibilities across all eight (8) buildings, and complete a cost analysis	1. (A) Director of Technology, Technology Committee	1. (A) 2021-2022 school year
	1. (B) Create a job description and recommendation for the Board of Education to consider	1. (B) Director of Technology, Assistant Superintendent, Superintendent, Technology Committee, Board of Education	1. (B) No later than May of 2022
2. Explore the concept of paying for certified staff to become Google Certified	2. (A) Create a proposal, including a cost benefit analysis, that details how this concept would be implemented	2. (A) Director of Technology, Technology Committee, Treasurer	2. (A)-(B) 2022-2023 school year
	2. (B) Submit the proposal to the Board of Education for consideration	2. (B) Director of Technology, Technology Committee, Treasurer, Superintendent, Board of Education	

Appendix A

The following information provides an overview of the Medina County sales tax, OFCC maintenance and construction fund dollars along with the anticipated expenses that will come from each account based upon the Strategic Plan 2021-2025. It should be noted that the costs built into the Strategic Plan 2021-2025 that will come from these accounts may change depending on the availability of the funds, as listed below (e.g., we may have to shift a construction fund expense to an OFCC maintenance or sales tax expense if the construction fund money is not available and the project needs to be completed prior to the availability of the construction fund money).

Account:	Current Balance:	Allowable Use:
Sales Tax (071)	$2,364,000	Medina County sales tax dollars must be used for permanent improvements. These would include constructing or equipping a school district facility. This includes, but is not limited to, buses, vehicles, textbooks, technology.
OFCC Maintenance (034)	$2,345,000	The maintenance plan shall be used for the maintenance and repair of completed facilities including preventative maintenance, periodic repairs, and replacement of facility components. Routine janitorial, utility cost, supplies and personnel associated with day-to-day housekeeping are not allowable uses of the maintenance fund.

Per decisions made by the Wadsworth City School District Board of Education in 2015, both of these accounts need to have a reserve, at minimum, of $1,500,000.00.

The Sales Tax fund received $2,401,530 in the most recent calendar year (2020). The Districts textbook adoptions through FY 2023 are scheduled to be paid out of the Sales Tax fund. This expenditure is between $600,000 and $700,000 annually depending on the textbook adoption cycle that can be found in the district's five year forecast assumptions. In addition, the Sales Tax fund has an annual commitment of $340,783 to the OFCC Maintenance fund (see below.)

Our OFCC Maintenance fund receives $340,783.00 per year (transferred from the sales tax revenue). Of this, annually we spend $79,617.00 on our HVAC Preventive Maintenance contract. This leaves $261,166.00 each year for further preventive maintenance expenses associated with Isham, Overlook, Valley View or Wadsworth High School.

Appendix A

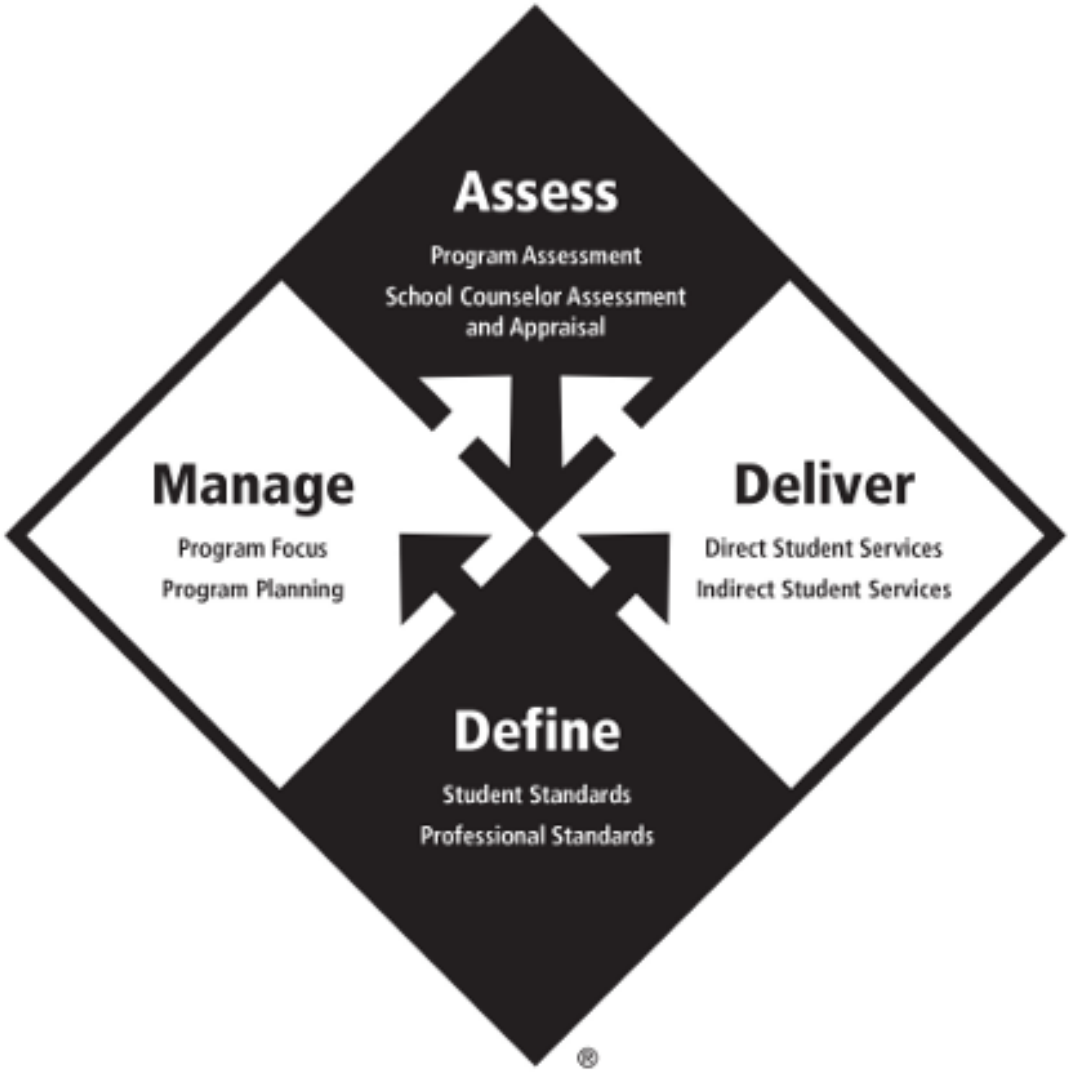
Finally, once close-out on the new buildings is complete, we anticipate receiving $1,402,000 from the State of Ohio when we complete the close out process with the Ohio Facilities Construction Commission (OFCC). In addition the City of Wadsworth will reimburse the school district for the overage on the community center portion of the project as well. We are permitted to use this money in accordance with the ballot language that was written in 2008. The language is as follows: "Shall bonds be issued by the Wadsworth City School District for the purpose of constructing, furnishing, equipping, adding to, renovating, remodeling and otherwise improving school district buildings and facilities and acquiring, clearing and improving their sites?"

OFCC Maint. Fund Expenses		Projected	Projected	Projected	Projected	Projected
Building	Description	2021	2022	2023	2024	2025
WHS/ Ish, OV, V.V.	Asphalt / Concrete	$18,000	$18,000	$18,000	$18,000	$18,000
WHS	Reseal Terrazzo			$28,000		
WHS	Security Cameras	$181,000				
Ish, OV, V.V.	Security Cameras		$115,000			
WHS, Ish, OV, V.V.	Replacement - classroom sound systems		$225,000			
	Total	$199,000	$358,000	$46,000	$18,000	$18,000

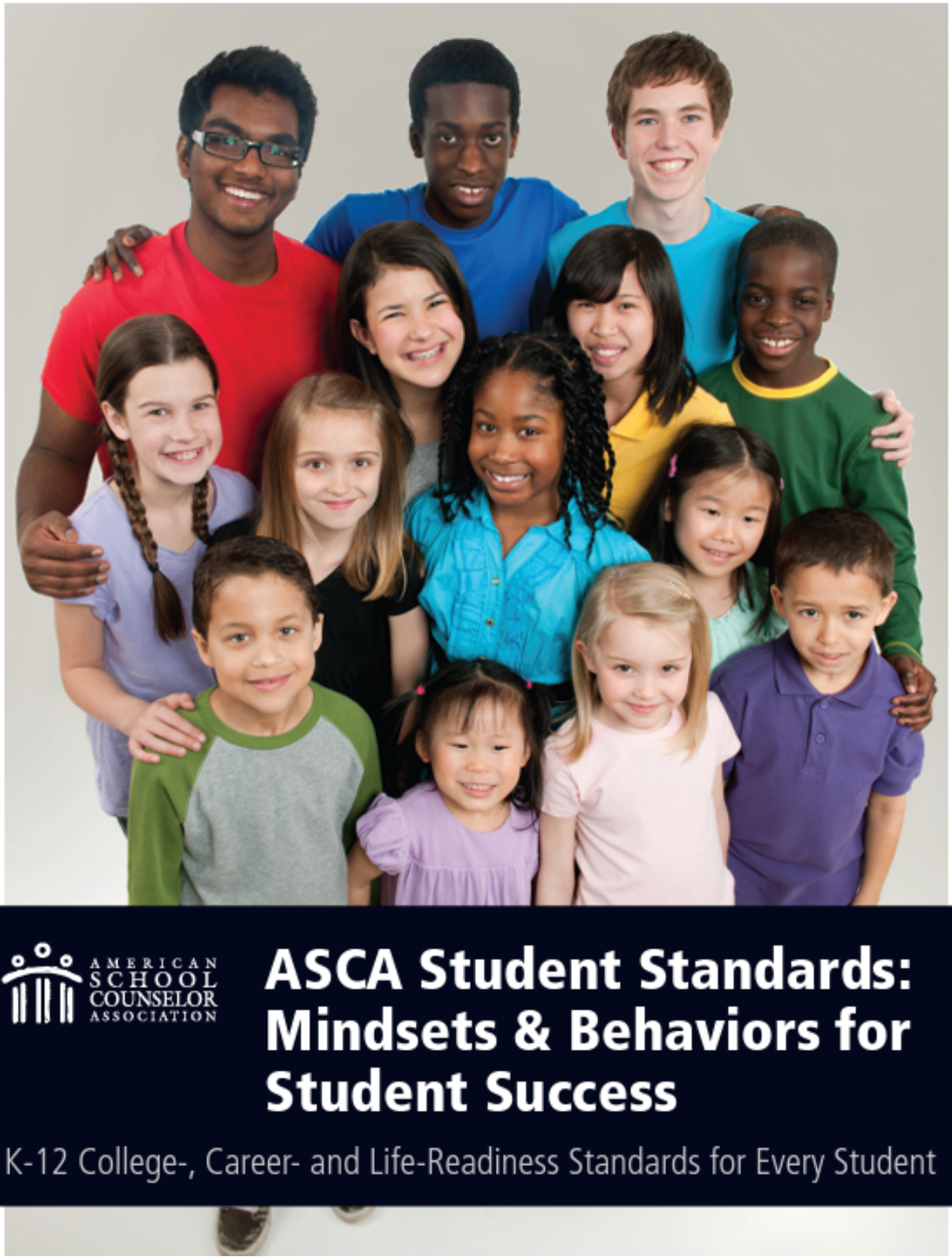
Sales Tax Expenses		Projected	Projected	Projected	Projected	Projected
		2021	2022	2023	2024	2025
WMS	Window caulking and expansion joints		$58,960			
WMS	LED classroom / hallway lighting		$41,870			
WMS	Replace Lockers					$105,686
V.V	Add Parking (5 spots)		$15,000			
Ish, OV, V.V.	Courtyard green space solution			$15,600		
Franklin	Door Hardware Replacements	$20,000				
WMS/Linc/ Frank	Asphalt / Concrete	$27,000	$27,000	$27,000	$27,000	$27,000
Transp.	Bus Wash station					
Transp.	Bus Camera system			$90,000		
Transp.	Lintel Repair Cost TBD					
AWS	AWS Turf Replacement (when needed)				$450,000	
WHS	Tennis courts Cost TBD					
WHS	Track Re-seal				$75,000	
Ish, OV, V.V.	Clevertouch Boards	$206,000				
WHS	Clevertouch Boards		$292,000			
WMS	Security Cameras	$125,000				
CIS/Link/Frank	Security Cameras		$115,000			
Technology	Network Switch Replacement		$300,000			
Technology	UPS Batteries	$25,000	$25,000			
Technology	Wireless system				$293,000	
Technology	Art/ Music IPad carts (14 total)		$60,000	$60,000	$60,000	
Technology	PC replacement		$100,000	$100,000		
	Total	**$403,000**	**$1,034,830**	**$292,600**	**$905,000**	**$132,686**

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The ASCA National Model, Fourth Edition



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AMERICAN SCHOOL COUNSELOR ASSOCIATION
ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- **M 3.** Positive attitude toward work and learning
- **M 4.** Self-confidence in ability to succeed
- **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Critical thinking skills to make informed decisions	**B-SMS 1.**	Responsibility for self and actions	**B-SS 1.**	Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	**B-SMS 2.**	Self-discipline and self-control	**B-SS 2.**	Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	**B-SMS 3.**	Independent work	**B-SS 3.**	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self- direction for learning	**B-SMS 4.**	Delayed gratification for long-term rewards	**B-SS 4.**	Empathy
B-LS 5.	Media and technology skills to enhance learning	**B-SMS 5.**	Perseverance to achieve long- and short-term goals	**B-SS 5.**	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	**B-SMS 6.**	Ability to identify and overcome barriers	**B-SS 6.**	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	**B-SMS 7.**	Effective coping skills	**B-SS 7.**	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	**B-SMS 8.**	Balance of school, home and community activities	**B-SS 8.**	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.**	Personal safety skills	**B-SS 9.**	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	**B-SMS 10.**	Ability to manage transitions and adapt to change	**B-SS 10.**	Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and annual student outcome goals are aligned with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Grade-level learning objectives are housed in the ASCA Student Standards database at *www.schoolcounselor.org/learningobjectives*. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts: knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe…, I know… and I can… guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

Citation Guide

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Resources Used in Development of ASCA Student Standards (2021)

The following documents were the primary resources that informed ASCA Student Standards.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
ISTE Standards for Students	International Society for Technology in Education	Describes the standards students need to be prepared to thrive in a constantly evolving technological landscape.
Social Justice Standards: A Framework for Anti-bias Education	Learning for Justice	Presents anchor standards and age-appropriate learning outcomes that allow educators to engage a range of anti-bias, multicultural and social justice issues.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.



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AMERICAN SCHOOL COUNSELOR ASSOCIATION

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors
- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators
- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs
- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:
1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies

MINDSETS School counselors believe:
M 1. Every student can learn, and every student can succeed.
M 2. Every student should have access to and opportunity for a high-quality education.
M 3. Every student should graduate from high school prepared for postsecondary opportunities.
M 4. Every student should have access to a school counseling program.
M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
M 6. School counselors are leaders in the school, district, state and nation.
M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.		
Professional Foundation	**Direct and Indirect Student Services**	**Planning and Assessment**
B-PF 1. Apply developmental, learning, counseling and education theories	**B-SS 1.** Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	**B-PA 1.** Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	**B-SS 2.** Provide appraisal and advisement in large-group, classroom, small-group and individual settings	**B-PA 2.** Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	**B-SS 3.** Provide short-term counseling in small-group and individual settings	**B-PA 3.** Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	**B-SS 4.** Make referrals to appropriate school and community resources	**B-PA 4.** Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	**B-SS 5.** Consult to support student achievement and success	**B-PA 5.** Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	**B-SS 6.** Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	**B-PA 6.** Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		**B-PA 7.** Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		**B-PA 8.** Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		**B-PA 9.** Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

a. Use human development theories to have an impact on developmental issues affecting student success
b. Use learning theory to support student achievement and success, including students with diverse learning needs
c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
e. Use career development theories to promote and support postsecondary planning
f. Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
g. Articulate a rationale for a school counseling program
h. Use education research to inform decisions and programming
i. Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
c. Adhere to the ethical and statutory limits of confidentiality
d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
g. Model ethical behavior
h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

a. Stay current with school counseling research and best practices
b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
c. Use personal reflection, consultation and supervision to promote professional growth and development
d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program

a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

a. Identify sources of power and authority and formal and informal leadership
b. Identify and demonstrate professional and personal qualities and skills of effective leaders
c. Apply a model of leadership to a school counseling program
d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program
f. Use leadership skills to facilitate positive change for the school counseling program
g. Define the role of the school counselor and the school counseling program in the school crisis plan
h. Serve as a leader in the school and community to promote and support student success
i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a school counseling program

a. Model school counselor advocacy competencies to promote school counseling program development and student success
b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
d. Articulate and provide rationale for appropriate activities for school counselors
e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a school counseling program

a. Act as a systems change agent to create an environment promoting and supporting student success
b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

DIRECT AND INDIRECT STUDENT SERVICES

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
b. Assess cultural and social trends when developing and choosing curricula
c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
f. Use a variety of technologies in the delivery of lessons and activities
g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
b. Use assessments to help students understand their abilities, values and career interests
c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
e. Help students understand how academic performance relates to the world of work, family life and community service
f. Help students understand the importance of postsecondary education and/or training as a pathway to a career
g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
h. Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

a. Use data to identify students in need of counseling intervention
b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
b. Communicate the limits of school counseling and the continuum of mental health services
c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

a. Partner with others to advocate for student achievement and educational equity and opportunities
b. Explain the potential for dual roles with families and other caretakers
c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation
d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

a. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
c. Analyze the school's vision and mission
d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
e. Create a school counseling mission statement aligned with school, district and state missions
f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
c. Use student data and results from survey tools to monitor and refine annual student outcome goals
d. Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
b. Determine appropriate students for the target group of action plans based on student, school and district data
c. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
e. Identify appropriate resources needed to implement action plans
f. Identify intended impact on academics, attendance and discipline as result of action plan implementation
g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

a. Explain concepts related to program results and assessment within a school counseling program
b. Review progress toward annual student outcome goals
c. Analyze data to assess school counseling program effectiveness and to inform program development
d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
e. Use data to demonstrate the value the school counseling program adds to student achievement
f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6. Use time appropriately according to national recommendations and student/school data

a. Articulate the distinction between direct and indirect student services
b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
c. Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
d. Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time
e. Create annual and weekly calendars to plan activities reflecting annual student outcome goals
f. Identify, evaluate and participate in fair-share responsibilities

PLANNING AND ASSESSMENT, cont.

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

a. Complete managing templates for the school counseling program with other members of the school counseling staff
b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the school counseling program

a. Determine appropriate education stakeholders for representation on the advisory council
b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program
c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
d. Record advisory council meeting notes, and distribute as appropriate
e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program
b. Explain how school counseling activities fit within categories of a performance appraisal instrument
c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students' academic, career and social/emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.
- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1 Supporting Student Development

School counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Foster and affirm all students and their identity and psychosocial development.

c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.

d. Provide culturally responsive instruction and appraisal and advisement to students.

e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling.

f. Do not diagnose but recognize how a student's diagnosis and environment can potentially affect the student's access, participation and ability to achieve academic, postsecondary and social/emotional success.

g. Acknowledge the vital role and rights of parents/guardians, families and tribal communities.

h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one's religion, culture or ethnicity.

i. Are knowledgeable of local, state and federal laws, as well as school and district policies and procedures affecting students and families and strive to protect and inform students and families regarding their rights.

j. Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs.

k. Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students.

l. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students (whether legal or illegal in the state of employment) is a grievous breach of ethics and is prohibited regardless of a student's age or consent. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.

c. Recognize that informed consent requires competence, voluntariness and knowledge on students' part to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels and special-needs populations. The school counselor should make attempts to gain assent appropriate to the individual student (e.g., in the student's preferred language) prior to disclosure.

d. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make decisions on students' behalf that promote students' welfare.

e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures and social media accounts.

f. Keep information confidential unless legal requirements demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others. Serious and foreseeable harm is different for each minor in schools and is determined by a student's developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

g. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

h. Collaborate with and involve students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered and, as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with professional peers and/or supervision is recommended.

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students' records and release of personal data in accordance with prescribed federal and state laws and district and school policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and school board policy.

l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an email. Adhere to federal, state and local laws and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

o. Avoid using software programs without the technological capabilities to protect student information based upon legal specifications and currently acceptable security standards.

p. Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records.

A.3. Comprehensive School Counseling Program

School counselors:

a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.

b. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.

c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.

d. Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.

e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.

f. Collect and analyze participation, ASCA Mindsets & Behaviors and outcome data to determine the progress and effectiveness of the school counseling program.

g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Planning

School counselors:

a. Collaborate with a community of stakeholders to create a culture of postsecondary readiness.

b. Provide and advocate for all students' pre-K–postsecondary career awareness, exploration, and postsecondary planning and decision-making to support students' right to choose from the wide array of career and postsecondary options, including but not limited to college/university, career and technical school, military or workforce.

c. Identify and examine gaps in college and career access and address both intentional and unintentional biases in postsecondary and career counseling.

d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learning is part of long-term career success.

e. Address their personal biases related to students' postsecondary choices.

f. Address any inequitable systemic policies and practices related to students' postsecondary choices.

A.5. Sustaining Healthy Relationships and Managing Boundaries

School counselors:

a. Engage in professional roles and relationships with students and stakeholders that foster wellness and student success.

b. Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).

c. Assess potential risks and benefits prior to extending relationships beyond the school building and school hours (e.g., attending students off-site extracurricular activities, celebrations honoring students, hospital visits, funerals).

d. Document the nature of relationship extensions, including the rationale, potential benefit and possible consequences for the student and school counselor.

e. Act to eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards, such as informed consent, consultation, supervision and documentation.

f. Prevent potential harm to students and stakeholders with whom the school counselor's judgment may be compromised (e.g., family members, children of close friends) by helping facilitate the provision of alternative services or resources when available.

g. Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders.

h. Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.

i. Avoid inappropriate roles and relationships such as providing direct discipline, teaching courses that involve grading students and accepting administrative duties in the absence of an administrator.

j. Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services).

A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling

School counselors:

a. Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.

b. Provide a list of outside agencies and resources in their community, or the closest available, to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list of referrals options and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to research outside professionals' skills/experience to inform their personal decision regarding the best source of assistance for their student.

c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be conducted in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include participation in other school support services.

e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student cultural identities and worldviews. School counselors pursue additional training and supervision when their values are discriminatory in nature (e.g., sexual orientation, gender identity, gender expression, reproductive rights, race, religion, ability status). School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate and meaningful data necessary to adequately assess, counsel and assist students.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel students from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.

b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.

c. Assess student needs to determine if participating in the group is appropriate for the student.

d. Inform parents/guardians of student participation in and the purpose of the small group.

e. Facilitate short-term groups to address students' academic achievement, postsecondary and career exploration, and social/emotional well-being.

f. Use data to inform group topics, establish well-defined expectations and measure the outcomes of group participation.

g. Reflect on group outcomes and determine adjustments that may improve future group interventions.

h. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for students in small groups cannot be guaranteed.

i. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools (e.g., incest survivorship, eating disorders, dating violence) and accordingly take precautions to protect members from harm as a result of interactions with the group.

j. Facilitate culturally sustaining groups from the framework of evidence-based or research-based practices.

k. Practice within their competence level and develop professional competence through training and supervision.

l. Provide necessary follow-up and/or referrals to additional resources for group members.

A.8. Student Peer-Support Program

School counselors:

a. Share the student peer-support program's goal and purpose with stakeholders.

b. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

c. Strive to protect the confidentiality of students receiving peer support services by not sharing or disclosing personal information (e.g., special education services, academic information).

d. Work to select peer helpers who reflect the diversity of the population to be served.

e. Facilitate equitable access, representation and cultural sustainability in peer-support programs.

f. Develop, train and supervise students in school counseling peer-support programs, using culturally relevant frameworks that promote inclusion and belonging.

g. Inform peer-support students about when students need to report information to a responsible adult at school.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.

b. Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment

results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.

c. Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.

d. Provide culturally responsive mental health resources to parents/guardians.

e. Report to administration and/or appropriate authorities (e.g., law enforcement) when a student discloses a perpetrated or a perceived threat to another person's physical or mental well-being. This threat may include but is not limited to verbal abuse, physical abuse, sexual abuse, dating violence, bullying or harassment. The school counselor follows applicable federal and state laws and school and district policy.

A.10. Marginalized Populations

School counselors:

a. Advocate with and on behalf of students to ensure they remain safe at home, in their communities and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

b. Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance.

c. Identify and advocate for resources needed to optimize and support academic, career and social/emotional development opportunities.

d. Collaborate with parents/guardians when appropriate and strive to establish consistent, constructive two-way communication in their preferred language to ensure students' needs are met.

e. Understand and advocate for all students' right to be treated in a manner that honors and respects their identity and expression, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status, and to be free from any form of discipline, harassment or discrimination based on their identity or expression.

f. Advocate for the equitable right and access to free, appropriate public education for all youth in which students are not stigmatized or isolated based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

g. Advocate for access to and inclusion in opportunities (e.g., Advanced Placement, International Baccalaureate, gifted and talented, honors, dual enrollment) in which students are not stigmatized, isolated or excluded based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

h. Actively advocate for systemic and other changes needed for equitable participation and outcomes in educational programs when disproportionality exists regarding enrollment in such programs by race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

i. Recognize the strengths of students with disabilities as well as their challenges and provide best practices in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment, Discrimination, Bias and Hate Incidents

School counselors:

a. Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.

b. Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.

c. Advocate for accessible, effective tools for students or community to report incidents of bullying, hate or bias.

d. Report all incidents of bullying, dating violence or harassment to the administration, recognizing these behaviors may fall under Title IX of the Education Amendments of 1972 or other federal and state laws as illegal and require administrator intervention.

e. Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging.

f. In response to a hate or bias incident (e.g. discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community.

g. In developmentally appropriate ways and in the context of the incident, support victims, and encourage growth and provide tools for accountability and change (e.g. restorative practices) in perpetrators, and promote healing in the school community while deferring to administration for all discipline issues or any other violation of federal and state laws or district and school policies.

h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community.

A.12 Child Abuse

School counselors:

a. Report to the proper authorities, as mandated by the state, all suspected cases of child abuse and neglect, recognizing that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect.

b. Develop and maintain the expertise to recognize the signs of child abuse and neglect. Advocate for training to enable students and staff to have the knowledge and skills needed to recognize the signs and to whom they should report suspected child abuse and neglect.

c. Take reasonable precautions to protect the privacy of students for whom abuse or neglect is suspected from those who do not have a legitimate need to know.

d. Know current state laws and the school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.

e. Connect students who have experienced abuse and neglect with services provided through the local school district and community agencies.

A.13. Student Records

School counselors:

a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents/guardians the right to review the records and challenge perceived inaccuracies in their child's records.

b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.

c. Recognize the difficulty in adhering to FERPA's definition of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.14. Evaluation, Assessment and Interpretation

School counselors:

a. Use only valid and reliable research-based tests and assessments that are culturally sensitive, in the student's preferred language and free of bias.

b. Adhere to all professional standards and regulations when selecting, administering and interpreting standardized assessment tools, and only use assessment instruments that are within the scope of practice for school counselors and for which they are licensed, certified, competent and trained to use.

c. Follow confidentiality guidelines when using paper or electronic assessment instruments and programs.

d. Consider the student's developmental age, language skills, home language and competence level when determining an assessment's appropriateness.

e. Use multiple data points, both quantitative and qualitative whenever possible, to provide students and families with complete and accurate information to promote students' well-being.

f. Provide interpretation, in the student's preferred language, of the nature, purpose, results and potential impact of assessment/evaluation measures in terms students and parents/ guardians can understand.

g. Monitor the use of assessment results and interpretation, and take reasonable steps to prevent others from misusing the information.

h. Use caution when selecting or using assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

i. Conduct and disseminate the results of school counseling program assessments to determine the effectiveness of activities supporting students' academic, college/career and social/ emotional development through accountability measures, especially examining efforts to close opportunity gaps.

A.15. Technical and Digital Citizenship

School counselors:

a. Advocate for equitable access to technology for all students.

b. Demonstrate appropriate selection and equitable use of culturally sustaining technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the legal and ethical considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits, and communication practices in electronic media.

c. Take appropriate and reasonable measures to maintain the confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.

d. Promote the safe and responsible use of technology in collaboration with educators and families.

e. Promote the benefits and clarify the limitations of various appropriate technological applications.

f. Use established and approved means of communication with students, maintaining appropriate boundaries, and help educate students about appropriate communication and boundaries.

g. Understand challenges with confidentiality when using email and establish protocols and boundaries for responding to emails.

h. Advocate for the use of virtual learning tools that include safeguards and protocols protecting highly sensitive student information.

i. Advocate against alert tools or apps requiring constant monitoring by school personnel. These tools are not aligned with the nature and function of school counseling.

A.16. Virtual/Distance School Counseling

School counselors:

a. Adhere to the same legal and ethical standards in a virtual/distance/hybrid setting as in face-to-face settings.

b. Recognize, acknowledge and problem-solve the unique challenges and limitations of virtual/distance/hybrid school counseling.

c. Establish procedures, in collaboration with school administrators and other support staff, for students to follow in both emergency and nonemergency situations when the school counselor is not available.

d. Recognize and address the limitation of virtual/distance/hybrid school counseling confidentiality, which may include unintended viewers or recipients.

e. Inform both students and parents/guardians of the benefits and limitations of virtual/distance/hybrid school counseling.

f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and relationship.

g. Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/guardians and getting help to their location.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

a. Recognize, honor and respect the importance of parents/guardians when providing services to students in a school setting and collaborate with students' parents/guardians as appropriate.

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship to facilitate and advocate for students' maximum growth in the areas of academic, career and social/emotional development.

c. Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

d. Inform parents of the school counseling program's mission and standards in academic, career and social/emotional domains that promote and enhance the learning process and outcomes for all students.

e. Adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law.

f. Engage a diverse sample of parents/guardians and caregivers to provide opportunities for meaningful contributions to the school counseling program.

g. Adhere to federal, state and local laws; district policy; and ethical practice when assisting parents/guardians experiencing family difficulties interfering with their student's welfare.

h. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student, while recognizing parents/guardians have inherent legal rights to student information.

i. Respect the privacy of parents/guardians in accordance with the student's best interests.

j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare.

k. Follow the directions and stipulations of the legal documentation in divorce, separation or custody cases, maintaining focus on the student. Adhere to clear boundaries and a position of neutrality when working with parents/guardians.

B.2. Responsibilities to the School

School counselors:

a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission, informed by analysis of student data, based on the ASCA National Model.

c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs."

d. Exercise leadership to create systemic change to create a safe and supportive environment and equitable outcomes for all students.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school and/or the school counseling program in promoting equitable student outcomes.

f. Provide support, consultation and mentoring to professionals in need of assistance when appropriate to enhance school climate and student outcomes.

g. Inform appropriate officials, in accordance with federal and state law and school and district policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between students and school counselors to the extent possible.

h. Advocate for administrators to place licensed/certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited institution.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Advocate for the use of vetted, bilingual/multilingual translators to represent languages used by families in the school community and support broader cultural communication and engagement.

k. Affirm the abilities of all students and advocate for their learning needs, supporting the provision of appropriate accommodations and accessibility.

l. Provide culturally responsive information to families to increase understanding, improve communication, promote engagement and improve student outcomes.

m. Promote culturally sustaining practices to help create a safe and inclusive school environment with equitable outcomes for all students.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Use school and community resources to promote equity and access for all students.

p. Use inclusive language in all forms of communication and ensure students and stakeholders have access to materials in their preferred languages when possible.

q. Collaborate as needed to provide optimum services with other school and community professionals with legitimate educational interests (e.g., school nurse, school psychologist, school social worker, speech-language pathologist), following all local, state and federal laws.

r. Strive to address and remedy the work environment and conditions that do not reflect the school counseling profession's ethics, using advocacy and problem-solving skills.

B.3. Responsibilities to Self

School counselors:

a. Have earned a master's degree or higher in school counseling or the substantial equivalent from an accredited institution.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics.

c. Accept employment only for positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to the profession's ethical standards and other official policy statements such as ASCA position statements and role statements, school board policies and relevant laws. When laws and ethical codes are in conflict, school counselors work to adhere to both as much as possible.

e. Engage in routine, content-applicable professional development to stay up to date on trends and needs of students and other stakeholders, and regularly attend training on current legal and ethical responsibilities.

f. Explore and examine implicit biases and the impact on practice and interaction with students; apply learning to program practice and development.

g. Develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.

h. Recognize the potential for stress and secondary trauma. Practice wellness and self-care through monitoring mental, emotional and physical health, while seeking consultation from an experienced school counseling practitioner and/or others when needed.

i. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

j. Apply an ethical decision-making model and seek consultation and supervision from colleagues and other professionals who are knowledgeable of the profession's practices when ethical questions arise.

k. Honor the diversity and identities of students and seek training/supervision when prejudice or biases interfere with providing comprehensive school counseling services to all pre-K–12 students. School counselors will not refuse services to students based solely on personally held beliefs/values rooted in one's religion, culture or ethnicity. School counselors work toward a school climate that embraces diverse identities and promotes equitable outcomes in academic, career and social/emotional development for all students.

l. Have an awareness of and make clear distinctions between actions and statements (verbal or written) made as a private individual versus those made as a representative of the school counseling profession and of the school district/school entity.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR DIRECTORS/ ADMINISTRATORS/SUPERVISORS

School counselor directors/administrators/supervisors support school counselors in their charge by:

a. Advocating both within and outside of their schools or districts for adequate resources to implement a school counseling program and meet students' needs and the school community's needs.

b. Advocating for fair and open distribution of resources among programs supervised, using an allocation procedure that is nondiscriminatory, equitable, informed by comprehensive data and consistently applied.

c. Taking reasonable steps to ensure school and other resources are available to provide staff supervision and training.

d. Providing opportunities for professional development in current research related to school counseling practices, competencies and ethics.

e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the laws and ethics related to the school counseling profession or equitable outcomes for students.

f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

g. Using and/or advocating for a performance appraisal instrument aligned with the ASCA School Counselor Professional Standards & Competencies that assesses school counselors' knowledge, skills and attitudes.

h. Understanding the ASCA Ethical Standards for School Counselors, the ASCA National Model and the ASCA School Counselor Professional Standards & Competencies.

i. Providing staff with opportunities and support to develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.

j. Collaborating and consulting with school counseling graduate programs to support appropriate site placement for supervisees and ensure high-quality training that is essential for school counselor preparation.

D. SCHOOL COUNSELING PRACTICUM/ INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

a. Are licensed or certified school counselors with an understanding of school counseling programs and school counselors' ethical practices.

b. Have the education and training to provide school counseling supervision and regularly pursue continuing education activities on both counseling and supervision topics and skills.

c. Use a model of supervision that is developmental, ongoing and includes but is not limited to promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

d. Engage in culturally affirming supervision, maintain cultural competence and consider cultural and historic factors and power dynamics that may have an impact on the supervisory relationship.

e. Avoid supervisory relationships with individuals with whom they have the inability to remain objective (e.g., family members or close friends).

f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.

g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems and negative outcomes.

h. Provide information about how and when virtual supervisory services will be utilized, and provide school counselors with reasonable access to pertinent applications.

i. Ensure performance evaluations are completed in a timely, fair and considerate manner; base evaluations on clearly stated criteria; and use data when available.

j. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees appeal their evaluations.

k. Understand supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.

l. Help supervisees select appropriate professional development based on identified needs.

m. Contact university/college supervisors and consult with school administrators to recommend assistance or dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies. Document recommendations and ensure supervisees are aware of such decisions and the resources available to them.

n. Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/ internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual, group and classroom interventions.

E. MAINTENANCE OF STANDARDS

When the absence of a settled opinion or conviction exists as to the ethical behavior of a colleague(s), the following procedures may serve as a guide:

a. School counselors confidentially consult with professional colleagues to discuss the potentially unethical behavior and determine if the situation is an ethical violation.

b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.

c. School counselors understand mandatory reporting responsibilities in their respective districts and states.

d. School counselors take appropriate action in the following sequence if the matter remains unresolved at the school, school district, state department of education and/or professional practice/standards commission level:

   1. Contact the state school counselor association's ethics committee if applicable.

      i. If no such committee exists, contact the state school counselor association leadership.

      ii. If the issue remains unresolved, proceed to step 2.

   2. Contact the American School Counselor Association. Formal documentation of the steps taken and the response of the complainant and respondent should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 277 S. Washington St., Suite 390, Alexandria, VA 22314

F. ETHICAL DECISION-MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model.

a. Define the ethical dilemma.

b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.

c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.

d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).

e. Consider the student's chronological age and developmental level.

f. Consider parental/guardian and student rights

g. Apply the ethical principles of:

   - Beneficence: working for the good of the individual and society by promoting mental health and well-being
   - Autonomy: fostering the right to control the direction of one's life
   - Nonmaleficence: avoiding actions that cause harm
   - Justice: treating individuals equitably and fostering fairness and equality
   - Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships
   - Veracity: dealing truthfully with individuals with whom school counselors come into professional contact

h. Determine potential courses of action and their consequences.

i. Evaluate the selected action.

j. Implement the course of action and analyze the outcome.

k. Identify any inconsistencies in school/district policy for potential revision.

l. See other ethical decision-making models:

   - Intercultural Model of Ethical Decision Making, Luke et al., (2013)
   - Solutions to Ethical Problems in Schools (STEPS), Stone (2003)
   - Ethical Justification Model, Kitchener (1984)

GLOSSARY OF TERMS

Advocate
a person who speaks, writes or acts to promote the well-being of students, parents/guardians, school and community stakeholders, and the school counseling profession. School counselors advocate to create and maintain equitable systems, policies and practices.

Anti-Racist
one who expresses the idea that race is a social construct and does not biologically exist while supporting policy that eliminates racial inequity and fighting against racism.

Assent
to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment
collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Bias Incident
use of hateful imagery, language or acts that are often noncriminal in nature motivated by bigotry, prejudice or hate toward individuals because of the targets' perceived disability, ethnicity, gender, gender identity, nationality, race, sex or sexual orientation.

Boundaries
something that indicates or affixes an extent or limits.

Breach
disclosure of information given in private or confidential communication such as information given during counseling.

Bullying
intentional, repeated harmful acts, words or other behavior such as name calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim. Bullying may be physical, verbal, emotional or sexual in nature.

Competence
the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality
the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest
a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent
permission, approval or agreement; compliance.

Consultation
a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters
general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity
a set of skills enabling you to know, understand and value the similarities and differences in people; modify your behavior to be most effective and respectful of students and families; and deliver programs that fit diverse learners' needs.

Culturally Sustaining School Counseling
policies and practices that affirm and embrace cultural pluralism, promote cultural dexterity and actively advocate for equitable systems and outcomes.

Custodial and Noncustodial
physical custody: a phrase used to determine which parent a minor student lives with as a result of a court order. A custodial parent has physical custody of the minor child while a noncustodial parent does not have physical custody of the minor child, as the result of a court order.

Legal custody: both custodial and noncustodial parents have educational rights to their child's records unless noted by court documentation.

Data Dialogues
inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed
accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age
the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure
the act or an instance of exposure or revelation.

Diversity
the inclusion of individuals representing more than one national origin, gender identity, gender expression, ethnicity, religion, socioeconomic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship
a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy
the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minors
minors who are legally freed from control by their parents/guardians, and the parents/guardians are freed from any and all responsibility toward the children.

Encryption
process of putting information into a coded form to control and limit access to authorized users.

Equity
treated fairly; educational equity occurs when educators provide all students with the high-quality instruction and support they need to reach and exceed a common standard.

Ethics
the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior
actions defined by standards of conduct for the profession.

Ethical Obligation
a standard or set of standards defining the course of action for the profession.

Ethical Rights
the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible
capable of being done, affected or accomplished easily or conveniently.

Gender Expression
the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity
one's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transgender.

Guardian Ad Litem
a guardian appointed by a court to watch after someone during a case.

Harassment
the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent
assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention
to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates
a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights
those rights bestowed onto a person by a given legal system.

Mandatory Reporting
the legal requirement to report to authorities.

Minors
persons under the age of 18 years unless otherwise designated by statute or regulation.

Oppression
unjust or cruel exercise of authority or power.

Perception
a mental image or awareness of environment through a physical sensation; a capacity for understanding or a result of an observation.

Peer Helper
peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support
programs enhancing the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy
the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication
conversation that takes place within the context of a protected relationship, such as that between an attorney and client, spouses, a priest and penitent, a doctor and patient and, in some states, a school counselor and student.

Professional Development
the process of improving and increasing capabilities through access to education and training opportunities.

Racial Bias
a personal and unreasoned judgment made solely on an individual's race.

Racism
when individuals, systems or institutions show more favorable evaluation or treatment of an individual or group based on race or ethnicity.

Relationship
a connection, association or involvement.

Risk Assessment
a systematic process of evaluating potential risks.

School Counseling Supervisor
a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable Harm
when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records
records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations. Sole-possession records are exempted from the definition of educational records and FERPA protection.

Stakeholder
a person or group sharing an investment or interest in the students and/or school community (e.g., parents/guardians, school staff, administrators, business and community interest groups, school board members, etc.).

Systemic Change
change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual.

Supervision
a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972
a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Universal Screener
gathers information regarding behavioral and mental health issues by either reviewing existing data/input from educators or by asking questions directly of students. Schools receiving federal funding that use a universal screener asking even one question from one of the eight protected areas under the Protection of Pupil Rights Amendment (PPRA) must obtain active consent from parents/guardians if a student is required to complete the screening and passive consent if the screening is voluntary (U.S. Department of Education, PPRA, 2022).

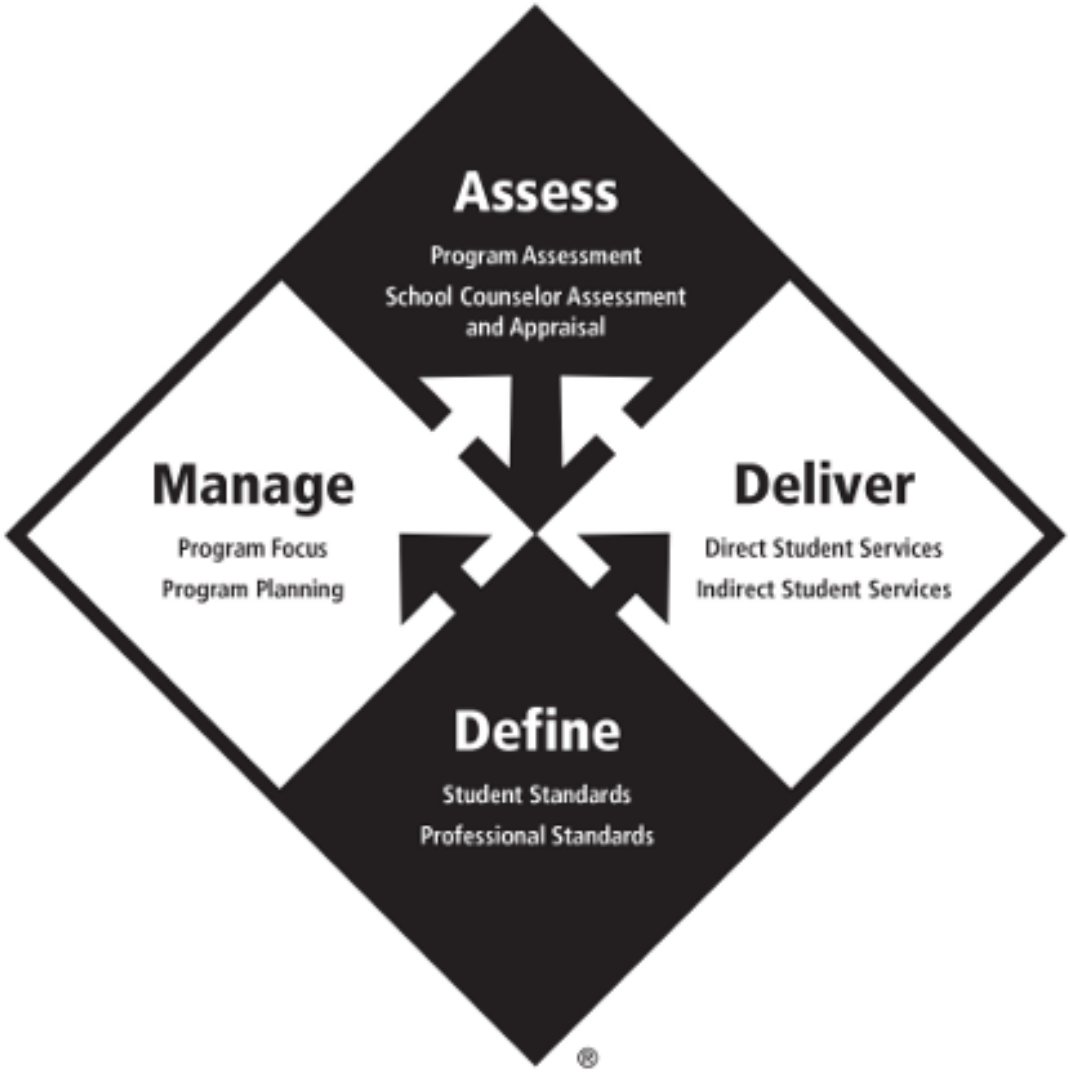
Virtual/Distance Counseling
counseling by electronic means.



277 S. Washington St., Suite 390, Alexandria, VA 22314
www.schoolcounselor.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The ASCA National Model, Fourth Edition



The ASCA National Model diamond is a registered trademark of the American School Counselor Association.

Program Focus: Beliefs, Vision Statement and Mission Statement

WCS School Counselor Beliefs

The K-12 school counseling program is an integral part of the total educational process of the Wadsworth City Schools. It is planned, coordinated, managed and evaluated by the professional school counseling staff.

The school counselors in Wadsworth City Schools believe:
-All students have worth and dignity.
-All students can achieve given proper support.
-All students should have access to a full-time state licensed school counselor.
-All students have a right to participate in a school counseling program.
-All students are respected for individual differences including, ethnic, cultural, racial, special needs and **sexual orientation and identity**.
-All students have a right to feel safe in their Wadsworth City Schools building.

And the school counseling program....
-Is not only a support, but integral for students to acquire academic, career and social/emotional mindsets and behaviors for students to reach their fullest potential.
-Is comprehensive, preventative and developmental.
-Is planned and coordinated with other representatives of the school and community.
-**The school counseling program is to provide a data-driven, developmental counseling program to meet the needs of ALL students through a school counseling curriculum, individual student counseling, responsive services and system support.**
-Is based on Mindset and Behavior standards and competencies.

And all school counselors....
-Abide by the professional ethical standards for school counselors as advocated by the American School Counseling Association (ASCA).
-Abide by district policy and protocol
-Advocate for systemic change in the best interest of every student
-Participate in a professional development program essential to maintain a quality school counseling program.

WCS School Counseling Vision Statement

The vision of WCS School Counseling Program is to provide a preventative, responsive and comprehensive program that cultivates academic success, personal/social growth, and career readiness for all students. Through advocacy, character development, leadership, and collaboration, student self-awareness and academic achievement will evolve within a data-driven, multi-tiered rigorous educational environment. Our vision is that this will ensure that all students understand and embrace their own value and have an intrinsic motivation to contribute to their community and diverse world, as they become members of a global workforce.

WCS School Counseling Mission Statement

The mission of the Wadsworth City School District school counseling program is to provide a comprehensive, developmental counseling program that will assist all students in acquiring mindsets and behaviors needed to become effective students, responsible citizens, productive workers, and lifelong learners. The school counseling program is an integral part of the school's total program with a commitment to students' safety and wellness, individual uniqueness, an understanding of diversity, equity, access and success for every student.

Data:

School Data Summary: this is one tool that the school counselor can use annually to review data to inform planning for the School counseling Comprehensive Program.

School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert; who can help you interpret the data?
2. Identify the school improvement plan goals.
   - In which areas can the school counseling program support the work?
   - List those goals:
3. Review available school data reports for previous years to identify trends.
   For example:
   Is there a subgroup that historically underperforms on standardized achievement benchmarks?
   Is there a grade level that historically has the most absences?
   Is there a subgroup that historically receives the majority of discipline referrals?
   - What is working well according to your school data reports?
     - Achievement
     - Attendance
     - Discipline
   - Highlight possible areas of need according to your school data reports.
     - Achievement
     - Attendance
     - Discipline
4. Compare your school's data with district and state data or other comparable data points.
5. Identify what else you need to know.
6. Identify and prioritize data points you will address through your school counseling program.

Data Points	**How Addressed Through the School Counseling Program**

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Annual Student Outcome Goals:
This can be used to help the school counselor plan Annual Student Outcome Goals.

Annual Student Outcome Goal Plan

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By		,	
End Date		*Targeted Group*	

will	
(increase/decrease something related to achievement, attendance or discipline)	

by		from		to	
Measure of change		*Baseline data*		*Target data*	

Supplemental Data:
Check with stakeholders (parents/guardians, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:
Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	*Statement*

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will

Student will

Possible Activities/Strategies/Interventions by School Counselors

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	*Sometimes*	*Most of the time*	*Almost All the time*

Statement	**Scale**
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer question:	
Brief answer question:	

Annual Administrative Conference:
This is an optional guide for school counselors to use to meet with administration annually to guide the program and allow for collaboration.

Annual Administrative Conference

School Counselor _____ Year _____

After a review of the school data, the following priorities were identified:

_____

_____

_____

Based on these priorities, the following goals were identified:

Annual Student Outcome Goals	
1	
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio	One School Counselor	Per	_____	Students	
Caseload defined by:	☐	Alpha Assigned:	Last names beginning with:	_____	to _____
	☐	Grade Level:	Students in grades:	_____	
	☐	All Students in Building			
	☐	Other:	_____		

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members:	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Annual budget: $ _____

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used).

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

_____ School Counseling Department Assistant

_____ Attendance Assistant/Clerk

_____ Data Manager/Registrar

_____ College and Career Center Assistant

_____ Other Staff

_____ Volunteers

_____

_____

_____

_____ School Counselor Signature

_____ Administrative Signature

_____ Date Signed

Lesson Plans Template



Lesson Plan

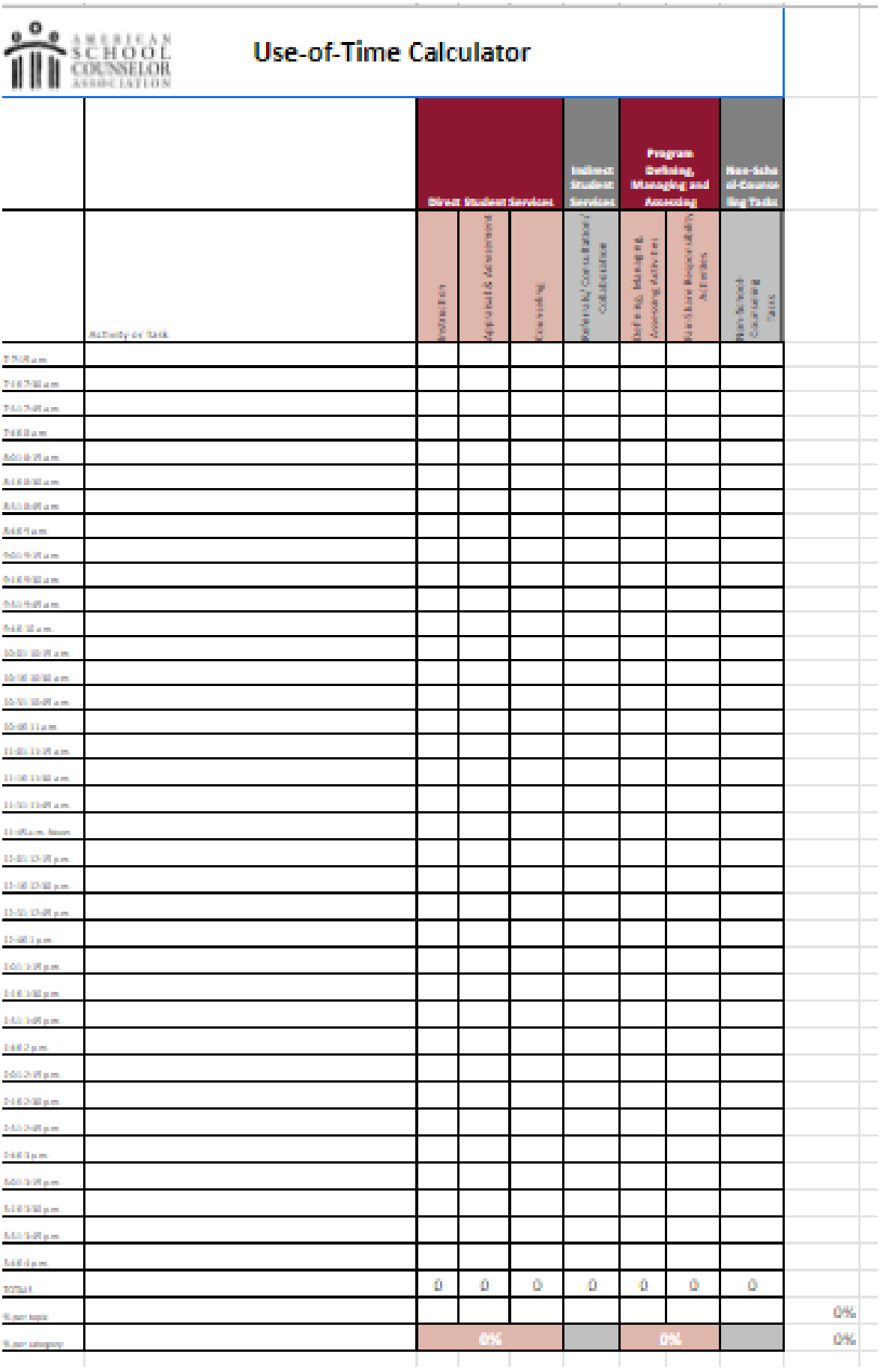
Lesson Plan for		(lesson title)

School Counselor:				
Target Audience:				
Mindsets & Behaviors: (limit of three)				
Lesson		Of		

Learning Objective(s)/Competency	
Students will:	
Students will:	
Materials:	
Evidence Base:	
☐ Best Practice ☐ Action Research ☐ Research-Informed ☐ Evidence-Based	
Procedure: Describe how you will:	
Introduce:	
Communicate Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize:	

Close:	
Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*	
Participation Data:	
Anticipated number of students:	
Planned length of lesson(s):	
Mindsets & Behaviors Data:	
• Pre-test administered before first lesson • Post-test administered after lesson (if standalone) or after last lesson of unit/group session • Pre-/post-assessment attached	
Outcome Data: (choose one)	
☐ Achievement (describe): ☐ Attendance (describe): ☐ Discipline (describe):	

Use of Time Assessments Template:
Optional guide to allow the school counselor to assess use of time.



Use-of-Time Calculator

	Activity or Task	Direct Student Services			Indirect Student Services	Program Defining, Managing and Assessing		Non-School-Counselor Duties	

Annual Calendars

Calendars are subject to change based on needs, district goals, etc.

ELEMENTARY MASTER CALENDAR

Ongoing—The following activities occur monthly or more often:

- Administration/Counselor meetings
- Coordinate with Prevention Specialist and teachers for classroom lessons and programming
- Consultation and communicate with parents/guardians and teachers regarding student performance as well as wellbeing
- Coordination with special education teachers, including participating in IEP meetings as appropriate
- Meet with and orient new enrollees
- Provide individual intervention for students requesting help or referred by teachers, parents/guardians, or other personnel
- Provide group counseling for students requesting help or referred by teachers, parents/guardians, or other personnel
- Update community referral list, as needed
- Continue to act as resource for parents/guardians, staff, and community agencies
- Continue to participate in professional development activities and staff meetings
- Coordinate and make referrals with district-approved outside counseling agencies that are in building, stay in communication to coordinate services
- Develop and assess goals and objectives for academic year
- Conduct 504 evaluations, annual reviews as well as maintaining and distributing records to applicable parties
- Consult with Response to Intervention team when needed
- Members of building, district and county crisis team; provide crisis intervention services, as needed
- Parent/Guardian and Teacher conferences
- Participate in/plan Career Day or career lessons/activities
- Participate in Positive Behavior Intervention Support (PBIS) whole school activities/planning, varies by counselor PBIS team membership
- Classroom guidance lessons
- Read through new student files
- Counselor Parent/Guardian Communication (ie. school counselor newsletter, add to building newsletter, email out information to parent/guardian email lists)
- Liaison with community agencies regarding food support for families
- Recommendation/placement of students in after-school programs
- Staff meetings
- Provide crisis intervention services as needed in building, district and for Medina County Crisis Response.
    - Attend training every four years for Crisis Response Team
- School Counseling Department Meetings
- Participate in professional development

<u>August/September</u>

- Develop goals and objectives for the year
- Attend open house and New student/KG orientations
- Conduct needs assessment of students, faculty, and parents/guardians
- New student activity (ie. ice cream/popsicle party, lunch, etc.)

- KG Introduction to the School Counselor
- Present at staff meetings: School Counseling program

October/November

- Begin Small Groups - Tier 2 Support
- Prevention lessons: bullying, drugs/alcohol, digital media
- Promote inclusion and acceptance of others with Unity Day activities
- Consult with staff regarding 504 testing accommodations
- Coordinate holiday support

December /January

- Coordinate distribution of holiday support programming/services
- School Counselor Fall Advisory Meeting
- Support programs/service projects such as food drive for the holidays
- Prepare for second semester classroom guidance and group counseling lessons
- Plan activities for National School Counseling Week
- Reintroduce PBIS Expectations
- Begin career day/initiative planning with Four Cities Compact

February/March

- Celebrate National School Counseling Week
- Coordinate Random Acts of Kindness Day Initiatives
- Prepare and participate in district school counseling advisory meeting
- Begin OST coordination
- Test Prep Group/Lessons (varies by building need)
- School Counselor Spring Advisory
- Personal Safety Lesson

April/May

- Meet with the CIS Counselor to coordinate transition for 4th grade into Central Intermediate School
- Final meetings with staff to evaluate information on students for next year
- Can consult on final RTI meetings as needed
- Assess counseling goals and make adjustments/modifications for upcoming academic year
- Refer students for summer opportunities, as appropriate
- Evaluate year and plan for next year
- Update records

CENTRAL INTERMEDIATE SCHOOL MASTER CALENDAR

Ongoing - The following activities occur monthly or more often:

- Administration and counselor office meetings
- Consultation with parents/guardians and teachers regarding student performance
- Attend weekly teacher team meetings
- Group and individual counseling
- Parent/guardian meetings
- Meet with and orient new enrollees
- Provide individual counseling for students requesting help or referred by teachers, parents/guardians, or other personnel
- Update community referral list, as needed
- Consult with outside agencies as well as school based therapists
- Disseminate information to outside agencies with signed consent
- Participate in IEP meetings as appropriate
- Coordinate/Lead 504 meetings, maintain list of students, share updated documents with parents/guardians and teachers
- Consult with parents/guardians and staff to schedule 504 review meetings
- Participate in professional development
- Consult in RTI meetings as needed
- Provide crisis intervention as needed
- Coordinate intervention and prevention services
- Classroom counseling lessons
- Develop goals and objectives for year
- Communicate with parents/guardians through media (website, emails, etc).
- Coordinate 6th grade ambassadors and provide programming opportunities
- Feeding Medina County Weekenders Program and Backpack Connection Program
- Hold academic at-risk student meetings by quarter
- Scheduling daily students for groups, individual meetings, etc. Writing their passes using master schedule
- Monthly building staff meetings
- Collaboration with district counselors
- Attend bi-weekly RTI behavior meetings as needed
- Attend weekly attendance meetings
- Check in as needed with students who have attendance issues
- Participate in PBIS whole school activities/ planning, varies by counselor PBIS team membership
- Maintain Van Auken Care Closet and assistant students as necessary
- Monitor paper and electronic counselor request submissions
- Introduce Character Strong topic at monthly Town Hall meetings
- Participate in daily video announcements as needed
- Review and submit requested student information from outside agencies, such as Job and Family Services or requests from guardians ad litem, etc.
- Attend field trips as requested

- Coordinate with Prevention Specialist and teachers for classroom lessons and programming
- Coordinate and make referrals with district-approved outside counseling agencies that are in building, stay in communication to coordinate services
- Provide crisis intervention services as needed in building, district and for Medina County Crisis Response.
    - Attend training every four years for Crisis Response Team
- Record Reviews as needed
- Home visits as needed

August/ September

- Planning/Coordination/Implementation of Grizzly Camp for small group of incoming 5th graders
- Plan and implement open house and orientation of new students
- update/copy/distribute School Counseling brochure
- Distribute Weekender Program Permission Slips
- Review and organize 504 plans in place, being sure to note the review date
- Communicate with parents/guardians of students with 504s at the beginning of the year to introduce self as 504 Case Manager
- Send/analyze parent/guardian needs assessment
- Update Request to See the Counselor Google Form
- Coordinate parent/guardian meetings by request
- Review new student files
- New Student Snack Break
- Communicate with families of new student ambassadors
- Refer students for after school programs such as Salvation Army Learning Center
- Start with Hello Week - planning and communication
- Initiate needs assessments

October

- Collect permission slips and form groups
- Organization of Needs Assessment and parent/guardian communication
- Plan and coordinate Bullying Prevention Month activities
- Meet with new students
- Newsletter about counseling program
- Participate in professional development
- Assist with interpretation of assessments
- Conference with parents/guardians, teachers and community organizations
- Participate in/coordinate Red Ribbon Week Activities
- Attend interim pick-up conference with parents/guardians
- Community-sponsored programs
- Red Ribbon Week Collaboration
- Set up Annual Agreement and Ohio School Counselors Evaluation with evaluating principal
    - Meet with assistant principal on attendance and discipline goals
    - Set up groups or lessons based on goals

November

- Begin “Bringing Up Grades” Conversations to improve student academics

- Address teacher concerns about learning issues/needs of selected students
- Meet with faculty teams as a resource person
- All-Ohio Counselors Conference when available
- Coordinate/assist with holiday service projects/programs
- Begin Depression Awareness lessons and follow up as needed
- Academic/behavior progress reports as needed or requested

December

- Programs/Projects for the holidays
- Continue “Bring Up Grades” Conversations with students
- Continue to orient new students upon their arrival
- Recommendations/placement of students in after-school programs
- Continue to build/use relationships with community agencies
- Collaborate/assist with special education teachers and psychologist
- Prepare for second semester classroom lessons and group counseling lessons

January

- Continue with “Bringing up Grades” plans for identified students
- Assess counseling goals from first semester
- Revise counseling goals for the second semester
- Plan activities for National School Counseling Week
- Participate in staff meetings and professional development activities
- Continue to participate and plan interventions for students

February

- Celebrate National School Counseling Week with activities that showcase the work/accomplishments of school counselors
- Meet with middle school counselors to plan transitions for 6th graders into middle school
- Schedule 4th - 5th grade transition meets with elementary counselors
- Continue with “Bringing up Grades” plans for identified students
- Black History Month Planning
- Coordinate partnerships with Altercare

March

- Begin transition work with 6th graders preparing for the Middle School
- Assist with standardized testing
- Continue to provide support for new students
- Continue to act as resource for parents/guardians, staff, and community agencies
- Continue to participate in professional development activities
- Continue with “Bringing up Grades” plans for identified students

April

- Publicize information for summer opportunities
- Continue efforts for transition of 6th graders to the Middle School
- Continue with “Bringing up Grades” plans for identified students
- Re-assess students new to school
- Ongoing referrals to agencies and community supports
- Start transition meetings for 4th-5th grade students
- Coordinate dates to visit with elementary schools

- Work on 6th Grade End of Year Slideshow

May/June

- Finalize transition of 6th graders to the Middle School
- Finish meeting with elementary school counselors to transition incoming 5th graders
- Culminate agency-contact information
- Complete and send data as requested to Director of Counselor Services
- Final meetings with staff teams to evaluate information on students for next year
- Assist with recognition programs and assemblies
- Participate in school closing procedures as directed by the administration
- Assess counseling goals and make adjustments/modifications for upcoming academic year
- Assist with appropriate student placements for the following year
- Meet with students recommended for retention
- Assist with orientation of students and families coming to CIS for 5th Grade
- Meet with elementary counselors regarding incoming at risk 5th graders as well as gathering information on incoming students with 504 plans
- Coordinate the information on 504 students and pass on to the Middle School counselors
- Update records
- Evaluate and plan for next year

WADSWORTH MIDDLE SCHOOL MASTER CALENDAR

ONGOING

- Office meetings with principals weekly to discuss attendance, discipline, grades, concerns and programming
- Meet with administrator and parents/guardians as needed
- Consultation with parents/guardians and teachers regarding student performance and needs
- Group counseling based on needs for that school year
- Individual counseling: advisement and responsive counseling as needed
- Coordination and collaboration with special education teachers for scheduling to support students with special needs
- Parent/Guardian Teacher conferences
- New student meetings, creating schedule, coordinating with previous school for records, meet with parents/guardians and students, set up student hosts, monitor for adjustment
- Refer to outside agencies as needed, sharing multiple referrals to parents/guardians and the Helpline Brochure
- Consult with outside agencies, disseminate information to outside agencies with signed consent and stay in communication to coordinate services
- Manage all 504 Plans (distribute paperwork to teachers)
    - Set up meetings before the due date
    - Research for evaluation and necessary accommodations for each student.
    - Complete 504s with all necessary signatures.
    - Write prior written notice.
    - Communicate changes to 504s to teachers and give them updated copies.
    - Monitor 504 plans with teachers, parents/guardians and students throughout the school year.
- Participate in IEP meetings as requested
- Participate in professional development
    - Monitor American School Counselor Association standards, ethical guidelines, and best practice information
    - Monitor district policies related to school counselors
- Consult with the Response to Intervention (RTI) team as needed
- Provide crisis intervention services as needed in building, district and for Medina County Crisis Response.
    - Attend training every four years for Crisis Response Team
- Coordinate with Prevention Specialist and teachers for classroom lessons and programming
- Coordinate and make referrals with district-approved outside counseling agencies that are in building, stay in communication to coordinate services
- Attend CARE team meetings and coordination with CARE team and teaching staff
- Monitor school data and proactively advocate and address changing needs of diverse populations
- Middle School Counselor team meetings, with clerk
- Staff meetings, monthly
- Providing other classroom lessons based on teacher request and needs assessment or other data
- Maintain communication resources: webpage and email
- Coordinate referrals to address housing and food insecurity, or other student needs as they arise
- Maintain Caring Closet with school supplies, snack items, hygiene products and clothing and support student referrals to address needs

- Coordinate and maintain Weekender bags
    - Identify students and ask permission
    - Coordinate delivery
    - Passes for students each week to pick up
- Coordinate with students, teachers and principals for students who attend high school classes as scheduling conflicts arise (for example assemblies and testing days)
- Attend district counselor meetings and professional development
- Ongoing consultation with community agencies such as Medina Job and Family Services, FISH, Salvation Army, Akron Children's Hospital, etc.

AUGUST

- During counselor extended time:
    - Finalize master schedule and individual student schedules
    - Contact parents/guardians of new students, create schedule, coordinate with previous school for records
        - Meet with student and/or parent/guardians as needed
    - Plan and lead 504 meetings that need to happen before school starts
    - Call to remind all Schedule Pickup Day helpers
    - Hold meeting with students walking up to the high school for Honors Geometry and Honors Physical Science during Schedule Pick Up Day; coordinate with high school to confirm classrooms and schedule at the high school
    - Schedule Pickup Day:
        - Coordinate student helpers
        - Coordinate schedule distribution
        - Collaborate with principals, secretaries and school nurse to plan for Schedule Pick Up Day
        - Be present that day to correct schedules and answer questions
- Meet with teachers to communicate student needs
- Reserve classroom lesson dates for the school year with teachers
- First Day
    - Make announcements to have students check schedules for accuracy
    - Be present in hallways for help
    - Make necessary schedule changes
- New Student Welcome Meeting
- Introductory lessons in all social studies classes and
    - Give student needs assessments
        - Review data
        - See students needed
        - Adjust program planning based on data
- Coordinate Captain's Table speakers for the year
- Update School Counselor website for the year
- Set up Annual Agreement and Ohio School Counselors Evaluation with evaluating principal
    - Meet with assistant principal on attendance and discipline goals
    - Set up groups or lessons based on goals
- Schedule parents/guardians meetings needed before school starts
- Send out teacher and parent/guardian needs assessments, review data and adjust program planning according to data

SEPTEMBER

- Coordinate Connections Mentoring
    - Reach out to mentors

    - Determine if mentors need updated background checks
    - Apply for the L & J Fund to use for mentors getting background checks
    - Submit mentor names for board approval to be district volunteers
    - Select mentees based on need or needs assessment and get permission
- Collect CARE team referrals from teachers and refer for CARE team meeting
    - Meet with students and send permission packet home when needed
- Open House 6:30-8:00pm
    - Coordinate helpers
    - Be present in foyer with informational flyers and to answer questions
- Meet with teachers to discuss student individual needs
- Create small groups and collect names for teacher recommendations for groups
- Review interim grades, work with students and collaborate with parents/guardians and teachers
- Signs of Suicide Lessons for both grade levels
    - Counselors send parent/guardian letters out two weeks ahead
    - Present lesson
    - See students as needed,
    - Provide necessary coordination and follow up
        - Contact parents/guardians
        - Make referrals to outside counseling if needed

OCTOBER

- Provide Bullying Lessons
- Promote Unity Day activities
- School Data meeting, present to principals during Annual Agreement meeting
- List of students that failed a course in the last 9 weeks created by secretary, meet with students and collaborate with teachers and parents/guardians as needed
- Meet with ineligible students
- Captain's Table Program:
    - Present on the program during announcements or IE by video
    - Collect nominations from students
    - Choose those invited and give them invitations and notify them to invite their adults.
    - Coordinate lunch for that day
        - Order food
        - Work with PTO committee for cookies, drinks and chips

NOVEMBER

- Middle School Leadership field trip hosted by Share Cluster
- Interim data collected, meet with students and collaborate with parents/guardians and teachers as needed
- Schedule and attend Parent/Guardian Teacher Conference night
- Coordinate referrals for holiday needs with community agencies
- Lead Connections Mentor Training meeting
- Captain's Table Program: Connections Mentoring, meeting bi-weekly rest of year
    - Coordinate lunch for that day
        - Order food
        - Work with PTO committee for cookies, drinks and chips

DECEMBER

- Coordinate with high school counselors and MS staff for scheduling 8th graders to 9th grade

JANUARY

- Facilitate special education teachers from CIS and WMS to collaborate on creating student schedules for next year
- Master scheduling meetings with administration and counselors, weekly
- Coordinate course recommendations for 8th graders for high school scheduling
- Coordinate scheduling meetings for high school counselors with 8th grade teachers, parents/guardians and students
- Create list of students that failed a course, meet with students and collaborate with parents/guardians and teachers as needed
    - Send out letters to parents/guardians of students that are in danger of failing for the year
- Meet with ineligible students
- Coordinate with Central Intermediate School for scheduling 6th to 7th graders for next year
- Coordinate and teach career lesson with Four Cities Compact Counselor

FEBRUARY

- Interim reports: meet with students and collaborate with parents/guardians and students as needed
- Coordinate with CIS teachers and gifted coordinator for math qualification and gifted qualification and scheduling for 6th grade to 7th grade
- Managing schedule for next year for individual students:
    - Hand scheduling special educations students
    - Work with principals to develop master schedule
    - Collect information for band, show choir, gifted placement, math placement, special needs, behavioral needs
    - Coordinate with administration to create the master schedule for each grade level

MARCH

- Captains' Table Program
    - Present on the program during announcements or IE by video
    - Collect nominations from students
    - Choose those invited and give them invitations and notify them to invite their adults.
    - Coordinate lunch for that day
        - Order food
        - Work with PTO committee for cookies, drinks and chips
- Schedule individual students, collaborate with principals to finalize master schedule to meet all the needs of students
- Communicate with parents/guardians on scheduling in newsletter, individual emails and phone calls
- IE Lesson: Scheduling 7th to 8th grade
- Transition and Scheduling Lesson for 7th graders in social studies classes
- List of students who failed a course in the grading period compiled and meet with students, collaborate with parents/guardians and teachers as needed
    - Letter out to parents/guardians of students who could fail for the year, meet with students
- Transition and Scheduling Lesson for 6th graders on coming to the middle school
- Finalize master schedule and schedules of individual students
- Plan Spring Orientation with principals

APRIL

- Captains' Table Program
    - Present on the program during announcements or IE by video
    - Collect nominations from students
    - Choose those invited and give them invitations and notify them to invite their adults.
    - Coordinate lunch for that day
        - Order food
        - Work with PTO committee for cookies, drinks and chips
- Collaborate with principal for testing students with 504 accommodations
- Interim reports compiled, meet with students and collaborate with parents/guardians and teachers as needed
- Input all scheduling in the computer and finalize master schedule
- Check and correct all student schedules, balance classes, collaborate with principals to make needed adjustments to master schedule
- Begin planning for next year as counseling team for calendar, reflecting on programming this year and discussing adjustments needed based on data
- District School Counselor Advisory Committee meeting
    - Present
    - Reflect on feedback from stakeholders to address programming

MAY

- Coordinate with teachers on students who could fail for the year
    - Communicate with parents/guardians and students
- Assist in coordinating CARE Team Luncheon
- Captain's Table: Lead and coordinate Staff Appreciation Breakfast, hosted during Staff Appreciation Week
- Implement Light's Retention Scales for students who could fail for the year using grade data for individual students
- Spring Orientation Night, speak at and coordinate student helpers
- Assist with Reality Day when needed
- Communicate with parents/guardians whose child is tentatively failing before finals and after finals
    - Coordinate with principal to send letters home to students that failed with information on assignment for the next school year
- Check and correct master schedule and all student schedules, balance classes, collaborate with principal as needed for adjustments to the master schedule
- Review data from the school year and make plans for programming and improvement for next school year

WADSWORTH HIGH SCHOOL MASTER CALENDAR

Ongoing—The following activities occur monthly or more often:

- Administration/school counseling meetings
- Evaluating individual student graduation plans
- Identifying students who need Pre-apprenticeship program as a graduation pathway
    - Coordination and collection of Pre-apprenticeship paperwork
- Consultation with parents/guardians and teacher regarding student performance
- Course selection conferences with parents/guardians and students
- Group and individual counseling
- Parent/Guardian conferences
- Testing Implementation/Organizing
- Coordination with Special Education Teachers
- Monthly Four Cities Compact Principal/Counselor meeting
- Representative attends WHS Career Tech dept. meetings
- Teacher Conferences/Consultation
- Meet with and schedule new enrollees
- Provide individual counseling for students requesting help or referred by teachers, parents/guardians, or other personnel
- Update community referral list
- Consult with outside agencies personnel
- Disseminate information to outside agencies with signed consent
- Participate in IEP meetings as appropriate
- Manage and maintain student 504 Plans
    - Set up meetings before the due date
    - Collect data for evaluation and necessary accommodations for each student.
    - Complete 504s with all necessary signatures.
    - Write prior written notice.
    - Communicate changes to 504s to teachers
- Submit Home Instruction requests
- Participate in Professional Development
- Update resources for career, college, and personal planning
- Assist in senior class meetings
- Participate in RTI (Response to Intervention)
- Provide crisis intervention services as needed
- Coordinate teen programs with community agencies
- Staff Meetings
- Monthly Department Head Meetings
- Maintain communication resources: Webpage, Google Classrooms
- Interpretation of student assessments
- Receive ODE updates via webinars, articulation, and email
- Student of the Month (PBIS) monthly program
- Career Speaker Series planning and communication
- Continue partnership with JOGS and make necessary referrals
- College Now individual advising meetings and group presentations
- Freshman Academy Committee Meetings

August

- Assist with freshman and new student orientation
- Coordinate Peer Mentor assignments
- Assist with new student parents/guardians presentation
- Register and assist new students
- Adjust and correct schedules
- Update records from summer courses taken and passed
- Update School Profile and WCS Quality Profile
- Update Honor's Diploma Checklist
- Communicate with teachers regarding updated 504 Accommodations
- Distribute AP scores to teachers and principals
- Set up AP class enrollment for teachers/students
- Communication regarding EOC status toward graduation
- Verify standardized assessment orders
- Attend Open House
- Update SchooLinks Scope and Sequence for upcoming year
- Schedule college representative visits
- Present information at staff meeting
- Finalize College Credit Plus Class enrollment
- Establish school counselor calendar
- Schedule pickups for grades 9-10-11-12
- Host college application boot camp for seniors
- Complete AP participation form and survey
- Ensure CCP students meet all requirements for enrollment and on campus courses added to Progress Book

September

- Adjust schedules, hold parent/guardian/teacher conferences for level changes
- Attend college articulation workshop
- Assist administrators with coordination of End of Course interventions and practice testing
- Prepare credentials for National Merit Finalist candidates
- Begin to process college applications and write counselor recommendations
- Begin RTI meetings
- Begin Senior Record Reviews (GPA, Honors Diploma, Diploma Seal Verification and credit checks) with every senior
- Organize and announce registration for SAT, ACT, AP and PSAT
- Distribute college planning, college representatives' visits, and college fair and financial aid to juniors and seniors
- Coordinate community support services
- Peer Mentors present to Freshman
- Coordinate Peer Tutor program
- Coordinate and meet with all incoming 9th grade 504's
- Prepare and distribute senior at-risk list
- Begin to process college applications
- PSAT Registration
- Conduct college application workshop
- Classroom Guidance: College planning for seniors
- Begin annual 504 Plan conferences; update documentation; set meetings

October

- Assist with state and standardized test administration

- Hold 504 meetings; mail home 504 paperwork
- Teen Mental Health First Aid (tMHFA) lessons to 10th grade
- Review academic at risk lists (interims)
- Host annual Financial Aid Night
- Distribute information on college visits
- Continue Senior Record Reviews (GPA, Honors Diploma, Graduation Seals and credit check)
- Begin distributing scholarship information
- Organize and Implement PSAT test for students
- Finalize lists and organize End of Course tests and make-up tests
- AP tests sign up begin
- Identify first generation college students (juniors)
- Begin State ACT Planning/Entering for 504/IEP accommodations
- Annual College Credit Plus Meeting for parents/guardians and Students
- Advisory Council Meeting
- Coordinate sophomore Career-Technical field trip
- Classroom guidance: Signs of Suicide (SOS)

November

- Review grade cards and notify through mailing to the parents/guardians of seniors who are failing requirements
- Participate in parents/guardian conferences
- Meet with individual students retesting in Dec. to review testing and graduation plan
- Continue to process college applications and offer application support
- Begin revision of Course Selection Sheets and Curriculum Guide
- Revise newsletter to parents/guardians of juniors/seniors regarding financial aid
- Communications with outside Career Centers; attend meetings
- Communicate with alternate placement settings for individual students
- NCAA eligibility portal; update courses, upload current transcripts
- Develop timeline for course registration process
- Update local scholarship application
- 10th grade Four Cities Compact Showcase field trip
- Distribute curriculum guide pages to department chairs
- Distribute Career-Technical program information to sophomores
- Classroom guidance: Career Exploration and Four Cities field trip lesson with Sophomores
- Peer Mentors meet with Freshman
- State ACT Planning/Entering for 504/IEP accommodations
- Offer ASVAB to juniors and seniors
- Create Master Schedule timeline

December

- Interpret PSAT and standardized test results
- End of Course Assessments
- Assist with college applications, campus visits, and college representatives visits
- Prepare scheduling presentations (9th and 10-12)
- Revise scheduling information for parents/guardians of 8-9-10-11 grades regarding course registration
- Finish revision of Curriculum Guide and Course Selection sheets
- Coordinate course registration process with middle school counselors
- Finalize new courses and policy through Academic Council for upcoming year
- Attend OASFAA Financial Aid workshop

- Finalize course registration/master schedule/timeline with administrators
- Scholarship search presentation for seniors

January

- Review report cards, meet with seniors failing required courses, and notify parents/guardians
- Make local scholarship application available online for seniors
- Meet with students regarding Career-Technical choices
- Career-Technical program applications due; organization and internal selection meeting
- Four Cities Compact Seat Exchange
- Continue to process college applications, scholarship applications, and write letters of recommendation
- Assist with second semester schedule changes
- Meet with 8th grade faculty and middle school counselors regarding course selections
- Classroom Guidance: Scheduling information presentations to 8-11th
- Hold Scheduling and Graduation Information parents/guardians presentation
- Provide end of 7th semester GPAs to senior advisor for Cum Laude lists
- Invite seniors to apply for seals
- Classroom Guidance: Junior College Planning lessons
- Coordinate class recommendation process

February

- Present information on course registration to department heads
- Distribute information on course registration, assist students with course selections, and provide conferences for parents/guardians to discuss course selection
- Assist with Four Cities Compact application acceptance or waitlist letters; meet with students
- Close local scholarship application and assist with sorting applications based on committee criteria
- Interpret End of Course Assessment Results from fall; organize retester rosters and large group testing rosters and find locations/proctors
- Coordinate Medina Junior Leadership applications (Juniors)
- Collect course selection forms from 8th graders
- Collect course selection forms from grades 9-10-11
- Course selections for other Career Centers and Alternate Placements
- Send letter to organizations regarding scholarship selection for Senior Recognition night
- Begin entering data for scholarship matrix
- Finalize Honor Diploma lists
- Send Midyear transcripts as requested

March

- Complete course selections for next year
- Provide students course verification notices
- Review academic at risk lists
- Junior College Planning Parents/Guardian Night
- Assist students with scholarship applications
- Distribute course selection requests to subject area teachers to review correct placement
- Coordinate with counselors to nominate Akron Beacon Journal Outstanding Seniors and top of the Class Representatives
- Provide first tally of course selections to principal for development of master schedule
- Update Honors Diploma Checklist for next year's seniors

- Work with counselors to nominate candidates for Winifred Young and Frank Close and send nominations to superintendent
- State ACT/SAT for Juniors
- Assist administrator with class lists, class sizes, and seat availability
- Visit and schedule with potential Sacred Heart students
- Assist students with summer school registration
- Send invitations to organizations offering scholarships
- Verify list of organizations participating in recognition night
- Advisory Council meeting
- Assist administrators to develop master schedule for special education department
- Continue planning for EOC testing; meet with students about their testing plan
- Finalize College Credit Plus application materials

April

- End of Course Assessments- grade bands and retakes
- Print course request lists for Honors and Intervention courses and give to department chairs to review for corrections and changes in recommendations
- Assist students with scholarship applications
- Coordinate Earning College Credit programs with colleges
- Distribute information to students taking AP exams including room, supplies, and timeline
- Assist with scheduling procedures
- Distribute HUDDLE and Peer Mentor applications
- Notify parents/guardians of seniors who are failing requirements
- Assist with Career-Technical Orientation
- Assist with Career-Technical Awards Ceremony
- Finalize list of scholarship recipients from organizations
- Finalize internal list of scholarship recipients
- Classroom Guidance: Senior Survey and Scholarship Award Survey

May

- Administer AP exams
- Post lists of Honors Diploma, and Cum Laude celebration
- Resolve individual scheduling conflicts and balance class sizes
- Meet with middle school counselors regarding transition of 8th graders to high school
- Prepare Senior Recognition Night
- Identify and assist non-graduating seniors to develop plan to meet graduation requirements
- Assist with Baccalaureate practice
- Assist with Commencement practice
- Verify schedule requests for all students
- Provide seniors with final transcript requests
- Compile senior survey results for commencement and profile
- Finalize schedules for College Credit Plus
- Career Tech Orientation for Wadsworth programs
- Notify parents/guardians of failures and adjust schedules
- Finalize credit recovery scheduling
- Mail final letter to presenters of scholarships and invitation to parents/guardians
- Finalize course selections/approval NCAA
- Attend Commencement
- Develop Goals and Objectives for the year

June

- Notify parents/guardians of failures and adjust schedules
- Register students for summer school remediation
- Send Final Transcripts
- Order PSAT Supplies/Tests
- Complete calendar of events
- Submit department purchase orders
- Order supplies of printed forms and materials
- Begin Graduation checks for upcoming seniors
- Send NCAA final transcripts
- Summary of graduating class scholarship data
- Update records
- Evaluate and plan for next year
- Check student schedules for requirements; balance open periods
- Register for articulation conferences
- Coordinate testing dates for next year

School Counselor Advisory

An advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. It is focused on the school counseling program and gives a voice to stakeholders through dialog and critique. The council can meet up to twice a year. School counselors can hold individual school advisory meetings, as different grade bands, as well as the K-12 School Counselors as a district.

Advisory councils assist school counselors by:

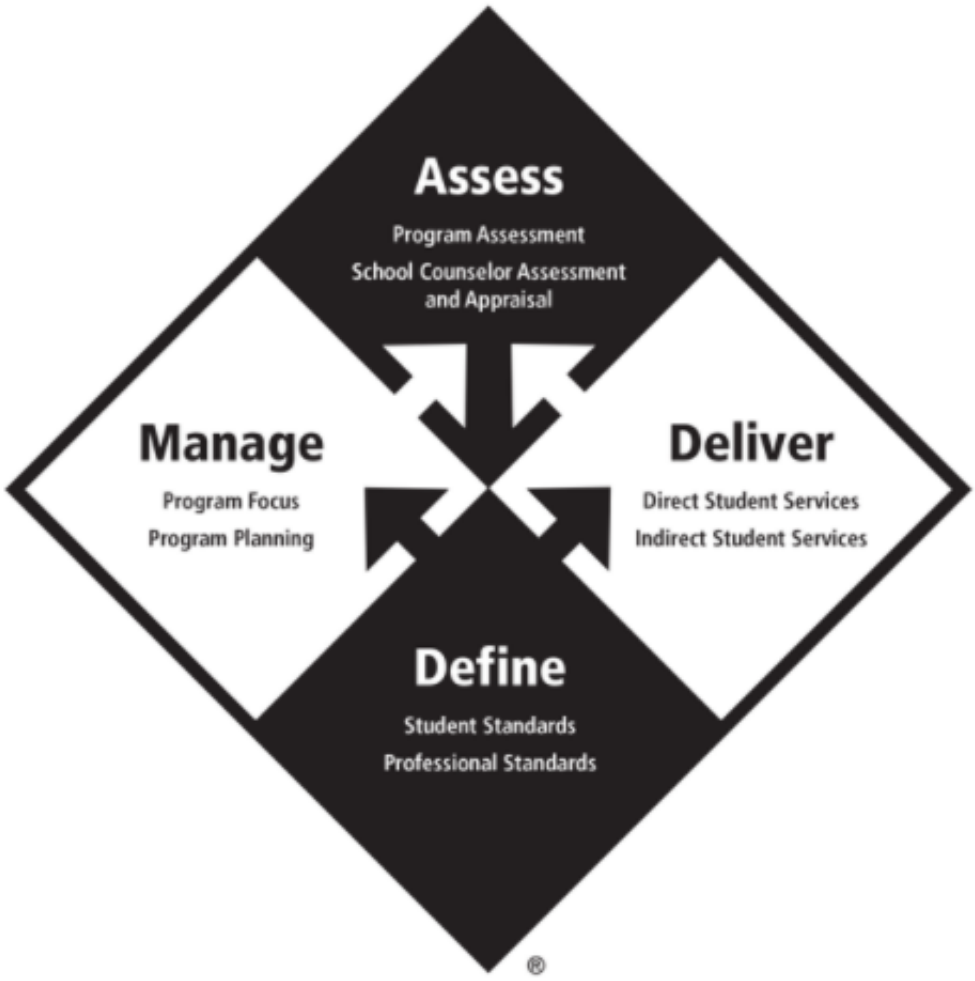
- Advising on student outcome goals
- Reviewing the results of these goals
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

Stakeholders that can be including to sit on the School Counselor Advisory are:

- Teachers
- parents/guardians
- Students
- Principals and administrators
- Business and community organizations

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The ASCA National Model, Fourth Edition



The ASCA National Model diamond is a registered trademark of the American School Counselor Association.

Wadsworth City School District
Professional School Counselor
Delivery of Service

In Wadsworth City Schools, school counselors provide a comprehensive school counseling program for all students in the school. The counselor provides activities to meet the needs of students through direct and indirect services, as listed below. The following information is developed with the guidance of the American School Counselor Association's National Model: A Framework for School Counseling Programs.

Direct Student Services

Direct Student Services include activities that help students attain the ASCA Mindsets & Behaviors for Student Success to improve student achievement, attendance and discipline. School counselors review data to inform their decisions about what activities they will deliver to create the most significant impact on these outcomes. Direct Student Services are delivered in several ways, listed below.

- **Instruction -** teaching the school counseling curriculum to students focused through the lens of counselor-selected student standards from the ASCA Mindsets & Behaviors or state mandated education. School counselors teach these lessons or coordinate in the delivery of these lessons to students. Instruction occurs in classrooms, large and small groups or individually.
    - **Classroom Instruction** - lessons and even activities involving larger groups of students.
    - **Small Group Instruction -** school counselors provide instruction and activities designed to improve student success. A small group typically includes up to 10 students in a minimum of four group sessions.
    - **Individual Instruction** - school counselors may work with individual students to provide additional opportunity for mastery of ASCA Mindsets & Behaviors based on specific needs.
    - **Grade Band Specific Activities** using board approved materials
        - **Elementary**
            - Personal Safety Lessons
            - Drug Prevention lesson
            - Bullying Prevention lesson
            - Digital Citizenship (technology safety)
        - **Central Intermediate School**
            - Counselors facilitate bullying prevention lessons
            - Depression Awareness and Suicide Prevention Lessons for 6th grade (Signs of Suicide)
            - Personal Safety Lessons (sexual abuse prevention)
            - Lessons on prevention topics
        - **Middle School**
            - Depression Awareness and Suicide Prevention, Depression Screener Lessons for 7th grade; and Depression Awareness and Suicide Prevention Refresher Lessons for 8th grade (Signs of Suicide)
            - 8th grade School Counselor facilitate Career Lesson Series with Four Cities Compact Counselor
            - Bully Prevention lessons
            - Collaborate with Health teacher to have dating violence lessons presented
            - Transition to Middle School lessons taught at CIS

        - Scheduling lessons in 7th grade.
    - **High School**
        - Teen Mental Health First Aid delivered to all 10th grade students
        - Facilitate Signs of Suicide Lesson to all 9th graders with the lesson's depression screening tool and plan for counselor response to students identified
        - Offer career exploration and four cities compact awareness for all 10th grade students
        - SchooLinks: college and career planning lessons to all students
        - Provide transition lessons for 9th grade

- **Appraisal and Advisement -** providing to help students understand their abilities, values and career interests and to attain the ASCA Mindsets & Behaviors for Student Success. This process involves goal setting and developing future plans. It can occur in classroom settings, small groups and with individual students.
    - **Appraisal** is where school counselors work with students to analyze and assess their abilities, interests, skills and achievement. The defining characteristic for appraisal is its focus on a student test, inventory or other data that includes some level of interpretation, assessment and feedback leading to the development of academic, career and/or social/emotional plans.
    - **Advisement** is the process through which school counselors make recommendations based on appraisal of tests, inventories and other data to help students make decisions for their future. It serves to inspire students to realize their maximum potential.

- **Counseling -** the professional assistance and support provided to a student or small group of students when needed, for example, during times of transition, heightened stress, critical change or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development.

  Counseling can be proactive as well as responsive and helps students identify problems, causes, potential consequences and benefits, alternatives and outcomes so that they can make decisions and take appropriate action.

  Counseling is used to support students during and after a crisis. A crisis is defined as a significant time of intense difficulty, distress or danger and requires an immediate response. When students require long-term counseling to address mental health issues or to provide long-term support after a crisis, school counselors collaborate with families and other professionals and make referrals to appropriate and multiple community resources.

Direct Services: District Programs and Procedures

- **Suicide Risk Assessment Procedures**
    - See Appendix A: Wadsworth City Schools' Student Suicide Intervention Documentation
    - When a school counselor is notified that a student has made a suicidal statement, the school counselor will complete the above Student Suicide Intervention Documentation when needed (adapted from the Columbia Suicide Severity Rating Scale and developed as a district).

- Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. The school counselor creates Safety Plans with the student when the counselor feels it is appropriate to manage the student's risk.

- Recognizing the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.

- Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.

- **Self-Injury Procedures -** When a school counselor is notified that a student has self-injury marks or has a report of self-injury concerns for the student, the school counselor will
  - See Appendix C: Procedures for Self-Injury to talk with the student about the suspected self-injury.

  - Inform parents/guardians and school administration when a student poses a risk of harm to self. Even if the danger appears relatively remote, parents/guardians must be notified, even to let them know that the counselor was notified of the suspicion and had the conversation with the student. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. The school counselor conducts a Suicide Risk Assessment with the student when the counselor feels it is appropriate.

  - Recognizing the level of risk (e.g., low, medium, high) is difficult to accurately quantify, even using the guide provided. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any

risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.

- **District Crisis Response**
  - The Crisis Response Team consists of trained school counselors, school psychologists, and administrators. In the event of a student or staff death or a large-scale tragedy, the district lead and administration collaboratively make the decision to implement the appropriate response. As a team, the “Suggested District Planning Guide for Crisis Response" is completed to determine the level of a response, and to assign roles and responsibilities for the days to come. If it is determined that more assistance is needed, then the Medina County Schools’ Crisis Response Team (MCSCRT) is notified. Trained school counselors, mental health providers, clergy, and other community stake-holders will volunteer to come on-site to assist with helping students and staff through the crisis.

- **Medina County Schools’ Crisis Response Team (MCSCRT)**
  - The Medina County Schools’ Crisis Response Team consists of team members from all eight (8) school districts in Medina County: Black River Local Schools, Brunswick City Schools, Buckeye Local Schools, Cloverleaf Local Schools, Highland Local Schools, Medina City Schools, Medina County Career Center (MCCC), and Wadsworth City Schools.
  - In addition to school counselors, school psychologists, and administrators, there are team members from community agencies and resources who volunteer their time to respond, when necessary. All participants receive evidenced-based training through the International Critical Incident Stress Foundation (ICISF) to ensure all responders are using the same model and protocol among all eight (8) districts. The MCSCRT offers annual training to current and new responders. To stay current on evidenced-based practice and protocol, responders are required to attend a training once every four (4) years, at the minimum to be eligible to respond to a crisis.
  - Wadsworth school counselors are trained and able to respond to a crisis in another district with Medina County.

- **Grief Stuffed Grizzly Bears and/or Books**
  - If a K-8 Wadsworth City Schools student loses an immediate family member, a parent/guardian or sibling, the school counselor will give the child a stuffed Grizzly Bear and/or Grief Book. School counselors may choose to attend calling hours for the child’s family member. School counselors may also choose to do a home visit with another staff member if appropriate.

Indirect Student Services

K-12 Professional school counselors provide indirect student services to support student success and to promote equity and access for all students. Although students are the beneficiaries of indirect services, school counselors work with parents/guardians, teachers, administrators, school staff and community stakeholders to promote achievement for a specific student or to promote systemic change to address the needs of groups of students such as underachieving or under-represented groups of students in the school.

School counselors gather and share information about student developmental issues, problems and successes. When a situation requires a school counselor to share information that could identify a specific student to a third party who is not already aware of the situation, school counselors receive student or parents/guardians permission or take significant precautions to protect student confidentiality following ASCA's Ethical Standards for School counselors.

Indirect Student Services are delivered in several ways, listed below.

- **Consultation -** process of providing information, opinions and recommendations to individuals who can support a student's need or seeking information from an expert about student needs. School counselors both provide and seek consultation.

  School counselors, as experts in academic achievement, college/career access and social/emotional development, share strategies that support student success with families, teachers, other educators or community organizations through consultation. School counselors serve as student advocates to promote academic, career and social/emotional development through this strategy.

  School counselors use consultation to seek information on student needs and to identify strategies promoting improvement in achievement, attendance and discipline. School counselors may consult with educational, legal and mental health experts to inform decisions.

- **Collaboration -** process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. This can occur in:
  - **Teaming and partnering** - school counselors working with families, administrators, teachers, school staff, business and community organizations to support improvement of achievement, attendance and discipline and fulfill annual student outcome goals.
  - **School/district committees -** school counselors working with staff and community representatives in committees to promote student success and to generate support of the school counseling program
  - **Parent/Guardian workshops -** school counselors may organize or facilitate sessions for parents/guardians to address student needs
  - **Community partnerships -** creating partnerships with community members and organizations strengthens the school and can help meet student needs
  - **Crisis response -** In addition to direct service crisis response, school counselors worth with administrators, teachers, other school staff and community members to provide interventions to meet urgent needs

- **Referrals -** occur when students' needs extend beyond the training and/or responsibilities of the school counseling role. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and parents/guardians to

school or community resources for additional assistance or information. Students may be referred for behavior consultation.

- **Grade Band Specific Activities: Indirect Services**
  - **Elementary**
    - Building Level Individual Crisis Response (CPI) Team member (responding to an individual student crisis in the building)
    - School counselors can be Positive Behavior Interventions and Supports (PBIS) Team Member
    - Salvation Army Learning Center referrals
    - Consult in RTI meetings as needed
    - Collaboration with outside counseling agencies
    - Collaboration with community resources
    - School Counseling Department Meetings
    - Consultation and collaboration with stakeholders concerning student needs when appropriate following district guidelines
  - **Central Intermediate School**
    - School counselors can be Positive Behavior Interventions and Supports (PBIS) Team Member
    - Salvation Army Learning Center referrals
    - Consult in RTI meetings as needed
    - Collaboration with outside counseling agencies
    - Collaboration with community resources
    - School Counseling Department Meetings
    - Consultation and collaboration with stakeholders concerning student needs when appropriate following district guidelines
  - **Middle School**
    - School counselors can be Positive Behavior Interventions and Supports (PBIS) Team Member
    - CARE Team Referrals, meetings and coordination
    - Consult in RTI meetings as needed
    - Collaboration with outside counseling agencies
    - Collaboration with community resources
    - School Counseling Department Meetings
    - Consultation and collaboration with stakeholders concerning student needs when appropriate following district guidelines
  - **High School**
    - School counselors can be Positive Behavior Interventions and Supports (PBIS) Team Member
    - Coordinate/ Implement Testing for students regarding college readiness and graduation assessments
    - Consult in RTI meetings as needed
    - Collaboration with outside counseling agencies
    - Collaboration with community resources
    - School Counseling Department Meetings
    - Consultation and collaboration with stakeholders concerning student needs when appropriate following district guidelines

Indirect Services: District Programs and Procedures

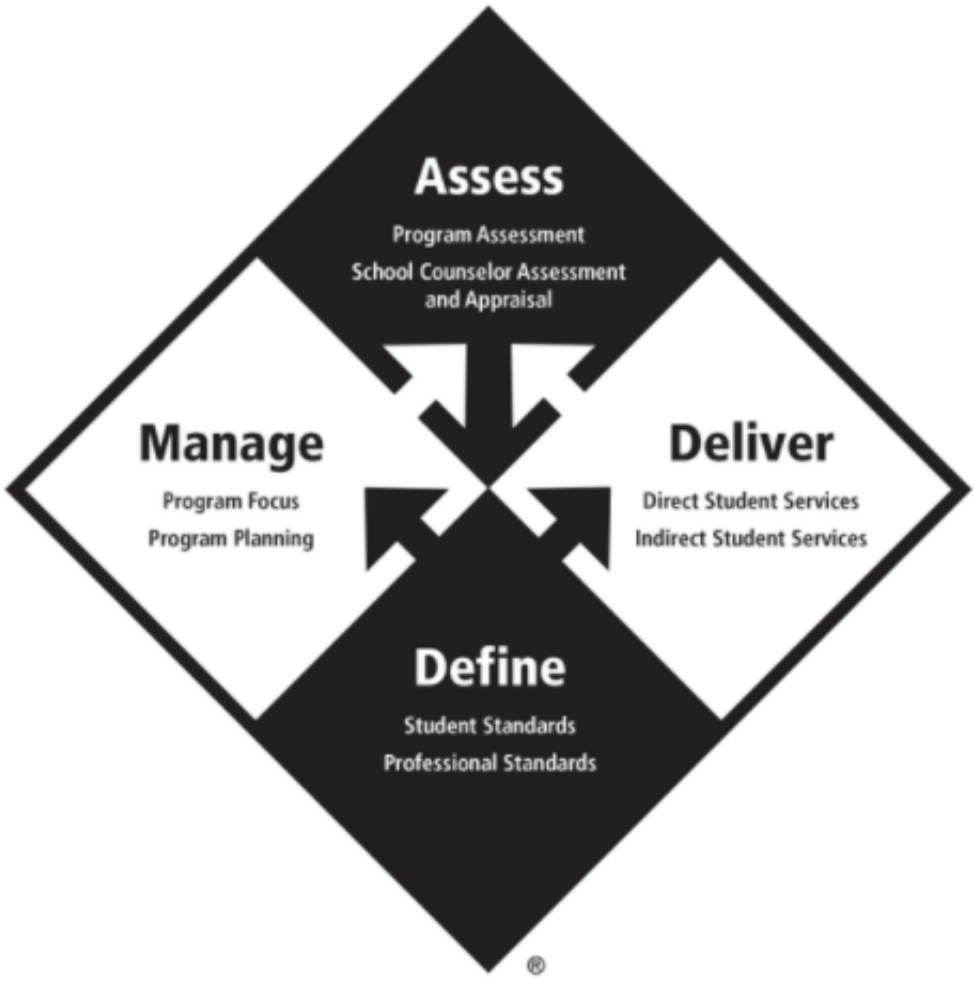
- **Feeding Medina County-** a county wide program to address the nutritional gaps not met by other services. Students identified by a School Counselor and/or requested by a parent/guardian or student receive a weekly bag of food to supplement food at home. School Counselors communicate and coordinate delivery with the agency and facilitate the food distribution.
    - Snacks for Students-Feeding Medina County is offered to each building with monthly snacks to be distributed to classrooms. The number of snacks distributed each month is based on the number of students participating in the Weekender program.

- **Procedures for referrals to Child Protective Services**
    - Report to the proper authorities verbally, as mandated by the state, all suspected cases of child abuse and neglect, recognizing that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect.
    - All staff members that are aware of the situation need to make the report. School counselors make their administrators aware of all reports.
    - Develop and maintain the expertise to recognize the signs of child abuse and neglect. Advocate for training to enable students and staff to have the knowledge and skills needed to recognize the signs and to whom they should report suspected child abuse and neglect.
    - Take reasonable precautions to protect the privacy of students for whom abuse or neglect is suspected from those who do not have a legitimate need to know.
    - Connect students who have experienced abuse and neglect with services provided through the local school district and community agencies.
    - Involve the School Resource Officer or police when necessary

- **504 Procedures**
    - School counselors in Wadsworth City Schools are the case managers of Section 504 Evaluations and Plans. School counselors:
        - Receive referrals for Section 504
        - Create and lead Section 504 Meetings with appropriate team members for Initial 504 Evaluation meetings, Yearly Reviews or Re-Evaluations every 3 years.
        - Work with secretaries to maintain Section 504 documentation and to ensure distribution of Section 504 paperwork to the appropriate staff members for each child
        - Work with administration for standardized testing accommodations
        - Manage Section 504s, consulting and collaborating with teachers, students and parents/guardians ongoingly
        - See Appendix C, District's Specific 504 Procedures, for steps on following through with Section 504 Plans.
        - Plan for the necessary reviews of 504 Evaluations every 3 years and 504 Plans yearly.
        - Collaborate with district school counselors in transitioning 504 students to next school buildings as students

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The ASCA National Model, Fourth Edition



The ASCA National Model diamond is a registered trademark of the American School Counselor Association.



School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School Data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		

b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.		
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
Advisory Council		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).		
Action Plans		
Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and		

groups aligned with the ASCA Student Standards completed.		
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.		
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		

Small-group sessions are delivered and outlined using lesson/session plans.		
Indirect Student Services		
Indirect student services are reflected on weekly calendars.		
ASSESS		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.		
Closing-the-Gap Results Report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School Counseling Program Assessment completed.		
School Counseling Performance Appraisal is conducted annually.		
Program results are shared with school staff and stakeholders.		

Ohio School Counselor Evaluation System

Wadsworth School Counselors are evaluated using the Ohio School Counselor Evaluation Model. Licensed professional counselors are evaluated by their building principal.

Ohio School Counselors Evaluation - the full document for reference
OSCES Rubric

Ohio School Counselor Evaluation System

Assessment of School Counselor Performance

School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.			
Ineffective	**Developing**	**Skilled**	**Accomplished**
The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.

Evidence:

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.			
Ineffective	**Developing**	**Skilled**	**Accomplished**
The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.

Evidence:

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.			
Ineffective	**Developing**	**Skilled**	**Accomplished**
The school counselor provides no information to parents/guardians and school personnel for students' academic,	The school counselor provides relevant information upon request to parents/guardians and school personnel for	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and

	career and social-emotional development.	students' academic, career and social-emotional development.	school personnel for students' academic, career and social-emotional development.	school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.

Evidence

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.			
Ineffective	**Developing**	**Skilled**	**Accomplished**
The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.

Evidence:

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
	The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.

Evidence:

Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	he school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.

Evidence:

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.

Evidence:

Ohio School Counselor Evaluation System

Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: Evaluator Name: ☐ Self-Directed ☐ Collaborative

Goal One	*Choose the **Standard(s)** aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.*			
	☐Comprehensive School Counseling Program Plan Direct Services for Academic, Career, and Social/Emotional Development ☐Indirect Services		☐Evaluation and Data ☐Leadership and Advocacy ☐Professional Responsibility, Knowledge & Growth	
	Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed
		1.		

Goal Two	*Choose the domain(s) aligned to the **Metric of Student Outcomes** goal.*			
	☐ Academic ☐ College/Career ☐ Social/Emotional			
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: Evaluator: _____ Date: _____

Informal Observation: Open-Ended Form

School Counselor Name: **Activity Observed:** **Date:**

Evaluator Name: **Time Informal Observation Begins:** **Time Informal Observation Ends:**

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal

observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature_____ ☐ **Photocopy to School Counselor**

Informal Observation: Open-Ended Form

School Counselor Name: **Activity Observed:** **Date:**

Evaluator Name: **Time Informal Observation Begins:** **Time Informal Observation Ends:**

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature_____

☐ **Photocopy to School Counselor**

Appendix

A. Suicide Risk Assessment Documentation
B. Self-Injury Guidelines
C. 504 District Procedures

A. Suicide Risk Assessment

SUICIDE RISK ASSESSMENT (adapted from Columbia Suicide Screener)

Student Name:

Date:

Grade: Date(s) of previous intervention/risk assessment:

(if applicable)

Interview Completed By: _____

How was the student referred?

- ❑ Self-referred
- ❑ Self-referred accompanied by a friend/other student/staff member _____
- ❑ Parent/Guardian _____
- ❑ Staff _____
- ❑ Direct peer report (Peer: _____)
- ❑ Hearsay (Peer: _____)
- ❑ Securly web filter notification
- ❑ Other: _____

Details of the referral (what was said, heard, etc):

_____

_____

_____

_____

_____

_____

_____

_____

Student Suicide Intervention Documentation

Ask questions that are in bold and underlined.	YES	NO
Ask Questions 1 and 2		
1) Have you wished you were dead or wished you could go to sleep and not wake up?		
2) Have you had any actual thoughts of killing yourself?		
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
	YES	NO
3) Have you been thinking about how you might do this? e.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it...and I would never go through with it."		
4) Have you had these thoughts and had some intention of acting on them? as opposed to "I have the thoughts but I definitely will not do anything about them."		
5) Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?		
6) Have you ever done anything, started to do anything, or prepared to do anything to end your life? Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. If YES, ask: Was this within the past 3 months?	Lifetime Past 3 Months	
**Have there been major changes in recent behavior along with negative feelings and thoughts? Such changes often are related to recent loss or threat of loss of significant others or of positive status and opportunity. They also may stem from sexual, physical, or substance abuse. Negative feelings and thoughts often are expressions of a sense of extreme loss, abandonment, failure ,sadness, hopelessness, guilt, and sometimes inwardly directed anger.		

Does the student feel alienated? (family, friends, etc.) Who are your supports?		

Steps After Assessing Suicidal Risk – Checklist

____(1) Explain to the student the importance of and your responsibility for breaking confidentiality in the case of suicidal risk. Explore whether the student would prefer taking the lead or at least be present during the process of informing parents and other concerned parties.

____(2) If not, be certain the student is in a supportive and understanding environment (not left alone/isolated) while you see about informing others and arranging for help.

____(3) Means counseling: be certain to discuss with caregiver the importance of removing any access to means of harm: particularly firearms and medication.

____(4) Contact parents by phone to:
a) inform about concern
b) gather additional information to assess risk
c) provide information about problem
d) offer help in connecting with appropriate resources

Parent/Guardian Name Contacted: _____ Date/Time: _____

Phone Number: _____

ADDITIONAL NOTES:

_____

_____

_____

_____

Student Suicide Intervention Documentation

Optional Parent/Guardian Communication

If the student is in immediate crisis, contact emergency services (911)

Student Name: _____ Date: _____ Time: _____

Parent Name: _____ Phone Number:_____

Bolded items must be communicated to parents via phone call:

- ☐ **We take all suicidal comments seriously. Here are the facts of what was reported (*refer to student interview).* As a school counselor/psychologist, it is outside of the standard and scope of practice to assess suicidality.**
- ☐ **We strongly recommend that parents take all comments, whether peer report or self report, very seriously and seek help for your child if you deem appropriate.**
- ☐ **There is the possibility your child was withholding information from me and may have plans he/she did not inform me of.**
- ☐ **Children and adolescents are known to be impulsive based on their brain development. We take all comments of suicide seriously in case a child impulsively follows through.**
- ☐ Suicide risk factors include but are not limited to:
  - o Having a family member who has died by suicide
  - o Suicide is the 2nd leading cause of death amongst 10-14 and 15-24 year olds
  - o Boys are more likely than girls to die from suicide
  - o Of the reported suicides in the 10 to 24 age group, 81% of the deaths were males and 19% were females. Girls, however, are more likely to report attempting suicide than boys
  - o LGBT youth are 5x more likely to attempt suicide compared to their straight peers
- ☐ **Parent permission to release the child?** _____
- ☐ If parents ask, parents are provided a scanned and emailed copy of this document
- ☐ **Does/has the child have/had Mental Health Treatment?**
  - o **Provider first and last name:** _____
  - o **Organization:** _____
  - o **Phone Number:** _____
- ☐ **Additional Family/ child Mental Health history?**

  _____
  _____
  _____
  _____

PARENT/GUARDIAN & COUNSELING PLANS

Some next steps may include but are not limited to: a visit to the emergency room for an immediate mental health evaluation, scheduling an emergency session with a mental health provider, and/or following up with a pediatrician/medical provider.

Next Steps (as deemed necessary and appropriate):

- ☐ Summarized via email
- ☐ Parent was given a list of resources for a mental health/suicide evaluation
- ☐ Parent was advised to increase supervision and secure dangerous items in the home including: firearms, sharp objects, medications, etc.
- ☐ Reintegration Plan Discussed and may include
  - o _____

B. Self-Injury Guidelines

Non-Suicidal Self-Injury Assessment Questions

1. Have you ever deliberately cut your body (without intending to kill yourself)?

2. Have you ever deliberately burnt your body with lighters, cigarettes, cleaning supplies, etc. (without intending to kill yourself)?

3. Have you ever deliberately stuck sharp objects such as pins, staples, etc. into your arm?

4. Have you ever deliberately broken your own bones or banged your head against a wall?

5. Have you ever picked at scabs or injuries as a form or self-harm?

   If yes to any of the above,
   a. Describe when you first did this, when did you most recently do this, old were you when you first did this?
   b. How often do you do this?
   c. Has this behavior ever resulted in seeking medical treatment?

6. Have you ever shared the object being used to hurt yourself with another person?

7. What was the longest amount of time that you went without self-injuring?

8. Was there a time in your life when you engaged in self-injury more frequently? If yes, when: (list all times that may apply)

9. Was there ever a time that you felt like you didn't need to self-injure? _____ If yes, what was different then:

10. What does the self-injury mean to you?

11. What are some reasons you self-injure?

12. What words would you use to describe how you feel emotionally when you are self-injuring? (i.e., hopeless, nervous, anxious)

13. What kinds of things are going on in your life right now? ***(both currently and recent past; i.e. life stressors)***

14. Have you ever undergone a traumatic experience? If so, tell me about that…

15. What kinds of situations cause you to feel the urge to self-injure? (Provide as many specific examples as possible)

16. What consequences occur after you self-injure?

17. Have you ever tried to stop self-injuring? _____ If so, were you successful?

18. Has anyone ever tried to assist you to not self-injury? _____If so, did it help?

19. Do you wish to stop self-injuring? On a scale of 1-10, where are you in terms of your interest in not self-injuring any longer?

20. Have you ever used drugs or alcohol before or after self-injuring?

21. Describe a typical incident when you self-injure.

22. Describe your most severe incident of self-injuring.

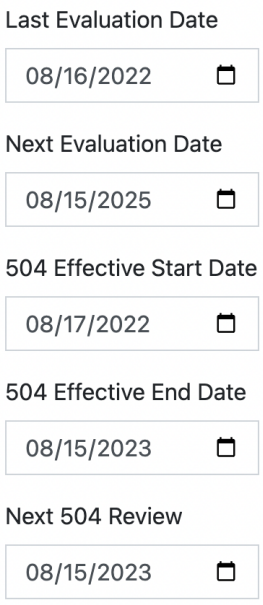
23. Have you ever thought about suicide?

If YES, When was the last time you had thoughts of suicide?
When was the last time you had an intention to suicide?
When was the last time (if applicable) you had a suicide attempt?
Do you have an idea/plan of how you would attempt suicide?
Do you have a current desire to attempt suicide?

Compiled by Victoria Kress- Youngstown State University

C. District 504 Procedures

1. **Initial Evaluation**
    a. Before meeting
        i. **Suspected Disability Referral** - someone suspects a disability or makes a referral to start the process
        ii. **Parent/Guardian consent** - in PB. Must be signed by the parent/guardian to begin the process.
        iii. Schedule meeting: principal/district representative, at least one teacher (based on your discretion/parent/guardian request). Teachers have asked with the union that we ask them what they prefer with planning periods or after school. Teachers can submit for pay if they are required to be at a meeting during their planning period and this is definitely ok!
        iv. Meeting Notification
        v. Collect Information for **Team Summary**
            1. Teacher Information Sheet
            2. Review cumulative file: OST tests, CogAts, Iowas, teacher conference summaries
            3. Request any needed documentation from parent/guardian, like doctor or therapist diagnosis
        vi. Dates, for example if 504 Plan is 8/16/22



            1.
    b. Hold meeting, update live if possible
        i. Review all information collected, hearing from parents/guardians, teachers
        ii. DETERMINE eligibility: Substantially Limited Rating Chart
            1. Student does not qualify given information discussed
            2. Student qualifies as a student with a disability BUT DOES NOT need a 504 Plan
            3. Student qualifies as a student with a disability and NEEDS a 504 Plan developed.
            4. *A student with a diagnosis of ADHD *qualifies*, but may not need a plan of accommodations
            5. *Remember to base qualification on needs, not only benefitting from

iii. Need to obtain signatures, no longer accepting typed signatures via email
    1. Teachers can sign from their computers if needed. They can get into Special Services either through the eye glasses or the drop down from Progressbook
iv. Write the prior written notice, see District Banks
v. Procedural Safeguards printed and attached as part of the evaluation/504 Plan
vi. Give copy to parent/guardian if completed

c. After meeting
    i. Print DCF before Completing the document in PB and send to respective 504 secretary (who sends it to Shelley Moore, Student Services Secretary).
    ii. Complete 504. Update teachers via email that it is updated, if there were changes or not, put updated version in their 504 folder (Secretary may do these items)
    iii. Get copy to parent/guardian if unable to during meeting

2. Initial Plan

a. Before the meeting:
    i. If student qualifies for a plan, begin the Initial 504 Plan
    ii. Schedule a meeting and share the parent/guardian notification if not happening immediately
    iii. Participants need to include the district representative, teacher and parent/guardian again
    iv. Transfer critical information from the evaluation into the 504 Plan to support the student qualifying. *If you wait to open the Plan until the evaluation is typed into, it will be populated with what you typed it you select “Create from” at the bottom when making a new document
    v. Add accommodations based on teacher/parent/guardian/student input
    vi. Have all team members sign in agreement with the plan
    vii. Write the Prior Written Notice, see District Banks
b. After the meeting:
    i. Print DCF before completing the document in PB and send to respective 504 secretary.
    ii. Complete 504. Update teachers via email that it is updated, if there were changes or not, put updated version in their 504 folder
    iii. Get copy to parent/guardian if unable to during meeting

3. Re-Evaluation

a. Before meeting
    i. Parent/guardian consent must be signed by the parent/guardian to begin the process.
    ii. Meeting Notification
    iii. Collect Information for Team Summary
        1. Teacher Information Sheet
        2. Review cumulative file: OST tests, CogAts, Iowas, teacher conference summaries
        3. Request any needed documentation from parent/guardian, like doctor or therapist diagnosis
b. Hold meeting, update live if possible
    i. Teachers: Need to have one general education teacher at least, but you can use your discretion or parent/guardian request for how many teachers are invited. Teachers have asked with the union that we ask them what they prefer with planning periods or after school. Teachers can submit for pay if they are required to be at a meeting during their planning period.
    ii. DETERMINE eligibility: (This MAY change when reviewing the reevaluation information)

1. Student does not qualify given information discussed
2. Student qualifies as a student with a disability BUT DOES NOT need a 504 Plan
3. Student qualifies as a student with a disability and NEEDS a 504 Plan developed.

iii. Need to obtain signatures, no longer accepting typed signatures via email
iv. Write Prior Written Notice, see District Banks
v. Procedural Safeguards printed and attached as part of the evaluation/504 Plan
vi. Give copy to parent/guardian if completed

c. After meeting
   i. Print DCF before completing the document in PB and send to respective 504 secretary.
   ii. Complete 504. Update teachers via email that it is updated, if there were changes or not, put updated version in their 504 folder
   iii. Get copy to parent/guardian if unable to during meeting

4. Yearly Plan Review

a. Before the meeting:
   i. Draft the 504 Plan
   ii. Schedule a meeting and share the parent/guardian notification
   iii. Meeting participants should include one general education teacher at least, but you can use your discretion or parent/guardian request for how many teachers are invited. Teachers have asked with the union that we ask them what they prefer with planning periods or after school. Teachers can submit for pay if they are required to be at a meeting during their planning period.
   iv. Transfer critical information from the evaluation into the 504 Plan to support the student qualifying
   v. Add or amend accommodations based on teacher/parent/guardian/student input
   vi. Write Prior Written Notice, see District Banks
   vii. Have all team members sign in agreement with the plan

b. After the meeting:
   i. Print DCF before completing the document in PB and send to respective 504 secretary.
   ii. Complete 504. Update teachers via email that it is updated, if there were changes or not, put updated version in their 504 folder
   iii. Get copy to parent/guardian if unable to during meeting

<u>How to Delete a 504 if you made a correction</u>

- Create new document with a slight name change so that you can easily recognize it
- Click on the 3 lines in the top right corner (hamburger)
- Student Documents
- Click on the filter on the right, type in the student's name
- Click on the 3 dots next to the document name, click delete

WADSWORTH CITY SCHOOL DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is made by the Wadsworth City Board of Education ("Board") and Wadsworth Community Radio ("Contractor") (collectively "Parties").

WHEREAS, the Contractor has expertise in providing services sought by the Board; and

WHEREAS, the Board wishes to utilize the Contractor's services and abilities during the term of this Agreement and the Contractor is willing to offer such services upon the terms and conditions contained in this Agreement.

NOW THEREFORE, in consideration of the promises contained herein, the Parties agree as follows:

1. ENGAGEMENT AND DUTIES

   a. During the term of this Agreement, the Board hereby engages the Contractor and the Contractor hereby agrees to serve the Board as an independent contractor. The Contractor shall be available to work at reasonable times and for reasonable periods of time to perform services required by the Board.

   b. The Contractor hereby represents and warrants to the Board that it has the necessary expertise, licenses, permits, and capability to provide the services and covenants to furnish its best skill and judgment in performing the services as set forth herein.

   c. The Contractor's duties shall be as follows:

      - The Contractor's duties shall be as follows:

      - Provide live coverage of Wadsworth High School home football games and select post-season games;

      - Provide live coverage of Wadsworth High School home boys' and girls' basketball games and select post-season games;

      - Provide Wadsworth High School coach interviews throughout the school year;

      - Provide coverage of Wadsworth High School Sports Hall of Fame ceremonies and inductee interviews throughout the school year;

      - Provide Wadsworth High School sports reports in news breaks throughout the week;

- Promote Wadsworth City Schools Art and Music events and provide recording or live coverage of select events;

- Provide coverage of Wadsworth City School District news;

- Provide live coverage of Wadsworth High School commencement;

- Provide opportunities for students in the Four Cities Compact Media Communications program to learn about careers in the field of radio communications, including the potential for students to produce a show(s) in the Wadsworth Community Radio studios; and

- Promote Four Cities Compact programs and events throughout the school year.

2. TERM

This Agreement shall begin on January 1, 2024 and end December 31, 2024. This Agreement shall not renew unless agreed to in writing by the Contractor and the Board, pursuant to a board resolution.

3. COMPENSATION

The Board shall pay the Contractor $2,500.00 quarterly, for a total of $10,000.00 during the term of the Agreement. Payment will be made upon receipt of an invoice from the Contractor. Invoice should be sent to:

Wadsworth City School District
Treasurer's Office
524 Broad Street
Wadsworth, OH 44281

Or to
invoices@wadsworthschools.org

4. INDEPENDENT CONTRACTOR RELATIONSHIP

a. The Board and the Contractor acknowledge that the Contractor is acting as an independent contractor and nothing contained herein shall be construed to create the relationship of employer and employee or principal and agent between the Board and the Contractor. The Board is relying on the Contractor's own training and expertise to provide the services in a competent, efficient, professional and satisfactory

manner. Neither Party shall have authority to create, alter, or amend any agreement or representations on behalf of the other Party or to incur liabilities on behalf of the other Party.

b. The Contractor shall assume sole responsibility for the payment or withholding of all federal, state or local income taxes, Social Security taxes, and unemployment taxes or liabilities arising from the Contractor's compensation pursuant to this Agreement and shall be solely responsible for the compensation, benefits, contributions and taxes, if any, of its employees, agents and subcontractors under this Agreement. Moreover, the Contractor solely assumes responsibility for compliance with the Fair Labor Standards Act, including, but not limited to, minimum wage and overtime requirements. Further, the Contractor shall indemnify and hold the Board harmless from any claims covered by this Paragraph pursuant to Paragraph 7 of this Agreement.

5. ADHERENCE TO APPLICABLE POLICIES AND LAWS

The Contractor agrees that it will adhere to all applicable Board policies, guidelines, and standards, including, without limitation, all safety guidelines and programs, as well as all applicable state, local, and federal laws, including, but not limited to the Family Education Rights and Privacy Act ("FERPA"), any applicable sexual offender/predator laws and all applicable background check requirements, in providing the services under this Agreement. The Contractor further agrees that its staff will adhere to all applicable Board policies and regulations regarding proper behavior on Board premises and treatment of Board property. The Contractor further agrees to pay all costs for any damage to any Board property caused by the Contractor's staff.

6. NONDISCRIMINATION

The Contractor covenants that it does not and will not discriminate against any individual on the basis of race, color, religion, sex, military status, national origin, disability, age, genetic information or any other reason prohibited by law.

7. INDEMNIFICATION

The Contractor will defend, indemnify and hold the Board, its current and former employees, agents, officers, administrators and each of them, harmless from any and all claims, liabilities, actions, suits, damages and/or losses of whatsoever nature sustained and/or incurred by the Board in connection with the provision of services under this Agreement, including but not limited to such claims, liabilities, actions, suits, damages and/or losses resulting from actions taken by and care given by the Contractor in providing the services under this Agreement, as well as any losses, costs and attorneys fees incurred in

responding to any such claims arising from or connected with the provision of services under this Agreement.

The Board will defend, indemnify and hold the Contractor, its current and former employees, agents, officers, administrators and each of them, harmless from any and all claims, liabilities, actions, suits, damages and/or losses of whatsoever nature sustained and/or incurred by the Contractor in connection with the provision of services under this Agreement when such claims, liabilities, actions, suits, damages and/or losses are in connection with, or arise out of the negligent acts or omissions or willful misconduct of the Board, its agents, employees or students to the extent permitted by law. The Board's obligations under this section of this Agreement shall not exceed the amount provided by insurance purchased by Board for this purpose or the amount appropriated by Board for this purpose; whichever is greater. In no case, shall any of the Board's members, officers, employees, contractors, agents, or other individuals be considered personally liable for indemnifying and holding harmless the Contractor under the terms of this Agreement.

8. LIABILITY INSURANCE

At all times during the term of this Agreement, the Contractor shall maintain and keep in full force and effect, liability insurance, at its sole cost, as follows: Professional liability insurance, $1,000,000.00 per occurrence. The Contractor shall provide the Board with a certificate or certificates of insurance evidencing compliance with the Paragraph 12. If coverage changes, the Contractor must forward evidence of new coverage within ten (10) days of the change. The Board shall be named as Additional Insured for all policies except workers' compensation. The insurances shall be carried by insurance companies authorized and licensed to transact business in Ohio, as selected by the Contractor.

Contractor shall also maintain at all times during the term of this Agreement workers' compensation coverage per statutory requirements and shall provide the Board with appropriate certificate(s) evidence of such coverage.

Contractor shall also maintain at all times during the term of this Agreement unemployment coverage per statutory requirements and shall provide the Board with appropriate certificate(s) evidence of such coverage.

9. NOTICES

All notices, requests, demands and other communications provided for by this Agreement shall be in writing and (unless otherwise specifically provided herein) shall be deemed to have been given at the time when delivered via registered or certified mail, postage prepaid, and addressed to the Party at the address set forth below, or to such changed address as a Party may have fixed by notice to the other Party hereto; provided, however, that any change of notice of address shall be effective only upon receipt.

Such notices shall be provided to:

If to the Contractor:	If to the Board:
Tom Stugmyer	Andrew Hill
102 Main Street #101	524 Broad St.
Wadsworth, OH 44281	Wadsworth, OH 44281

10. TERMINATION

This Agreement may be terminated without cause by either Party on thirty (30) calendar days written notice of said intent, delivered by certified or registered mail upon the other Party at the address provided in Paragraph 14 of this Agreement. Additionally, the Board may terminate this Agreement immediately and without penalty if the Contractor engages in illegal conduct or other conduct that is contrary to the educational mission of the Board.

11. GOVERNING LAW

The laws of the State of Ohio shall govern this Agreement with venue in Medina County, Ohio. If any provisions of this Agreement are invalid or inoperative under law, the remaining provisions of this Agreement shall continue in full force and effect.

12. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement of the Parties, and supersedes any previous agreements they may have made, whether orally or in writing.

13. BENEFIT AND ASSIGNMENT

This Agreement may not be assigned or subcontracted by either Party without the prior written consent of the other Party.

14. AMENDMENT

Except as otherwise provided herein, this Agreement shall not be amended except in writing signed by both Parties hereto and this Agreement may not be discharged except by performance in accordance with its terms or by writing signed by the Party to be charged. However, if the Board is required to amend the Agreement pursuant to a change in the Ohio Department of Education guidelines or other federal, state, or local health, safety, or civil rights law, it is agreed that this Agreement can be amended pursuant to such mandate by the Board without written consent of the Contractor.

15. WAIVER OF BREACH

The waiver by any Party of breach or violation of any provision of this Agreement shall not operate as or be construed to be a waiver of any subsequent breach hereof, or as to any Party hereto.

16. SURVIVAL

All obligations arising prior to the termination of this Agreement and all provisions of this Agreement allocating responsibility or liability between the Board and the Contractor shall survive the completion of services hereunder and the termination of this Agreement, including without limitation provisions on indemnity.

17. COUNTERPARTS

This Agreement may be signed by the Parties hereto in counterparts, and, taken together, shall constitute one and the same Agreement. This Agreement shall be binding when executed by both Parties.

18. SUNSHINE LAW COMPLIANCE

The Parties expressly acknowledge and agree that all formal actions of the Board concerning and relating to the adoption of this Agreement were conducted in an open meeting of the Board, and that all deliberations of the Board that resulted in such formal actions were adopted in meetings open to the public, in accordance to the law.

IN WITNESS THEREOF, the Parties hereto have set their hands.

_____ _____

Contractor* Date

*The signatory expressly warrants that he/she has authority to bind the Contractor to the terms of this Agreement.

WADSWORTH CITY
BOARD OF EDUCATION

By _____ _____
President (In his/her official capacity only) Date

And by _____ _____
Superintendent (In his/her official capacity only) Date

And by _____ _____
Treasurer (In his/her official capacity only) Date

Attachments: Board Resolution No. _____

R.C. 5705.41 and R.C. 5705.412 Certificate

We certify that the Board has in effect for the remainder of the fiscal year and succeeding fiscal years the authorization to levy taxes including the renewal or replacement of existing levies, which when combined with the estimated revenues from all other sources available to the district at the time of certification, are sufficient to provide operating revenues necessary to enable the Board to maintain all personnel and programs for all the days set forth in its adopted school calendars for the current fiscal year and for a number of days in succeeding fiscal years equal to the number of days instruction was held or is scheduled for the current fiscal year. We additionally certify that the amount required to meet the obligation of the fiscal year in which the attached contract is made has been lawfully appropriated for such purpose and is in the treasury or in the process of collection to the credit of an appropriate fund free from any previous encumbrances.

_____ _____
Treasurer Superintendent
(In his/her official capacity only) (In his/her official capacity only)

_____ _____
Date Date

_____

Board President
(In his/her official capacity only)

_____
Date

Book	Policy Manual
Section	Ready for Production November 2023
Title	Copy of ANTI-HARASSMENT
Code	po1662
Status	
Adopted	October 14, 2013
Last Revised	October 10, 2022

1662 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as "unlawful harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

B. Filing a malicious or knowingly false report or complaint of unlawful harassment.

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

A. teasing;

B. threats;

C. intimidation;

D. stalking;

E. cyberstalking;

F. cyberbullying;

G. physical violence;

H. theft;

I. sexual, religious, or racial harassment;

J. public humiliation; or

K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or

C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.

B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.

B. Unwanted physical and/or sexual contact.

C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.

D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.

E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.

F. Unwelcome and inappropriate touching, patting, pinching, or obscene gestures.

G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.

H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

I. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.

J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.

K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.

L. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.

M. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

N. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with

one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; or creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District’s Anti-Harassment Compliance Officer(s) (hereinafter, “the Compliance Officer(s)”):

Director of Student Services
330-335-1316
524 Broad St.
Wadsworth OH 44281

Director of the Four Cities Compact
330-336-3571
524 Broad St.
Wadsworth OH 44281

Wadsworth High School Principal
330-335-1400
625 Broad St.
Wadsworth, OH 44281

Wadsworth Middle School Principal
330-335-1410
150 Silvercreek Road
Wadsworth, OH 44281

The names, titles, and contact information of these individuals will be published annually on the District's web site.

The Compliance Officer(s) are responsible for coordinating the District’s efforts to comply with applicable Federal and State laws and regulations, including the District’s duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or Designee or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officers who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure (See Form 1662 F1)

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have been subjected to unlawful harassment or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights, the Ohio Civil Rights Commission ("OCRC") and/or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or Third Party who alleges unlawful harassment or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is inappropriate and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.

B. Distributing a copy of this policy as a reminder to the individuals in the school building or office where the Respondent works or attends.

C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint and, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a

formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District official, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent or Designee.

Within two (2) business days of receiving the complaint, the Compliance Officer/designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies, including the Board's Anti-Harassment Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

A. interviews with the Complainant;

B. interviews with the Respondent;

C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent or Designee that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent or Designee.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer/designee, the Superintendent or Designee must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's or Designee's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent or Designee requests additional investigation, the Superintendent or Designee must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent or Designee must issue a written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent or Designee may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's or Designee's decision. The written statement of appeal must be submitted to the Treasurer/CFO.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or Third Party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent or Designee shall consider the totality of the circumstances involved in the matter. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent or Designee shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person from making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanction/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent or Designee.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed professional staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District’s response to the alleged violation of this policy;

D. written witness statements;

E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;

F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);

G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in

other documents;

H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;

I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;

J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;

L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);

M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/19/18

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Legal

R.C. 4112.02

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973, as amended

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 1983

National School Boards Association Inquiry and Analysis - May 2008

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2266 - **NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

Introduction

The Board of Education of the Wadsworth City School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, Third Party vendors and contractors, guests, and other members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to Sexual Harassment that occurs within the District's education programs and activities and that is committed by a member of the School District community or a Third Party.

This policy does not apply to Sexual Harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities; such Sexual Misconduct/Sexual Activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the District's education programs or activities. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws if committed by a Board employee.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

A. A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);

B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, ***and*** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and the "nonforcible" sex offenses of Incest and Statutory Rape. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.

1. *Rape* is the carnal knowledge of a person (i.e., penetration, no matter how slight, of the genita or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

2. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

3. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.

4. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

5. *Incest* is nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.

6. *Statutory Rape* is nonforcible sexual intercourse with a person who is under the statutory age of consent as defined by State law.

7. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.

8. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep.

D. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:

1. a current or former spouse or intimate partner of the victim;

2. a person with whom the victim shares a child in common;

3. a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

4. a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or

5. any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.

E. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons

involved in the relationship.

F. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – 1) fear for the person's safety or the safety of others; or 2) suffer substantial emotional distress.

Complainant: "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

Respondent: "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

Formal Complaint: "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation(s) of Sexual Harassment. At the time of filing a Formal Complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant'' means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or a party to the Formal Complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: "Actual knowledge" means notice of Sexual Harassment or allegations of Sexual Harassment to the District's Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report Sexual Harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of Sexual Harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent.

Supportive Measures: "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter Sexual Harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations), leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), and other similar measures.

Education Program or Activity: "Education program or activity" refers to all operations of the District, including but not limited to in-person and online educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes locations, events and circumstances that take place off-school property/grounds over which the Board exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

School District community: "School District community" refers to students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties: "Third Parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Inculpatory Evidence: "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged Sexual Harassment.

Exculpatory Evidence: "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of Sexual Harassment.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Eligible Student: "Eligible Student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Title IX Coordinator(s)

The Board designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Director of Student Services
330-335-1316
524 Broad St.
Wadsworth OH 44281

Director of the Four Cities Compact
330-336-3571
524 Broad St.
Wadsworth OH 44281

Wadsworth High School Principal

330-335-1400

625 Broad St.

Wadsworth, OH 44281

Wadsworth Middle School Principal

330-335-1410

150 Silvercreek Road

Wadsworth, OH 44281

The Title IX Coordinator shall report directly to the Superintendent. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

The Board of the Wadsworth City School District does not discriminate on the basis of sex in its education program or activity, and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Director of Student Services
330-335-1316
524 Broad St.
Wadsworth OH 44281

Director of the Four Cities Compact
330-336-3571
524 Broad St.
Wadsworth OH 44281

Wadsworth High School Principal

330-335-1400

625 Broad St.

Wadsworth, OH 44281

Wadsworth Middle School Principal

330-335-1410

150 Silvercreek Road

Wadsworth, OH 44281

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: http://go.boarddocs.com/oh/wadsoh/Board.nsf/goto?open&id=BTCPJZ63C4B6 The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

The Superintendent shall also prominently display the Title IX Coordinator's(s') contact information – including name(s) and/or title(s), phone number(s), office address(es), and e-mail address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process and Procedures

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of Sexual Harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this Grievance Process before imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If a determination of responsibility for Sexual Harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Students, Board members, and Board employees are required, and other members of the School District community, and Third Parties) are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee, who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent, or another Board employee who, in turn, will notify the Superintendent of the report. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report of Sexual Harassment.

The Board does business with various vendors, contractors, and other Third Parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or Third Party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or Third Party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or Third Party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a Formal Complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of Sexual Misconduct/Sexual Activity not involving Sexual Harassment will be addressed through the procedures outlined in Board policies, the applicable Student Code of Conduct, applicable collective bargaining agreement, and/or Employee/Administrator Handbook.

Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. The Board employee must also comply with mandatory reporting responsibilities pursuant to R.C. 2151.412 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of Sexual Harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under 18 years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purpose of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. See Policy 5610 – Removal, Suspension, Expulsion, and Permanent Exclusion of Student, Policy 5610.03 – Emergency Removal of Students, and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

Formal Complaint of Sexual Harassment

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above If a Formal Complaint involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the Complainant should submit the Formal Complaint to the Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process and procedures with respect to that Formal Complaint.

When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its Grievance Process and Procedures, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of Sexual Harassment or submitting a false Formal Complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the Formal Complaint.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or accommodation of disabilities.

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

A. Notice of the Board's grievance process, including any informal resolution processes;

B. Notice of the allegations of misconduct that potentially constitutes Sexual Harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident, if known. The written notice must:

    1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

    2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;

    3. inform the parties of any provision in the Student Code of Conduct, this policy, that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a Formal Complaint, *unless* the conduct alleged in the Formal Complaint:

A. would not constitute Sexual Harassment (as defined in this policy) even if proved;

B. did not occur in the District's education program or activity; or

C. did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a Formal Complaint, or any allegations therein, if at any time during the investigation:

A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;

B. the Respondent is no longer enrolled in the District or employed by the Board; or

C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

If the Title IX Coordinator dismisses a Formal Complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefore simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one Complainant or more than one Respondent, references in this policy to the singular ''party,'' ''Complainant,'' or ''Respondent'' include the plural, as applicable.

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a Formal Complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

A. the allegations;

B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and

C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur have stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a Formal Complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is(are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an Eligible Student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and

B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision-maker(s) must provide a minimum of three (3) days' notice with respect to investigative interviews and other meetings.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

A. identification of the allegations potentially constituting Sexual Harassment pursuant to this policy;

B. a description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence;

C. findings of fact supporting the determination;

D. conclusions regarding the application of the applicable code of conduct to the facts;

E. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s), and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and

F. the procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

The following disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

A. Informal Discipline

1. writing assignments;
2. changing of seating or location;
3. pre-school, lunchtime, after-school detention;
4. in-school discipline;
5. Saturday school;

B. Formal Discipline

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;

6. expulsion for up to one (1) year;

7. permanent exclusion; and

8. any other sanction authorized by the Student Code of Conduct.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5601.01 – Permanent Exclusion of Nondisabled Students, Policy 5610.02 – In-School Discipline, Policy 5610.03 – Emergency Removal of Students, Policy 5610.04 – Suspension of Bus Riding/Transportation Privileges, Policy 5610.05 – Prohibition from Extra-Curricular Activities, and Policy 5611 – Due Process Rights. Discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

The following disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

A. oral or written warning;

B. written reprimands;

C. performance improvement plan;

D. required training or education;

E. suspension without pay;

F. termination, and any other sanction authorized by any applicable Employee/Administrator Handbook and/or collective bargaining agreement.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

A. oral or written warning;

B. suspension or termination/cancellation of the Board’s contract with the Third-Party vendor or contractor;

C. restriction/prohibition on the Third Party's ability to be on school property; and

D. any combination of the same.

If the decision-maker(s) determines the Third Party Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a Formal Complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process and procedures, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of Sexual Harassment that involve a sexual assault.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:

A. Procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);

B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within three (3) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein.

Nothing herein shall prevent the Superintendent from implementing appropriate remedies, however, excluding disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal shall determine when each party's written statement is due.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-makers(s') determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of

Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of Sexual Harassment, filing a Formal Complaint, or participating in an investigation, is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a Formal Complaint of Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled related to the investigative record and determination of responsibility).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

A. the definition of Sexual Harassment (as that term is used in this policy);

B. the scope of the District's education program or activity;

C. how to conduct an investigation and implement the grievance process appeals and informal resolution processes, as applicable; and

D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records:

A. each Sexual Harassment investigation including any determination regarding responsibility, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity,

B. any appeal and the result therefrom,

C. any informal resolution and the result therefrom, and

D. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains discretion to appoint two or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific Board employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

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Legal

R.C. 3313.207/208/209, 5104

20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 1983

34 C.F.R. Part 106

OCR's Revised Sexual Harassment Guidance (2001)

20 U.S.C. 1092(F)(6)(A)(v)

34 U.S.C. 12291(a)(10)

34 U.S.C. 12291(a)(8)

34 U.S.C. 12291(a)(30)

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3362 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as "unlawful harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

B. Filing a malicious or knowingly false report or complaint of unlawful harassment.

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

A. teasing;

B. threats;

C. intimidation;

D. stalking;

E. cyberstalking;

F. cyberbullying;

G. physical violence;

H. theft;

I. sexual, religious, or racial harassment;

J. public humiliation; or

K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or

C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.

B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.

B. Unwanted physical and/or sexual contact.

C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.

D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.

E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.

F. Unwelcome and inappropriate touching, patting, pinching, or obscene gestures.

G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.

H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

I. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship.

J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.

K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.

L. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.

M. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

N. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with

one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; or creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District’s Anti-Harassment Compliance Officer(s) (hereinafter, “the Compliance Officer(s)”):

Director of Student Services
330-335-1316
524 Broad St.
Wadsworth OH 44281

Director of the Four Cities Compact
330-336-3571
524 Broad St.
Wadsworth OH 44281

Wadsworth High School Principal

330-335-1400

625 Broad St.

Wadsworth, OH 44281

Wadsworth Middle School Principal

330-335-1410

150 Silvercreek Road

Wadsworth, OH 44281

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or Designee or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 3362 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure (See Form 3362 F1)

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have been subjected to unlawful harassment or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment, or retaliation timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights, the Ohio Civil Rights Commission ("OCRC") and/or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or Third Party who alleges unlawful harassment or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is unwelcome and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.

B. Distributing a copy of this policy as a reminder to the individuals in the school building or office where the Respondent works or attends.

C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal

complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District official, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent or Designee.

Within two (2) business days of receiving the complaint, the Compliance Officer/ designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

A. interviews with the Complainant;

B. interviews with the Respondent;

C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent or Designee that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's

recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent or Designee.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer/designee, the Superintendent or Designee must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's or Designee's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent or Designee requests additional investigation, the Superintendent or Designee must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent or Designee must issue a written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent or Designee may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's or Designee's decision. The written statement of appeal must be submitted to the Treasurer/CFO.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or Third Party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent or Designee shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent or Designee shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil right law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or the policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent or Designee.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed professional staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;

D. written witness statements;

E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;

F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);

G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;

H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;

I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;

J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;

L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);

M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 2/8/10
Revised 7/12/10
Revised 10/14/13
Revised 11/19/18

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Legal

R.C. 4112.02

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973, as amended

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 1983

National School Boards Association Inquiry and Analysis - May 2008

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4362 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as "unlawful harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

B. Filing a malicious or knowingly false report or complaint of unlawful harassment.

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

A. teasing;

B. threats;

C. intimidation;

D. stalking;

E. cyberstalking;

F. cyberbullying;

G. physical violence;

H. theft;

I. sexual, religious, or racial harassment;

J. public humiliation; or

K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or

C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.

B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.

B. Unwanted physical and/or sexual contact.

C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.

D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.

E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.

F. Unwelcome and inappropriate touching, patting, pinching, or obscene gestures.

G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.

H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

I. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship.

J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.

K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.

L. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.

M. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

N. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with

one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; or creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District’s Anti-Harassment Compliance Officer(s) (hereinafter, “the Compliance Officer(s)”):

Director of Student Services
330-335-1316
524 Broad St.
Wadsworth OH 44281

Director of the Four Cities Compact
330-336-3571
524 Broad St.
Wadsworth OH 44281

Wadsworth High School Principal

330-335-1400

625 Broad St.

Wadsworth, OH 44281

Wadsworth Middle School Principal

330-335-1410

150 Silvercreek Road

Wadsworth, OH 44281

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or Designee or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 4362 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure (See Form 4362 F1)

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have been subjected to unlawful harassment or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment, or retaliation timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights, the Ohio Civil Rights Commission ("OCRC") and/or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or Third Party who alleges unlawful harassment or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is unwelcome and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.

B. Distributing a copy of this policy as a reminder to the individuals in the school building or office where the Respondent works or attends.

C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal

complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District official, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent or Designee.

Within two (2) business days of receiving the complaint, the Compliance Officer/ designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

A. interviews with the Complainant;

B. interviews with the Respondent;

C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent or Designee that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's

recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent or Designee.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer/designee, the Superintendent or Designee must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's or Designee's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent or Designee requests additional investigation, the Superintendent or Designee must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent or Designee must issue a written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent or Designee may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's or Designee's decision. The written statement of appeal must be submitted to the Treasurer/CFO.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or Third Party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent or Designee shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent or Designee shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil right law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or the policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent or Designee.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed classified staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;

D. written witness statements;

E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;

F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);

G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;

H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;

I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;

J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;

L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);

M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 2/8/10
Revised 7/12/10
Revised 10/14/13
Revised 11/19/18

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Legal

R.C. 4112.02

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973, as amended

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 1983

National School Boards Association Inquiry and Analysis - May 2008

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5512.01 - **RANDOM ALCOHOL, DRUG AND NICOTINE TESTING OF WADSWORTH CITY SCHOOL DISTRICT STUDENTS**

Overview

The procedure for initial and random alcohol, drug, and nicotine testing of participating students is accomplished in conjunction with an independent testing Vendor selected by the Board of Education. The Vendor will be provided, by the Designated Official, a full list of eligible students, and, in turn, the Vendor will randomly select students for testing at regular intervals. The Vendor will send qualified collectors to the school who will oversee the collection of all specimens as outlined in 6(b). The Vendor will provide Medical Review Officer (MRO) services for interpretation and verification of results. Results will be reported to the Designated Official by the MRO. Specimens are collected as split specimens which requires the Vendor to separate the specimen in two separate containers. One (1) specimen will be tested and the other will be held for a second test, if required.

A. A STATEMENT OF NEED AND PURPOSE

Recognizing that the use of alcohol, drugs and nicotine by students involved in activities is a national problem, and with the support from the U.S. Supreme Court, the Wadsworth City School district implements this program of deterrence and identification, as a proactive approach to a truly safe and alcohol, drug, and nicotine-free school. Likewise, through participation in activities, students using harmful substances pose a threat to their own health and safety, as well as to that of other students. The purpose of this program is fourfold:

1. to provide for the health and safety of all students;
2. to undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use alcohol, drug and/or nicotine;
3. to encourage students who use alcohol, drug and/or nicotine to participate in treatment programs; and
4. To prevent the impact alcohol, drugs and nicotine use have on the learning centers of the brain, allowing each student to achieve his/her full academic potential while he/she is involved in activities within the Wadsworth City School District.

This program is designed to create a safe, alcohol, drug, and nicotine-free, environment for students and assist them in getting help when needed. The program does not affect the current policies, practices, or rights of the District regarding student alcohol, drug, and/or nicotine possession or use, where reasonable suspicion is established by means other than testing through this policy.

Any student in grades seven (7) through twelve (12) and his/her parent/guardian/custodian(s) must first sign a testing registration/consent form in order to be eligible to participate in any one (1) or combination of the following:

1. Purchasing a parking pass, which allows a student to drive to/from school;
2. Athletics; and/or

3. Extra-curricular activities (that are not tied to an academic grade) other than athletics.

B. SUPPORTING DATA

Random testing of a public school interscholastic athlete is legal as determined by the United States Supreme Court in the case of Vernonia School District 47J (Oregon) v Wayne and Judy Acton, and Pottawatomie v. Earls.

C. DEFINITIONS

Adulterant/Adulteration - Any attempt to alter the outcome of the test by adding a substance to the sample, attempting to switch the sample, or otherwise interfere with the detection of illicit or banned substances in the urine, or purposefully over-hydrating oneself in an attempt to dilute the urine to decrease possible detection of illicit or banned substances.

Banned Substance - A substance defined by school policy as being banned from use by students.

Chain-of-Custody Form - A preprinted form provided by the testing laboratory that records all contact with the provided specimen. The form is initialed by the collector and donor then stays with the specimen until the results are certified by the testing scientist and forwarded to the MRO for final certification.

Designated Official(s) - The individual hired and/or identified by the district to oversee programs of the school or district. There may be one (1) Designated Official in each school building that participates in testing of students.

Illicit Substance - A drug classified by the Drug Enforcement Administration (DEA) as being available only by prescription from a physician or classified as being controlled and having no therapeutic use.

Medical Review Officer (MRO) - A licensed physician trained and certified in the process and interpretation of drug testing results.

Quantitative Levels - The measurement levels of specific chemicals in the urine reported usually in nanograms per milliliter (ng/ml).

SAMHSA - The Substance Abuse and Mental Health Services Administration, a governmental agency that certifies toxicology laboratories that perform alcohol, drug, and nicotine testing following strict guidelines and constant quality assurance programs.

Student Participant - A qualified student participating on a sanctioned activity as defined by OSHAA/or in a qualifying activity recognized by the Board of Education.

Testing Year - The testing year begins August 1 and continues for 365 days thereafter.

Vendor - The medical office or company selected by the Board of Education to carry out the procedure identified in this policy.

D. PROCEDURES FOR STUDENT PARTICIPANTS

1. Informed Consent for Testing

   At the beginning of each season/year, student participants and their respective parent/guardian/custodian will complete and sign the testing registration/consent form. No student may participate until this form is properly executed and on file with the Designated Official.

2. Alcohol, Drug and Nicotine Testing Frequency

   All eligible student participants will be tested at a minimum of one (1) time during current school year regardless of when they join the activity. This testing will be completed on a specified date and time.

   Subsequent testing will be done on a random basis throughout the school year. All students wishing to participate may be subject to testing for illicit or banned substances as specified in Paragraph 6(c) below. Eligible students will be randomly tested, on up to a bi-weekly basis, anytime during the testing year. This program continues until the student graduates. Any student that has completed his/her activity, and does not intend on participating in any other activity for the remainder of his/her time at Wadsworth Middle or High School, may be removed from the program with a signed parent/guardian/custodian letter to the Designated Official. If no letter is submitted, and the parent/guardian/custodian submits the testing registration/consent

form yearly, then the student will remain in the program for the remainder of his/her school year. If the student decides to rejoin an activity after submitting the letter of removal then he/she will be treated as an initial entrant into the Wadsworth City School Drug Testing policy/procedures. Any student who refuses to submit to testing or does not submit a completed testing registration/consent form will not be allowed to purchase a parking pass or participate in athletics or non-academic extracurricular activities in the Wadsworth City School District.

3. Sample Collection

   Samples will be collected as outlined under Paragraph 4(d) below. Any eligible student selected randomly for testing who is not in school on the day of testing will be tested at the next available testing time. Students not able to provide an adequate urine specimen at the testing time will be offered the opportunity to consent to a saliva sample after it is determined by the Vendor and Designated Official that the student has adequately attempted to provide a urine sample. If the Student voluntarily consents to a saliva sample after it is determined by the Vendor and Designated Official that the student has adequately attempted to provide a urine sample, the saliva sample will be collected as outlined in Paragraph D(4). Otherwise, the Student will be unable to participate until the proper specimen is provided.

   Arrangements may be made for special collections at a Vendor Collection site with prior approval of the Designated Official.

4. Procedures

   Selected students will be released from their current location ~~escorted from class or practice~~ to go to the collection site. The student will be required to have a picture identification or be identified by the Designated Official and complete necessary form(s). A specimen of urine, or in rare circumstances where consent is given, saliva, is collected following the process utilized by the vendor selected by the district. The details of this process will always be posted on the district website and will always be designed to require a level of privacy for each student (e.g. the collector of the specimen will always remain outside of the closed bathroom stall while the specimen is produced).

E. CONFIDENTIALITY OF RESULTS

All test results are considered confidential information and will be handled accordingly. Those persons having results reported to them as set forth by this policy must sign a Confidentiality Statement for the Random Testing Program.

F. VENDOR REQUIREMENTS

At a minimum, the Vendor must be able to provide the following services:

1. Random Selection of Student Participants

   Once provided a list of eligible students, the Vendor must select the required number of students in a random and confidential manner. Up to bi-weekly, the Vendor will arrange with the Designated Official a day and time to do the collection of specimens. The schedule will not follow any recognizable pattern. The selected students' names will be given to the Designated Official, who will arrange for these students to report to the collection area.

2. Collection of Specimens

   The Vendor will oversee the collection of specimens as outlined in paragraph 4 (d). Chain-of-Custody forms will be provided by the Vendor that meet the criteria of this policy and that of the testing laboratory.

3. Testing of Specimens

   The Vendor will have all specimens tested for the specified illicit or banned substances by a qualified laboratory certified by the Substance Abuse and Mental Health Services Administration (SAMHSA) following the guidelines of the Department of Health and Human Service (HHS).

   The testing laboratory must be able to test for the following drug classes, substances, or their metabolites in collected urine specimens. The Designated Official may request testing of substances, including, but not limited to, the following list:

Alcohol	Amphetamines	Anabolic Steroids
Barbiturates	Benzodiazepines	Cocaine Metabolites
LSD	Marijuana Metabolites	Methadone
MDMA (Ecstasy)	Nicotine	Opiates (painkillers, heroin)
Phencyclidine	Propoxyphene	K2 / Spice
Other synthetic drugs (Bath Salts)		Synthetic Cannabinoids

4. Medical Review Officer (MRO) Services

   The Vendor will provide MRO services by a licensed physician who is certified by the Medical Review Office Certification Council (MROCC) or the American Association of Medical Review Officers as having proven by examination to have had the appropriate medical training to interpret and evaluate test results and thus qualified for certification as a Medical Review Officer. Additionally, the MRO must demonstrate a willingness to abide by this policy, as to the evaluation of positive tests and reporting findings to the Designated Official in a timely and confidential manner. Test results will be maintained by the Designated Official for a period of seven (7) years from the date of the test. These records will not be maintained as part of a student's record.

5. Reporting of Random Test Results by Vendor

   The MRO will certify all screens as negative or positive and report, by telephone, positive findings in a confidential manner to the parent/guardian/custodian first. The MRO will also notify the Designated Official, once the positive result is confirmed, by phone and in writing, that a test returned positive.

6. Statistical Reporting and Confidentiality of Test Results

   The Vendor, testing laboratory, or MRO may not release any statistics on the rate of positive tests to any person, organization, news publication, or media without expressed written consent of the Wadsworth City School District Board of Education.

   However, the Vendor will provide the Designated Official with an annual report showing the number of tests performed, rate of positive and negative tests, and what substances were found in the positive urine specimens. This report will not contain any student names, though the positive results would have been disclosed prior, as outlined in this policy.

G. PROCEDURES IN THE EVENT OF A POSITIVE RESULT

1. Whenever a student's test result indicates the presence of alcohol, drugs and/or nicotine or adulteration, as determined by the MRO, the following will occur (note: with a positive test result for nicotine, if a student is of legal age to buy nicotine ~~eighteen (18) years old or older~~ the positive result will be excluded ~~as a student can legally purchase and use nicotine at age eighteen (18)~~. Outside of this policy, the Wadsworth City School District Code of Conduct and other policies apply if tobacco/nicotine products are found or used on campus or at a school-related activity, regardless of a student's age.):

   a. The parent/guardian/custodian is initially notified of the result by the MRO.

   b. The Designated Official is notified once the positive result is confirmed and will notify the parent/guardian/custodian and student of implementation of this policy and of any positive results.

   c. The student will be subjected to the appropriate action based on his/her circumstances.

   d. If the parent/guardian/custodian or student wishes to contest the results, the Vendor will arrange for the split portion of the specimen to be submitted to another laboratory, approved by the Board of Education, for testing. This is done at the expense of the parent/guardian/custodian or student. Such a request must be made to the Designated Official, in writing, within five (5) calendar days from first notification of positive test results. If the contested test is reported as negative by the second laboratory, the first result will be nullified and the cost will be incurred by the District.

   e. The MRO may use quantitative results to determine if positive results on repeat testing indicate recent use of illicit or banned substances or the natural decline of levels of the illicit or banned substance from the body. If the MRO feels the quantitative levels determined to be above the established cutoffs do not reflect current use but natural decay, then a negative result may be reported.

2. First Positive Result

A positive result from the MRO or ruling of adulteration will constitute a first positive. The student will have two (2) options:

Option A) For Alcohol and Drugs: The student will receive treatment based on his/her assessment from a certified alcohol/and/or drug, treatment program. While the ultimate decision rests with the parent/guardian/custodian, a list of potential providers will be provided by the District. The parent/guardian/custodian must provide the date the assessment will take place and the program selected within five (5) calendar days of notification of the positive result. The student will be allowed to continue participating as long as the treatment plan is being followed and/or completed, as evidenced by submission of the required documentation to Designated Official.

Option A) for Nicotine: The student will participate in the nicotine education program offered at Wadsworth High School.

Option B) For Athletics: The student refuses treatment and will be suspended from fifty percent (50%) of the season. The amount of suspension is based on the number of regular-season scheduled events. If a violation occurs at or near the end of a sport season or activity, or if the student is not "in-season" at the time of the violation, then the penalty will be appropriately adjusted and/or applied to the next "in-season" sport or activity in which he/she is a regular participant. Students (except freshmen), suspended under this rule, may not avoid the consequences of a denial of participation by trying out for a new sport or activity (i.e., one in which he/she is not a regular participant). In such cases, the suspension applies to the next sport or activity in which the student is a regular participant.

For extracurricular activities/parking: The student will be suspended from the activity/parking for a nine (9) week period beginning with the date of violation. Athletic/Extracurricular Activity/Parking consequence will run concurrently.

For either option, the student will also be required to submit up to three (3) follow up random drug tests at the expense of the parent/guardian/custodian. If the random tests are not able to be completed at the student's school through the process described in this policy, the tests must be completed by a facility that follows chain-of-custody procedures and uses a SAMHSA-certified toxicology laboratory. Failure to comply with this requirement will result in indefinite suspension from sports and activities.

3.
4. First Positive Result Due to Ruling of Adulteration
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B. 1. If the student's first positive result arises from adulteration, the student will be automatically suspended for twenty percent (20%) of the season or three (3) weeks from the activity/parking, in addition to what is outlined in Option A or Option B above for a first offense. As an example, if the student chooses Option A above, the suspension will be a total of twenty percent (20%) of the season or three (3) weeks from the activity/parking. If the student chooses Option B above, the suspension will be a total of seventy percent (70%) of the season or twelve (12) weeks of the activity/parking. A student whose test result is positive due to adulteration will also be subjected to random test(s) each month at the expense of the parent/guardian/custodian for a period of six (6) months. If the random tests are not able to be completed at the student's school through the process described in this policy, the tests must be completed by a facility that follows chain-of-custody procedures and uses a SAMHSA-certified toxicology laboratory.

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5. Second Positive Result

A second positive result from the MRO or ruling of adulteration will result in a second offense. Students in the second offense will have one (1) of the following consequences based upon the choice from first consequence:

If student was in Option A above then he/she must continue or re-enter the treatment/intervention plan as designed by the assessment counselor and submit the required documentation to the Designated Official. S/He also forfeits fifty percent (50%) of the athletic season contests (season or tournament) based upon the number of regular-season scheduled events. If a violation occurs at or near the end of a sport season or activity, or if the student is not "in-season" at the time of the violation, then the penalty will be appropriately adjusted and/or applied to the next "in-season" sport or activity in which he/she is a regular participant.

Students (except freshmen) suspended under this rule, may not avoid the consequences of a denial of participation by trying out for a new sport or activity (i.e., one in which he/she is not a regular participant). In such cases, the suspension applies to the next sport or activity in which the student is a regular participant.

For extracurricular activities/parking: The student will be suspended from the activity/parking for a nine (9) week period beginning with the date of violation. Athletic/Extracurricular Activity/Parking consequence will run concurrently.

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In lieu of the suspension detailed above in option A for a second positive result, a student can choose to be tested bi-weekly at the expense of the parent/guardian/custodian for a period of six (6) months. If the bi-weekly tests are not able to be completed at the student's school through the process described in this policy, the tests must be completed by a facility that follows chain-of-custody procedures and uses a SAMHSA certified toxicology laboratory. ~~Results from home tests are not permitted. The test results must be from a laboratory that meets the criteria found in F3, Testing of Specimens, found above.~~ The results of the said tests must be submitted to the designated official. A student whose bi-weekly test produces a positive result will have the suspension detailed in option A for a second offense reinstated.

If the student chose Option B above then the student will receive treatment based on his/her assessment from a certified drug/alcohol treatment program. While the ultimate decision rests with the parent/guardian/custodian, a list of potential providers will be provided by the District. The parent/guardian must provide the date the assessment will take place and the program selected within five (5) calendar days of notification of the positive result. The student will also forfeit seventy-five percent (75%) of the contests/events/activities (season or tournament), based upon the number of regular-season scheduled events. If a violation occurs at or near the end of a sport season or activity, or if the student is not "in-season" at the time of the violation, then the penalty will be appropriately adjusted and/or applied to the next "in-season" sport or activity in which he/she is a regular participant. Students (except freshmen) suspended under this rule, may not avoid the consequences of a denial of participation by trying out for a new sport or activity (i.e., one in which he/she is not a regular participant). In such cases, the suspension applies to the next sport or activity in which the student is a regular participant.

For extracurricular activities/parking: The student will be suspended from the activity/parking for an eighteen (18) week period beginning with the date of violation. Athletic/Extracurricular Activity/Parking consequence will run concurrently.

If the student chooses to not be in any intervention/treatment plan then he/she will no longer be allowed to purchase a parking pass or participate in athletics or extracurricular activities for the remainder of his/her WHS career.

The student will also be required to submit up to three (3) follow-up random drug tests at the expense of the parent/guardian/custodian. If the random tests are not able to be completed at the student's school through the process described in this policy, the tests must be completed by a facility that follows chain-of-custody procedures and uses a SAMHSA-certified toxicology laboratory. Failure to comply with this requirement will result in indefinite suspension from contests/events/activities.

8.
9. Second Positive Result Due to Ruling of Adulteration

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D. 1. If the second positive result arises from adulteration, the student will be automatically suspended for twenty percent (20%) of the season or three (3) weeks from the activity/parking, in addition to what is outlined in Option A or Option B above for a second offense. A student whose test result is positive due to adulteration will also be subjected to random test(s) each month at the expense of the parent/guardian/custodian for a period of six (6) months. If the random tests are not able to be completed at the student's school through the process described in this policy, the tests must be completed by a facility that follows chain-of-custody procedures and uses a SAMHSA certified toxicology laboratory.

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3. If a student's second positive result arises from the student's second adulteration offense, the student will be held to the consequences detailed in the "Third Positive Result" section of this policy.
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6. Third Positive Result

A third positive result from a MRO or ruling of adulteration will result in the student being barred indefinitely from purchasing a parking pass or participating in athletics or extracurricular activities. The student will be able to earn eligibility back by having no positive test results for one (1) year from the date of the third offense. As part of the process to earn eligibility back, the student will be subjected to random test(s) each month at the expense of the parent/guardian. If the random tests are not able to be completed at the student's school through the process described in this policy, the tests must be completed by a facility that follows chain-of-custody procedures and uses a SAMHSA certified toxicology laboratory. ~~If~~If the student earns his/her eligibility back after one (1) year, and then has another positive test result, he/she will be barred indefinitely from purchasing a parking pass or participating in athletic or extracurricular activities and will be subject to the same one (1) year process, as described earlier in this paragraph, to regain eligibility.

7. Self-Referral

   A student who refers himself/herself prior to receiving a positive result from the MRO will comply with the requirements in Paragraph 7 (b) Option A. Self-referrals may be used on a first offense only. Subsequent positives following a referral will continue to actions stated in Paragraphs 7 (c) and 7 (d). For the purpose of this policy, a student may only self-refer one (1) time while a student in the Wadsworth City School District.

8. Middle School to High School Transition

   When a student transitions from the middle school to the high school, he/she will start at the first offense level (7b above) if he/she has a positive test result, regardless of the level he/she was on upon conclusion of his/her middle school years. But, consequences given to a student as a result of an offense in middle school, as described above, will carry into high school until they are completed. Once the consequences are completed, the student will start at the first offense level (7b above) if he/she has a positive test result.

E. NO ACADEMIC CONSEQUENCES

No student will be penalized academically for testing positive. The results of tests pursuant to this policy will not be documented in any student's academic records. Information regarding the results of tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process, which the Wadsworth City School District Board of Education will not solicit. In the event of service of any such subpoena or legal process, the student and the student's parent/legal guardian/custodian will be notified before a response is made by the Wadsworth City School District Board of Education, to the extent permitted by such subpoena or legal process.

Revised 6/28/18
Revised 10/10/22

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5517 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age (except as authorized by law), religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

B. Filing a malicious or knowingly false report or complaint of unlawful harassment.

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

A. teasing;

B. threats;

C. intimidation;

D. stalking;

E. cyberstalking;

F. cyberbullying;

G. physical violence;

H. theft;

I. sexual, religious, or racial harassment;

J. public humiliation; or

K. destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or

C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.

B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.

B. Unwanted physical and/or sexual contact.

C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.

D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.

E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.

F. Unwelcome and inappropriate touching, patting, pinching, or obscene gestures.

G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.

H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

I. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.

J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.

K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.

L. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

M. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; or creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District’s Anti-Harassment Compliance Officer(s) (hereinafter, “the Compliance Officer(s)”):

Director of Student Services
330-335-1316
524 Broad St.
Wadsworth OH 44281

Director of the Four Cities Compact
330-336-3571
524 Broad St.
Wadsworth OH 44281

Wadsworth High School Principal

330-335-1400

625 Broad St.

Wadsworth, OH 44281

Wadsworth Middle School Principal

330-335-1410

150 Silvercreek Road

Wadsworth, OH 44281

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or Designee or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Students and all other members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties, which includes students, or third parties who believe they have been unlawfully harassed are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officers who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 5517 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any student who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the

Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights.

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is unwelcome and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator in the school the student attends; 2) to the Superintendent or other District-level employee; and/or 3) directly to one of the Compliance Officers.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.

B. Distributing a copy of this anti-harassment policy as a reminder to the individuals in the school building or office where the Respondent works or attends.

C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or another District official who works at another school or at the district level. Due to the sensitivity surrounding complaints of unlawful harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District employee at the student's school, Superintendent, or other District official, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent or Designee.

Within two (2) business days of receiving the complaint, the Compliance Officer/designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

A. interviews with the Complainant;

B. interviews with the Respondent;

C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent or Designee that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those

involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent or Designee.

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer/designee, the Superintendent or Designee must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's or Designee's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent or Designee requests additional investigation, the Superintendent or Designee must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Superintendent or Designee shall issue a written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent or Designee may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's or Designee's decision. The written statement of appeal must be submitted to the Treasurer/CFO.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the student alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent or Designee shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent or Designee shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person from making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanction/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent or Designee.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed professional staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;

D. written witness statements;

E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;

F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);

G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;

H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;

I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;

J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;

L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);

M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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Revised 10/14/13
Revised 11/19/18

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Legal

R.C. 4112.02

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973, as amended

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 1983

National School Boards Association Inquiry and Analysis - May, 2008

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8390 - **ANIMALS ON DISTRICT PROPERTY**

Introduction

The Board of Education recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy.

This policy applies to all animals on District property, including service animals.

Definitions

A. **"Animal"**: includes any living creature that is not a human being.

B. **"Service animal"**: pursuant to 28 C.F.R. Section 35.104, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition."

   The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

A. the staff member seeking approval to have a non-service animal in his/her classroom shall:

   1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;

   2. take precautions deemed necessary to protect the health and safety of students and other staff;

   3. provide that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and,

   4. keep the surrounding areas in a clean and sanitary condition at all times;

B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person who is not a Wadsworth City School District employee serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 4120.09.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrated that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal shall notify the Superintendent when a service animal is removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall meet with the Principal, Transportation Supervisor and/or Director of Student Services to discuss critical commands needed for daily interaction and emergency/evacuation, to determine whether the service animal should be secured on bus/vehicle with a tether or harness, and to provide an orientation for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.

While the bus/vehicle is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or

B. the service animal urinates or defecates on the bus or other Board-owned or leased vehicle.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Superintendent/Designee

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go.

Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 - Public Attendance at School Events.

Revised 5/11/15

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Legal

28 C.F.R. 35.104

Section 504 of the Rehabilitation Act of 1973, as amended (Section 504)

The Americans with Disabilities Act, as amended (ADA)

The Individuals with Disabilities Education Improvement Act (IDEIA)

R.C. 955.43

R.C. 1717.01

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Description of new program, course, or service:

Popular Music as Literature is a new course to be offered at Wadsworth High School as a semester-long elective in the English Department. In this course, students will listen to, write about, compare, contrast, and analyze the lyrics of popular music starting with some of the first phonograph recordings all the way up to present day pop hits. Figurative language, tone and theme are just a few of the literary devices that students will focus on. The goal of this class is to educate and grow the reading, writing, and presenting skills of our students, just like all of our core English classes, but to do so by offering our students a different and unique set of texts not typically used in the regular classroom. This is a set of texts which they use themselves, daily, as they walk through our halls with their earbuds firmly planted into their ears.

Try thinking of the Vietnam War without the song "Fortunate Son" by Creedence Clearwater Revival popping into your head. The Civil Rights Movement just would not have been the same without the voices of Nina Simone or Sam Cooke. Imagine Ronald Reagan's America without the soundtrack of excess from the likes of Van Halen or Madonna. It is hard to think about the months after September 11, 2001 without thinking about the outpouring of patriotic country music like Alan Jackson's "Where Were You (When the World Stopped Turning)", and then the eventual backlash against the growing wars expressed in punk rock by Green Day in their album "American Idiot." All of these examples tell us not only a history of the time period, but also give us a glimpse into the emotions and purpose of the artists themselves. They set the tone for the debates of their time and tell stories in ways that are very similar to our classic literature, but do so in accessible poetic form instead of through textbooks.

In 2016, the Nobel Prize for Literature was awarded to singer and songwriter Bob Dylan, "for having created new poetic expressions within the great American song tradition." Today, it is hard to find a student who owns a poetry book or to find a student who can recite a poem from memory. But ask a student to sing along to songs from their generation, their parents' generation, or even their grandparents' generation, and they more than likely know all the lyrics to the biggest hits. Our popular music is not only the soundtrack of our lives, but it is the poetry, the voice, and often, the history book of what we have collectively experienced. The stories, language, and history Bob Dylan used throughout his entire musical career is just one example of the many artist's poetic expressions which adds to our American tradition and collective history. This class will allow students to explore that history and story telling from some of the biggest artists in popular culture.

Clearly stated goals and objectives:

- Offer students choice in the literature (the songs and albums) from which they will learn
- Offer students choice in the style which they learn best to satisfy their graduation requirements
- Create a class which is teacher directed at the beginning but becomes completely student driven by the end of the course. By this, I mean that the teacher will prepare lessons and texts for the entire class to use together, but then open the class for extensive research which will allow for a deeper dive into the material. Students will then present their research and analysis to the class.
- Create research based lessons which will allow students to choose a topic of interest to research which will include supporting their overarching thesis.
- Create a class that is open to various tastes and opinions, but will also expose students to try new genres as to allow for discussion and debate addressing various aspects of the musical genre.

- Create a portfolio of student work that ideally can be used to create a student driven music blog to share with those outside of the classroom.
- Allow students to analyze and critique new and old music in an educational way while also allowing them real world experience at publishing
- Allow students to improve and demonstrate their ability to:
    - read and comprehend literature and poetry
    - build background knowledge and activate prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text and the world around them
    - analyze and explain author's tone, mood and purpose within a piece of literature
    - write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
    - write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
    - conduct short as well as more sustained research projects to answer a guiding question (including a self-generated question) or solve a problem
    - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
    - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
    - Make strategic use of digital media such as textual (lyrics), graphical (artwork), audio (recordings), visual (music videos and documentaries), and interactive elements in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Diversify the educational opportunities currently offered at WHS
- Attempt to keep students in the building by offering an engaging course they choose and they care about instead of leaving early, just to go home

Ohio ELA Learning Standards that will be met with the class:

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    - Analyze nuances in the meaning of words with similar denotations.

  b. Provide an accurate and objective
- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Analyze literary text development.
    - Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
    - Produce a thorough analysis of the text.

- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama or poetry (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4 Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.
- RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics of poetry, using valid reasoning and relevant and sufficient evidence.
    - Establish a clear and thorough thesis to present a complex argument.
    - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - Use words, phrases, and clauses as well as varied syntax to link the
    - major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - Establish a clear and thorough thesis to present and explain information.
    - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
    - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

    - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem relating to the reading and analysis of poetry; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<u>Impact on staffing</u>:

This course will be led and taught by Eric Heffinger and may impact the class scheduling of current classes.

<u>Provisions required for class</u>:

- The class would do best with access to a Spotify or Apple Music account to stream quality content in class. However, free websites like YouTube could be utilized as well as Spotify with ads if no resources were available.
- Students will need unblocked access to YouTube for research music of various genres and topics.
- Access to streaming services are required to utilize whole or parts of music based documentaries such has: "Summer of Soul", "1971 - The Year that Music Changed Everything", "Sonic Highways", "The Evolution of Hip Hop", "Shut Up and Play the Hits", "It Might Get Loud", "Woodstock", and many more
- Access to a Wordpress or Google based web hosting to present student work

- Access to microphones and digital recording software to allow students to create podcasts that educate others on their finding and/or allow them to debate with other students. This will be of no additional cost as the equipment is already available and utilized in our current journalism courses.
- Possible access to a school bus for a potential field trip to the Rock and Roll Hall of Fame and Museum in Cleveland, OH

Impact on other programs, services, courses:

This class will focus on teaching the exact same skills as our already approved English classes, but will do so using new and diverse texts that the students will be allowed to choose. Because no actual text books will be required and all needed equipment is already available, no new funding will be needed. If a field trip is approved, funding for the bussing will need to be provided and students will be asked to provide for their own price of admission.

Description of the evaluation process:

As this class will function no differently than a regular Language Arts class, lessons will be expected to fit Ohio's Learning Standards for English Language Arts and evaluations should be based off of all of the same criteria.

Tangible/Intangible Benefits:

Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option

Intangible: Students will advance their English, speech and writing skills, while utilizing self-selected texts with approval of the teacher and that speak to their personal interests and desires. The best way to make an educational lesson to stick is to allow students to have choice and ownership of the learning process. Popular music has the power to transcend age and invites all listeners to experience a new perspective on the world around them. The ability to learn from, analyze, and evaluate these messages is something that will go well beyond the walls of Wadsworth High School and allow them to understand the music in new ways for the rest of their lives.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Description of new program, course, or service:

Modern Nonfiction is a new semester course to be offered at the high school as a twelfth-grade, English elective. This semester course is designed for students interested in exploring contemporary issues through various genres, such as expository, narrative, persuasive, and descriptive. We will explore different mediums as well, including books, essays, documentaries, podcasts, and blogs. Contemporary nonfiction is based on real people in real settings and explores topics of interest and relevance to today's students. Students will learn to distinguish fact from opinion as they read, view, and research current cultural and global topics. Contemporary nonfiction will give students insight into and awareness of the world around them.

Clearly stated goals and objectives:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2 Analyze informational text development.
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and Proficiently.
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Impact on staffing:
No new staffing will be needed as this course will be taught by Amy LaMonica. Other English Department teachers will be able to teach this course as well.

Provisions required for class:
The course will utilize technology and the current book inventory of the English department so no new materials will need to be purchased. As for technology, many lessons will utilize nonfiction sources, such as the New York Times' free teacher resources, online documentaries, and podcasts. With a masters in the integration of technology in the classroom, Mrs. LaMonica will use technology as the primary source for classroom material. The teacher will also work with the Wadsworth Public Library to obtain reading materials.

Impact on other programs, services, courses:
This class will focus on teaching many of the same skills as our already approved English classes but will do so using online sources and new and diverse texts which have already been purchased by the district or have been obtained through grants. Because no actual textbooks will be required and all needed equipment is already available, no new funding will be needed

Description of the evaluation process:
As this class will function no differently than a regular Language Arts class, lessons will be expected to fit Ohio's Learning Standards for English Language Arts, and evaluations should be based on all of the same criteria.

Tangible/Intangible Benefits:
Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option. In addition, offering students choice in the classes they take provides them with increased engagement and empowerment in their learning and will give them a sense of ownership over their academic decisions. Research has proven that such engagement and ownership increases learning and improves grades and attendance.

Intangible: Students will advance their English, speech, analytical, and writing skills, while utilizing nonfiction mediums chosen by the teacher and by students. Studying nonfiction allows students to explore topics of current importance, expand their ability to think critically, and make informed, real-world connections.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Description of new program, course, or service:

Literature as Film is an existing course offered at Wadsworth High School as a semester-long elective in the English Department. This course is a semester-length survey film course designed to apply the state of Ohio content standards in reading, writing, oral and visual communication skills by evaluating, analyzing, and synthesizing pertinent literary genres on film. Writing, research, and critical-thinking skills are stressed through the study of literary genres on film. Students will also learn the basics about the art and science of filmmaking, including garnering a working vocabulary of film terminology and cinematic effects.

Clearly stated goals and objectives (taken from Ohio Learning Standards, ELA, grades 11-12:
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a .matter of convention, can change over time, and is sometimes contested.
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Impact on staffing:

This course will be led and taught by Pam Csaky and may impact the class scheduling of current classes.

Provisions required for class:
The course will utilize the current movie inventory of the English department as well that available on popular streaming services, so no new materials will need to be purchased at this time.

Impact on other programs, services, courses:
This class will focus on teaching the exact same skills as our already approved English classes. Because no actual text books will be required and all needed equipment is already available, no new funding will be needed. If a field trip is approved, funding for the bussing will need to be provided and students will be asked to provide for their own price of admission.

Description of the evaluation process:
As this class will function no differently than a regular Language Arts class, lessons will be expected to fit Ohio's Learning Standards for English Language Arts and evaluations should be based off of all of the same criteria.

Tangible/Intangible Benefits:

Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option. In addition, offering students choice in the classes they take provides them with increased engagement and empowerment in their learning, and will give them a sense of ownership over their academic decisions. Research has proven that such engagement and ownership increases learning and improves grades and attendance.

Intangible: Students have prior experience with film - almost all of it positive. Film is an art form that already has a place in the English curriculum and viewing and analyzing film provides for opportunities for discussion and writing and in recent years there has been a growing interest in the role of 'non-print' media in the English classroom. In this course, students will advance their English, speech, analytical, and writing skills, while utilizing film media chosen by the teacher. Studying carefully chosen thematic films allows students to explore topics of past and current importance, expand their ability to think critically, and make informed, real-world connections.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Description of new program, course, or service:

The Art of Poetry is a new course to be offered at Wadsworth High School as a semester-long elective in the English Department for junior and senior class students. Great literature is art, and to appreciate the art of poetry we have to develop skills that enable us to enter into an informed relationship with each piece of work we study. That requires not only coming to grips with content, context, structural design, and implication of literary works, but also with our own intellectual and emotional responses, our own humanity. Ultimately, we need to possess the proper analytical and evaluative tools and grasp of terminology. In this course, students will learn techniques for reading and analyzing selected works of poetry and writing about their findings. Students will become familiar with elements of poetry and selected literary devices, processes, and methods of literary analysis.

The Art of Poetry has several aims: primarily, to increase the ways students can become more engaged and curious readers of poetry; to increase their confidence as writers thinking about literary texts; to provide them with the language for literary description; and finally, to write a variety of poems in different poetic forms. This will not be a course that follows a historical/chronological format, but instead will serve as an introductory approach to poetry from various perspectives. One perspective offered is that poetry offers intellectual, moral and linguistic pleasures as well as difficulties to our private lives as readers and to our public lives as writers. Students will hear and read poems aloud, write poetry as well as literary analysis; the class format will be group discussion, occasional direct instruction, and collaborative learning with workshops.

The course will familiarize students with various ways to read, evaluate,analyze, and take pleasure in poetry. Additionally, the course will help improve and enhance students' own poetic skills by teaching them how poets use the language devices of sound, sensory images, figurative expressions, and musical rhythms to share their insights through word-art. Throughout the course, students will experiment with traditional formats and with many free-verse styles of poetry.

Clearly stated goals and objectives (taken from Ohio Learning Standards, ELA):

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    - Analyze nuances in the meaning of words with similar denotations.

  b. Provide an accurate and objective
- RL.11-12.2 Analyze literary text development.
    - Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.

    - Produce a thorough analysis of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama or poetry (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4 Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.
- RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Students should be able to read and comprehend literature, including stories, dramas, and poems, at the high end of the text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics of poetry, using valid reasoning and relevant and sufficient evidence.
    - Establish a clear and thorough thesis to present a complex argument.
    - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - Use words, phrases, and clauses as well as varied syntax to link the
    - major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - Establish a clear and thorough thesis to present and explain information.
    - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
    - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem relating to the reading and analysis of poetry; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Diversify the educational opportunities currently offered at WHS
- Attempt to keep students in the building by offering an engaging course they choose and they care about instead of leaving early

<u>Impact on staffing</u>:

This course will be led and taught by Laura Harig and may impact the class scheduling of current classes. Additionally, I feel that there are multiple people within the English department who would be qualified to teach this class.

<u>Provisions required for class</u>:

- The poetry we study is accessible through the internet and through our Study Sync text.
- Students will need unblocked access to YouTube for research of various genres and topics; in addition they can hear poetry being read and experience slam poetry (one possible lesson).
- Google drive and search engine

<u>Impact on other programs, services, courses:</u>

This class will focus on teaching the many of the same skills as our already approved English classes, but will do so focusing on the reading and writing of the poetry genre. Because no actual text books will be required and all needed equipment is already available, no new funding will be needed.

Description of the evaluation process:

As this class will function no differently than a regular Language Arts class, lessons will be expected to fit Ohio's Learning Standards for English Language Arts and evaluations should be based off of all of the same criteria.

Tangible/Intangible Benefits:

Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option. In addition, offering students choice in the classes they take provides them with increased engagement and empowerment in their learning, and will give them a sense of ownership over their academic decisions. Research has proven that such engagement and ownership increases learning and improves grades and attendance.

Intangible: Students will advance their English, speech, and analytical, and writing skills, while utilizing self-selected poems with approval of the teacher and that speak to their personal interests and desires. Poetry is a way for students to experience new perspectives, and through the writing and studying of poetry, students will learn lessons that will extend beyond their education at Wadsworth High School.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Description of new program, course, or service:

Creative Writing is a semester long course that we currently offer at WHS as an elective course. In the past, it was a course that we offered for English credit. The class explore the process of writing. Students will be encouraged to explore and develop their own ideas through the writing and reading of short stories, poetry, fiction, creative-non-fiction, vignettes, one-act plays, children's stories, historical fiction, and poetic prose. The various readings will serve as both guide and inspiration, as students attempt to express their own ideas through writing.

This class will focus heavily on the student's growth as a writer. To measure this growth, students will be expected to keep a portfolio of their writing. Students will build the portfolio through daily writing exercises, longer essays, and peer/teacher revision of work. The portfolios should demonstrate the student's willingness to improve his or her writing and meet the general requirements of each assignment. When needed, mini-lessons will cover grammar conventions to improve students' writing.

Clearly stated goals and objectives (taken from Ohio Learning Standards, ELA):

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    - Analyze nuances in the meaning of words with similar denotations.

  b. Provide an accurate and objective
- RL.11-12.2 Analyze literary text development.
    - Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
    - Produce a thorough analysis of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama or poetry (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4 Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire,

sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

- RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Students should be able to read and comprehend literature, including stories, dramas, and poems, at the high end of the text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics of poetry, using valid reasoning and relevant and sufficient evidence.
    - Establish a clear and thorough thesis to present a complex argument.
    - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - Use words, phrases, and clauses as well as varied syntax to link the
    - major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - Establish a clear and thorough thesis to present and explain information.
    - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
    - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem relating to the reading and analysis of poetry; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Diversify the educational opportunities currently offered at WHS
- Attempt to keep students in the building by offering an engaging course they choose and they care about instead of leaving early

Impact on staffing:

This course is currently taught by Sarah Trausch. In the past Scott Callaghan and Laura Harig have also taught it. Additionally, there are multiple people within the English department who would be qualified to teach this class.

Provisions required for class:

- The writing/examples we study are accessible through the internet and through our Study Sync text.
- Google drive and search engine

Impact on other programs, services, courses:

This class will focus on teaching many of the same skills as our already approved English classes, but will do so focusing on reading and writing creatively. Because no actual text books will be required and all needed equipment is already available, no new funding will be needed.

Description of the evaluation process:

As this class will function no differently than a regular Language Arts class, lessons will be expected to fit Ohio's Learning Standards for English Language Arts and evaluations should be based off of all of the same criteria.

Tangible/Intangible Benefits:

Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option. In addition, offering students choice in the classes they take provides them with increased engagement and empowerment in their learning, and will give them a sense of ownership over their academic decisions. Research has proven that such engagement and ownership increases learning and improves grades and attendance.

Intangible: Students will advance their English, speech, and analytical, and writing skills, while utilizing self-selected poems with approval of the teacher and that speak to their personal

interests and desires. Writing creatively is a way for students to experience new perspectives, and through the writing and studying of creative works, students will learn lessons that will extend beyond their education at Wadsworth High School.

MLL new program cost/benefit analysis

Description of new program, course, or service:

Students will acquire linguistic and cultural knowledge related to academic settings. They will expand their academic and social vocabulary while developing confidence in speaking/listening and reading/writing. Based on real-world opportunities, students will learn to monitor and self-correct their linguistic output.

- Multi-Language Pathway 1
- Multi-Language Pathway 2

Multi-Language Pathway 1	Multi-Language Pathway 2
Career ● Applications, resumes, mock interviews ● Students will understand the difference between post of employment and a career, occupation or profession ● Job and career exploration ○ Four Cities Compact Options (if applicable age) ○ Military Options ○ College Options ○ Alternative Options (apprenticeships, alternative training, etc.) ● Job skills and relevance of valuable employee characteristics ● Job and career speakers ● Google Applied Digital Skills ○ *Search for a Part-Time Summer Job* ○ *Research Career Paths* ○ *Create a Resume* ○ *Ask Someone to Be a Reference* ○ *Explore a Topic: Technology at Work*	**Career** ● Applications, resume (revisions), mock interviews ● Job and career exploration (revisit interests and options) ○ Four Cities Compact Options (if applicable age) ○ Military Options ○ College Options ○ Alternative Options (apprenticeships, alternative training, etc.) ● Characteristics of successful professionals ● Job and career speakers ● Google Applied Digital Skills ○ *Build a Portfolio* ○ *Manage Your Time* ○ *Organize College Information* ○ *Organize College Applications in Google Sheets* ○ *Prepare for FAFSA* ○ *Search for a College* ○ *Organize College Information in Google Sheets* ○ *Ask for Feedback*
Financial Literacy ● Financial vocabulary ● Saving and goal-setting for future expenses ● Functional financial responsibilities (rent, utilities, loans, etc) ● Google Applied Digital Skills ○ *Google Sheets for beginners* ○ *Track Your Monthly*	**Financial Literacy** ● Budgeting, banking, credit, and debt ● Financial vocabulary ● Functional financial responsibilities (rent, utilities, loans, etc) ● Google Applied Digital Skills ○ *Create a Budget* ○ *Plan and Budget*
Civic Responsibilities, Community Awareness, Accessing Resources ● Schedule 2-4 community-based field trips annually	**Civic Responsibilities, Community Awareness, Accessing Resources** ● Schedule 2-4 community-based field trips annually

○ Family participation as deemed appropriate ○ Resources: businesses, libraries, clinics/hospitals, fire, etc. ● Community Resources: how to access them and what they offer ● Community Service Projects ● Google Applied Digital Skills ○ *Organize Group Projects in Google Sheets* ○ *Share Community Service Project Results* ○ *Create a Schedule to Meet Your Goals* **Conversation and Vocabulary** ● Participation of typical peers periodically but regularly in conversation, discussion, and activities ○ International Club ● Academic vocabulary ● Latin and Greek Roots ● Involve Four Cities Compact Teacher Academy Program students (engagement and lessons) ● Google Applied Digital Skills ○ *Practice Spelling Words by Following Clues* ○ *Learn New Vocabulary with Flashcards* ○ *Memorize Facts with Visual Mnemonics* ○ *Design a Poster About You*	○ Family participation as deemed appropriate ○ Resources: businesses, libraries, clinics/hospitals, fire, etc. ● Learn about and engage in non profit/volunteer programs ● Community Service Projects ● Google Applied Digital Skills ○ *Organize Group Projects in Google Sheets* ○ *Share Community Service Project Results* **Conversation and Vocabulary** ● Participation of typical peers periodically but regularly in conversation, discussion, and activities ○ International Club ● Career-specific vocabulary studies ● Latin and Greek Roots (continued) ● Involve Four Cities Compact Teacher Academy Program students (engagement and lessons) ● Google Applied Digital Skills ○ *Practice Spelling Words by Following Clues* ○ *Learn New Vocabulary with Flashcards* ○ *Memorize Facts with Visual Mnemonics*

Educator Tools:

- ESL Teen online activities and lessons (already subscribed to 2-year renewal)
- Rosetta Stone lessons and activities (already subscribed to 10 licenses - need to increase)
- ELPA - ODE curriculum and activities (adult and student resources online and with in-person teachers)
- Financial Literacy program (already in district and embedded in ESL Teen)

Clearly stated goals and objectives:

- Students will practice skills to obtain a job while simultaneously researching career options after high school.
- Students will learn to manage and maintain financial obligations while navigating the financial responsibilities they are exposed to as a family living in the United States.

- Students will learn how to navigate appropriately in the community and access community opportunities while learning to assimilate in a socially responsible manner within the local culture.
- Students will participate in opportunities to develop communication and vocabulary skills while practicing with peers in scenarios presented in a classroom and community setting.
- Through Google Applied Digital Skills, students will learn to create, communicate, and report information using appropriate technology.

Initiatives:

- The growing population of multilingual families and cultures requires assistance to navigate the processes and access the opportunities available in the community.
- Guided real-life scenarios in the classroom and in the community to transition and assimilate in the local area.
- Classroom practice of skills to apply when in the community.
- Opportunities for guided visits in the community to learn appropriate and functional use of the resources along with understanding how to navigate in those settings
- Gain relevant technology skills for career, financial, and community applications

Impact on staffing:

- None, TESOL Specialist (Teacher of Multi-Language Learners) will provide instruction on assisting students to acclimate to the English language, culture, and community.

Provisions for in-service:

- None

Impact on other programs, services, and courses:

- Another opportunity for elective options for students who are new to the English language

Description of the evaluation process:

- Formal assessments - data from OELPA, ELPA
- Informal assessments - summative activities to apply what has been learned

Involvement of those affected by the implementation:

- TESOL Specialists will gather and develop instructional materials to create a cohesive program

Tangible/Intangible Costs:

- Instructional materials
- Field trips - bus, tickets/admission

Tangible/Intangible Benefits:

- Student-guided and modeled practice in a safe learning environment will yield increased performance academically and socially.
- Eventually, this could be a course for any student interested in cultural diversity and need the instruction and practice of these skills.

Challenges:

- Scheduling with Four Cities Compact and other necessary courses

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Cultures of the Spanish-Speaking World

Description of new program, course, or service:
In this course, students will explore in depth the varied cultures of the Spanish-speaking world. Students will learn more about individual Spanish-speaking countries including their customs, traditions, holidays, etc. Students will also dive into literature, films, documentaries, and music of the Spanish-speaking world. The course will be taught mostly in Spanish and will be designed to help students better understand the culture of their target language, gain an appreciation of diverse cultures, improve their Spanish language skills, and become more globally competent citizens.

Clearly stated goals and objectives:

Students will…

- improve interpretive skills such as reading and listening through literature, films, music, artwork, and other authentic resources.
- improve their interpersonal skills such as their conversational skills through discussion in the target language.
- improve their presentational skills through written expression via essays, presentations, and projects
- become familiar with diverse accents and speaking patterns of various Spanish-speaking countries
- develop more confidence in their interpretive, presentational, and interpersonal language skills through varied activities generated by cultural units and topics discussed
- increase Spanish vocabulary throughout the cultural units
- learn how to investigate and explain the relationships between products, practices, and practices of the Spanish-speaking countries.
- acquire a greater appreciation for cultural differences
- gain an ability to understand and consider multiple perspectives
- be able to interact with others in and from other cultures.
- use comparative and critical thinking skills to discuss cultural differences and similarities.
- become a more globally competent citizen

Ohio World Language Learning Standards that will be met with the class:

Ohio's Learning Standards for World Languages and Cultures
Cultures Goal:
Interact with intercultural competence using knowledge and understanding of native and other cultures.
● Investigate, reflect on, and explain the relationship between products, practices, and perspectives.
● Interact with others in and from other cultures.

Communication Goal:
Communicate effectively in languages other than English in person and via technology.
● INTERPRETIVE: Identify, understand, and analyze input that is heard, read, or viewed on a variety of topics from authentic resources.
● INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken, written, or signed conversations to exchange and share information, reactions, feelings, and opinions.
● PRESENTATIONAL: Present information, concepts, and viewpoints to inform, explain, persuade, and narrate in spoken, written, or signed language when negotiation of meaning is not possible.

Interpretive Intercultural Communication Standards at Novice High:

- INT-C.NH.1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

- NT-C.NH.2. Identify and compare familiar or everyday behaviors in native and other cultures.
- NT-C.NH.3. Understand the topic and some isolated facts in:
    - a. Authentic informational texts;
    - b. Authentic fictional texts;
    - c. Overheard or observed conversations.

Interpersonal Intercultural Communication Standards at Novice High:

- NP-C.NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.
- INP-C.NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors
- NP-C.NH.3. Request and share information on familiar and everyday topics.
- INP-C.NH.4. Interact with others to meet basic needs in familiar and everyday situations.
- NP-C.NH.5. Express, ask about and react to simple preferences, feelings or opinions on familiar topics.

Presentational Intercultural Communication Standards at Novice High:

- P-C.NH.1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.
- P-C.NH.2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.
- P-C.NH.3. Give simple descriptions of familiar and everyday topics.
- P-C.NH.4. Provide details about personal life, interests, and activities.
- P-C.NH.5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Impact on staffing:
Currently, we do not expect there will be a need to hire any additional staff.

Provisions required for class:
This course is intended for students who have completed at least two full credits of Spanish (Spanish 1 and Spanish 2).

Impact on other programs, services, and courses:

The intent behind the addition of this class is to help Spanish students gain more instructional and practice time on the path toward the 600 hours of recommended dedicated study for fluency. This class will help students further develop their listening, speaking, and writing skills, which will positively impact their achievement in level III and IV classes.

Description of the evaluation process:

Lessons will be expected to fit Ohio's Learning Standards for World Languages and evaluations will be based on the Ohio Department of Education's standards and rubrics.

Tangible/Intangible Costs:

Tangible: There will be no cost to the General Fund. All instructional supplies such as books, films, and authentic resources will be subtracted from the World Language Department instructional budget.

Intangible: The additional time that it will take a teacher to prepare for the new prep since this course has never been offered here at Wadsworth High School.

Tangible/Intangible Benefits:

Tangible: Students will notice improvements in their achievement level in their leveled Spanish course in addition to having a better chance of earning the Seal of Biliteracy due to their added exposure to the Spanish language.

Intangible: Students will advance their Spanish vocabulary and their interpretive, interpersonal, and presentational skills in the language. Additionally, students will gain an understanding of the culture of the Spanish-speaking world. They will be able to understand multiple cultural perspectives and will be able to interact in a multicultural setting. Students will also find enjoyment and value in diving deeper into cultures that are different from their own. Students will become more globally competent citizens and will extend the fundamental values from our district PBIS program.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Medical Spanish

Description of new program, course, or service:
In this course, students will build vocabulary and conversational skills for use in medical interviewing and patient communication in the target language of Spanish.

Clearly stated goals and objectives:

Students will…

- be proficient in the following medical situations:
    - verbally and in written form navigate emergency and non-emergency simulations
    - make a personal connection with patients
    - facilitate patient orientation
    - gather and convey basic information
    - inform and instruct about basic procedures
    - give follow-up instructions and clarify dosage
    - question patients about their symptoms
    - assist patients with paperwork
    - discuss appointments
- improve interpretive skills such as reading and listening through authentic resources.
- improve their interpersonal skills such as their conversational skills through discussion and role play activities.
- improve their presentational skills through written expression via presentations and projects.
- develop more confidence in their interpretive, presentational, and interpersonal language skills through varied activities generated by the different units and activities throughout the course.
- become familiar with the medical vocabulary in Spanish.
- be able to interact with others in and from other cultures.

Ohio World Language Learning Standards that will be met with the class:

Ohio's Learning Standards for World Languages and Cultures
Cultures Goal:
Interact with intercultural competence using knowledge and understanding of native and other cultures.
● Investigate, reflect on, and explain the relationship between products, practices, and perspectives.
● Interact with others in and from other cultures.

Communication Goal:
Communicate effectively in languages other than English in person and via technology.
● INTERPRETIVE: Identify, understand, and analyze input that is heard, read, or viewed on a variety of topics from authentic resources.
● INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken, written, or signed conversations to exchange and share information, reactions, feelings, and opinions.
● PRESENTATIONAL: Present information, concepts, and viewpoints to inform, explain, persuade, and narrate in spoken, written, or signed language when negotiation of meaning is not possible.

Interpretive Intercultural Communication Standards at Novice High:

- NT-C.NH.2. Identify and compare familiar or everyday behaviors in native and other cultures.
- NT-C.NH.3. Understand the topic and some isolated facts in:

- a. Authentic informational texts;
- b. Authentic fictional texts;
- c. Overheard or observed conversations.

Interpretive Literacy Standards at Novice High:

- NT-LIT.NH.2. Use visual, aural, and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements, or instructions.
- INT-LIT.NH.3. Use a mixture of literal and inferential self-questioning before, during, and after engaging with texts, such as "What happened or what might happen next?"
- INT-LIT.NH.4. Make simple text-to-text connections using information from previous texts.

Interpersonal Literacy Standards at Novice High:

- INP-LIT.NH.1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react, and show interest.
- INP-LIT.NH.2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.
- INP-LIT.NH.3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution, and attention to pronunciation, tone, or pitch.
- INP-LIT.NH.4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.

Interpersonal Intercultural Communication Standards at Novice High:

- NP-C.NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.
- INP-C.NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors
- NP-C.NH.3. Request and share information on familiar and everyday topics.
- INP-C.NH.4. Interact with others to meet basic needs in familiar and everyday situations.
- NP-C.NH.5. Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

Presentational Intercultural Communication Standards at Novice High:

- P-C.NH.2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.
- P-C.NH.3. Give simple descriptions of familiar and everyday topics.
- P-C.NH.4. Provide details about personal life, interests, and activities.
- P-C.NH.5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Impact on staffing:
Currently, we do not expect the need to hire any additional staff.

Provisions required for class:
This course is intended for students who have completed at least two full credits of Spanish (Spanish 1 and Spanish 2).

Impact on other programs, services, and courses:

The intent behind the addition of this class is to help Spanish students gain more instructional and practice time on the path toward the 600 hours of recommended dedicated study for fluency in a medical context. This class will help students who are interested in joining a medical field to further develop their listening, speaking, and writing skills, which will positively impact their achievement in level III and IV classes.

Description of the evaluation process:

Lessons will be expected to fit Ohio's Learning Standards for World Languages and evaluations will be based on the Ohio Department of Education's standards and rubrics.

Tangible/Intangible Costs:

Tangible: There will be no cost to the General Fund. All instructional supplies such as books, films, and authentic resources will be subtracted from the World Language Department instructional budget.

Intangible: The additional time that it will take a teacher to prepare for the new prep since this course has never been offered here at Wadsworth High School.

Tangible/Intangible Benefits:

Tangible: Students will notice improvements in their achievement level in their leveled Spanish course in addition to having a better chance of earning the Seal of Biliteracy due to their added exposure to the Spanish language.

Intangible: Students will build vocabulary and improve their interpretive, interpersonal, and presentational skills in medical Spanish. They will be capable of assisting Spanish-speaking patients in medical emergency and non-emergency situations. This will increase empathy and compassion in our students and improve their chances of success in their chosen medical professions. These cultural and linguistic competencies will fill an immediate societal need as the country's demographic continues to become more diverse and the number of Spanish speakers continues to grow.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

French Film

Description of new program, course, or service:
The French film course will be designed to reinforce and enhance students' interpretive and presentational listening, speaking, and writing skills in the target language. Students will also reinforce their cultural understanding of the francophone world through the study and discussion of French films, shorts, and possibly documentaries. This course may include a possible partnership with the Cleveland International Film Festival.

Clearly stated goals and objectives:

Students will…

- improve listening, interpretive, and conversational skills through films viewed and topics discussed
- become familiar with diverse accents and speaking patterns of various regions of France
- learn common gestures and facial expressions typically used by francophones in everyday situations
- develop more confidence in speaking and listening skills through conversations generated by films viewed and topics discussed
- practice written expression via essays, presentations, and projects
- broaden vocabulary while learning new idiomatic expressions and/or slang expressions and understanding the context in which they may be used
- acquire a greater understanding of the history of film in general with a particular emphasis on the development of French cinematography
- acquire a greater understanding of the French historical, social, and cultural contexts for various films studied
- read and write critically and effectively in French
- discuss French films with partners, in small groups, and with the instructor in French as much as possible

Ohio World Language Learning Standards that will be met with the class:

INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C) - Intermediate High

Investigate Intercultural Products, Practices and Perspectives
INT-C.IH.1. Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures

Analyze Intercultural Behaviors
INT-C.IH.2. Relate significant differences in behavior to cultural norms in native and other cultures.

Analyze Components of Authentic Texts* That Are Spoken, Written or Signed
INT-C.IH.3. Relate components of: c. Complex overheard or observed conversations.

INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C) - Intermediate High

Exchange Information and Ideas
INP-C.IH.3. Converse on a variety of familiar and concrete researched topics

Exchange Advice and Viewpoints
INP-C.IH.5. Explain and react to viewpoints, emotions and advice on a variety of familiar topics and some concrete researched topics.

PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C) - Intermediate High

Inform, Describe and Explain

P-C.IH.3. Inform on, describe and explain a variety of familiar and concrete researched topics.

Support Viewpoints and Arguments

P-C.IH.5. State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures.

Impact on staffing:

Currently, we do not expect there will be a need to hire any additional staff.

Provisions required for class:

This course is for students who have completed at least two full credits of French (French I and II). This class is intended to supplement, not replace, level III or IV curriculum.

Impact on other programs, services, and courses:

The intent behind the addition of this class is to help French students gain more instructional and practice time on the path toward the 600 hours of recommended dedicated study for fluency. This class will help students further develop their listening, speaking, and writing skills, which will positively impact their achievement in level III and IV classes.

Description of the evaluation process:

Lessons will be expected to fit Ohio's Learning Standards for World Languages and evaluations will be based off of the Ohio Department of Education's standards and rubrics.

Tangible/Intangible Costs:

Tangible: Possible textbooks (class set of 10) $27 - $66 each ($270 - $660) I am still waiting for sample copies to arrive, so I can examine them. I will probably choose to create most of my own notes, activities, and assessments to use. If that is the case, there will be no cost to the district.

Intangible: Additional time needed to complete assignments that may be more in-depth as compared to assignments in a leveled class.

Tangible/Intangible Benefits:

Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option. Also, students will notice improvements in their achievement level in their leveled French classes in addition to having a better chance of earning the Seal of Biliteracy due to their added exposure to the French language.

Intangible: Students will advance their French vocabulary, speaking, and writing skills, while enhancing their personal understanding of the culture of the French-speaking world. They will also find enjoyment and value in diving deeper into cultures that are different from their own.

Wadsworth City Schools

COST/BENEFIT ANALYSIS

Colloquial French

Description of new program, course, or service:
French vernacular is quite different from formal French; therefore, this course will increase students' ability to speak and understand spoken French, and be able to communicate orally in a more natural way. Students will move away from formal language and learn how to engage in a more conversational atmosphere. This will enable them to better understand French movies, documentaries, and news broadcasts. Students will learn slang, idiomatic expressions, and spoken grammatical structures, and delve deeper into culture.

Clearly stated goals and objectives:

- Address and enhance the interpretive listening component of language acquisition
- Develop and enhance interpersonal communication skills on every level and in multitudes of settings (even professional settings because of pronunciation slang)
- Expose students to authentic audio/video recordings.
- Learn nuances in the target culture
- Analyze and interpret culture
- Compare target culture with own culture
- Become familiar with diverse accents and speaking patterns of various regions of France
- Develop more confidence in speaking and listening skills through conversations
- Learn common gestures and facial expressions typically used by francophones in everyday situations
- Broaden vocabulary while learning new idiomatic expressions and/or slang expressions and understanding the context in which they may be used
- Acquire a greater understanding of the French historical, social, and cultural contexts
- Discuss topics with partners, in small groups, and with the instructor in French as much as possible

Ohio World Language Learning Standards that will be met with the class:

INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

Investigate Intercultural Products, Practices and Perspectives

INT-C.IH.1. Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures.

Analyze Intercultural Behaviors INT-C.IH.2. Relate significant differences in behavior to cultural norms in native and other cultures.

Analyze Components of Authentic Texts* That Are Spoken INT-C.IH.3. Relate components of: a. Complex authentic informational texts; b. Complex authentic fictional texts; c. Complex overheard or observed conversations.

INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)

Investigate Intercultural Products, Practices and Perspectives
INP-C.IH.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.

Interact with Culturally Appropriate Language and Behavior

NP-C.IH.2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.

Exchange Information and Ideas

INP-C.IH.3. Converse on a variety of familiar and concrete researched topics.

Meet Personal Needs and Address Situations
INP-C.IH.4. Meet needs in a variety of familiar and everyday situations, sometimes involving a complication.

Exchange Advice and Viewpoints
INP-C.IH.5. Explain and react to viewpoints, emotions and advice on a variety of familiar topics and some concrete researched topics.

INTERPERSONAL LISTENING AND SPEAKING OR SIGNING

Investigate Intercultural Products, Practices and Perspectives

• Exchange information to compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: ○ Commercials, advertising, what sells a product; ○ Buildings, neighborhoods, how city design affects lifestyles.

Interact with Culturally Appropriate Language and Behavior

Demonstrate culturally appropriate reactions and behaviors when trying unfamiliar food or drink.

Exchange Information and Ideas
• Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes.

Meet Personal Needs and Address Situations

• Exchange ideas for postsecondary options with representatives at a college and career fair.

Exchange and Support Advice and Viewpoints

• Interact via social media or live podcast to exchange and support personal viewpoints on an upcoming election.

PRESENTATIONAL LITERACY (P-LIT)

Choose Relevant, Authentic Content and Concepts

P-LIT.IH.1. Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.

Organize Information

P-LIT.IH.2. Organize information in a cohesive format and explain or clarify as needed by the audience.

Increase Comprehensibility and Clarity of Expression

P-LIT.IH.3. Approximate native pronunciation and syntax to increase comprehensibility.

Maintain and Increase Audience Interest

P-LIT.IH.4. Increase audience interest via elaboration, style, technology or visuals.

Select, Use and Cite Resources

P-LIT.IH.5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

Impact on staffing:
Currently, we do not expect the need to hire additional staff.

Provisions required for class:

This class requires students to have completed two years of French. The class is intended to supplement but not replace the level 3 or 4 curriculum.

Impact on other programs, services, and courses:
The intent behind the addition of this class is to help French students gain more instructional and practice time on the path toward the 600 hours of recommended dedicated study for fluency. This class will help students further develop their listening, and speaking skills, which will positively impact their achievement in level 3 and 4 classes.

Description of the evaluation process:
Lessons will be expected to fit Ohio's Learning Standards for World Languages and evaluations will be based on the Ohio Department of Education's standards and rubrics.

Tangible/Intangible Costs:

Tangible: $70 for a set of 10 books. (French slang by Frederic Bibard)

Intangible:
For students: Additional time is needed to complete assignments that may be more in-depth as compared to assignments in a leveled class.

For the instructor: Additional planning and preparation time

Tangible/Intangible Benefits:

Tangible: More upperclassmen will hopefully be in school instead of choosing the early release option. Also, students will notice improvements in their achievement level in their leveled French classes in addition to having a better chance of earning the Seal of Biliteracy due to their added exposure to the French language. It will also open the option to add a minor in French while attending college.

Intangible: Students will advance their French vocabulary, speaking and listening skills, while enhancing their personal understanding of the culture of the French-speaking world. They will also find enjoyment and value in diving deeper into cultures that are different from their own.

Evolve Academy
of
Medina City School District
222 South Broadway Street
Medina, Ohio 44256

P: 330-636-4213 F: 330-636-4215

Additional Student 2023-2024 effective 11/9/2023

CONTRACT ADDENDUM
(Agreement for Admission of Specific Tuition Student to Evolve Academy of Medina City School District)

District of Attendance

The Medina City School District Board of Education (District of Attendance) hereby enters into a contract for admission of the student(s) listed below with the Wadsworth City School District Board of Education (District of Residence) for educational purposes for the 2023/2024 school year.

Wadsworth City School District Board of Education (District of Residence) hereby agrees to pay the Medina City School District Board of Education (District of Attendance) an amount equal to $4,450.00 per month per full-time student listed below.

The Medina City School District Board of Education (District of Attendance) acknowledges that the student(s) listed below are not to be included in their ADM certification, but will be claimed in the ADM of the District of Residence. The Medina City School District Board of Education does hereby accept the student(s) listed below into Evolve Academy on the terms and conditions listed in the Evolve Academy Agreement and this Addendum to that agreement.

	Name of Student	Date of Birth
1.	[redacted]	[redacted]
2.	_____	_____
3.	_____	_____

DISTRICT OF SERVICE

_____
Medina City Schools Superintendent/Designee Signature Date

_____
Medina City Schools Treasurer/Designee Signature Date

DISTRICT OF RESIDENCE

_____
Wadsworth City School District Superintendent/Designee Signature Date

_____
Wadsworth City School District Treasurer/Designee Signature Date

Bilingual Speech & Language Services Invoice

11/07/2023

Nydia A. Mendez, M.A., CCC-SLP.
Speech-Language Pathologist
[redacted]

Wadsworth City Schools
524 Broad Street
Wadsworth, OH 44281

To Whom It May Concern:

Below please find the estimate for the speech and language evaluations. Please contact me with any questions.

Best,

Nydia A. Mendez

1.) Spanish Speech and Language Evaluation: includes parent interview, assessment of speech and language, scoring and analysis and write up of report (testing materials are subject to change based on student need and clinical decision making of therapist)

COST: $750.00/Student QUANTITY: 1

2.) Travel: time and distance

COST: $100.00 QUANTITY: 1

TOTAL: $850.00

I the undersigned agree to pay the above amount upon completion of the services detailed above.

School Representative _____

Date _____

OHSAA TOURNAMENT AGREEMENT

Football Regional and State Semi-Final Facility Rental Agreement

This agreement between *(Wadsworth High School / Art Wright Stadium)* ("Venue") and the Ohio High School Athletic Association ("the OHSAA") located at 4080 Roselea Pl, Columbus, OH 43214 for the rental of the Venue facilities to hold Football Regional or State Semi-Final tournaments (the "Event").

The Premises

The OHSAA is renting the following locations from Venue (the "Premises"):

- Site description- Art Wright Stadium – 280 Grandview Ave. Wadsworth, OH 44281
- The Premises includes, but is not limited to, the competition field, spectator stands, locker rooms, parking areas and press areas.

- Venue grants unto the OHSAA the right to exclusive occupancy and use of the Premises and those areas of the Premises as may be reasonably necessary for ingress and egress for personnel and equipment, as well as those areas outside the facilities and adjacent thereto as required for the OHSAA's parking and unloading of vehicles.

- Venue shall make available to the OHSAA the Premises for the Rental Period, as well as the preceding day for event preparations. The OHSAA, via its employees and representatives shall have the privilege of entering upon the Premises at all reasonable times prior to the Rental Period for the purpose of preparing the Premises for its intended use.

- OHSAA agrees to pay Venue in accordance with the *Financial terms* set forth in the agreement for the exclusive use of the Premises, as well as the services provided, including but not limited to, gate admission staff, ushers, security, emergency services, custodial services, announcers, scoreboard operators, etc. for operating the event. OHSAA shall provide for all contest officials including the officiating crew, officials' observers and such other personnel as deemed necessary and appropriate by the OHSAA.

- Venue shall designate a "site manager" who shall be the VENUE'S liaison between VENUE and the OHSAA and who shall oversee all services personnel including, but not limited to, scoreboard operators, announcers, ushers, gate admission staff, security, EMS, and such other personnel as may be required in order to operate the tournament at VENUE'S site in accordance with the standards established by the OHSAA.

- Venue's site manager shall be responsible for coordinating with the OHSAA's designated representative with respect to all aspects of the events at the Premises. Furthermore, Venue shall be responsible in ensuring the designated site manager adhere to and enforce all tournament regulations as promulgated by the OHSAA for the events that are the subject matter of this agreement.

- Venue shall conduct the tournament competition in accordance with all applicable provisions of the OHSAA Constitution, Bylaws, General Sports Regulations, Specific Sports Regulations, Tournament Regulations and policies and procedures adopted by the OHSAA Board of Directors, Commissioner or Commissioner's designee.

- Parking will be made available in lots on the Premises. Venue may charge for parking, not to exceed $5.00 per vehicle. If parking is charged by Venue, Venue may retain the revenues received from that parking fee, unless the parties elect to modify this provision by separate agreement.
- Venue shall provide free parking accommodations for OHSAA personnel and guests.

Period

The OHSAA will have the exclusive use of the Premises beginning at 5:00 PM on Oct. 27, 2023 and ending at 11:00 PM on Oct. 27, 2023 (the "Rental Period"). Multiple playing dates may be included.

Financial Terms

Flat Fee

- **The Flat Fee for the use of the facility will be: $2250 (Home hosting), $3100 (Neutral site)**
  - **Note: Fee includes rental and staffing**

Additional Expense

- **Sworn Law Enforcement/Security** **$2000.00**
  - **Note: An invoice from the security provider must be provided to support payment.**
- **Additional extraordinary expenses must be approved by the Sport Administrator**

Ticketing

Electronic Ticketing: The OHSAA has obtained a license to use the electronic platform, system and tools provided by HomeTown Ticketing, Inc. for use at any or all of its tournament events. If and wherever practicable, the OHSAA intends to offer the sale of electronic tickets to customers as a paperless, touchless process by which fans can gain entrance to OHSAA tournament events (note that a printing option of the electronic ticket is also available).

Cancellation

a. Venue shall retain the right to cancel or interrupt the event or portion thereof when in the sole judgment of the venue or authorized representative to evacuate the premises for such reasons of public safety. Should it become necessary, in the judgment of the venue or authorized representative, to evacuate the premises for reasons of public safety, the OHSAA will retain possession of the premises for sufficient time to complete the tournament, providing such time does not interfere with another previously scheduled use of the premises. Any additional charges the venue would incur as a result of these delays in concluding the subject events shall be mutually agreed upon by the parties hereto prior to the resumption of the event following

the postponement thereof. The amount of time remaining in postponed or delayed contests shall be the primary consideration in assessing any additional fees.

Use of Premises

The Premises will be in a clean condition at the beginning of the Rental Period.

Venue has the right to have personnel at the Premises and to inspect all areas of the Premises uponreasonable notice.

OHSAA agrees that this agreement is for transient occupancy, and that OHSAA does not intend to makethe property a residence or household.

OHSAA and its invitees agree to behave in a civilized manner and be good neighbors respecting therights of the surrounding property owners.

OHSAA and its invitees are prohibited from entering any areas not included on the Premises, as well as anyother areas at the Premises that are blocked off.

The OHSAA shall be permitted to: charge admission to the Premises and otherwise generate revenues from its use of the Premises. All revenues generated by the OHSAA shall be the sole property of the OHSAA.

- **Concessions:** The rights to all concessions may be granted to the Venue and all revenue received from all such concessions shall be retained by Venue.
- **Parking:** The rights to all parking fees may be granted to the Venue and all revenue received from all such parking fees shall be retained by Venue.
- **Merchandise / Novelties:** Venue agrees to allow OHSAA to sell merchandise / novelties inside and outside the premises and retain all revenues from such sales. Merchandise / novelty sales locations must meet the approval of Venue. Venue waives all vendor fees and royalties related to the sale of souvenir merchandise for the benefit of the OHSAA and its merchandiser(s).

The OHSAA and its invitees agree to use the property for legal purposes only. Other use, such as but notlimited to, drug use, abuse of any person, etc. are prohibited.

Intellectual Property

Venue licenses its logos, name, image, and likeness to the OHSAA for purposes of promoting the Event. **Maintenance and Repairs**

The OHSAA and its invitees agree to maintain the Premises in a good, clean, and ready to rent condition,and use the Premises only in a careful and lawful manner. The OHSAA and its invitees agree to leave thepremises in a ready to rent condition at the expiration of the Rental Period, defined as being immediately habitable by other guests. Should the Premises be left in a lesser condition, either the offending school or the OHSAA will pay for damages, upon presentation of documentation supporting damages.

Mutual Release, Waiver and Discharge of Claims

The OHSAA and the Venue hereby mutually agree to release, waive, discharge and covenant not to sue the other party, its directors, officers, employees, and agents (hereinafter referred to as "releases") from all liability to the OHSAA or the Venue, its employees, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property resulting in death of the OHSAA or the Venue, its employees, agents, personal representatives, assigns, heirs and next of kin, whether caused by the negligence of the releases or otherwise while the OHSAA or the Venue or its employees, clients, agents, or representatives are in, upon, or about the premises including use of any facilities or equipment therein.

Force Majeure

This agreement and performance thereof by the parties is in all respects be subject to delay or inabilityto perform all or any portion thereof by reasons of strikes, lockouts, market shortages of labor or materials, acts of God, war, public health crises, terrorism, accidents arising out of circumstances and conditions not directly due to negligence of the parties, or which may affect the parties' suppliers, or subcontractors; and without limitation by reason of any of the foregoing, by reason of any cause, condition or circumstances beyond the control of the parties, including but not limited to the intervention of any rules, law or regulation of any government, or any bureau or department, or any sovereign act, and the term of this agreement or any obligation of the parties hereunder will be extended by the period of such delay or terminated with a full refund of all fees paid.

Governing Law

This agreement shall be governed in accordance with Ohio law. Each party consents to the exclusive jurisdiction and venue of the courts located in Franklin County, Ohio, in connection with any disputearising hereunder, and further submits to the personal jurisdiction of those courts.

Waiver, Modification, Etc.

No waiver, modification, or cancellation of any term or condition of this Agreement will be effective unless signed in writing by the party charged therewith.

School/Venue

Ohio High School Athletic Association

By: Dr. Kimberlee L. Kiehl

Its: Chief Operating Officer

Date:

Wadsworth High School

By: Brad Musgrave

Its: Athletic Director

Date Oct. 23, 2023

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STANDARD STUDENT DATA PRIVACY AGREEMENT

NDPA Standard

Version 1.0

Local Education Agency (LEA)

_____

and

Provider:

Brisk Labs Corp

_____

DATE:

_____

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This Student Data Privacy Agreement ("**DPA**") is entered into on the date of full execution (the "**Effective Date**") and is entered into by and between:

School District: , located at: ("**LEA**") and
Provider: Brisk Labs Corp , located at: 1465 Ravenswood Drive, Los (the "**Provider**").

WHEREAS, the Provider is providing educational or digital services to LEA.

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 CFR Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.
2. **Special Provisions.** ***Check if Required.***
   - ☐ If checked, the Supplemental State Terms and attached hereto as **Exhibit "G"** are hereby incorporated by reference into this DPA in their entirety.
   - ☑ If checked, LEA and Provider agree to the additional terms of modifications set forth in **Exhibit "H"**
   - ☑ If Checked, the Provider, has signed **Exhibit "E"** to the Standard Clauses, otherwise known as General Offer of Privacy Terms
3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.
4. This DPA shall stay in effect for three years. Exhibit E will expire 3 years from the date the original DPA was signed.
5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit "A"** (the "**Services**").
6. **Notices**. All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

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The designated representative for the Provider for this DPA is:

Name: Arman Jaffer Title: CEO

Address: 1465 Ravenswood Drive, Los Altos CA 94024

Phone: 650-384-5506 Email: arman@briskteaching.com

The designated representative for the LEA for this DPA is:

Name: Andrew J. Hill Title: _____

Address: _____

Phone: _____ Email: _____

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: _____

By: _____ Date: _____

Printed Name: Andrew J. Hill Title/Position: _____

Provider: Brisk Labs Corp

By: _____ Date: _____

Printed Name: Arman Jaffer Title/Position: CEO

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STANDARD CLAUSES
Version 1.0

ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA**. The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data.

2. **Student Data to Be Provided**. In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.

3. **DPA Definitions**. The definition of terms used in this DPA is found in **Exhibit "C"**. In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA**. All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.

2. **Parent Access**. To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty-five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct, as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.

3. **Separate Account**. If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.

4. **Law Enforcement Requests**. Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.

5. **Subprocessors**. Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws**. LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.

2. **Annual Notification of Rights**. If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.

3. **Reasonable Precautions**. LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.

4. **Unauthorized Access Notification**. LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance**. The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.

2. **Authorized Use**. The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA. [See Modification at Exhibit "G"]

3. **Provider Employee Obligation**. Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.

4. **No Disclosure**. Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non public information and/or personally identifiable information contained in the Student Data other than as directed or permitted by the LEA or this

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DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify de-identified Student Data. De Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.

6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D.

7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits. [See modification at Exhibit "G"]

ARTICLE V: DATA PROVISIONS

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.

2. **Audits**. No more than once a year, or following unauthorized access, upon receipt of a

written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA. The Provider will cooperate reasonably with the LEA and any local, state, or federal agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security**. The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

4. **Data Breach**. In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:
   (1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:
      (i) The name and contact information of the reporting LEA subject to this section.
      (ii) A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
      (iii) If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
      (iv) Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
      (v) A general description of the breach incident, if that information is possible to determine at the time the notice is provided.

   (2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any

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such data breach.

(3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

(4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.

(5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

ARTICLE VII: MISCELLANEOUS

1. **Termination**. In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.

2. **Effect of Termination Survival**. If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.

3. **Priority of Agreements**. This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

4. **Entire Agreement**. This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall

operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

5. **Severability**. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

6. **Governing Law; Venue and Jurisdiction**. THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.

7. **Successors Bound**: This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.

8. **Authority**. Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.

9. **Waiver**. No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

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EXHIBIT "A"

DESCRIPTION OF SERVICES

Provider offers productivity tools for teachers that help teachers to: (a) detect when students have included content generated by artificial intelligence (*AI') in their assignments, (b) provide draft suggestions for feedback on student assignments, and (c) find and create learning content and curricula tailored to specific classrooms and students. For example, Provider's AI detector can be used to address the probability that student work product was generated using AI, and to flag work for further review and investigation. The AI detector analyzes the structure, syntax, and other linguistic features of the text to differentiate between human writing and AI-generated writing. The detector also uses metadata such as document version history to estimate the amount of time a student spent writing the assignment. Provider's feedback suggestion and learning content development tools can be customized to specific teaching styles and preferences by analyzing teachers' preferred curricula and sample feedback

Please note that the tools are intended to be used in tandem with other resources and to supplement instructor evaluation and analysis. Instructors should use them as part of a holistic approach to teaching and not rely on them exclusively.

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Category of Data	Elements	Check if Used by Your System
Parent/Guardian Contact Information	Address	
	Email	✔
	Phone	✔
Parent/Guardian ID	Parent ID number (created to link parents to students)	
Parent/Guardian Name	First and/or Last	✔
Schedule	Student scheduled courses	
	Teacher names	
Special Indicator	English language learner information	
	Low-income status	
	Medical alerts/ health data	
	Student disability information	
	Specialized education services (IEP or 504)	
	Living situations (homeless/foster care)	
	Other indicator information-Please specify:	
Student Contact Information	Address	
	Email	✔
	Phone	
Student Identifiers	Local (School district) ID number	
	State ID number	
	Provider/App assigned student ID number	
	Student app username	
	Student app passwords	
Student Name	First and/or Last	✔
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	✔

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EXHIBIT "B"

SCHEDULE OF DATA

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	✔
	Other application technology meta data-Please specify:	
Application Use Statistics	Meta data on user interaction with application	✔
Assessment	Standardized test scores	
	Observation data	
	Other assessment data-Please specify:	
Attendance	Student school (daily) attendance data	
	Student class attendance data	
Communications	Online communications captured (emails, blog entries)	✔
Conduct	Conduct or behavioral data	
Demographics	Date of Birth	
	Place of Birth	
	Gender	
	Ethnicity or race	
	Language information (native, or primary language spoken by student)	
	Other demographic information-Please specify:	
Enrollment	Student school enrollment	✔
	Student grade level	✔
	Homeroom	
	Guidance counselor	
	Specific curriculum programs	
	Year of graduation	
	Other enrollment information-Please specify:	

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Category of Data	Elements	Check if Used by Your System
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	
Student Survey Responses	Student responses to surveys or questionnaires	
Student work	Student generated content; writing, pictures, etc.	✔
	Other student work data -Please specify:	
Transcript	Student course grades	
	Student course data	
	Student course grades/ performance scores	✔
	Other transcript data - Please specify:	
Transportation	Student bus assignment	
	Students pick up and/or drop off location	
	Student bus card ID number	
	Other transportation data – Please specify:	
Other	Please list each additional data element used, stored, or collected by your application: Metadata on how student work is completed, including version history metadata on Google Docs edited by students	✔
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	

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EXHIBIT "C"

DEFINITIONS

De-Identified Data and De-Identification: Records and information are considered to be de-identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

Educational Records: Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

Metadata: means information that provides meaning and context to other data being collected; including, but not limited to date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

Operator: means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

Originating LEA: An LEA who originally executes the DPA in its entirety with the Provider.

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

Student Generated Content: The term "student-generated content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

School Official: For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and

re-disclosure of personally identifiable information from Education Records.

Service Agreement: Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "personally identifiable information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit "B"** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

Subscribing LEA: An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

Targeted Advertising: means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

Third Party: The term "Third Party" means a provider of digital educational software or services, including cloud based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

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EXHIBIT "D"

DIRECTIVE FOR DISPOSITION OF DATA

District or LEA: _____ to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

_____ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

Categories of data:

_____ Disposition is Complete. Disposition extends to all categories of data.

2. Nature of Disposition

_____ Disposition shall be by destruction or deletion of data.

_____ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

Special instructions:

3. Schedule of Disposition

Data shall be disposed of by the following date:

_____ As soon as commercially practicable.

_____ By Date:

4. Signature

_____ _____

Authorized Representative of LEA Date

5. Verification of Disposition of Data

_____ _____

Authorized Representative of Company Date

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EXHIBIT "E"

GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and ("Originating LEA") which is dated , to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material changes in the applicable privacy statues; (2) a material changes in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address: privacy@briskteaching.com

Name of Provider:

BY: _____ Date: _____

Printed Name: Arman Jaffer Title/Position: CEO

2. Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between originating LEA: and the Provider. **PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. **

Name of Subscribing LEA:

By: _____ Date: _____

Printed Name: _____ Title/Position: _____

SCHOOL DISTRICT NAME: _____

DESIGNATED REPRESENTATIVE OF LEA:

Name: _____

Title: _____

Address: _____

Telephone Number: _____

Email: _____

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EXHIBIT "F"

DATA SECURITY REQUIREMENTS

Adequate Cybersecurity Frameworks

2/24/2020

The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles* ("Cybersecurity Frameworks") that may be utilized by Provider.

Cybersecurity Frameworks

	MAINTAINING ORGANIZATION/GROUP	FRAMEWORK(S)
	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
	International Standards Organization	Information technology — Security techniques — Information security management systems (ISO 27000 series)
	Secure Controls Framework Council, LLC Security Controls Framework (SCF)	
✔	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit http://www.edspex.org for further details about the noted frameworks.

*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here.

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EXHIBIT "H"
Additional Terms or Modifications
Version 1

LEA and Provider agree to the following additional terms and modifications:

This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None."

1. The following sentence is added to the end of Article IV, Section 5 "De-Identified Data" of the Standard Clauses:

"Without limiting the foregoing, LEA acknowledges and agrees that Provider has the right to use De- Identified Data for the following permitted purposes: (x) to track usage data, including quantifying active users, retention rates, and other relevant data to assess the performance of the Services; (y) to learn about how users leverage different functionalities (e.g. prompts used to generate curriculum) to further improve the performance of the Services; and (z) to track aggregate statistics, such as the percentage of student assignments that are flagged as having been written by artificial intelligence, and the types of feedback that are offered on student work."

2. Regarding Article IV(6) "Disposition of Data" and Exhibit G(11) "Transfer or Deletion of Student Data": Provider shall delete Student Data at any time within thirty (30) days of receipt of request by the LEA. LEA is responsible for maintaining current student classroom rosters and informing Provider to destroy Student Data which the LEA no longer needs for the purposes of this DPA and the services agreement between Provider and LEA. Upon Termination, Provider shall destroy Student Data in accordance with Provider's standard data retention policies and procedures without further notice to LEA

For clarity, the duty to dispose of Student Data shall not extend to Student Data that has been De- Identified.

DocuSign Envelope ID: 712FFF73-1256-430C-8F4C-3D3DBEAC1D50

EXHIBIT "G" – Supplemental SDPC State Terms for [LEA]

Version 1.0

LEA and Provider agree to the following additional terms and modifications:

This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None."

COSTUME RENTAL CONTRACT

www.akrondesign.com Terms & Conditions

Akron Design & Costume
3425 Manchester Rd.
Akron, OH 44319
PH: 330.644.0425
FX: 330.644.7425

School/Organization Wadsworth High School

Play/Musical/Event The Music Man

Dates of Show Run Nov. 16-18, 2023

Date Costumes Needed by 10-21-2023

Date Costumes Will Be Shipped/Returned 11-20-2023

Contact Info:

Contact Name: Pam Csaky

Phone: [redacted]

Mobile:

Fax:

Email: pcsaky@wadsworthschools.org

THIS CONTRACT MUST BE RETURNED TO AKRON DESIGN BEFORE ORDERS WILL BE RELEASED.

1. **RENTALS**
   Costumes rented to Educational Institutions only may be reserved via PURCHASE ORDER or letter of authorization from Principal, Treasurer, etc. We must have a copy of actual purchase order and correct billing address. For all other rentals, 1/3 down & dated series of checks for balance of the rentals plus security deposit is required. All checks with be deposited by the end of the performance or event. **Costumes ordered but not used: There will be a $10 per costume restocking charge for ALLcostumes NOT USED but returned before opening night. Full charges are made for all costumes NOT returned before opening night to Akron Design.**
2. **RUSH ORDERS**
   We highly recommend sending in all your paperwork with a **six-week pull/build time** allotment before the necessary ship date or pickup date. Otherwise, there is a *rush fee of $250.00* if paperwork is not submitted with a six-week allotment.
3. **PICK UP OR ARRIVAL**
   Costumes will be available for pick-up or will arrive the Monday Before or 3 days prior to Opening Performances. Pre-arrangements for costumes to arrive earlier may be made at an additional charge.
4. **SHIPPING OR DELIVERY**
   Shipping and Delivery will be determined by the options selected on the rental contract. It is the customers responsibility to ensure that the costumes will be picked-up and returned on agreed dates. Shipping terms must be specified on rental contract. The customer is responsible for all shipping and handling charges.
5. **RETURNS**
   Costumes should be returned the same way they were received: **on hangers and with the proper identification tags and NOT SMASHED IN THE BOXES. If ~~Akron Design has to hunt for pieces of returned costumes throughout all the boxes additional charges will apply.~~ Costumes not returned properly will be charged 10% of rental price.** Costumes should be packed /shipped and/or returned within 48 hours of the customer's last peformance.
6. **PROGRAM CREDIT**
   When Akron Design supplies costumes for the entire production or those for leading roles, credit would be appreciated - "www.akrondesign.com of Akron, OH" Please send a copy of the program with credit for a Ben Nye Makeup Coupon Code.
7. **MEASUREMENTS**
   Please measure accurately. Please follow measurement forms. We go by the exact sizes you order. Customer will be charged for any costumes sent that the CUSTOMER measured incorrectly. ~~There will be additional charges for sizes XXL and larger.~~
8. **DAMAGES, ADDED ALTERATIONS, LOSSES**
   A breakdown of costumes supplied by Akron Design & Costume Co will be furnished to the Director or Department Head as the case may be. DAMAGE and LOSS: Damages such as but not limited to cigarette burns, stage grease, blood, excessive rips and tears AND EXCESSIVE MAKE-UP, that render the costume unusable forfuture use WILL BE CHARGED to the School or Organization, and proper replacement value will be made. PLEASE Powder all make-up before wearing costumes. ~~Excessive make-up will be charged extra for cleaning.~~ **MASKING TAPE may be used on collars and necklines to prevent make-up stains. Any damages to the costume due to Choregraphy or movement, such as knee burns, tears, or holes will result in full purchase of the costume: i.e. knee burns to pants of a suit, requires purchase of entire suit.** Alterations and fixes on costumes are to be made by HAND- STITCH or someone capable of machine stitching, and use safety pins as a last resort. By no means is the garment to be cut. Please ask for proper approval before altering.
9. **CANCELATIONS**
   In the event of a cancelation, the customer agrees to forfeit the deposit (at least 25% of the total rental. If a show is canceled four business days or less from the necessary ship date, then the customer will be charged the entire rental for one week.

We/ I have read the terms and conditions of the Rental Contract. We/I are herby under a costume rental contract and are liable for all costumes rented from Akron Design & Costume Co.

Director/Costume Coordinator: Doug Beeman, Treasurer Date 10/11/2021

Signature X [redacted]

COSTUME RENTAL CONTRACT

www.akrondesign.com

Akron Design & Costume Co.
3425 Manchester Rd.
Akron, OH 44319
PH: 330.644.0425
FX: 330.644.7425

Estimated Subtotal of Rentals $ 3500.00
Estimate of Shipping $ -
Estimate of Grand TOTAL $ 3500.00
Down Payment (at least 25%) $ n/a

Down Payment: 25% of estimated total, paid by check or credit card. We can provide a performa invoice. Estimated Totals are subject to change depending on rental time, returns, expedited shipping, special orders, damages, etc.

Billing Address:

School/Theatre: Wadsworth City Schools
Attn: _____
Street/P.O. Box: 524 Broad Street
City, State, Zip Wadsworth OH 44281

INSURANCE INFORMATION (to cover loss of costumes due to fire or disaster):

Insurance Carrier_____ Policy No._____ Agent Name_____ Phone No._____

CREDIT CARD MANDATORY FOR SECURITY PURPOSES. YOU MAY ALSO PAY RENTAL FEES WITH CC or CHOOSE METHOD BELOW.

( ) Credit Card ____-____-____-____ Exp __/__ CVV ____ Name on Credit Card_____

Credit Card Billing Address_____ CC Zip Code_____

OTHER PAYMENT METHOD(S) (CC still required):

( ) Check(s) - Amount $_____ Check #_____ Date __/__/__ | Amount $_____ Check #_____ Date __/__/__

(X) ***Purchase Order No.: [redacted] ATTACH COPY OF P.O.

*** In order to use a P.O. a 25% Minimum Down Payment must be made via Credit Card or Check. The P.O. for the balance must be received before costumes are shipped. TERMS: With Purchase Order, Due upon Receipt, 1.5% past 30 days (18% Per Annum)

SHIP or PICK-UP (check one below)

( ) Ship costumes via UPS, USPS, or FedEx
(X) I will pick-up the costumes in person. (pick-up date 10-21-23)
( ) Ship UPS or FedEx with Account #_____

RETURNING THE COSTUMES (check one below):

( ) We will provide Return Shipping Labels with the boxes and I will deliver to UPS / FedEx location.
(X) I will return the Costumes in Person (return date 11-20-23)

Shipping Address:

School/Theatre:_____
Attn: _____
Street/P.O. Box: _____
City, State, Zip_____

We/I have read the terms and conditions of the Rental Contract. We/I are hereby under a costume rental contract and are liable for all costumes rented from Akron Design & Costume Co.

Today's Date: 10-16-23
Director/Costume Coordinator: P Csaky
Signature [redacted]
Principal/President/Treasurer: Doug Beeman
Signature [redacted]
Tax Exempt No.: [redacted]
State [redacted]

Measurements will affect the price of our costumes. ~~XXS or XXL will be charged additional.~~ To receive best pricing, measurements should be received 6 weeks prior to ship date. Changes & add-ons may be considered a rush and incur additional charges. These updated prices will replace the pricing from the costume plots.

(X) Proper measurements will be provided in a timely fashion. Customer will be charged if customer measures incorrectly.

Please contact us if you have any questions regarding this contract before signing.

texthelp®

Terms of Use Summary of Changes

The following agreed changes will be outlined on the contract landing page, a link will be provided by your sales contact.

Section 3.1 is revised to remove the following text: *Where the Quotation specifies a fixed term, this Agreement shall automatically renew for successive twelve (12) month periods (each a Renewal Term) unless the Customer provides written notice of termination at least 30 days prior to the end of the Initial Term or the then current Renewal Term (as applicable).*

Section 10.2(b) is stricken in its entirety.

Section 14.2 is revised to remove the following text: *IN EACH CASE REGARDLESS OF WHETHER A PARTY WAS ADVISED OF THE POSSIBILITY OF SUCH LOSSES OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEEABLE.*

Section 16.2 is stricken in its entirety.

Section 16.13 is revised to read as follows:
This Agreement and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims) shall be governed by and interpreted in accordance with the law of the State of Ohio, with regard for its choice or conflict of laws principles.

Section 16.14 is stricken in its entirety.

Section 17.1, Confidential Information is revised to read as follows:
Confidential Information or CI: means all information disclosed by one party hereto to the other party, whether orally or in writing, that: (a) is designated as proprietary or confidential; or (b) reasonably should be understood to be confidential given the nature of the information and the circumstances of the disclosure. Each party's Confidential Information also includes trade secrets, know-how, inventions, techniques, processes, software programs and other IT related information, documentation, schematics, procedures, contracts,

databases, business information, financial information, budgets, sales, marketing, insurance information, and compliance data, ideas, strategies, designs, projections, business plans, strategic expansion plans, products and product designs, sourcing information, potential product labeling and marking ideas, unpublished information relating to the IPR of either Party.

Texthelp's Privacy Policy (Revision 26) is hereby added as "Exhibit B" to the Terms of Use and incorporated herein by reference.

The "Changes" Section of Exhibit B is hereby revised to read as follows: *"We do update this Policy from time to time, however, any revisions to this Policy shall not take effect until Customer provides their express written consent to the revised Policy."*

Gmail Hill (Superintendent), Andrew <ahill@wadsworthschools.org>

Texthelp Terms of Use / R&W Renewal Quote

1 message

Jeffrey Lucas <j.lucas@texthelp.com> Tue, Oct 10, 2023 at 4:02 PM
To: ahill@wadsworthschools.org
Cc: Caroline Gozzard <cgozzard@texthelp.com>, jwalker@wadsworthschools.org

Good afternoon Dr. Hill,

We're in receipt of the proposed redlines to the updated Terms of Use for Texthelp, and greatly appreciate the rapid response to our request to review the Terms. Following our review and consideration of the changes, we've determined that we can accept the vast majority of redlines as-is. We would like the District to consider a revision to one of their proposed changes. The District revised the language in Section 16.13 & Section 16.14 to change the governing law and venue to that of Ohio.

Section 16.13's revision which makes the governing law to that of Ohio can stand as-is. With regards to Section 16.14, rather than making the proposed change, we would favor striking this Section in its entirety as this will render the Terms of Use silent as to venue. In this way, in the incredibly unlikely event that the parties would need to turn to the courts to resolve any issues, the matter of venue would be the first question to be addressed. Naturally, if there is a provision within Ohio law that binds the District to having the venue established in the stipulated agreement, then we understand the need to have the agreement do so.

Once this last point is addressed, We will provide a summary of all changes to the Terms of Use so that the District can consent to them.

Thanks very much,

--

texthelp™

Jeffrey Lucas
Paralegal and Compliance Specialist

j.lucas@texthelp.com |

Texthelp Inc. | https://www.texthelp.com/

500 Unicorn Park Drive

Woburn, MA 01801

At Texthelp, we are committed to safeguarding and preserving the privacy of our website visitors, customers and product users. This Privacy Policy explains what happens to any personal data that you provide to us or that we collect from you while you purchase or use our software or visit our site. Texthelp have signed the Student Privacy Pledge and implement FERPA, COPPA, and comply with the California Consumer Privacy Act (CCPA), the Australian Privacy Act and the General Data Protection Regulation (EU GDPR) compliant data policies. All data stored by Texthelp is stored according to our Information Security Policy.
It is a requirement of using Texthelp products that end-users are made aware of this Privacy Policy. In a school/college type environment where acceptance/consent dialogs would be detrimental to the student's user experience these are not shown 'in program' and should be made available to the students or employees by the institution or organization using the product.
It is also important that we are clear with you of the two main groups of people we collect personal information from. Firstly, there is the personal data of the Customer that actually purchases the product or service from Texthelp and, secondly, there is the personal data of the User of the product or service that has been purchased. Sometimes these are the same person i.e. someone purchasing a single user license from the website will likely be both the Customer and the End User of the product. However, sometimes the Customer making the purchase may not be the person that will be using the product e.g. a Customer purchasing the product on behalf of a school where the product is to be used by the school's students. The personal data of Users of the products and services are described below in the various sections for each of our products and services.

With regard to Customer personal information:

What data do we collect?

Texthelp collects customer data to enable us to process orders, for billing purposes, support purposes and to be able to provide updates on our products and services to our customers. This data could include:

First name and Last name

Job title
Address
Email address
Telephone number

Where do we store your data?

Customer Data is stored in our CRM, and this information is stored in AWS data centers. The location of storage is based on the customer's location. If you are based in North America, your data will be stored within the US. For Customers based anywhere else in the world, your data will be stored in the EU.

With regard to End-user personal information

Texthelp product End-user personal information is stored in Amazon Web Services (AWS). We have entered into Standard Contractual Clauses with AWS to ensure we comply with the EU and UK GDPR rules on international transfers. User settings

We use cookies, local storage, your Google™ or Microsoft™ account, and our servers to store a user's settings, such as the currently selected voice, and any document annotations.

Your Google or Microsoft account and personal information

You are uniquely identified by your Google or Microsoft email address. This information is used to determine the status of your current license. No other Google or Microsoft profile information is collected. You have a right to request erasure of this data should you wish to, otherwise it will be deleted 2 years after the expiry of the current contract.

Students and Personally Identifiable Information

Where possible the only student information that we store is the student's Login ID. We need to store this so that we can store the user's preferences and data, and to confirm that they are a licensed user. You are uniquely identified by your login address. A de-identified version of this information is used to determine the status of your Texthelp Product current license. No other Google or Microsoft profile information is collected. We may keep this de-identified data indefinitely however this does not prevent your right of erasure of your information should you request it.

Verifiable Parental Consent

In order to remain compliant with COPPA the licensee (The School District, School or Teacher) must obtain verifiable parental consent to store the following student information on the online platform. Where student information is shared with Texthelp by a School District, School or Teacher, Texthelp accepts that consent is authorized by that institution in lieu of parental consent.

Additional Data Stored by Fluency Tutor for Google

Because Fluency Tutor has a teacher dashboard and displays class rosters, and individual student running records some additional information is stored. This is stored in compliance with our Information Security Policy, encrypted in transit and at rest. The data which is stored is:

The Teacher or Student first and second name
The Teacher or Student email address

Their Google Profile image (if the school policy permits access)
Audio recordings of the student
Their running record (WCPM and teachers comments)

Additional Data Stored by WriQ

Because WriQ has a teacher dashboard and displays class rosters, and individual student writing records some additional information is stored. This is stored in compliance with our Information Security Policy, encrypted in transit and at rest. The data which is stored is:

The Teacher or Student first and second name
The Teacher or Student email address
Their Google Profile image (if the school policy permits access)
Audio recordings of notes created by the teacher
Their writing scores record (WriQ scores, document metrics and teachers comments)
An encoded string containing student writing and the types of errors in the document.

Additional Data Stored by EquatIO Mathspace

Because Mathspace has a teacher dashboard and displays class rosters, and individual student Math documents some additional information is stored. This is stored in compliance with our Information Security Policy, encrypted in transit and at rest. The data which is stored is:

The student first and second name
The student email address
Their Google Profile image (if the school policy permits access)
Teacher feedback for Mathspace assignments (Assignment score and teachers comments)
The students Mathspace documents

Additional Data Stored by ReachDeck/Browsealoud

By default, Browsealoud does not capture any end user information. However, administrators may log into the ReachDeck/Browsealoud portal to manage their subscription. In this instance we collect the following additional information:

The portal user's email address

Additional Data Stored by ReachDeck Auditor

The Auditor feature does not process or store any personally identifiable information.

Additional Data Stored by ReachDeck Editor

Whilst the ReachDeck Editor does not request personal information, the purpose of the product is to help the User improve the readability of their content. Therefore the user will be entering information into this product. The information entered is sent to Texthelp for processing, however it is not stored and is deleted immediately after processing.

Additional Data Stored by OrbitNote

When using the OCR Scanning feature, PDFs that are sent for OCR are stored by Texthelp for 24 hours to ensure repeated requests are cached for optimum performance. After this period, the PDF is automatically deleted.
The PDFs are stored in compliance with our data procedures (See GDPR Compliance & International Data Transfers section) and are encrypted at rest during this period. - ?

Required Permissions

Applications that integrate with a Microsoft, Chrome or a Google account must declare their intent by requesting permissions. These permissions to your browser and account must be granted in order to integrate with your Microsoft, Chrome or Google accounts. Below is a list of these permissions and why they are required. At no time will Texthelp request or have access to your Microsoft or Google account password.

Read&Write for Windows, Mac, Google & Edge

Read&Write for Google Chrome Extension permissions

Read and change all your data on all websites

Used by the reading and prediction features etc. to read and modify content.

Know your email address

For licensing, storing settings

Manage your apps, extensions and themes

Used to integrate with other Texthelp extensions such as WriQ.

Read&Write for Google Chrome, Google Drive permissions

Connect itself to Google Drive

We need your permission to open the PDF, KES and EPUB files from your Google Drive menus.

See, edit, create, and delete only the specific Google Drive files you use with this app

We need your permission to open the PDF, KES and EPUB files from your Google Drive in our accessible viewers.

See, edit, create, and delete all of your Google Drive files

Used to create the collected highlights, vocabulary and voice notes files.

See, create, and delete its own configuration data in your Google Drive

Used to store the location of the voice notes folder

View your Google Drive apps

Used to create the voice notes folder.

Google Drive Open with PDF and Epub viewers

View your email address

For licensing, storing settings, and the annotations that you make on PDF and EPub Files.

View basic information about your account

For licensing, storing settings, and annotations.

Screenshot Reader Extension

Read and change all your data on the websites that you visit

Used to read the content on the page using the screenshot reader

Read&Write for Microsoft Edge Extension permissions

Read your browsing history

Required to identify if we can display the toolbar.

See your email address

For licensing and storing settings.

Manage your apps, extensions and themes

Check if other Texthelp extensions are installed.

Read and change content on websites you visit

Used by the reading and prediction features etc. to read and modify content.

Microsoft Account permissions

Read your profile

For licensing and storing settings

View your email address

For licensing and storing settings

View your basic profile

For licensing and storing settings

Sign you in

For licensing and storing settings

Google Documents integration

View and manage your documents in Google Drive

We need permission to make a new Google Doc for you when we create the collected highlights and vocabulary documents.

Connect to an external service

We need permission to connect to the Texthelp Vocabulary service. This service provides dictionary definitions, and symbols to be used in Vocabulary Worksheets.

DataDesk permissions

View your Google Classroom classes

Used by DataDesk to display the list of your classes if logged in as a teacher.

View your Google Classroom class rosters

Used to get a list of students for each class.

View the email addresses of people in your classes

Used to toggle a student's features and to retrieve analytics.

Read&Write Admin Tool permissions

View groups on your domain

Used to select Google groups to sync with Read&Write licensing.

View users on your domain

Used to get the students within the selected groups to send to our licensing service. All user data is hashed before sending on. This encrypted hash cannot be decrypted by Texthelp or anybody else. We use the hashed value to identify users within Read&Write.

Read&Write Admin Tool Microsoft Account permissions

Read your profile

For licensing and storing settings

View your email address

For licensing and storing settings

View your basic profile

For licensing and storing settings

Sign you in

For licensing and storing settings

OrbitNote

Google Drive Permissions

OrbtiNote will only interact with the files you choose on your Google Drive. OrbitNote does not scan or interact with Google Drive files unless instructed to do so by the User.

See and download all your Google Drive files

Used to open PDFs directly from Google Drive on a User's request.

See, edit, create and delete all of your Google Drive files

Used to Upload PDFs to Google Drive on a User's request.

View your Google Drive apps

Used to Check the required Texthelp Apps are installed.

Manage your coursework and view your grades in Google Classroom

Used to check if a PDF is part of your active coursework within Google Classroom.

View coursework and marks for students in the Google Classroom classes that you teach or administer

Used to check the status of PDFs within your Google Classroom classes.

View your coursework and grades in Google Classroom

Used to check if a PDF is part of your active coursework within Google Classroom.

View your Google Classroom classes

Used to check if a PDF is part of your active coursework within Google Classroom.

Manage your Google Classroom classes

Used to check if a PDF is part of your active coursework within Google Classroom.

Fluency Tutor for Google

Google Drive Permissions

View your email address

For sending emails and displaying on dashboard..

View basic profile info

For licensing and storing settings.

Add itself to Google Drive

We need your permission to install Fluency Tutor for Google as the default viewer for reading passages.

Have offline access

We need offline access to allow the conversion process to open and save files in your Google Drive.

Android App permissions

View your email address

For sending emails and displaying on dashboard..

View basic profile info

For licensing and storing settings.

You can revoke these permissions at any time on your Google Account Permissions page.

EquatIO

EquatIO Chrome Extension Permissions

Read and change all your data on the websites you visit

We read the browsing history so we can access the URL so we know which Google Apps integration to insert the math into.

This is required for us to drop the toolbar on top of Google Apps.

This is required for us to drop the floating toolbar onto any web page.

Know your email address

Your email address is required for licensing.

Basic account info

View your email address

Your email address is required for licensing

View your basic profile info

Your email address is required for licensing

Google Apps Permissions

View and manage your Google Docs documents

This may be required to insert math into the currently opened Google Doc

View and manage your Google Slides presentations

This may be required to insert math into the currently opened Google Slide

See, edit, create, and delete your spreadsheets in Google Drive

This is required for us to replace EquatIO Image URLs with images of math inside the currently opened Google Sheet

This may be required to insert math into the currently opened Google Sheet

WriQ

WriQ Google Chrome Extension permissions

Read and change your data on a number of websites

Used to insert the WriQ sidebar into Google Docs and display the errors on the document.

This allows WriQ to appear by default in Google Docs and Google Classroom and access the marking services.

All texthelp.com sites

classroom.google.com

docs.google.com

Read your browsing history

Used to read the url of the current tab so WriQ can automatically be displayed

Communicate with cooperating websites

Used to integrate with other Texthelp web applications

Know your email address

For licensing, storing settings

Manage your apps, extensions and themes

Used to integrate with other Texthelp extensions such as Read & Write.

Google Docs (Chrome extension only)

View and manage your documents in Google Drive

This is required to score the document

Google Drive (Chrome extension only)

View and manage the files in your Google Drive

This is required to check you have access to the document you plan to score with WriQ and to retrieve the author of the document

See and download all your Google Drive Files

This is required to check you have access to the document you plan to score with WriQ and to retrieve the author of the document

View and manage its own configuration data in your drive

This is required to store the configuration data and writing statistics

Google Classroom (WriQ Teacher Dashboard only)

View the email addresses of people in your classes

This is required to import your students and classrooms from Google Classroom

View the profile photos of people in your classes

This is required to import your students and classrooms from Google Classroom

View your Google Classroom class rosters

This is required to import your students and classrooms from Google Classroom

View your Google Classroom classes

This is required to import your students and classrooms from Google Classroom

Manage coursework and grades for students in the Google Classroom classes that you teach and view the coursework and grades for classes that you administer

This is required to create and manage Google Classroom assignments through WriQ

Basic account info (Chrome extension and WriQ Dashboard)

View your email address

Your email address is required for licensing.

View your basic profile info

Your email address is required for licensing.

WriQ for Microsoft Word (Word Addin and WriQ Dashboard)

Permissions Required

View users email address

Your email address is required for licensing.

Read all files that user can access

This is required to score the document and identify the author

Sign users in

Your email address is required for licensing.

View users basic profile

Your email address is required for licensing.

Read&Write access to users profile

This is required to display the errors within a document

ReachDeck / Browsealoud

ReachDeck / Browsealoud Portal

View your email address

Your email address is required for licensing

Data privacy

Texthelp employees will only access content on our servers with the express permission of the provided administrator or contact at the time of purchase for a site or group license. Similar express permission from a single user license owner or trialist must be provided.

Disclosing your information

We will not disclose your personal information to any other party other than in accordance with this Privacy Policy and in the circumstances detailed below:

Where we are legally required by law to disclose your personal information.

Scraping Content

We do not scrape any personal content. Our systems are not designed to associate personal information with your activities.

We don't sell your personal data to other companies.

We never sell any personal information. Occasionally our products need to send your personal data (such as name, email,) to 3rd parties. These 3rd parties are our Hosting and Services providers. For Example, we use Amazon Web Services to host Fluency Tutor and WriQ. The database needs to store Student information so that we can display it for you and help you track progress. These data sharing partners do not disclose your personal information, and they store

it with the same level of security or greater than we do as laid out in our Information Security Policy. No ad companies collect data through our service.
We do not display advertising, therefore, no data is collected through our software for ad targeting. We do not operate any referral program and do not display any sponsored links.

We take steps to protect personal information.

We take reasonable steps to secure your personally identifiable information against unauthorized access or disclosure. We encrypt transmission of data on pages where you provide payment information. However, no security or encryption method can be guaranteed to protect information from hackers or human error.
Information we collect may be stored or processed on computers located in any country where we do business.

Your rights to the personal information we may hold on you

You have the right to request the amending, erasure or a copy of your personal information that we may collect and store while you use our products. A Data Subject Access Request may be made **via this form**. Alternatively you may telephone using the numbers on our '**Contact Us**' page or email to **dataprotection@texthelp.com**. We will respond to a request within these time limits.
United Kingdom 30 days, US 45 days, Canada 30 days, Australia 30 days.

Monitoring usage

Our software uses tracking software to monitor visitors to better understand how they use it. This is provided by Google Analytics which uses cookies to track visitor usage. The software will save a cookie to your computer's hard drive in order to track and monitor your engagement and usage of the website but will not store, save, or collect personal information. You can read Google's privacy policy here for further information http://www.google.com/privacy.html.

Google Analytics

Google Analytics is a web analytics tool that helps website owners understand how visitors engage with their website. Google Analytics customers can view a variety of reports about how visitors interact with their website so they can improve it. Google Analytics collects information anonymously. It reports website trends without identifying individual visitors.
Privacy Policy and Choices

Enforcement

We regularly review our compliance with our Privacy Policy. If we receive a formal written complaint, we will follow up and contact the person who made the complaint.

Changes

10/11/2023

We do update this Policy from time to time, so please review this Policy regularly.

Information Security Policy

ISMS 1.2 Information Security Policy : Issue 1 Rev 24 : Last reviewed 27-02-2023

Policy Summary

Texthelp will:

- Comply with both the law and best practice regarding information security and privacy
- Respect individuals' rights
- Be open and honest with individuals whose data is held
- Provide training and support for staff who handle personal data, so that they can act confidently and consistently

The Texthelp group of companies recognizes that its first priority regarding information security and privacy is to avoid causing harm to individuals. Predominantly this means keeping information securely, on a need to know basis, in the right hands.

This is the top-level policy and, as well as outlining the company's information security objectives and how to meet them, it also includes a requirement for all security related documents to be reviewed periodically to ensure conformity and applicability.

It is the responsibility of all employees to comply with the requirements of this and all policies.

Although Texthelp's ISO 27001 scope of certification, at this time, includes:

- Texthelp Ltd
- Texthelp Inc
- Texthelp PTY
- Lingit A/S
- Wizkids A/S

This information security policy is a description of best practice and is applicable across the Texthelp group of companies.

Objectives

Texthelp will:

- Deliver a secure, reliable cloud service for users and other interested parties who need confidence and assurance the platform is fit for their purpose of sharing and working with sensitive information.

Provide a digital paperless ISMS for staff (and other interested parties who need to access it), integrated into their day to day work practices to ensure it becomes a habit for good performance not an inhibitor to getting their work done
Implement a system to identify and assess information security risks and manage a risk treatment plan to mitigate risk to the confidentiality, integrity and availability of the information it holds or processes.
Mitigate the risk of unauthorized or accidental disclosure of confidential information by staff or external parties
Ensure the confidentiality, integrity and availability of the company's information assets at all times
Minimize the impact of any security incidents
Continually improve the company's ability to assess, detect, reduce, avoid and ameliorate information security risks and/or incidents
Work to avoid a negative impact to Texthelp's reputation and brand
Protect the information of all interested parties including the personal information of its customers. Should the Texthelp company be acquired by another company at some future time, this will include checks that the acquiring company will have data security controls at least as robust as Texthelp's in place to ensure the future safeguarding of existing customer data.
Comply with any legal, regulatory or contractual requirements in respect of the data it holds about individuals. These are listed in the List of Legislative & Regulatory Bodies;
Follow best practice
Seek to continually improve the company's Information Security Management System

Key Risks & Mitigations

Texthelp has identified potential key risks, which this policy, in conjunction with the Risk Treatment Plan, is designed to address. These risks are logged and monitored in the company's Risk Register.

Responsibilities

Information Security Committee

The role and responsibilities of this committee will be to provide:

Analysis & Design - The committee is also responsible for the analysis and design of the ISMS to ensure a meaningful security policy as well as effective security solutions exist.
Administration - To look after the day to day administration of access rights, passwords, etc.

Monitoring - To continuously monitor the security status of the organization, and manage incident response procedures.
Awareness communication - To ensure awareness communication is conveyed throughout the company to ensure ongoing security awareness and also to provide the necessary training programs.
Provide executive custody and governance - represented by the information security Committee.

Data Protection Responsible Person

The person with responsibility for data protection is the Head of Operational Compliance who deals with both the day to day management of the Information Security Management System as well as continuous communication of the importance and value of security measures. with the following responsibilities:

Briefing the board on Data Protection responsibilities
Reviewing Data Protection and related policies
Advising other staff on Data Protection issues
Ensuring that Data Protection induction and training takes place
Notification
Handling data subject access requests
Approving unusual or controversial disclosures of personal data
Approving contracts with Data Processors

Specific other staff

IT & Network Administrator:

Maintaining a secure network
Maintaining access control lists to core services
Implement and run the Business Continuity Plan and Disaster Recovery Plan
Provide computing resources to deliver the Information Security Policy

Chief Technical Officer:

Responsible for the security of the products and services manufactured by Texthelp and of the personal information processed and stored by them
Manage and control access to sensitive information such as product source code and other intellectual property related to the products and services manufactured by Texthelp.
Managing periodic penetration testing of products and services by third-party agencies.

Chief Data Officer:

Manage and control access to Customer Data in the company CRM System
Ensure that the customer data is stored in compliance with the information security Standards

Staff

All staff are required to read, understand and accept any policies and procedures that relate to the personal data they may handle in the course of their work.

Enforcement

Significant breaches of this policy will be handled under Texthelp's disciplinary procedures.

Confidentiality

Because confidentiality applies to a much wider range of information than Data Protection, Texthelp has a separate Data Privacy Policy.

Scope

This Policy applies to all employees and third-party agents of Texthelp as well as any other Company affiliate who is authorized to access customer Data. Third party agents of Texthelp will be required to have an Information Security Policy at least as stringent as this policy.

Third party agents will also be contractually required, where this is possible, to return or destroy information assets belonging to Texthelp upon termination of a contract with a third party. This will apply to both virtual and physical information assets.
Texthelp will comply with requests under the **General Data Protection Regulation (GDPR, EU), Data Protection Act (2018)(UK), Regulation of Investigatory Powers Act 2000 (RIPA)** from UK authorities and under the **USA Patriots Act** from US authorities and **Freedom of Information and Protection of Privacy Act (FOIPPA)(British Columbia), Danish Data Protection Act, Norwegian Personal Data Act, Swedish Data Protection Act (2018:218)** and other agencies where obliged to do so if requested.
The full list of regulatory and legislative requirements with which Texthelp complies are given in this table of Legislative & Regulatory bodies

What we do with customer data

Texthelp has a privacy policy for Users, setting out how their information will be used.

Texthelp Group Staff Responsibilities

All Texthelp group staff are required to sign a short statement indicating that they have been made aware of their confidentiality responsibilities. (See Appendix A)

Information Security Standards

All information that is stored by the Texthelp group companies is classified as one of the following data types:

- Public Information
- Company Intellectual Property
- Customer/Personal Information
- (other) Confidential Information

All data that is classified as 'Customer Information' or 'Company IP' must be stored in compliance with the following standards.

- Encrypted at Rest
- Encrypted in Transit using SSL Encryption
- All Access to the information is Logged
- Access protected by two factor authentication
- All data must be stored in an ISO 27001 or equally secure facility
- All data must be backed up regularly and securely
- Information assets should be recorded in the company's Asset Register
- Any relevant information security contracts that have been entered into between Texthelp and a Customer must be recorded in the Information Security Management System

Physical Media Transfer : no customer or private data will be transported using physical media

In order to comply with relevant legislation:

- If Texthelp is storing information relating to or created by a student (Student Data), that data should be deleted if a request to do so is made by a parent of the student. If appropriate Texthelp will ask the Parent, School or District to verify that the request is valid.
- Texthelp has a policy not to retain Student Data once 180 days after a subscription has lapsed. In the case of the Fluency Tutor product any data that is stored is only stored to deliver the functionality of the product for the district and is strictly for Education Purposes. Upon request Texthelp will delete any Student Data immediately.
- Texthelp will store customer, student, supplier and job applicant data for a minimum of 6 years. Any student data that is stored is only stored to deliver the functionality of the product. Upon request Texthelp will delete any customer, student or job applicant data thereby complying with the GDPR's, and any local or national, Right to Erasure requirements in the territories in which the company operates.

Texthelp must operate a Business Continuity Plan to deliver continuity of service in the event of a disaster. This plan should cover situations such as:

- Fire
- Flash flood
- Pandemic
- Power Outage
- Theft

Information Security Management System

A system must be maintained to manage and control the security of all data stored by Texthelp.
The system must:

- List all information assets including:
  - Their Physical Location
  - Their Data Classification based on the:
    - Value
    - Criticality
    - Sensitivity
  - The method of encryption for storage at rest
  - The method of encryption for data in transit
  - Whether the information asset contains user data
  - Who can access the data
- List all data contracts including:
  - What products the customer is using
  - What information asset their data is stored in
  - Who to notify in the event of a security breach
- Manage Security Incidents including:
  - Provide a means of notifying all relevant customers and staff. Where a data breach occurs that may affect them Customers and interested parties will be notified within a 48 hour period.
  - Record all security incidents
  - Resolve the security incident and record steps taken to prevent recurrence
- Where relevant, record access to information assets by staff members including
  - Which staff member
  - Which data
  - What date and time

Staff training & acceptance of responsibilities

Documentation

Information for all staff and temporary workers is contained in the staff handbook.

Induction

All staff who have access to any kind of personal data will have their responsibilities outlined during their induction procedures.
Data Protection will be included in foundation training for all staff.

Continuing training

Texthelp will provide opportunities for staff to explore Data Protection issues through training, team meetings, and supervisions.

Procedure for staff signifying acceptance of policy

All staff are required to sign an electronic form signifying that they have read, understood and accept this policy.

Specific Focus Training for Key Handling Roles

Software Developers

Software Developers at Texthelp will be trained to ensure that the architecture of any system that stores personal data is in compliance with the information security Standards above. Prior to release the software will be tested to ensure that it is in compliance.
All Product Owners, Scrum-masters or Project leaders should ensure that an Information Security Risk Assessment is carried out for each sprint, and when needed, a risk treatment plan is created and followed.

Marketing Staff

Marketing Staff who have access to personal customer information will receive specific training regarding the secure transit and storage of personal data for the purposes of outbound marketing.

Policy review

Responsibility

Ryan Graham (CTO) will be responsible for reviewing this policy. This Information Security Policy will be audited as a part of the company's scheduled ISO 27001 audits. Audits of all processes within the company will take into account this Information Security Policy at all times.

Procedure

An annual review of the policy will be performed to ensure continuing relevance. The results of this review will be available on request.

Timing

An audit of this policy will be carried out once per year. However, the requirements of this policy, with regard to data privacy/security, will form a part of the company's regular ISO 27001 internal audits. The ISO 27001:2013 audits are performed at least annually.

information security Incidents

All information security incidents will be logged in the Downtime/Security Events Register in Sugar. information security incidents will be classified according to severity. Incidents such as unsuccessful exploit attempts that do not involve data loss will be classified as Level 1 - Non Critical Incidents. Level 1 incidents should not trigger a customer notification since there has been no impact to privacy.
Incidents that do involve data loss will be classified as Level 2 - Critical Incidents & should trigger a notification to all customers that are impacted by the data loss. Where required, the relevant local data protection authority will also be contacted.

Appendix A: Confidentiality statement for staff

When working for Texthelp , you will often need to have access to confidential information which may include, for example:
Personal information about individuals who are customers or users of Texthelp software.
Information about the internal business of Texthelp.
Personal information about colleagues working for Texthelp.
Texthelp is committed to keeping this information confidential, in order to protect people and Texthelp. 'Confidential' means that all access to information must be on a need to know and properly authorized basis. You must use only the information you have been authorized to use, and for purposes that have been authorized. You should also be aware that under the Data Protection Act, unauthorized access to data about individuals is a criminal offence.
You must assume that information is confidential unless you know that it is intended by Texthelp to be made public. Passing information between staff members in our international office, or between Texthelp and a 3rd party marketing partner who is in compliance with our policy, or vice versa does not count as making it public, but passing information to another organization does count.
You must also be particularly careful not to disclose confidential information to unauthorized people or cause a breach of security. In particular you must:
not compromise or seek to evade security measures (including computer passwords);
be particularly careful when sending information between our international offices;
not discuss confidential information, either with colleagues or people outside Texthelp;
not disclose information — especially over the telephone — unless you are sure that you know who you are disclosing it to, and that they are authorized to have it.
If you are in doubt about whether to disclose information or not, do not guess. Withhold the information while you check with an appropriate person whether the disclosure is appropriate.

Your confidentiality obligations continue to apply indefinitely after you have stopped working for Texthelp .

Signed: [redacted] Martin McKay (CEO)

Signed: [redacted] Ryan Graham (CTO)

Public Information

texthelp®

Terms & Conditions of Use - Important please read carefully:

The following terms and conditions, together with any Quotations and Schedules incorporated by reference, constitute an agreement (**Agreement**) between Texthelp, Inc. (**Texthelp**), a Delaware corporation with its principal place of business located at Corporation Service Company 251 Little Falls Drive, Wilmington, DE, 19808, and the person or entity who has executed a Quotation (together with its Affiliates, the **Customer**). This Agreement governs access to, and use of Texthelp's Product(s) and associated Support.

EXECUTING A QUOTATION INDICATES ACCEPTANCE OF THIS AGREEMENT AND BINDS CUSTOMER TO THE TERMS AND CONDITIONS HEREIN. THEREFORE, PLEASE READ THIS AGREEMENT, AND THE QUOTATION(S) CAREFULLY BEFORE EXECUTING THE SAME AND USING THE PRODUCT(S). IF CUSTOMER DOES NOT AGREE WITH THE TERMS AND CONDITIONS OF THIS AGREEMENT, CUSTOMER SHOULD NOT EXECUTE A QUOTATION, ACCESS, OR USE THE PRODUCT(S). If the individual entering into this Agreement) is doing so on behalf of a company or other legal entity, said individual represents and warrants that he or she: (i) has the authority to bind said entity and its Affiliates to the terms and conditions herein; (ii) has read and understands this Agreement; and (iii) agrees, on behalf of said legal entity and its Affiliates, to this Agreement.

Throughout this Agreement, Texthelp and the Customer may each be referred to, individually, as a "**Party**," and collectively, as the "**Parties**".

1. Definitions

1.1 The defined terms are set out in Section 17 of this Agreement.

2. Introduction

2.1 Texthelp agrees to provide the Customer with the Product(s) (and associated Support) as set out in the Quotation. The Quotation must be in writing and reference this Agreement to be valid. The Quotation shall be governed by this Agreement and any contrary or additional terms are deemed null and void and of no effect unless agreed by ticking the "accept" box prior to acceptance of the Quotation.

3. Term and Termination

3.1 The term of this Agreement is effective from and shall be in force: (i) from the Commencement Date specified in the Quotation until terminated in accordance with this Section 3; or (ii) where the Quotation specifies a fixed term, the duration specified therein (as applicable) (the **Initial Term**). ~~Where the Quotation specifies a fixed term, this Agreement shall automatically renew for successive twelve (12) month periods (each a **Renewal Term**) unless the Customer provides written notice of termination at least 30 days prior to the end of the Initial Term or the then current Renewal Term (as applicable).~~ 10/5/2023

3.2 Without affecting any other right or remedy available to it, either Party may terminate this Agreement with immediate effect by giving written notice to the other Party if:

(a) the other Party is in material breach of the Agreement and fails to cure such breach within thirty (30) days of receipt of written notice. For clarity, material breach shall include the Customer's failure to pay, undisputed invoices on the due date for payment and remaining in default not less than 45 days following the due date for payment; or

(b) the other Party suffers an Insolvency Event.

3.3 Notwithstanding, and in addition to the foregoing, Texthelp may suspend the Customer's access to the Product(s) and/or terminate this Agreement if the Customer's use of the Product(s) is at any time in breach of Section 4, or is otherwise unlawful.

3.4 Texthelp may discontinue:

(a) a functionality of a Product from time to time provided that such discontinuation does not result in a material detrimental reduction to the Customer's use of the Products to which it is subscribed to (as set out in the Quotation);

(b) a functionality of a Product that is dependent on a third party service provider, in the event such third party service provider terminates or modifies its services in a way that materially impacts Texthelp's ability to provide the Product; and

(c) a Product or a material functionality of a Product from time to time provided that prior to any discontinuation Texthelp will provide at least twelve (12) months' advance notice to the Customers that may be affected pursuant to this paragraph 3.4, except that this notice will not be required if the twelve (12) month notice period: (i) poses a security or IPR risk to the Product, (b) is materially economically or technically burdensome or (c) would cause Texthelp to contravene any applicable law.

3.5 On termination of this Agreement for any reason: (a) all licenses granted under this Agreement, and Support provided by Texthelp, shall immediately terminate; (b) each Party shall return and make no further use of Confidential Information belonging to the other Party; (c) all undisputed Fees committed or owed by the Customer to Texthelp as at the effective date of termination will become immediately due and payable; (d) Texthelp shall retain and/or destroy or otherwise dispose of any of the Customer Data in its possession in accordance with its data retention policy; and (e) any rights, remedies, obligations or liabilities of the Parties that have accrued up to the date of termination shall not be affected or prejudiced.

4. License

4.1 Subject to the terms and conditions of this Agreement, Texthelp hereby grants to the Customer a limited-term, non-exclusive, non-transferable license, without the right to grant sublicenses, to permit the Authorized Users to use the Product(s) specified in the Quotation and/or any Documentation, while this Agreement remains in effect, solely for the Customer's internal business operations.

4.2 The restrictions set forth in this Agreement represent conditions of the Customer's license. Accordingly, the Customer hereby agrees that: (i) the maximum number of Authorized Users it authorizes to access and use the Product(s) shall not exceed the number of Authorized Seats it has purchased at any time; (ii) it will require each of its

Authorized Users to keep a secure password for their use of the Product(s) (if applicable), to change such password (if applicable) at regular intervals and in accordance with any security requirements that are imposed by the Customer, and to keep their password secured and confidential; and (iii) it shall permit Texthelp or Texthelp's designated auditor to audit the Customer's data processing facilities to confirm compliance with this Agreement (**Audit**). If an Audit reveals that the Customer has underpaid Product Fees to Texthelp, then without prejudice to Texthelp's other rights, the Customer shall pay to Texthelp an amount equal to such underpayment as calculated in accordance with the prices set out in the relevant Quotation within 10 Business Days of the date of the relevant Audit.

4.3 The Customer shall, and shall ensure its Authorized Users shall, not access, store, distribute or transmit any Viruses, or any material during the course of its use of the Products that:

(a) is unlawful, harmful, threatening, defamatory, obscene, infringing, harassing or racially or ethnically offensive;

(b) facilitates illegal activity;

(c) depicts sexually explicit images;

(d) promotes unlawful violence;

(e) is discriminatory based on race, gender, religious belief, sexual orientation, disability; or

(f) is otherwise illegal or causes damage or injury to any person or property,

and Texthelp reserves the right, without liability or prejudice to its other rights to the Customer, to disable the Customer's access to or remove any material that breaches the provisions of this paragraph 4.3.

4.4 The Customer shall not (except as may be allowed by any applicable law which is incapable of exclusion by agreement between the Parties and except to the extent expressly permitted under this Agreement): (a) attempt to copy, modify, duplicate, create derivative works from, frame, mirror, republish, download, display, transmit, or distribute all or any portion of the Product(s) in any form or media or by any means; de-compile, reverse compile, disassemble, reverse engineer or otherwise reduce to human-perceivable form all or any part of the Product(s); (b) access all or any part of the Product(s) in order to build a product or service which competes with the Product(s); (c) sub-license, sell, rent, lease, transfer, assign, distribute, display, disclose, or otherwise commercially exploit, or otherwise make the Product(s) available to any third party except the Authorized Users, (d) attempt to obtain, or assist third parties in obtaining, access to the Product(s), other than as provided under this Section 4; and/or (e) introduce or permit the introduction of, any Virus into Texthelp's network and information systems.

4.5 The Customer shall use commercially reasonable efforts to prevent any unauthorized access to, or use of, the Product(s) and, in the event of any such unauthorized access or use, promptly notify Texthelp.

4.6 The rights provided under this Section 4 are granted to the Customer only, and shall not be considered granted to any subsidiary or holding company of the Customer.

4.7 Customer agrees to abide by the third party copyright notices applicable to the Products, which are available on our support site, and incorporated by reference within this Agreement.

4.8 Where the Product(s) are deployed to Customer's students or employees, Customer shall make this Agreement and the Texthelp Product Privacy Policy available to its end-users and hereby accepts the respective terms and conditions on their behalf.

5. Support

5.1 Texthelp shall provide Support to the Customer in accordance with Schedule 1.

6. Compliance with Data Privacy Laws

6.1 Texthelp does not offer goods or services to citizens outside of the United States, including, without limitation to citizens of the European Union, and is therefore not subject to the European Union's General Data Protection Regulation (**GDPR**). Customer hereby represents and warrants that none of its Authorized Users are Data Subjects, as that term is defined within the GDPR. To the extent Customer has a need to provide the Product(s) to Authorized Users outside of the United States, it may enter into a separate agreement with one of Texthelp's international Affiliates.

6.2 It is Customer's sole responsibility to assess and determine whether it is subject to any federal or state laws protecting the privacy and security of personally identifiable information, including without limitation the California Consumer Privacy Act (as amended by the California Privacy Rights Act), Connecticut's "An Act Concerning Personal Data Privacy and Online Monitoring," and similar federal or state laws governing data privacy or data breach notification in any jurisdiction (collectively, the **Applicable Data Protection Laws**).

6.3 Each Party shall comply with all applicable requirements of the Applicable Data Protection Laws. This Section 6 is in addition to, and does not relieve, remove or replace, a Party's obligations or rights under the Applicable Data Protection Laws.

6.4 If Customer is: (i) considered a "controller" pursuant to the Applicable Data Protection Laws (or analogous term); (ii) providing Customer Personal Data to Texthelp to process on Customer's behalf; and (iii) required to enter a data processing agreement with Texthelp (or analogous form of agreement) in order to comply with the Applicable Data Protection Laws, Customer must promptly notify Texthelp. Under such circumstances, for the purposes of the Applicable Data Protection Laws: (x) Customer is the controller (or analogous term) and Texthelp is the processor (or analogous term); and (y) the parties shall negotiate the terms of a data processing agreement to comply with the Applicable Data Protection Laws in good faith. If, however, the parties are unable to mutually agree on the terms of such an agreement, either party may terminate the applicable Quotation or this Agreement without cause by providing two (2) business days' notice to the other party.

6.5 If Customer is subject to the provisions of the Family Educational Rights and Privacy Act (**FERPA**), then to the extent Texthelp has access to data protected by FERPA (**FERPA Data**): (i) Texthelp is designated as a "school official" with "legitimate educational interests" in the FERPA Data, each term as defined under FERPA and its implementing regulations; (ii) Texthelp agrees to abide by the limitations and requirements imposed on school officials under FERPA; and (iii) Texthelp agrees to use FERPA Data only for the purpose of fulfilling its obligations under this Agreement, and will not monitor, share, or disclose such FERPA Data to any third party except as provided by this Agreement, as required by law, or as authorized in writing by Customer.

6.6 If Customer is an individual, Customer hereby represents that Customer is at least 18 years old. If Customer is an entity which allows Authorized Users under the age of 13 to submit personal information as defined in the Children's Online Privacy Protection Act (COPPA) to Texthelp in connection with its use of the Service, Customer agrees that it will be responsible for obtaining verifiable parental consent prior to making the Products available to such Users, and for providing a copy of the terms and conditions set forth in this Agreement to the Authorized User's parent or guardian. Texthelp shall comply with COPPA and any rules or regulations promulgated thereunder.

7. Texthelp's obligations

7.1 Texthelp warrants that the Product(s) will perform materially in accordance with the Quotation and applicable Documentation, and any Support will be performed with reasonable skill and care.

7.2 The warranty in paragraph 7.1 shall not apply to the extent of any non-conformance which is caused by use of the Product(s) contrary to Texthelp's Documentation or other instructions, or modification or alteration of the Product(s) by any party other than Texthelp or Texthelp's duly authorized contractors or agents.

7.3 For any breach of the warranty in paragraph 7.1 while this Agreement remains in effect, Texthelp shall (at Texthelp's sole option and expense) correct, repair or replace the Product within a reasonable time period or provide or authorize a refund of any pre-paid, unused Product Fees, in which case the Agreement shall terminate, provided that: (i) Customer promptly notified Texthelp in writing of the Product's non-conformance with the warranty in paragraph 7.1; and (ii) Texthelp confirmed the issue subject to paragraph 7.2 above.

7.4 EXCEPT FOR THE WARRANTY SET FORTH IN PARAGRAPH 7.1, TEXTHELP HEREBY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE. TEXTHELP SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT, AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE, OR TRADE PRACTICE. EXCEPT AS EXPRESSLY SET FORTH IN PARAGRAPH 7.1, TEXTHELP MAKES NO WARRANTY OF ANY KIND THAT TEXTHELP IP, OR ANY PRODUCTS OR RESULTS OF THE USE THEREOF, WILL MEET CUSTOMER'S OR ANY OTHER PERSON'S REQUIREMENTS, OPERATE WITHOUT INTERRUPTION, ACHIEVE ANY INTENDED RESULT, BE COMPATIBLE OR WORK WITH ANY SOFTWARE, SYSTEM OR OTHER SERVICES, OR BE SECURE, ACCURATE, COMPLETE, FREE OF HARMFUL CODE, OR ERROR FREE.

Furthermore, Texthelp shall not be held responsible for any delays, delivery failures, or any other loss or damage resulting from the transfer of data over communications networks and facilities, including the internet, and the Customer acknowledges that the Product(s) and Documentation may be subject to limitations, delays and other problems inherent in the use of such communications facilities.

7.5 This Agreement shall not prevent Texthelp from entering into similar agreements with third parties, or from independently developing, using, selling or licensing documentation, products and/or services which are similar to those provided under this Agreement.

7.6 Texthelp warrants that it has and will maintain all necessary licenses, consents, and permissions necessary for the performance of its obligations under this Agreement.

7.7 Texthelp shall perform daily back-ups of the Customer Data. In the event of any loss or damage to Customer Data, Texthelp shall use commercially reasonable efforts to restore the lost or damaged Customer Data from the latest back-up of such Customer Data maintained by Texthelp. Notwithstanding anything in this agreement to the contrary, the foregoing constitutes Customer's sole and exclusive remedy arising from or related to any loss or damage to Customer Data. Texthelp shall not be responsible for any loss, destruction, alteration or disclosure of Customer Data caused by any third party (except those third parties sub-contracted by Texthelp to perform services related to Customer Data maintenance and back-up for which it shall remain fully liable.

8. Customer's obligations

8.1 The Customer shall:

(a) provide Texthelp with all necessary: (i) co-operation in relation to this Agreement; and (ii) access to such information as may be required by Texthelp in order to provide the Product(s), including but not limited to Customer Data, security access information and configuration services;

(b) without affecting its other obligations under this Agreement, comply with all applicable laws and regulations with respect to its activities under this Agreement;

(c) carry out all other Customer responsibilities set out in this Agreement in a timely and efficient manner. In the event of any delays in the Customer's provision of such assistance as agreed by the parties, Texthelp may adjust any agreed timetable or delivery schedule as reasonably necessary;

(d) ensure that the Authorized Users use the Product(s) in accordance with the terms of this Agreement and shall be responsible for any Authorized User's breach of this Agreement;

(e) obtain and shall maintain all necessary licenses, consents, and permissions necessary for Texthelp, its contractors and agents to perform their obligations under this Agreement, including without limitation the Product(s); and

(f) ensure that its network and systems comply with the relevant specifications provided by Texthelp from time to time.

9. Customer Data

9.1 The Customer shall own all right, title and interest in and to all of the Customer Data that is not personal data and shall have sole responsibility for the legality, reliability, integrity, accuracy and quality of all such Customer Data.

9.2 Without prejudice to the foregoing, the Customer expressly acknowledges that Texthelp does not create or validate any Customer Data processed or used in conjunction with the Product(s) and/or any associated outputs created or generated by the Customer in using, or via, the Products (**Outputs**). The Customer assumes sole responsibility for any results obtained from the use of the Products, Support and/or for any conclusions drawn from such use, and Texthelp disclaims all liability for any loss or damage caused by errors or omissions in any Outputs.

10. Product Fees and Payment

10.1 The Product Fees are stated in the Quotation. The Customer shall pay the Product Fees to Texthelp in accordance with this Section 10 and the Quotation. No refunds will be made except as provided in paragraph 7.3 and paragraph 13.3. Product Fees shall be payable in the currency as set out in the Quotation and are exclusive of applicable sales and use taxes, which shall be added to Texthelp's invoice(s) at the appropriate rate.

10.2 The Customer shall, on the Commencement Date, provide to Texthelp valid, up-to-date and complete payment details and any other relevant valid, up-to-date and complete contact and billing details and Texthelp shall:

(a) invoice or bill (as applicable) the Customer on the Commencement Date for the Product Fees payable in respect of the Initial Term; ~~and~~

~~(b) subject to paragraph 3.1:~~

~~(i) bill the Customer using the relevant payments details on; or~~

~~(ii) invoice the Customer at least 30 days prior to,~~

~~each anniversary of the Commencement Date for the Product Fees payable in respect of the next Renewal Period (as applicable).~~

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10.3 If Texthelp has not received payment within 30 days after the due date, and without prejudice to any other rights and remedies of Texthelp:

(a) Texthelp may, without liability to the Customer, disable the Customer's password, account and access to all or part of the Product(s) and Texthelp shall be under no obligation to re-activate access to any or all of the Product(s) while the relevant invoice(s) remain unpaid; and

(b) Customer agrees to pay a late charge of either (a) one and one-half percent (1.5%) or (b) the maximum interest rate permitted by law, whichever is greater, for any and all unpaid amounts.

10.4 Texthelp shall increase the Product Fees in line with the then current prices of Texthelp and its suppliers, including (without limitation) on an annual basis: (i) automatically increasing Product Fees by 5% for a non-profit "Education" Customer and (ii) having the right to increase Product Fees by up to 10% for a "Workplace" Customer (as determined

Fees can't change in the middle of a contract year.

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by Texthelp at its sole discretion) provided Texthelp serves the relevant Customer with 30 days' prior written notice of such revised Product Fees. Any changes to the Product Fees pursuant to this clause 10.4 shall take effect upon expiration of the 30 day notice period. — See not on the bottom of page 7. DJB 10/5/2023

11. IPR Ownership

11.1 The Customer acknowledges and agrees that Texthelp and/or its licensors own all existing and future IPR in the Product(s), Documentation and any Support provided (together, the **"Texthelp IP"**). Except as expressly stated herein, this Agreement does not grant the Customer any rights or licenses to, under, or in, the Texthelp IP. The Customer agrees to inform Texthelp promptly of any infringement of the Texthelp IP that comes to the Customer's attention.

11.2 Texthelp confirms that it has all the rights in relation to Texthelp IP as is necessary to grant all the rights it purports to grant under, and in accordance with, the terms of this Agreement.

12. Confidentiality

12.1 Each Party shall safeguard and maintain the confidentiality of the other Party's Confidential Information and shall use the same degree of care that it uses to protect the confidentiality of its own confidential information of like kind (but not less than reasonable care) to ensure that the other Party's Confidential Information is not disclosed or distributed by its Representatives or otherwise in violation of the terms of this Agreement

12.2 Subject to paragraph 12.5, neither Party shall disclose the other Party's Confidential Information to any third party unless the other Party consents in writing to the disclosure of such Confidential Information and such third party enters into a confidentiality agreement on terms equivalent to those contained in this Agreement.

12.3 Subject to this Section 12, each Party shall only use the other Party's Confidential Information disclosed to it for the purposes of this Agreement including the purpose of exercising or performing its rights and obligations under this Agreement.

12.4 The provisions of this clause shall not apply to any Confidential Information that: (a) is or becomes generally available to the public (other than as a result of its disclosure by the receiving Party or its Representatives in breach of this clause), (b) was available to the receiving Party on a non-confidential basis before disclosure by the disclosing Party, (c) was, is or becomes available to the receiving Party on a non-confidential basis from a person who, to the receiving party's knowledge, is not bound by a confidentiality Agreement with the disclosing Party or otherwise prohibited from disclosing the information to the receiving Party; (d) the Parties agree in writing is not confidential or may be disclosed; or (e) is developed by or for the receiving Party independently of the information disclosed by the disclosing Party.

12.5 A Party may disclose the other party's Confidential Information to those of its Representatives who "need to know" such Confidential Information in order to perform their obligations pursuant to this Agreement, provided that the disclosing Party: (a) informs such Representatives of the confidential nature of the Confidential Information

before any disclosure is made, (b) is at all times responsible for such Representatives' compliance with the confidentiality obligations set out in this clause and (c) keeps a written record of those persons.

12.6 A Party may disclose Confidential Information to the extent such Confidential Information is required to be disclosed by law, by any governmental or other regulatory authority or by a court or other authority of competent jurisdiction provided that, to the extent it is legally permitted to do so, it gives the other Party as much notice and opportunity to object to such disclosure as possible.

12.7 Without prejudice to any other rights or remedies that the Parties may have, the Parties acknowledge and agree that damages alone would not be an adequate remedy for any breach of this Section 12 and that an affected Party shall be entitled to the remedies of injunction and specific performance as well as any other equitable relief for any threatened or actual breach of this Section 12

12.8 Neither Party shall make, or permit any person to make, any public announcement concerning this Agreement without the prior written consent of the other Party (such consent not to be unreasonably withheld or delayed), except as required by law, any governmental or regulatory authority (including, without limitation, any relevant securities exchange), any court or other authority of competent jurisdiction.

13. Indemnity

13.1 Subject to paragraph 13.2, Texthelp shall defend the Customer, its officers, directors and employees against any claim that the Customer's use of the Product(s) or Documentation in accordance with this Agreement infringes any United States or United Kingdom patent effective as of the Commencement Date, copyright, trade mark, database right or right of confidentiality, and shall indemnify the Customer for any amounts awarded against the Customer in judgment or settlement of such claims, provided that:

(a) Texthelp is given prompt notice of any such claim by the Customer within ten (10) days of receiving written notice of any threat or claim;

(b) the Customer does not make any admission, or otherwise attempt to compromise or settle the claim and provides reasonable co-operation to Texthelp in the defense and settlement of such claim, at Texthelp's expense; and

(c) Texthelp is given sole authority to defend or settle the claim; and

(d) the Customer mitigates its losses insofar as is reasonable in the circumstances.

13.2 In no event shall Texthelp, its employees, agents and sub-contractors be liable to the Customer pursuant to clause 13.1 or otherwise to the extent that the alleged infringement is based on:

(a) any content, material or information (including Customer Data) that has been uploaded, embedded or otherwise displayed or stored on the Product(s) by a Customer;

(b) a modification of the Product(s) or Documentation by anyone other than Texthelp; or

(c) the Customer's use of the Product(s) or Documentation:

i in a manner not in accordance with this Agreement or the Documentation, if the third party claim would have thereby otherwise been avoided;

ii with other software, services or products not provided by Texthelp, if the actual or alleged claim in question would have been avoided by the independent use of the relevant Product; or

iii after notice of the alleged or actual infringement from Texthelp or any appropriate authority.

13.3 If, during the Term, Texthelp reasonably believes that a Product infringes any third parties IPR, then, Texthelp may (at its sole discretion): (a) procure the right for the Customer to continue using the relevant Product, (b) replace the Product or (c) modify the Product so that it becomes non-infringing. If none of the aforementioned remedies are commercially reasonable, Texthelp may terminate the license for the allegedly infringing Product and refund all of the Customer's un-used, pre-paid, Product Fees from the date a third party claim arose for the allegedly infringing Product to the then-current date, whereupon this Agreement shall automatically terminate.

13.4 This clause 13 sets out the Customer's sole and exclusive rights and remedies, and Texthelp's (including Texthelp's employees', agents' and sub-contractors') entire obligations and liability, for any third party IPR claims for infringement.

14. Limitation of liability

14.1 Except as expressly and specifically provided in this Agreement:

(a) the Customer assumes sole responsibility for results obtained from the use of the Product(s) and the Documentation by the Customer, and for conclusions drawn from such use. Texthelp shall have no liability for any damage caused by errors or omissions in any information, instructions or scripts provided to Texthelp by the Customer in connection with the Product(s), or any actions taken by Texthelp at the Customer's direction;

(b) the Product(s) and the Documentation are provided to the Customer on an "as is" basis.

14.2 IN NO EVENT SHALL EITHER PARTY BE LIABLE UNDER OR IN CONNECTION WITH THIS AGREEMENT UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE, FOR ANY: (A) CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, COVER, ENHANCED, OR PUNITIVE DAMAGES; (B) INCREASED COSTS, DIMINUTION IN VALUE OR LOST BUSINESS, PRODUCTION, REVENUES, OR PROFITS; (C) LOSS OF GOODWILL OR REPUTATION; (D) USE, INABILITY TO USE, LOSS, INTERRUPTION, DELAY OR

RECOVERY OF ANY DATA, OR BREACH OF DATA OR SYSTEM SECURITY; OR (E) COST OF REPLACEMENT GOODS OR SERVICES, ~~IN EACH CASE REGARDLESS OF WHETHER A PARTY WAS ADVISED OF THE POSSIBILITY OF SUCH LOSSES OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEEABLE.~~ IN NO EVENT SHALL EITHER PARTY'S LIABILITY WITH RESPECT TO ANY SINGLE INCIDENT ARISING OUT OF OR RELATED TO THIS AGREEMENT UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE EXCEED THE LESSER OF EITHER ONE MILLION DOLLARS ($1,000,000) OR THE TOTAL PRODUCT FEES PAID FOR THE AUTHORIZED SEATS DURING THE 12 MONTHS IMMEDIATELY PRECEDING THE DATE ON WHICH THE CLAIM AROSE.

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14.3 Nothing in this Agreement excludes the liability of Texthelp:

(a) for death or personal injury caused by Texthelp's negligence; or

(b) for fraud or fraudulent misrepresentation.

14.4 Nothing in this Agreement excludes the liability of the Customer for any breach, infringement or misappropriation of Texthelp's IPR.

15. Notices

15.1 Any notice given to a Party under or in connection with this Agreement shall be in writing and shall be delivered by hand or by pre-paid first-class post or other next working day delivery service at its registered office (if a company). Without prejudice to the foregoing, any notices required to be given to Texthelp or questions concerning this Agreement can be sent via email to info@texthelp.com.

15.2 Any notice shall be deemed to have been received:

(a) if delivered by hand, at the time the notice is left at the proper address; or

(b) if sent by pre-paid first-class post or other next working day delivery service, at 9.00 am on the second Business Day after posting.

15.3 This Section 15 does not apply to the service of any proceedings or other documents in any legal action or, where applicable, any arbitration or other method of dispute resolution.

16. General Provisions

16.1 Neither Party shall be in breach of this Agreement nor liable for delay in performing, or failure to perform, any of its obligations under this Agreement if such delay or failure result from events, circumstances or causes beyond such Party's reasonable control including (without limitation) fire, flood, riots, natural catastrophes, terrorist acts, governmental intervention, declared emergencies, failing to grant a necessary license or consent or other act of god (each, a "**Force Majeure Event**"). The time for performance of such obligations shall be extended accordingly. If the period of delay or non-performance continues for 40 continuous days, the Party unaffected by the Force Majeure Event may terminate this Agreement by giving 7 days' written notice to the affected Party.

16.2 Texthelp may modify or amend this Agreement, and any attachments hereto, in its sole discretion. Texthelp shall provide any such modifications or amendments to Customer via the contact email address provided by Customer when submitting the Quotation. Each such amendment shall become effective on the date it is delivered to Customer as set forth above, and Customer's continued use of the Product(s) constitutes acceptance of any such amendment. The current versions of this Agreement will be posted on Texthelp's website (text.help/TOU). 10/5/2007

16.3 A waiver of any right or remedy is only effective if given in writing and shall not be deemed a waiver of any subsequent right or remedy.

16.4 A delay or failure to exercise, or the single or partial exercise of, any right or remedy shall not waive that or any other right or remedy, nor shall it prevent or restrict the further exercise of that or any other right or remedy.

16.5 Except as expressly provided in this Agreement, the rights and remedies provided under this Agreement are in addition to, and not exclusive of, any rights or remedies provided by law.

16.6 The invalidity or unenforceability of one or more provisions of this Agreement will not affect the validity or enforceability of any of the other provisions hereof, and this Agreement will be construed in all respects as if such invalid or unenforceable provision(s) were omitted. If any provision of this Agreement is deemed omitted under this paragraph 16.7, the parties shall negotiate in good faith to agree upon a replacement provision that, to the greatest extent possible, achieves the intended commercial result of the original provision.

16.7 This Agreement, along with any Quotation(s), Schedules and attachments, each of which is incorporated herein by reference and made a part hereof, constitute the entire agreement between Texthelp and Customer with respect to Customer's use of the Product(s), and supersedes all other prior or contemporaneous proposals, understandings, representations, warranties, covenants, and any other communications (whether written or oral) between Texthelp and Customer relating thereto and is binding upon them and their permitted successors and assigns. In the event of any conflict or inconsistency among the foregoing documents, the order of precedence shall be: (1) the main body of this Agreement, (2) the applicable Quotation; (3) the applicable Schedule or attachment; and (4) the Documentation.

16.8 Each Party agrees that it shall have no claim for innocent or negligent misrepresentation or negligent misstatement based on any statement in this Agreement. Nothing in this clause shall limit or exclude any liability for fraud.

16.9 This Agreement shall be binding upon and for the benefit of Texthelp, Customer, and their permitted successors and assigns. Customer may not assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without Texthelp's prior written consent. Texthelp may, at any time, freely assign any of its rights or obligations under this Agreement.

16.10 Texthelp and Customer are independent contractors with respect to each other. Nothing in this Agreement is intended to or shall operate to create a partnership between the

parties, or authorize either Party to act as agent for the other, and neither Party shall have the authority to act in the name or on behalf of or otherwise to bind the other in any way (including, but not limited to, the making of any representation or warranty, the assumption of any obligation or liability and the exercise of any right or power).

16.11 Nothing contained in this Agreement is intended or shall be construed to confer upon any other legal entity or person any rights, benefits, or remedies of any kind or character whatsoever, or to create an obligation of a party to any such legal entity or person.

16.12 This Agreement may be executed in any number of counterparts, each of which shall constitute a duplicate original, but all the counterparts shall together constitute the one agreement. No counterpart shall be effective until each Party has delivered to the other at least one executed counterpart.

16.13 This Agreement and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims) shall be governed by and interpreted in accordance with the law of ~~Delaware~~ the state of Ohio, with regard for its choice or conflict of laws principles. 10/5/2007

16.14 Each Party irrevocably agrees that the courts of ~~Boston, Massachusetts~~ North Canton, Ohio shall have exclusive jurisdiction to settle any dispute or claim arising out of or in connection with this Agreement or its subject matter or formation (including non-contractual disputes or claims). 10/5/2007

16.15 The following provisions shall survive any termination of this Agreement: paragraph 3.5, and Sections 6, 9, 10, 11, 12, 13, 14 and 16.

17. Definitions & Interpretation

17.1 The capitalized terms used in this Agreement have the meanings ascribed to them below, and this Agreement is to be interpreted and construed in accordance with the rules set forth below.

Applicable Data Protection Laws: has the meaning given to it in paragraph 6.2

Audit: has the meaning given to it in paragraph 4.2.

Authorized Users: those employees, agents and independent contractors of the Customer who are authorized by the Customer to use the Product(s), as further described in paragraph 4.2.

Authorized Seats: means the authorized seats purchased by the Customer as set out in an agreed Quotation, which entitles Authorized Users to access and use the Products in accordance with this Agreement.

Business Day: a day except any Saturday, Sunday, any federal legal holiday in the United States, or any day on which banking institutions in the State of Delaware are authorized or required by law or other governmental action to close.

Commencement Date: means the date specified in an agreed Quotation.

Confidential Information or CI: means all information disclosed by one party hereto to the other party, whether orally or in writing, that: (a) is designated as proprietary or confidential; or (b) reasonably should be understood to be confidential given the nature of the information and the circumstances of the disclosure. ~~Each party's Confidential Information also includes the terms and conditions of this Agreement, all Quotations (including pricing),~~ trade secrets, know-how, inventions, techniques, processes, software programs and other IT related information, documentation, schematics, procedures, contracts, databases, business information, financial information, budgets, sales, marketing, insurance information, and compliance data, ideas, strategies, designs, projections, business plans, strategic expansion plans, products and product designs, sourcing information, potential product labeling and marking ideas, unpublished information relating to the IPR of either Party, ~~and all communications between the Parties and other non-public information relating to the Parties' business~~.

10/5/2022 MP

10/5/2022 MP

Contract Year: each successive 12 month period while this Agreement remains in effect, the first commencing on the Commencement Date, and subsequently commencing on the corresponding anniversary of the Commencement Date.

Customer Data: means any data, documentation or Customer Confidential Information that is provided by the Customer, Authorized Users, or Texthelp on the Customer's behalf, for the purpose of using the Products.

Customer Personal Data: means any personal data which Texthelp processes in connection with this Agreement, in the capacity of a processor on behalf of the Customer.

Documentation: the document(s) made available to the Customer by Texthelp from time to time which sets forth, among other things, the user instructions for the Product(s), applicable installation guides, service descriptions, technical specifications and online help files.

Initial Term: has the meaning given in paragraph 3.1.

Insolvency Event: means in relation to any Party, if that Party:

(a) Files for protection under bankruptcy or insolvency laws, makes an assignment for the benefit of creditors, or admits in writing its inability to pay its debts generally as they become due;
(b) becomes or is declared insolvent, has a liquidator, receiver or administrative receiver appointed or passes a resolution for winding up (otherwise than for the purpose of a solvent consolidation or restructuring) or if a court makes an order to that effect;
(c) by reasons of financial difficulties suspends or ceases, or threatens to suspend or cease, to carry on all or a substantial part of its business; or
(d) is the subject of any events or circumstances analogous to any of the events described in paragraphs (b) and (c) in this definition in any applicable jurisdiction.

Intellectual Property Rights or IPR means patents, rights to inventions, copyright, trade marks and service marks, business names, rights in get-up and trade dress, goodwill and the right to sue for passing off or unfair competition, rights in designs, database rights, rights to use and protect the confidentiality of confidential information (including know-how), trade secrets and all other similar or equivalent rights to any of the foregoing situated anywhere in the world, in each case whether registered or unregistered and including all applications and rights to apply for and be granted, renewals or extensions of, and rights to claim priority from, such rights.

Normal Business Hours: 8:00 am to 5:00 pm Eastern Standard Time, each Business Day.

Product means Texthelp's online proprietary software applications and tools to enhance Authorized Users learning and working styles as is set out in the Quotation, together with any necessary fixes, updates or enhancements thereto but not including any additional products or services that Texthelp may make commercially available from time to time.

Product Fees: means all applicable fees payable by the Customer to Texthelp for the Authorized Seats as set out in the applicable Quotation.

Quotation: means Texthelp's standard Quotation to be signed by the Customer in accordance with this Agreement, and which sets out the details of the Customer's order for Products and/or Support from Texthelp.

Representatives: means, in relation to a Party, its employees, officers, contractors, subcontractors, representatives and advisors.

Renewal Term: the period described in paragraph 3.1.

Support: means any support, training and/or maintenance services that are provided by Texthelp to the Customer pursuant to an agreed Quotation as further described in Schedule 1.

Virus: any thing or device (including any software, code, file, application or program) which may: prevent, impair or otherwise adversely affect the operation of any computer software, hardware or network, any telecommunications service, equipment or network or any other service or device; prevent, impair or otherwise adversely affect access to or the operation of any application, program or data, including the reliability of any application, program or data (whether by re-arranging, altering or erasing the application, program or data in whole or part or otherwise); or adversely affect the user experience, including worms, trojan horses, viruses and other similar things or devices.

17.2 Section, Schedule and paragraph headings are for convenience and are not to be given any meaning when construing or interpreting this Agreement.

17.3 A person includes an individual, corporate or unincorporated body (whether or not having separate legal personality) and that person's legal and personal representatives, successors or permitted assigns.

17.4 A reference to a company shall include any company, corporation or other business entity, wherever and however incorporated or established.

17.5 Unless the context otherwise requires, words in the singular shall include the plural and in the plural shall include the singular.

17.6 Unless the context otherwise requires, a reference to one gender shall include a reference to the other genders.

17.7 A reference to a statute or statutory provision is a reference to it as it is in force as at the date of this Agreement, and as amended from time to time.

17.8 A reference to a statute or statutory provision shall include all subordinate legislation made as at the date of this Agreement under that statute or statutory provision.

17.9 A reference to **writing** or **written** excludes fax but not email.

Schedule 1 – Support

1. Support Services

1.1 Texthelp shall, during the Term, provide the Product(s) and make available the Support to the Customer on and subject to the terms of this Agreement.

1.2 Texthelp shall use commercially reasonable efforts to make the Product(s) available 24 hours a day, seven days a week, except for:

(a) planned maintenance carried out during the maintenance window of 10.00 pm to 4.00 am Eastern Time; and

(b) unscheduled maintenance performed outside Normal Business Hours, provided that Texthelp has used reasonable efforts to give the Customer at least 6 Normal Business Hours' notice in advance.

1.3 Texthelp will, as part of the Product(s) and at no additional cost to the Customer, provide the Customer with Texthelp's standard customer support services during Normal Business Hours in accordance with this Schedule in effect at the time that the Product(s) are provided. Texthelp may modify the Support services in its sole and absolute discretion from time to time.

1.4 If any performance issues arise, the Customer may contact Texthelp:

(a) **By Phone**

Support is available via phone from 9am to 5pm British Standard Time, Monday through Friday. For support via phone: UK toll-free 0800-328-7910, North America toll-free 888-248-4947, Rest of World +44 2894428105.

(b) **By Email**

The Customer can also communicate any issues to Texthelp by email. When emailing Texthelp about an issue, the Customer shall insert the name(s) of the relevant Product(s) that is/are experiencing issues within the subject line of the email. Support is available via email from 9am to 5pm British Standard Time Monday through Friday. For Maintenance and Support via email: support@texthelp.com

1.5 **Training Materials / Technology Support Tools**

Texthelp shall provide the Customer with, and access to, any new training materials and technology support tools for Products(s), developed by Texthelp from time to time.

1.6 **Critical Hosting Service Interruption**

Texthelp may deliver the Product(s) either from its own servers or through a bona fide 3rd party hosting service. Any third party hosting service shall be required to provide continuity of service

guarantees in line with industry standards for delivery of streamed speech. Texthelp reserves the right to change the hosting service from time to time.

2. Service Levels

2.1 Texthelp shall use commercially reasonable efforts, being no less than prevailing industry standards in this regard, to ensure the Product(s) is/are available to the Customer 99.50% of the time in any calendar month. If it is not, the Customer may be eligible to receive the Service Credits described below.

2.2 In order to receive any of the Service Credits described above, the Customer must notify Texthelp by email or otherwise in writing within thirty (30) days from the time the Customer becomes eligible to receive a Service Credit.

2.3 The aggregate maximum number of Service Credits claimable for any and all Downtime Periods in a single Contract Year shall not exceed thirty days of Service Credit. Service Credits may not be exchanged for, or converted to, monetary compensation.

2.4 **Exclusions**: The service levels set forth in this Schedule 1 will not apply to any performance issues: (i) caused by factors outside of Texthelp's reasonable control; (ii) that resulted from any actions or inactions of the Customer or any third parties; or (iii) that resulted from Customer's equipment and/or third party equipment (not within the primary control of licensor). This Service Credits described herein shall be the Customer's sole and exclusive remedy for any failure by Texthelp to provide the Product(s) as a result of downtime.

3. Definitions

- **"Downtime"** means that the Product(s) is/are not responding.
- **"Downtime Period"** means the amount of time the Product(s) is/are not available and must be 10 consecutive minutes or more.
- **"Monthly Uptime Percentage"** means the total number of minutes in the calendar month minus the number of minutes of Downtime suffered from all Downtime Periods in the calendar month, divided by the total number of minutes in the calendar month.
- **"Scheduled Downtime"** means those times where Texthelp gives notification of periods of Downtime five (5) days prior to the commencement of such Downtime. There will be no more than twelve (12) hours of Scheduled Downtime per calendar year. Scheduled Downtime is not considered Downtime for purposes of this Agreement and will not be counted towards any Downtime Periods.
- **"Service Credit"** may be provided according to the following schedule:
    - **One day Credit**: Includes One (1) day of Product(s) to be added to the end of the Term, at no charge to the Customer, if the Monthly Uptime Percentage for any calendar month is between 99.5% and 97.0%;
    - **One week Credit**: Includes Seven (7) days of Product(s) added to the end of the Term, at no charge to the Customer, if the Monthly Uptime Percentage for any calendar month is between 97.0% and 95.0%;

- **Two weeks Credit**: Includes Fourteen (14) days of Product(s) added to the end of the Term, at no charge to the Customer, if the Monthly Uptime Percentage for any calendar month is less than 95.0%.

Schedule 2 – Product Specific Terms & Conditions

1. Equatio

1.1 Definitions

"**Commercial Accessible Media Production**" means the creation of accessible instructional materials which are for commercial distribution.

"**Domain**" means a distinct subset of the Internet with email addresses sharing a common suffix or under the control of a particular school, college, university or other organization.

"**HE Disability Services Accessible Media Production**" means the creation of accessible instructional materials for use in Higher Education institutions.

1.2 License Types & Restrictions

Equatio utilizes certain third-party MathML conversion technology. Therefore, certain features utilizing such technology are available to Customer depending on the type of license purchased by Customer, as specified on the Quotation ("License Type"), and as more fully described below.

License Type	Description
Equatio Single License Subscription	Customer may install and use one copy of each of the Product(s) while this Agreement remains in effect. This license is restricted from use in connection with **Commercial Accessible Media Production** or **HE Disability Services Accessible Media Production.**

Equatio Group License Subscription	Customer may install and use one copy of each of the Product(s) for each Authorized User while this Agreement remains in effect. The number of Authorized Users within Customer's group license is specified in the Quotation. This license is restricted from use in connection with **HE Disability Services Accessible Media Production**, except for those Higher Education Institutional Customers that have purchased Group License for their entire campus (all students). The foregoing exception applies only to a single campus. If the Customer's Domain is shared with one or more additional campuses, students and staff associated with those additional campuses are not granted access to the Product(s)
Equatio Unlimited License Subscription	Customer may install and use one copy of each of the Product(s) for an unlimited number of Authorized Users while this Agreement remains in effect, including the use of **HE Disability Services Accessible Media Production**
Equatio for Publishers License Subscription	Customer may install and use one copy of each of the Product(s) while this Agreement remains in effect. This license includes **Commercial Accessible Media Production**.

2023-2024 Four Cities Compact Advisory Committee Roster

Program	Committee Member	Company
Automotive Technologies	Adam Etling	Land Rover Solon
Automotive Technologies	Clark Wilson	Premier GMC
Automotive Technologies	Collin Miller	Murphy Tractor
Automotive Technologies	Frank Dennemiller	Mobile Service & Repair
Automotive Technologies	Jack Mills	Collision Pros
Automotive Technologies	Jeff Mazzei	Fisher Federated Auto Parts
Automotive Technologies	Johnmark Ocheltree	Ag Pro Service Manager
Automotive Technologies	Ken Moehring	Serv Pro
Automotive Technologies	Pete Alexander	Wadsworth City School
Automotive Technologies	Sam Adair	Stark State College
Carpentry	Austin Miller	Senior Student
Carpentry	Bill Alexander	AK Construction
Carpentry	Bill Simmons	Simmons Bros. Construction
Carpentry	Bill Smith	Stiner Lumber
Carpentry	Brad Brman	Electrician
Carpentry	Chris Kallai Jr	Wadsworth City School
Carpentry	Chris Kallai Sr	CNK Construction/ Retired Carpentry Teacher
Carpentry	Ed Davis	Former Student
Carpentry	Grayson Croghan	Senior Student
Carpentry	Jess Cole	Senior Student
Carpentry	Jesse Smith	Former Carpentry Teacher
Carpentry	Jim Hankinson	Kimmel Heating & Air Conditioning
Carpentry	Joshua Kallai	Clean by Kallai Window Cleaning
Carpentry	Kip Shipley	Wadsworth City School
Carpentry	Lonney Carter	Carter Construction
Carpentry	Mark Thompson	Thompson Excavating
Carpentry	Matt Cole	Cole Masonry
Carpentry	Zak Ryan	Davis Door
Diversified Medical Technology	Adriane Wemmer	Cuyahoga Community College
Diversified Medical Technology	Amanda Reid	Wadsworth City Schools
Diversified Medical Technology	Ava Hillyard	Summa Health System
Diversified Medical Technology	Christina Woodard	Parent
Diversified Medical Technology	Collette Burns	Summa Health System
Diversified Medical Technology	Emily Dorland	Bridge Senior Living
Diversified Medical Technology	Gregory Bilowsky	Cleveland Clinic Akron General
Diversified Medical Technology	Jennifer Gonzales	Cleveland Clinic Akron General
Diversified Medical Technology	Jessica Goff	Summa Health System
Diversified Medical Technology	Krista Dobbins	Wadsworth High School

2023-2024 Four Cities Compact Advisory Committee Roster

Program	Committee Member	Company
Diversified Medical Technology	Makayla Cerra	Tri-C student
Diversified Medical Technology	Myah Hray	Stark State student/private home care aide
Diversified Medical Technology	Rachel Rexroad	LearnCPR
Diversified Medical Technology	Samantha Woodard	Student
Diversified Medical Technology	Tammy Reddish	Soprema Senior Center
Engineering, Design & Technology	Amanda Moore	Owens Corning
Engineering, Design & Technology	Ben Weber	Clampco
Engineering, Design & Technology	Brian Steiner	PRC-Saltillo
Engineering, Design & Technology	Carol Smith	Survitec
Engineering, Design & Technology	Chris Kallai	Kallai Construction
Engineering, Design & Technology	Cindi Kaczmarczyk	Owens Corning
Engineering, Design & Technology	Dan Chase	Parker Hannifin
Engineering, Design & Technology	Dan Kandray	University of Akron
Engineering, Design & Technology	Dave Grumney	Flo-Corp
Engineering, Design & Technology	Derek Dunn	University of Akron
Engineering, Design & Technology	Gregg Reinmann	Blair Rubber
Engineering, Design & Technology	Jackie Schulte	Clampco
Engineering, Design & Technology	Jason Venner	Clampco
Engineering, Design & Technology	Jeff Schaffer	Parker Hannifin
Engineering, Design & Technology	Jim Wolf	Atlantic Tool and Die
Engineering, Design & Technology	Jon Allen	Luke Engineering
Engineering, Design & Technology	Josh Cramer	America Makes Education & Workforce
Engineering, Design & Technology	Kathy Breitenbucher	Medina County Economic Development Corp
Engineering, Design & Technology	Kayleigh Martins	Atlantic Tool and Die
Engineering, Design & Technology	Kip Shipley	Wadsworth City Schools
Engineering, Design & Technology	Lauren Thompson	Clampco
Engineering, Design & Technology	Meghan Bates	Luke Engineering
Engineering, Design & Technology	Nelson Deschamps	Owens Corning
Engineering, Design & Technology	Pete Alexander	Wadsworth High School
Engineering, Design & Technology	Phyllis Caynor	Ebner Furnace
Engineering, Design & Technology	Robert McClenaghan	ContiTech USA Inc.
Engineering, Design & Technology	Scott Dilling	University of Akron
Engineering, Design & Technology	Wesley Carpentry	University of Akron
Job Training	Darla Ruff	Norton City Schools
Job Training	Jeriah Armstead-Gary	Copley High School
Job Training	Karen Kriss	Opportunities for Ohioans with Disabilites
Job Training	Marcia Willis	Copley High School
Job Training	Roni Kemmerer	UnWined

2023-2024 Four Cities Compact Advisory Committee Roster

Program	Committee Member	Company
Job Training	Ryan Whited	Wadworth City Schools
Job Training	Sarah Conrad	Barlett-Cook Flower Shoppe
Job Training	Tara Forgach	Copley High School
Job Training	Tom Core	Medina County Board of DD
Media Communications	Cale Breuers	Kent State University Student
Media Communications	Juan Contreras Barberena	ZTV/University of Akron
Media Communications	Justin Stine	Mosher Media
Media Communications	Keith Mollohan	Certified Angus Beef
Media Communications	Kevin Denee	Eyedeal Graphics
Media Communications	Pam Csaky	Wadsworth City Schools
Media Communications	Ricky Soinski	Cleveland Browns
Media Communications	Scott Hallgren	Kent State University
Media Communications	Tom Kondilas	Jones Day
Programming, Design & Robotics	Amanda Moore	Owens Corning
Programming, Design & Robotics	Ben Weber	Clampco
Programming, Design & Robotics	Brian Steiner	PRC-Saltillo
Programming, Design & Robotics	Brock Justice	Palito Consulting Services
Programming, Design & Robotics	Carol Smith	Survitec
Programming, Design & Robotics	Chris Kallai	Kallai Construction
Programming, Design & Robotics	Chris Stevens	Palito Consulting Services
Programming, Design & Robotics	Cindi Kaczmarczyk	Owens Corning
Programming, Design & Robotics	Dan Chase	Parker Hannifin
Programming, Design & Robotics	Dan Kandray	University of Akron
Programming, Design & Robotics	Dave Grumney	Flo-Corp
Programming, Design & Robotics	Derek Dunn	University of Akron
Programming, Design & Robotics	Gregg Reinmann	Blair Rubber
Programming, Design & Robotics	Jackie Schulte	Clampco
Programming, Design & Robotics	Jason VanKirk	Wadsworth City Schools
Programming, Design & Robotics	Jason Venner	Clampco
Programming, Design & Robotics	Jay Holiday	Palito Consulting Services
Programming, Design & Robotics	Jeff Schaffer	Parker Hannifin
Programming, Design & Robotics	Jim Wolf	Atlantic Tool and Die
Programming, Design & Robotics	Jon Allen	Luke Engineering
Programming, Design & Robotics	Josh Cramer	America Makes Education & Workforce
Programming, Design & Robotics	Kathy Breitenbucher	Medina County Economic Development Corp
Programming, Design & Robotics	Kayleigh Martins	Atlantic Tool and Die
Programming, Design & Robotics	Lauren Thompson	Clampco
Programming, Design & Robotics	Meghan Bates	Luke Engineering

2023-2024 Four Cities Compact Advisory Committee Roster

Program	Committee Member	Company
Programming, Design & Robotics	Nelson Deschamps	Owens Corning
Programming, Design & Robotics	Pete Alexander	Wadsworth High School
Programming, Design & Robotics	Phyllis Caynor	Ebner Furnace
Programming, Design & Robotics	Robert McClenaghan	ContiTech USA Inc.
Programming, Design & Robotics	Scott Dilling	University of Akron
Programming, Design & Robotics	Wesley Carpentry	University of Akron

AMENDMENT TO TERMS OF SERVICE AND/OR PRIVACY POLICY

THIS AMENDMENT (this "**Amendment**") is entered into on _____, 2023, by and between the undersigned in connection with EDCLUB, INC, a Maryland corporation ("**EdClub**"), providing TypingClub products (the "**Products**") to WADSWORTH CITY SCHOOL DISTRICT ("**Wadsworth**").

WHEREAS, the Products (and the use thereof) are governed by EdClub's Terms of Service (as same may be amended, the "**Terms of Service**") and other applicable policies, including, without limitation, EdClub's Privacy Policy (as same may be amended, the "**Privacy Policy**"). As of the date hereof, the current Terms of Service and Privacy Policy can be found at the following links: https://www.edclub.com/terms and https://www.edclub.com/privacy.

WHEREAS, Wadsworth has requested changes to the Terms of Service and/or Privacy Policy as set forth below.

NOW, THEREFORE, the parties agree as follows:

1. Amendments.

1.1. The following shall apply notwithstanding anything contained in the Terms of Service or Privacy Policy to the contrary:

Upon any changes to the Terms of Service or Privacy Policy after the date of this Amendment, Wadsworth shall have the option to: (i) accept such changes by continuing its use of the Products; or (ii) within 10 calendar days after such changes become effective, reject such changes by ceasing its use of the Products and terminating its subscription to the Products.

1.2. The paragraph entitled "Limitation of Liability and Indemnification" contained in the Terms of Service is amended as follows:

In no event shall TypingClub or its licensors be liable to you or any other entity for indirect, special, incidental, punitive, or consequential damages (including, but not limited to, damages related to lost profits, loss of data, or loss of use) in connection with these Terms, the Services, and the Content, even if TypingClub has been advised of the possibility of such damages or losses. ~~TypingClub's (and its licensors') liability in connection with these Terms, the Services, and the Content shall not exceed the amount actually paid by you to TypingClub for the use of the Services during the prior six months.~~
~~You shall defend, indemnify, and hold harmless TypingClub, its affiliates, employees, officers, directors, contractors, and agents from and against any and all claims or losses imposed on, incurred by, or asserted as a result of or relating to: (a) any noncompliance by you with these Terms; (b) your use of the Services; and (c) any third-party allegations (whether such allegations may be false, fraudulent, or groundless) regarding (a) or (b) above.~~

1.3. The paragraph entitled "Governing Law" contained in the Terms of Service is amended as follows:

*These Terms and your acceptance thereof shall be deemed made in, governed by, performed in, and construed and enforced in accordance with the laws of the State of **Ohio** ~~Maryland~~, U.S.A., without giving effect to its conflicts of laws provisions or principles. Any action, suit or other proceeding arising under or relating to these Terms shall be brought in a court of competition jurisdiction in **Ohio** ~~Maryland~~ and you hereby consent to the sole jurisdiction of such courts. You agree that any proceedings to resolve or*

litigate any dispute will be conducted solely on an individual basis and you shall not participate in any class action against TypingClub or join or consolidate any claims that you have against TypingClub with the claims of any third parties. You also agree to waive the right to litigate disputes in court before a jury.

2. No Other Changes. Except as amended pursuant to Section 1 above, the Terms of Service and Privacy Policy shall remain unchanged and in full force and effect.

3. Recitals. The above-mentioned recitals are incorporated herein by reference.

Agreed and Accepted:

WADSWORTH CITY SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

EDCLUB, INC

By: _____
Name: Mohsen Attarpour
Title: Authorized Person

TypingClub.com is a product offered by EdClub, Inc., doing business as TypingClub ("TypingClub", "we", or "us"). TypingClub offers both a limited service ("Individual Edition") and a licensed service made available through your school ("School Edition" and collectively with Individual Edition, "Services"). The School Editions are available as a free, ad-supported version ("School Edition Basic") and a fee-based version without ads ("School Edition Pro").

The following terms of service ("Terms") apply to all of our Services. By accessing our website and using our Services you acknowledge that you have read and understand these Terms, and agreed to be bound by these Terms and our Privacy Policy. If you do not agree with these Terms, please discontinue use of the Services. ~~TypingClub may revise these Terms from time to time at our sole discretion. We will provide notice to you if we determine, in our sole discretion, that any revision that we make to these Terms is material to you. By continuing to use the Services or access the TypingClub website, you agree to be bound by the revised Terms.~~ 9/14/2023 MM

Grant of License

Subject to the terms provided herein, TypingClub grants you a non-exclusive, non-transferable license to use the Services. ~~TypingClub reserves the right to update or modify the Services at any time, from time to time in its sole discretion, including without limitation to increase or change the functionality of the Services.~~ 9/14/2023 MM

Privacy

Any information that you provide to TypingClub is subject to our Privacy Policy, which governs our collection and use of your information.

Registration

To the extent that we require you to register to access the Services, you agree to provide us with accurate and complete registration information and to register using your real name. Except when a school official registers students for use of one of the School Editions, each registration shall be for your personal use only and not on behalf of any other person or entity. You shall not permit any other person to use your registration to access the Services, and you are responsible for all use of the Services under your registration information.

Use of the Services by Children

Our Individual Edition is not directed to users under 13 ("Children" or "Child") and you must be 13 years of age or older to register an account to use the Individual Edition. If you become aware that your Child has provided us with personal information without your consent, please contact us at support@typingclub.com. If we become aware that a Child has provided us with personal information through the Individual Edition without the parents' consent or consent of a legal guardian, we will take steps to delete such information and terminate the Child's account.

Children may use our School Editions provided that a school official consents to such use on the parent's behalf in a manner consistent with the Children's Online Privacy Protection Act. School officials may revoke at any time their consent to allow Children to use the School Edition. Furthermore, upon parents' or a legal guardian's request, we will provide a description of the personal information we collect and give parents and legal guardians the opportunity to review their Child's personal information or have such information deleted. To do so, please contact us at support@typingclub.com.

Special Terms for School Officials

This Section is applicable only to users who are school officials, including teachers, who are accessing School Edition Basic and School Edition Pro in connection with the use of the School Editions by students at the school official's school or institution. You hereby acknowledge that you may have access to additional content and portions of the TypingClub website that may not be otherwise accessible to student users and that may include information about individual student users. You agree that you will access and use such information and the School Editions only in compliance with all applicable laws and to the extent necessary to perform your services as a school official or teacher at your institution. You may not disclose such information except in connection with the foregoing, as otherwise permitted herein, or as permitted in a separate agreement between TypingClub and you or your school or institution.

Restrictions on Use or Access

The Service and all content (the "Content") on the TypingClub website is the proprietary intellectual property of TypingClub and may be subject to copyright protections. Except as expressly permitted herein, you may not, nor may you assist other parties to, (a) use, copy, modify or create derivative works of the Services or Content or any part thereof, (b) distribute or transfer the Services or Content or any part thereof or sublicense your right to use the Services or Content, (c) reverse-engineer, disassemble, or attempt to derive the source code of the Services or Content or any part thereof, or (d) attempt to disable or circumvent any security or access control mechanism related to the Services or Content. The Content contained within the TypingClub website and software may not be used for any illegal purpose or for any purpose in breach of these Terms. You may not access our networks, computers, or Content in any manner that could damage,

disable, overburden, or impair them, or interfere with any other person's use and enjoyment of our Services. You may not attempt to gain unauthorized access to any Content, other accounts, computer systems, or networks accessed through the Services.

Cancelling Service

If you are a user of the Individual Edition, you may cancel the service by simply going to "Settings" and selecting "Delete Account" to delete your account in its entirety. By selecting to delete your account, all of your personal information related to that account will be deleted.

Termination

TypingClub may suspend or terminate your account and your use of the Services and Content at any time and for any reason at TypingClub's sole discretion. TypingClub may terminate these Terms as they apply to you at any time and for any reason. Upon your receipt of a notice of termination from TypingClub, you must immediately cease use of the Services. Sections 9-13 of these Terms shall survive the termination or expiration of these Terms for any reason.

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Warranty Disclaimer

The Services are provided "AS-IS". TypingClub and its licensors expressly disclaim any warranties with respect to the Services and Content, including without limitation, any statutory or implied warranties of merchantability, fitness for a particular purpose, title and non-infringement. TypingClub does not warrant that the Services will meet your requirements, that the operation of the Services will be continuous or error-free, that the Services will operate as intended or at all under all conditions, that any defects in the Services will be

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corrected by licensor, or that our website will be virus-free. We expressly disclaim any responsibility or liability for any damages caused by viruses introduced onto your computer via our Services. 9/14/2023 MB

Limitation of Liability and Indemnification

In no event shall TypingClub or its licensors be liable to you or any other entity for indirect, special, incidental, punitive, or consequential damages (including, but not limited to, damages related to lost profits, loss of data, or loss of use) in connection with these Terms, the Services, and the Content, even if TypingClub has been advised of the possibility of such damages or losses. TypingClub's (and its licensors') liability in connection with these Terms, the Services, and the Content shall not exceed the amount actually paid by you to TypingClub for the use of the Services during the prior six months.

You shall defend, indemnify, and hold harmless TypingClub, its affiliates, employees, officers, directors, contractors, and agents from and against any and all claims or losses imposed on, incurred by, or asserted as a result of or relating to: (a) any noncompliance by you with these Terms; (b) your use of the Services; and (c) any third-party allegations (whether such allegations may be false, fraudulent, or groundless) regarding (a) or (b) above. 9/14/2023 MB

Governing Law

These Terms and your acceptance thereof shall be deemed made in, governed by, performed in, and construed and enforced in accordance with the laws of the State of ~~Maryland,~~ Ohio U.S.A., without giving effect to its conflicts of laws provisions or principles. Any action, suit or other proceeding arising under or relating to these Terms shall be brought in a court of competition jurisdiction in ~~Maryland~~ Ohio and you hereby consent to the sole jurisdiction of such courts. You agree that any proceedings 9/14/2023 MB

to resolve or litigate any dispute will be conducted solely on an individual basis and you shall not participate in any class action against TypingClub or join or consolidate any claims that you have against TypingClub with the claims of any third parties. You also agree to waive the right to litigate disputes in court before a jury.

Notices

You shall send any notices regarding disputes or other communications to TypingClub by certified or registered mail to the following address: 1701 Pennsylvania Avenue, NW, Suite 200, Washington, DC 20006. TypingClub may provide notices to you using any means reasonably calculated to provide you with actual notice, including email.

Miscellaneous

Except to the extent otherwise set forth in a written and signed agreement between you and TypingClub, these Terms and our Privacy Policy constitute the entire agreement between TypingClub and you regarding the Services. These Terms supersede any prior contract or statements regarding your use of the Services. Notwithstanding the foregoing, if you have confidentiality obligations related to the Services, those obligations shall remain in effect. (For example, you may have confidentiality obligations as a beta tester of the Services.) If any part of these Terms is found invalid or unenforceable by a court of competent jurisdiction, such provision shall be interpreted to give the maximum permissible effect, and the remainder of these Terms shall remain in effect. We may freely assign this agreement at our discretion. You may not assign these Terms to any third party. Please direct all inquiries to our office at 1701 Pennsylvania Ave. NW, Suite 200, Washington, DC 20006.

EdClub, Inc., doing business as TypingClub (collectively, "EdClub", "we", "our", or "us") is deeply committed to protecting the privacy of our users' personal information. This EdClub Privacy Policy ("Privacy Policy") applies to the EdClub Websites (typingclub.com; edclub.com; our mobile website; and any other web-based platforms (collectively, the "Websites") and governs our data collection, processing and usage. Access to and use of the Websites, and the services provided on the Website (collectively, the "Service"), will be subject to this Privacy Policy as set forth below.

We offer several ways to use the Services offered on our Websites. EdClub provides both a limited service ("Individual Edition") and two versions of a licensed service made available through your school ("School Editions"). Collectively, the Individual Edition and the School Editions are considered the "Services". The School Editions are available as a free, ad-supported version ("School Edition Basic") and a fee-based version without ads ("School Edition Pro"). The personal information that we collect, use, share, and disclose will depend on which of the Services you use and how you choose to use them.

PLEASE NOTE: Our Websites are general audience websites through which we do not knowingly collect information from children located in the United States under the age of 13 and children located in the European Union under the age of 16 (collectively, "Children" and each, a "Child"). However, portions of the Websites and certain Services, including, but not limited to, School Edition Basic and School Edition Pro, contain teaching and learning resources are designed for students who may be Children. Students may access the Websites directed to Children only after their teacher, school, or school district administrator has entered into an agreement with EdClub. The Websites that are directed to Children follow our Children's Privacy Policy, provided

below and incorporated within this Privacy Policy. In addition, our use of student information is described in the "Information We Collect" section, below.

Information We Collect

We may collect information directly from users, from students, or from school officials. In addition, we may use "cookies" and other tracking mechanisms to collect information from the users directly from the browsers.

We collect information from you directly when you sign up for an account, use one of the Services, or choose to save information about your use of our Services. The following is the information collected, processed and stored through our Websites.

When you create an account on our Websites, we may collect the following information:

Basic Account Information for Educational Account Holders. You may establish a School or School District account with EdClub by providing us with certain information about you, such as: Your Name, Your Email Address, Your Address, Your Phone Number, Other relevant contact information, Your School or Education Affiliation, Your Payment Information

Basic Account Information for Individual Users or Teachers. You may establish an Individual Edition account or your information may be provided to EdClub by a School or School District, such as: Your Name, Your Email Address, Your School or Education Affiliation

EdClub collects and processes this basic account information in order to provide you with an account, access to the Services, and communicate with you regarding our Services. An account is required to save and track your progress on our Services. However, you can use our Individual Edition without establishing an account; but, you cannot save and track your progress.

Performance Information. If you establish an account with us and choose to save your progress on our Services, we will collect information about your performance on our Services. If you use the Individual Edition and do not establish an account, we will use a cookie (described below) to collect information about your performance. This will enable us to return you to the correct webpage when you return to our sites. We will delete data we collect through the cookie within two (2) months after you last use the Individual Edition.

Social Media Account Information. You also can establish an account to use our Services by logging in through social networks and other services, such as Microsoft Single Sign-On, Facebook or Google+. If you do, we may collect certain personal information through the platform used to sign in, including your full name and email address.

Account Information about school officials and student users. After a teacher, school, or school district has entered into an agreement with EdClub, designated school officials can register students and/or the school to use either version of the School Edition. When school officials register Students, we collect basic account information (name, email address, and password) about the students, as well as the students' grade level. We also may collect personal information about the school official, such as the school official's name, email address, password, phone number, name of school and district. The teacher, school, or

school district is required to obtain the consent of a parent or legal guardian of the Child before providing a Child's personal information. (Please see our "Children's Privacy Policy," below, for information about our collection and use of information from children under 16.)

Other Information. Regardless of whether you establish an account with us, we may collect certain information from you when you visit our Websites or use our Services so that we can maintain our Services and recognize you when you return to our Websites. In addition, as explained in more detail below, the Individual Edition and School Edition Basic use an advertising service provided by Google Analytics that will collect information in order to target ads to you. Such information may include your IP address, the identity of your Internet Service Provider, browser type, operating system, the referring web page, and pages visited while on our Websites.

Cookies

Our Websites may use "cookies" and other tracking mechanisms to collect information about you when you visit our Websites. Insofar as those cookies are not strictly necessary for the provision of and our affiliated websites, we ask you to consent to our use of cookies when you first visit our website.

About cookies. A cookie is a file containing an identifier (a string of letters and numbers) that is sent by a web server to a web browser and is stored by the browser. The identifier is then sent back to the server each time the browser requests a page from the server.

Cookies may be either "persistent" cookies or "session" cookies: a persistent cookie will be stored by a web browser and will remain valid

until its set expiry date, unless deleted by the user before the expiry date; a session cookie, on the other hand, will expire at the end of the user session, when the web browser is closed.

Cookies do not typically contain any information that personally identifies a user, but personal information that we store about you may be linked to the information stored in and obtained from cookies.

Cookies that We Use. As explained in more detail below, depending on which version of our Services you use, EdClub and third-party advertisers may send one or more cookies to your browser to help customize your experience on our Websites or Services or to provide you with ads that may be of interest to you.

We use cookies for the following purposes:

- Authentication and Personalization - we use cookies to identify you when you visit our Websites and as you navigate our Websites and Services and to store information about your preferences and to personalize our Websites and Services for you.
- Security - we use cookies as an element of the security measures used to protect user accounts, including preventing fraudulent use of login credentials, and to protect our Websites and Services generally.
- Advertising - we use cookies to help us to display content that will be relevant to you.
- Analysis - we use cookies to help us to analyze the use and performance of our Websites and Services.

The EdClub and third party cookies you may encounter on our Websites include, but are not limited to:

- www.typingclub.com (website navigation, security)
- www.edclub.com (website navigation, security)
- www.google.com (use tracking and content interests)
- www.doubleclick.net (use tracking and content interests)

You may review the cookies in use by third-party service providers at any time by viewing site information from your browser. This is typically displayed to the left of in the address bar of your browser.

Managing cookies. Most browsers allow you to refuse to accept cookies and to delete cookies. The methods for doing so vary from browser to browser, and from version to version. Blocking all cookies will have a negative impact upon the usability of many websites.

Strictly Necessary Cookies: EdClub's Websites use cookies that are strictly necessary to the provision of the Services. When a user initially visits the Websites, EdClub uses a generic cookie based on the user's geographic location that does not individually identify the user. When a user interacts with the Services, a new cookie is generated that tracks a user's Internet Protocol ("IP") address. If a user creates an account, personal information provided by that user will be collected and associated with that user.

Additionally, EdClub uses cookies provided by Google and Doubleclick (as described below) that are necessary in order to provide the Services. For the Individual Edition and School Edition Basic, Google AdSense is necessary in order to provide the Services for no charge.

Please note that some of EdClub's features may not function properly when cookies are disabled or removed.

"Do Not Track". Some browsers have incorporated "Do Not Track" mechanisms. Most of these mechanisms, when turned on, send a signal to the website or online service indicating that the user does not wish to be tracked online. Our sites do not collect and store personal information about users' online activities over time and across third-party websites or online services. Our Websites only collect personal information related to a user if the user creates an account with EdClub. EdClub does retain de-identified data in order to maintain and improve the Services.

Therefore, "do not track" signals transmitted from web browsers do not apply to our Websites, and we do not alter any of our data collection and use practices upon receipt of such a signal. For more information about Do Not Track mechanisms, see http://allaboutdnt.com/.

How We Use and Share Information

We use the information described above to provide our Services to you, to communicate with you, and to manage and improve our Websites and Services.

Necessary Uses and Sharing of Your Information. When you create an account on our Services, you are given the option to consent to the use of your information as described in this Privacy Policy. Certain uses of your information are necessary in order to provide the Services to you. These include your name and contact information to create and maintain an account and Google Analytics (as described below). If you do not consent to the use of this information, we are unable to provide the Services to You.

Other Uses and Sharing of Your Information. EdClub uses your information to provide targeted advertisements to you when using the Individual Edition and School Edition Basic versions. When you create a paid account, your personal information will not be provided to Advertisers (as described below). And, except as provided below, we will not sell, share, or disclose information we collect from or about you.

Google Analytics. Our Websites use Google Analytics, a web analytics service provided by Google, Inc. ("Google"), that collects information about how visitors use the Websites. Google Analytics places a cookie on your web browser to identify you as a unique user. Only Google can use the cookie and access the information associated with the cookie. Google Analytics collects information only regarding the domain/IP address, or device identifier, of visitors to the Websites. It does not collect names or other identifying information.

We use the information Google Analytics provides to us only to improve the Websites and Services. We do not combine the information that Google Analytics collects with any personally identifiable information. The Google Analytics Terms of Use and the Google Privacy Policy restrict Google's ability to use and share information collected by Google Analytics about visitors to the Websites. You can prevent Google Analytics from recognizing your return visits to the sites by disabling cookies on your browser or by installing the Google Analytics browser add-on. Please refer to your browser settings for additional information on disabling cookies.

Advertisers. We provide advertisers with aggregated, de-identified information about the demographics and usage patterns of our users. In addition, we use Google AdSense to serve ads to users of our Individual Edition and the School Edition Basic. Google and third parties that

advertise through Google may place and read cookies on your browser or use web beacons to collect information through an ad appearing on our Websites. These third parties, including advertisers, may collect, process, and store information, potentially including personal information, about your activities over time and across different Websites when you use the Services.

Any advertisements served by Google may be controlled using the DoubleClick cookie. These cookies allow Google to display ads based on your visits to this sites and other sites that use Google advertising services. However, we do not allow Google AdSense or any other service to target ads to Children using School Edition Basic.

Users may opt out of the use of the DoubleClick cookie by visiting Ads Settings. Deleting cookies can affect how you interact with our Websites as well as other websites. In addition, deleting cookies does not mean that you are permanently opted out of all advertising programs. Unless you set your browser to block cookies, cookies can be added to your browser the next time you visit a website that uses them. Please see the privacy policy for Google AdSense for additional information.

You can learn more about targeted advertising by visiting http://www.aboutads.info/choices/, which provides information regarding targeted advertising and offers an "opt-out" by participating companies in the DAA Self-Regulatory Program. You may also opt out of tracking and receiving tailored advertisements on your mobile device by some mobile advertising companies and other similar entities by downloading the App Choices app at www.aboutads.info/appchoices. Please note that opting out through these mechanisms does not opt you

out of being served advertising. You will continue to receive generic ads while visiting the sites and elsewhere online.

Service Providers. We may use certain third parties and contractors ("Service Providers") to assist us in providing and maintaining our Services. EdClub uses a Service Provider to store its data. Other than the storage of that data, EdClub does not provide personal information to Service Providers.

Schools and School Districts. If you use either version of our School Edition, we may disclose personal data about you and about your performance on our Websites to your school and school district. For information regarding the use of any information provided by EdClub to your school or school district, please contact a representative of your school or school district. We also may use aggregated, de-identified demographic and performance data to market our Services to other schools and school districts.

Additional Disclosures. We also may disclose personal information about you with your permission, as required by law, as necessary to enforce our Terms of Service or Privacy Policy, to investigate or defend against third-party claims or allegations, to protect the security and integrity of our Services and property, and to protect our rights or personal safety and that of our users or others.

How We Protect Your Personal Information

We take into account the state of the art, the costs of implementation and the nature, scope, context and purposes of processing as well as the risk of varying likelihood and severity for the rights and freedoms of natural persons, and implement appropriate technical, physical and

organisational measures to ensure an appropriate level of security to protect the personal information that we collect and process, both while in transit and while in storage. No method of transmission over the Internet or method of electronic storage is 100% secure, however. Therefore, while we use reasonable security safeguards to protect your personal information, we cannot guarantee absolute security.

Children's Information

Children located in the United States under the age of 13 and children located in the European Union under the age of 16 are not permitted to use the Individual Edition without the consent of a parent or legal guardian. If you become aware that your Child has provided us with personal information in connection with the Individual Edition without your consent, please contact us at privacy@edclub.com. If we become aware that a Child has provided us with personal information in connection with the Individual Edition without the parents' consent or consent of a legal guardian, we will take steps to delete such information and terminate the Child's account.

Children's Privacy Policy

While most of the Websites are general audience websites that do not knowingly collect information from children located in the European Union under 16 and children located in the United States under the age of 13 (collectively, "Children" and each, a "Child"), portions of the Websites and certain Services, including, but not limited to, School Edition Basic and School Edition Pro, are directed to Children, and we may collect information directly from Children in connection with those portions of the Websites and Services. Therefore, we provide this Children's Privacy Policy to explain our privacy practices with respect to Children who access and use our Websites and Services.

Children may use either version of our School Edition provided that the holder of parental responsibility over the Child ("Parent") has provided consent and authorization, and the school has complied with its obligations under the Family Educational Rights and Privacy Act ("FERPA") and the Children's Online Privacy Protection Act ("COPPA"). If an appropriate school or school district official has consented to our collection of information from Children who are students in a manner consistent with COPPA, we will collect and use such personal information, but only for the use and benefit of the school and for no other commercial purpose. (We therefore do not allow Google AdSense or any other service to target ads to Children using School Edition Basic.) A school or school district must obtain the consent of a Parent or legal guardian prior to providing any Child's personal information. School officials or a Parent may revoke at any time their consent to allow Children to use the School Editions.

Upon a Parent's or a legal guardian's request, we will provide a description of the personal information we collect, give parents the opportunity to review their Child's personal information or have such information deleted and the opportunity to prevent further collection or use of their Child's personal information. Parents and legal guardians may exercise any of these options by visiting https://www.typingclub.com/parents

Through this Privacy Policy, we provide each school with all the notices required under COPPA, contained within this Privacy Policy. Parents also can request a copy of these notices and request access to their Child's Personal Information to review and/or have the information deleted by visiting https://www.typingclub.com/review-data

Collection & Use of Information from Children

The information we may collect on Children, either directly or from the school or school district, includes:

- Required: First Name, User Name (which may be Email address)
- Optional: Last Name, Email address, Password, Student ID, Class, Grade, School
- Data on student activity within the Websites and Services, including performance and progress within the system.

We do not enable Children to make their Personal Information publicly available. We use the information collected on Children to:

- Provide reports to teachers or school or school district administrators at the class, school, or district level;
- Support teachers or school or school district administrators implementing our products or using our Services;
- Monitor the use of our products and perform such analyses as might be necessary or helpful in improving product performance, efficiency, and security; and
- Research how students use the Websites and Services and perform analysis directed at improving the educational effectiveness of our products and Services.

We will not use any information collected about Children to directly advertise or market to students or their parents.

In addition, we may automatically collect information about the devices Children under 16 use to interact with our Websites and Services. The information we automatically collect may include IP address or device identifier and activity on the Services, including the date and time of use. This information is de-identified and any usage information, device

identifier, or other persistent identifier we collect is used for the sole purpose of providing support for the Websites and Services' internal operations.

Disclosure of Information from Children

EdClub may rely on third-party service providers who provide support for the internal operations of the Websites and Services, such as hosting the Websites, designing and/or operating our Services, tracking analytics, or performing other administrative services as outlined in the Privacy Policy. These third party service providers are held to the same obligations as EdClub with regard to information from Children, do not disclose or use information for any other purpose, and are subject to the terms of this agreement.

We do not provide links to external resources or chat rooms. Nor do our Services contain any offensive or inappropriate content. As a result, any school that uses the School Editions will be fully compliant with the Children's Internet Protection Act, with respect to the use of the School Editions.

For School Edition accounts, we will notify the Account Owner or Account Administrator to obtain consent prior to implementing any material changes to this Privacy Policy that increase our rights to use personal information we have previously collected about School Edition account holders.

Data Subject Rights

You can always opt not to disclose information to EdClub. However, some information may be needed to create an account with EdClub or to use our Services.

Cookies

You can accept or reject cookies through our Cookie Policy by visiting https://www.typingclub.com/cookie-policy, described above, or by changing the cookie settings on your web browser controls.

Marketing Communications

At any time, you can withdraw your consent and opt-out of receiving promotional or marketing communications from EdClub at any time, by using the unsubscribe link in the emails communications or by visiting this unsubscribe link.

If you have any account for our Services, EdClub will still send you non-promotional communications, like service related emails.

Exercising Your Data Subject Rights

You have the right to access, review, update, rectify, and delete any Personal Information that EdClub holds about you, or exercise any other data subject rights available to you under applicable data protection laws. In order to exercise your data subject rights, you can submit a request via email to privacy@typingclub.com. EdClub's Privacy Team will review any request and respond within a reasonable time.

- For users who have not created an account with EdClub, EdClub does not retain your personal information.
- For users who have created an account with EdClub, you can exercise your data rights directly in your account portal, or contact EdClub directly at privacy@typingclub.com.

- For School Account Holders, you can exercise your data rights directly in your account portal, or contact EdClub directly at privacy@typingclub.com.

Please note that we may still use any aggregated and de-identified Personal Information that does not identify any individual. EdClub will also retain any Personal Information to the extent necessary to comply with EdClub's legal obligations, resolve disputes, and enforce EdClub's agreements, as outlined in this Privacy Policy.

Links to Third-Party Websites

As noted above, we use a third-party to deliver ads to you on the Individual Edition and on School Edition Basic. If you click on an ad, we are not responsible for any information that you provide to, or that is collected by, third parties. Such information will not be covered by this Privacy Policy, and we are not responsible for the content or privacy practices of websites that you reach through advertisements on our sites.

International Data Transfers

We maintain and operate our Websites and Services on servers located in the United States. If you choose to use our Websites or Services from regions outside the United States that have laws governing data collection and use that differ from U.S. law, you acknowledge and agree that you are transferring personal information outside of that region to the United States and, by providing such information, you consent to the use of your personal data as identified in this Privacy Policy and the transfer of your personal data to the United States

Business Transfers

We may sell, transfer, or otherwise share some or all of our assets, including personal information, in connection with a merger, acquisition, reorganization, or sale of assets, or in the event of bankruptcy. Any such sale, transfer, or otherwise sharing of our assets shall be subject to the restrictions of this Privacy Policy and any applicable data protection laws

California Privacy Rights

California residents are entitled to ask us for a notice identifying the categories of Personal Information which we share with our affiliates and/or third parties for marketing purposes, and providing contact information for such affiliates and/or third parties. We do not share any personal information with third parties for the third parties' direct marketing purposes. If this practice changes, we will notify you by prominent posting on our digital properties. If you are a California resident and would like a copy of this notice, please contact us with privacy@typingclub.com

The portions of the digital properties directed to students and children under 13 do not enable or have a forum for the posting or sharing of content or information.

Changes to this Privacy Policy

We ask that you read this Privacy Policy from time to time. ~~EdClub may modify this Privacy Policy at any time in its sole discretion.~~ If we make material changes to this Privacy Policy that increase our rights to use personal information we have previously collected about you, we will

9/21/2021

obtain your consent either through an email to your registered email address or by prominent posting on our sites.

For School Edition accounts, we will notify the Account Owner or Account Administrator to obtain consent prior to implementing any material changes to this Privacy Policy that increase our rights to use personal information we have previously collected about School Edition account holders.

Contact

If you have any comments or questions about this Privacy Policy, please contact us at 1701 Pennsylvania Avenue, NW, Suite 200, Washington, DC 20006, or privacy@typingclub.com.

Foertmeyer & Sons Greenhouse Co.

Contract

Growing plants for our customers requires a great deal of time, often up to 12 months before delivery to your organization. When signing this contract Foertmeyer and Sons Greenhouse will reserve necessary greenhouse space to produce your plants. Our greenhouse is committing to your sale the necessary resources such as, but not limited to, labor, fuel costs, pots, soil, plant cuttings, seeds, delivery resources/trucking, shipping carts, dedicated Customer Growth Managers, sales materials and your own online sales platform. Many resources are provided by Foertmeyer and Sons to help your organization grow a profitable fundraising campaign. Our mission is to grow and deliver the highest quality plants for your customers. For us to accomplish this mission, we ask for the following commitments from you to help accomplish your greatest success.

1. **Isham Memorial Elementary School** commits to an Organization meeting with our Customer Growth Manager no less than three weeks prior to the start of our Foertmeyer and Sons Sale.

Chair: Customer Growth Manager: LC

2. **Isham Memorial Elementary School** commits to not run any other product fundraisers 4 weeks prior to the start or in conjunction with your Foertmeyer & Sons Greenhouse sale.

A. Running fundraisers too close together or simultaneously will negatively impact the profitability of your Foertmeyer & Sons Greenhouse sale due to over fundraising.

Chair: Customer Growth Manager: LC

3. **Isham Memorial Elementary School** commits to distributing the provided promotional materials, brochures, and order forms that have been requested. These forms can be used to collect cash and check orders as well as be used as an online ordering guide.

Chair: Customer Growth Manager: LC

4. **Isham Memorial Elementary School** commits to the full utilization of our FundraiseIT software to help us sell and manage our online store, delivery day student paperwork, and accept credit card payments. We agree to provide all necessary contact information to operate FundraiseIT and your sale properly.

Foertmeyer & Sons Greenhouse Co.

A. The chairperson of the sale will be assigned a login to FundraiseIT. Once logged in, they will be responsible for uploading a roster containing: seller's first name, last name, teacher name, grade level, and parent email address in their portal. This information will be used to generate a unique link to each student's online cart and each link will be delivered to the email address uploaded at the start of the sale. *Please note: Once uploaded, ALL student information is encrypted and can only be accessed by the person who entered it.

B. Any cash or check orders will need to be manually entered into FundraiseIT. These totals will be combined with any online orders.

C. End Customers will be charged a convenience fee of 5% of their order total through the online store to cover the costs of credit card processing as to not pass this expense along to the organization.

Chair: Customer Growth Manager: LC

5. Delivery Day

A. Volunteers are needed to help unload, sort orders by family, and help with loading orders into vehicles. (1 volunteer for every 100 items sold is recommended)

B. Fall and Spring sales require an outdoor, flat, and paved area that accommodates our delivery trucks and rolling carts. (no gravel or grassy areas)

C. Winter sales must be delivered into an easily accessible indoor location, 52 degrees or above, due to the temperature requirements of the plants.

D. Upon completion of unloading, the chairperson will count all items with a Foertmeyer and Sons representative to ensure all items are accounted for. This must happen prior to sorting/distributing orders by family.

E. Foertmeyer and Sons will provide extra plants at no charge to your organization on delivery day. These plants should be used to resolve any shortages, damages, or mistakes during distribution. These plants will be labeled as "Smiley Face Plants"

F. Free delivery for sales of 400 items or above in Spring and Fall. If less than 400 items are sold, a delivery fee of $100 plus $2 a mile from our closest greenhouse will be added to the invoice.

G. Free delivery for sales of 200 items or above in Winter. If less than 200 items are sold,

Foertmeyer & Sons Greenhouse Co.

a delivery fee of $100 plus $2 a mile from our closest greenhouse will be added to the invoice.

H. Groups that sell 600 items or less are subject to a potential delivery day change. If changed, the new delivery date will be communicated to your group within 5 business days of your order being submitted.

Chair: Customer Growth Manager: LC

6. Profit

A. Each item in our 3 seasonal programs has a different profit margin. However, you can expect an average of $5.00 per item sold.

B. Depending on what percentage of sales are made online vs. cash and check, will determine which party will be responsible for payment.

1. If the majority of orders are done via our online store, Foertmeyer & Sons Greenhouse will provide payment via check or direct deposit. Direct Deposit "ACH" of your profits will be deposited into your bank account no more than 7 days after delivery day.

2. If the majority of orders are done via cash or check, your organization will provide payment upon delivery.

Chair: Customer Growth Manager: LC

7. **Isham Memorial Elementary School** agrees to develop an effective incentive program with your Customer Growth Manager.

Chair: Customer Growth Manager: LC

8. **Isham Memorial Elementary School** understands that no less than 7 days after delivery they will be asked to rebook their fundraising sale for the following year. Rebooking at this time includes agreeing to the above commitments and reserves the necessary greenhouse space to grow the plants for your fundraiser.

Chair: Customer Growth Manager: LC

Foertmeyer & Sons Greenhouse Co.

Once this contract has been signed, Foertmeyer & Sons Greenhouse will make all necessary investments to support your sale. Due to the nature of the Greenhouse business, it is important that any sales that have started will be carried out to completion. Thank you for your business and willingness to work through any unforeseen circumstances.

Chair Signature: Date:

Customer Growth Manager Signature: Lisa Ski Date: 09 Nov 2023

MEMORANDUM OF UNDERSTANDING
Between the Wadsworth Board of Education and the Wadsworth Education Association

This Memorandum of Understanding is entered into this 15th day of November 2023, pursuant to the *Negotiated Agreement* (hereinafter referred to as "the Agreement"), between the Wadsworth City School District Board of Education (hereinafter referred to as "the Board"), and the Wadsworth Education Association (hereinafter referred to as "the Association").

WHEREAS, the Board and the Association are parties to the Agreement that governs the wages, hours, and other terms and conditions of employment of teachers employed in the Wadsworth City School District (hereinafter referred to as "the District"); and

WHEREAS, Article V addresses Salaries and Reimbursements; and

WHEREAS, Article IX addresses Work Year and Workday.

NOW, THEREFORE, the Board and the Association agree as follows:

1. Due to the need for professional development to meet the needs of students, and due to our desire to minimize the disruption of services provided to students, tutors and/or literacy coaches required to attend the Morphology Plus Virtual thirty (30) hour training will have the option of completing the training during their regular workday or completing the training outside their regular workday and being compensated five hundred dollars ($500.00) for the time spent outside their workday.

2. This Memorandum of Understanding shall not be utilized in any manner to establish a precedent or practice in any future school year.

3. Except as modified by this Memorandum of Understanding, all other terms and conditions of the Agreement shall remain in full force and effect. This Memorandum of Understanding represents the entire agreement of the parties with respect to its subject matter and shall only be amended by a signed writing.

IN WITNESS WHEREOF, the parties have entered into this Memorandum of Understanding at Wadsworth, Ohio, on the date first set forth above.

For the Wadsworth Education Association

_____

Rob Earle, WEA Co-President

_____

Stephine Schmeltzer, WEA Co-President

For the Wadsworth City School District Board of Education

_____

Andrew J. Hill, Ed.D., Superintendent

Resolution Number:_____

Wadsworth City Schools

Schedule of Revenues, Expenditures and Changes in Fund Balances
For the Fiscal Years Ended June 30, 2021, 2022 and 2023 Actual;
Forecasted Fiscal Years Ending June 30, 2024 Through 2028

		Actual				Forecasted				
		Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Average Change	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
1.010	General Property Tax (Real Estate)	$19,739,467	$22,786,750	$25,643,823	14.0%	$26,716,901	$27,117,655	$27,931,185	$28,769,120	$29,344,503
1.020	Tangible Personal Property Tax (Public Utility)	5,769,470	6,313,516	$6,631,331	7.2%	6,743,219	6,844,367	7,015,476	7,190,863	7,298,726
1.030	Income Tax									
1.035	Unrestricted State Grants-in-Aid	18,596,211	17,461,978	$17,396,564	-3.2%	17,687,757	17,511,762	17,641,020	17,771,629	17,777,726
1.040	Restricted State Grants-in-Aid	681,644	1,602,706	$1,753,516	72.3%	1,753,516	1,757,887	1,765,476	1,773,141	1,780,882
1.045	Restricted Federal Grants-in-Aid - (SFSF -532) (Ed jobs Bill-504)									
1.050	State Share of Local Property Taxes	2,482,625	2,544,108	$2,603,962	2.4%	2,603,961	2,603,961	2,603,961	2,603,961	2,603,961
1.060	All Other Revenues	2,375,047	1,675,692	$2,207,690	1.2%	2,224,868	1,515,430	1,421,720	1,348,074	1,349,492
1.070	*Total Revenues*	49,644,464	52,384,750	56,236,886	6.4%	57,730,223	57,351,062	58,378,838	59,456,787	60,155,289
	Other Financing Sources									
2.010	Proceeds from Sale of Notes									
2.020	State Emergency Loans and Advancements (Approved)									
2.040	Operating Transfers-In									
2.050	Advances-In	3,864,912	4,418,102	1,853,533	-21.9%	365,781	400,000	200,000	200,000	200,000
2.060	All Other Financing Sources	897,406	705,976	530,603	-23.1%	65,000	54,000	55,000	55,000	55,000
2.070	*Total Other Financing Sources*	4,762,318	5,124,078	2,384,136	-22.9%	430,781	454,000	255,000	255,000	255,000
2.080	*Total Revenues and Other Financing Sources*	54,406,782	57,508,828	58,621,022	3.8%	58,161,004	57,805,062	58,633,838	59,711,787	60,410,289
	Expenditures									
3.010	Personnel Services	30,049,082	31,462,067	33,117,949	5.0%	35,824,218	38,343,582	40,217,582	42,509,984	44,890,543
3.020	Employees' Retirement/Insurance Benefits	9,864,624	10,131,164	10,859,622	4.9%	12,274,434	13,848,613	14,937,467	16,089,610	17,326,625
3.030	Purchased Services	6,638,654	6,363,702	7,070,850	3.5%	6,357,963	6,598,481	6,854,795	7,121,981	7,406,903
3.040	Supplies and Materials	1,500,182	1,871,224	2,105,254	18.6%	2,625,896	2,659,189	2,706,101	2,754,693	2,780,028
3.050	Capital Outlay	293,850	825,368	760,466	86.5%	1,013,998	467,095	599,674	744,302	771,057
3.060	Intergovernmental									
	Debt Service:									
4.010	Principal-All (Historical Only)									
4.020	Principal-Notes									
4.030	Principal-State Loans									
4.040	Principal-State Advancements									
4.050	Principal-HB 264 Loans									
4.055	Principal-Other									
4.060	Interest and Fiscal Charges									
4.300	Other Objects	469,265	562,304	660,430	18.6%	707,570	708,458	749,184	770,606	792,750
4.500	*Total Expenditures*	48,815,657	51,215,829	54,574,571	5.7%	58,804,079	62,625,417	66,064,802	69,991,176	73,967,905
	Other Financing Uses									
5.010	Operating Transfers-Out	219,277	63,595	48,272	-47.5%	50,000	20,000	20,000	20,000	20,000
5.020	Advances-Out	4,418,102	1,853,533	365,780	-69.2%	400,000	200,000	200,000	200,000	200,000
5.030	All Other Financing Uses	4,400								
5.040	*Total Other Financing Uses*	4,641,779	1,917,128	414,052	-68.6%	450,000	220,000	220,000	220,000	220,000
5.050	*Total Expenditures and Other Financing Uses*	53,457,436	53,132,957	54,988,623	1.4%	59,254,079	62,845,417	66,284,802	70,211,176	74,187,905
6.010	*Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses*	949,346	4,375,871	3,632,399	172.0%	1,093,075-	5,040,355-	7,650,964-	10,499,388-	13,777,617-
7.010	Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	16,543,157	17,492,502	21,868,373	15.4%	25,500,772	24,407,697	19,367,342	11,716,378	1,216,990
7.020	*Cash Balance June 30*	17,492,503	21,868,373	25,500,772	20.8%	24,407,697	19,367,342	11,716,378	1,216,990	12,560,627-

Wadsworth City Schools
Fiscal Year 2024 – Five-Year Forecast
November 2023
EXECUTIVE SUMMARY

The first two pages of this report comprise the Executive Summary, which is intended to provide a summation of the Five-Year Forecast and highlight changes. For a complete understanding of the Forecast, readers are encouraged to read the Assumptions that follow the Executive Summary.

ESSER Grant: (Elementary & Secondary School Emergency Relief fund):

- The district received significant federal funding through several ESSER Grants the past four years. The period of availability for the final ESSER grant ends at the conclusion of FY 2024. The following initiatives are being paid from the ESSER grant this year. The forecast accounts for these positions being integrated into the General Fund in FY 2025.
- 2 Technology Integration Specialists
- 1 Opportunity School Teacher
- 2 School Counselors
- 1 Student Well Being and Mental Health Coordinator
- 1.5 (FTE) Literacy Coaches
- 2 Part-Time Float Student Attendants
- 1 Part-Time Technology Department Clerk
- 4 single and 11 family health care plans for WESPA members stacking job to be benefit eligible

Total diverted back to the General Fund in FY 2025 = $1,365,500

REVENUE:

Local Property and Public Utility Personal Property Tax collections:

- The voters of Wadsworth City Schools approved a 6.7 mil and 2.4 mil combination operating and bond levy on November 2, 2021. The additional revenue from this levy was phased in during FY 2022 and 2023.
    - Fiscal Year 2024 general property taxes are projected to increase 4.2%. This is based on the fall 2023 (1st half of FY 2024) tax collections being 5.7% more than the previous year.
    - Property taxes are projected to increase between 1.5% and 3% depending on the year in relation to reappraisal for years two through five of the forecast. Medina County will have a reappraisal in CY 2025
- FY 2024 PUPP taxes: The Nexus pipeline continues to be valued at a fraction of the projected valuation due to Nexus appeals. The district received $475,101.51 in Tax Year 2023 from Nexus.

- The Forecast does NOT account for any true ups from Nexus. If/when that day comes, the forecast will be adjusted accordingly.

House Bill 33: FY 2024-2025 Biennial Budget

- The State Legislature and Governor approved the current Biennial Budget in June of 2023. The budget continued the phase in of the Fair School Funding Plan (FSFP) and adjusted the input factors to the formula. Current simulations, received from the Ohio Department of Education, show the Wadsworth Schools receiving an additional $479,021 in FY 2024. However, due to the local capacity calculation and the phase in of Medina County Triennial Update, the district loses the $479,021 in FY 2025 and returns to the guarantee. The ODE simulations are included in the current forecast.

EXPENSES:

Salaries:

- FY 2024 Wages are projected to increase 8.17% due to staff previously paid from grants, steps, base increases as well as additional staff outlined in the assumptions. For further discussion see the related assumptions.

Healthcare Renewal:

- The SRHCC insurance renewal for FY 2024 was approved in April of 2023 at **4.1%.** The initial renewal was 6.2% but WCSD was able to buy down the renewal with excess reserves.
- Eight year Healthcare renewal data:

FY 2017	5.16%	FY 2021	0.00%
FY 2018	2.33%	FY 2022	0.00%
FY 2019	4.85%	FY 2023	1.60%
FY 2020	0.00%	FY 2024	4.10%

Purchased Services:

- Tuition: The FSFP changed how we count students from the district of residence to the district of attendance. This change decreased expenses in the purchased services category beginning in FY 2022 and continues through this forecast.
- Tuition paid to alternative schools has been reduced $700,000 to account for the students enrolled in the Grizzly Academy as opposed to attending schools outside of the school district.
- Natural Gas: The district is under contract at less than $3 per mcf through CY 2024. The district recently agreed to extend the Direct Energy contract through CY 25 at $3.692 per mcf. Beginning in FY 2025, the Forecast accounts for a 15% increase in nature gas due to the higher rate.

Supplies:

- **Textbooks:** (line 3.040 – supplies) as outlined in the assumptions on page 15, textbooks have been funded from the Medina County Sales Tax Fund for the previous five years. Beginning in FY 2024, textbooks are funded from the General Fund and incorporated back into this forecast.

Wadsworth City Schools
Fiscal Year 2024 - Five-Year Forecast
November 2023
ASSUMPTIONS

Overview

This financial report is published by the Treasurer of the Wadsworth City School District in good faith and within the scope of his employment. Said Forecast and the underlying assumptions will be presented to the Wadsworth City Board of Education at its Regular Meeting on November 20, 2023.

The Forecast and Assumptions are intended to provide the Board of Education and the Wadsworth Community with information about the current financial status of the district, as well as the projected future. The information presented in the Five-Year Forecast is supported by the underlying assumptions. The Board and Community are encouraged to read and understand the supporting assumptions.

The Forecast is in the first year of HB 33 (the biennial budget) passed by the legislation in June of 2023 and continues the phases in of the Fair School Funding Plan (FSFP). In addition, the input factors to the formula were updated to FY 2022 levels. The legislature can reevaluate the FSFP every two years to determine if the plan should continue and complete the phase in.

Funding formulas, referred to as the SF-3, PASS and the SFPR for Ohio's public school districts, were eliminated in previous budget bills. Under the PK-12 education funding formula, school districts are either on the guarantee, on the formula or are a capped district. Schools on the guarantee receive the same State Aid as the base year, schools on the formula receive the amount of funding the formula calculates and schools that are capped were scheduled to receive additional aid but are capped at a certain percentage above what they received in the previous fiscal year. The FSFP does incorporate new caps and guarantees into the funding formula. See the Unrestricted Aid Section for more information on the 2024-25 Biennial Budget and State Aid.

This Forecast includes the General Fund only. Information related to all other funds of the district can be found on the Certificate of Revenue and the Annual Appropriations Resolution. This fiscal year, the General Fund is projected to account for 49% of all expenditures. This is significantly lower due to the district's construction fund appropriating $39M.

As with any projection, accuracy diminishes the further one speculates into the future. There are three State Biennial Budgets within the five years of this projection.

General Fund Revenue

1.010 Property Tax (Real Estate)

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
General Property Tax (Real Estate)	$26,716,901	$27,117,655	$27,931,185	$28,769,120	$29,344,503

Real estate taxes account for 46% of our projected revenue (last year = 44%) in the General Fund. The increase percentage is the result of local property tax revenue growing faster than State Aid. Assessed valuation is the core component of real estate taxes and an involved part of the State funding formula in terms of local capacity. Medina County experienced a triennial update in 2022 and will have a reappraisal in 2025.

Wadsworth City Schools Assessed Valuation (AV) historical increases are:

% increase	Tax Year	Tax Collection Year
2.3%	2014	2015
1.6%	2015	2016
12.7%	2016	2017
1.47%	2017	2018
4.4%	2018	2019
15.4%	2019	2020
.79%	2020	2021
.12%	2021	2022
20.5%	2022	2023

The large increase in total AV due to the 2022 reappraisal resulted in a total of 5.84 operating mills rolled back due to HB 920 reduction factors. This is the equivalent of over $6M in lost tax revenue because of HB 920. Due to HB 920, districts see little additional (or loss of) revenue from a reappraisal or triennial update years. HB 920 rolls back the effective millage on voted levies, thus the district receives no additional (or loss) of revenue because of reappraisal on voted levies. The district will receive additional revenue from the inside millage and new construction.

HB 187 is currently being debated in the state legislature. HB 187 would soften the impact (spread over 3 years) of a reappraisal or triennial updates when applied to inside mills. The impacts of HB 187 (if adopted) are not incorporated into the forecast. As noted above, Medina County's next reappraisal is in CY 2025.

Key components of line 1.010 of the Forecast are:

- FY 2024 – First half property tax collections up 5.7% over the same period last year. Overall property taxes are projected to increase 4.18% in FY 2024.
- 1.5% increase for FY 2025
- 3.0% increase for FY 2026 (Triennial update)
- 3.0% increase for FY 202 (Triennial update)
- 2.0% increase for FY 2028

1.020 Tangible Personal Property Tax and Public Utility Personal Property

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Tangible Personal Property Tax (Public Utility)	6,743,219	6,844,367	7,015,476	7,190,863	7,298,726

The 2009 Biennial Budget eliminated the Tangible Personal Property (TPP) tax on the business community and thus began phasing out a major source of local revenue to school districts throughout the State of Ohio. In FY 2012, the Wadsworth City Schools local TPP revenue was eliminated, but we continued to receive TPP reimbursements from the State through FY 2016. The district continues to receive Public Utility Personal Property (PUPP) taxes. PUPP values have continued to grow in recent years, providing most of the district's increases in local tax collections.

The Nexus gas transmission pipeline was completed in Medina County in 2018 and appeared on the 2019 tax duplicate. The PUPP assessed valuation initially increased over $24M for calendar year 2019 (paid in 2020) primarily due to the Nexus Pipeline. This increase in values was projected to bring an additional $1.5M in taxes. However, Nexus has filed two appeals requesting a reduction of their values by a total of 52%. In addition, Nexus tender paid their tax bills; therefore, reducing the FY 2020, 2021, 2022 and 2023 collections from what was projected. The Ohio Tax Commissioner overruled the Nexus appeal. Nexus has taken their appeal to the Board of Tax Appeals and lost their appeal. However, Nexus continues to appeal subsequent tax years. When the appeal case is settled, the difference, if any, must be paid by Nexus. The lump sum true up that may be due is NOT included in the Forecast. In CY 2023 the district received $475,101.51 from Nexus.

Key components of line 1.020 of the Forecast are:

- Nexus values (at 48%) included in FY 2024
- 1.69% increase in FY 2024
- 1.5% - 2.5% increase projected in FY 2025-2028

As more information becomes available regarding values associated with the pipeline, the Board of Education will be updated.

1.035 Unrestricted Grants in Aid (State Aid)

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Unrestricted State Grants-in-Aid	17,687,757	17,511,762	17,641,020	17,771,629	17,777,726

History:

Prior to the 2021-22 school year the State funding formula was called the School Foundation Payment Report (SFPR). The formula followed the basic premise of enrollment (known as ADM) x Basic Aid ($6,020) X the State Share Index. Based on the output of the formula, districts were either on the guarantee, formula or capped.

- **Guarantee** - If your formula aid was less than what you received in FY 2019, you were guaranteed to receive at least your FY 2019 funding.
- **Capped** - If your formula amount was higher than a percentage determined by the legislature, then you were capped at that amount.
- **Formula** - If you fell in between and were funded at the formula amount, you were considered a "Formula District".

During Fiscal Years 2016 and 2017, Wadsworth City School District was funded on "The Formula". Beginning in FY 2018 due to an enrollment decrease of 100 students and the basic aid allowance from the State only increasing by $10.00 per student, Wadsworth (along with 201 other districts) transitioned to the Guarantee. Due to the pandemic, State Aid was further reduced by Governor DeWine in May of 2020. Wadsworth's net loss in State Aid over FY 2020 and 2021 was $1,297,378.

Present: FY 2024 and 2025 Biennial Budget (HB 33):

HB 33 the current Biennial budget continues the phase in of the Fair School Funding Plan (FSFP) that began with HB 110 (the 2021-23 Biennial budget). Instead of funding a basic aid amount as all previous funding formulas did, the FSFP calculates a Base Cost that is unique to every district. The Base Cost is determined based on four funding areas. These are Direct Classroom Instruction (DCI), Instruction and Student Services (ISS), Building Leadership and Operations (BLO), and District Leadership and Accountability (DLA). An example of DCI are regular classroom teachers. The chart below demonstrates one of the calculations for funding regular education teachers:

Base Cost:

Grade level	# of Students / Teacher for funding
K	20
1-3	23
4-8	25
9-12	27
Career Tech	18

As an example, a district with 110 kindergarten students would receive funding for 5.5 teachers at $68,022 + 16% for benefits and $13,894 for health care insurance per teacher. Therefore, under the formula this district would receive $510,397.36 to fund regular education teachers for kindergarten. This is just one example of DCI. A similar formula is used for the other components of DCI as well as ISS, BLO and DLA. A district is not required to spend $510,397.36 on kindergarten. This is simply their funding amount, when combined with all the other components of the formula that develop the district's unique base cost.

Wadsworth base cost as of the November (2023) #1 foundation payment was **$8,203.85 compared to $7,331.84 last year**. Again, the base cost is a fluid number and different for every district across the State based on their enrollment numbers.

Local Capacity: There is still a local capacity (formerly known as the State Share Index) component to the FSFP. The FSFP assumes local funds are raised and are accounted for in the new formula. To say it another way, a district will not receive the full $510,397 in the example above for kindergarten. A percentage of the funding is assumed to be raised locally based on the components listed below. The Local Capacity determined on the components listed below will develop a percentage of the Base Cost that a district will receive. This is like the State Share Index

in the previous formula but removes the fluid comparison to other districts that made the State Share Index inadequate:

- Total Assessed Valuation per pupil (60%)
- Median Adjusted Gross Income per pupil (20%)
- Weighted Adjusted Gross Income per pupil (20%)

Under the previous funding formula, Wadsworth's State Share Index (SSI) was about 48%, meaning we received 48% of the **$6,020** basic aid amount per student = **$2,890**.

Under the Fair School Funding Plan (FSFP), Wadsworth Local capacity as of November 2023 is **$5,004.07**. Therefore, while the base cost of $8,203.85 is significantly greater than the basic aid amount of $6,020 and our local share is a much higher (state share is less), we are projected to receive **$3,199.78** per student in FY 2024.

	Gross Per Student	Local Capacity	Net State Aid Per Student
FY 2021 SFPR	$6,020	$3,130	$2,890
FY 2023 FSFP	$7,332	$4,588	$2,744
FY 2024 FSFP	$8,204	$5,004	$3,200

Categorical Funding: In addition, the FSFP includes categorical funding that is not part of the base costs. These include Special Education, Career Tech, ELL, Gifted, Disadvantage Pupils, Targeted Assistance, Transportation and Preschool. Categorical funding is restricted in nature.

Student Count: The other major change in the FSFP is how students are counted. In previous funding formulas, a student was counted based on the district of residence not the district of attendance. Example: If a Wadsworth resident student attended public charter school, the student was first counted in Wadsworth, and we receive our State Share of funding for that student. We were then charged "tuition" for that student to attend the public charter school. In the case of Wadsworth, this resulted in a net loss of about $3,000 per student that attended a charter school. Under the FSFP, students are counted in the district of attendance. Therefore, a Wadsworth resident attending a public charter school will no longer be included in our count saving the district nearly $1M in tuitions costs but reducing our State Aid as well. See the purchased services for additional information on this change.

House Bill 33: The 2024-25 Biennial Budget included two important components:

1) The continued phase in of the FSFP
2) Increasing the input factors for the formula (DCI, ISS, BLO, and DLA) to FY 2022 levels.

Incorporating these changes into the biennial budget is important. However, these changes were not significant for Wadsworth City Schools. Based on the simulation that are used in the forecast for FY 2024 and 2025, the district total state aid is projected to increase $479,021 in FY 2024. However, due to the local capacity calculation in FY 2025, the districts total state aid decreases by $479,021 back to FY 2023 levels. The same amount is projected for years three through five of the forecast.

Casino Funding: The FY 2022 Ohio Casino Tax increased to $278,012,which is $87,000 more than FY 2021 and $30,000 more than FY 2020. FY 2023 increased $5,688 over FY 2022. The law mandates the casinos to pay a 34% tax rate and 33% of the tax is earmarked for school districts in Ohio to be distributed on a per-student basis. The law also implies that this money goes to education outside the funding formula and should not be part of the SFPR or FSFP formula but is included on line 1.035.

- Nearly $1.48M in revenue projected over the life of the Forecast from the Ohio Casino Tax.

1.040 Restricted State Grants in Aid

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Restricted State Grants-in-Aid	1,753,516	1,757,887	1,765,476	1,773,141	1,780,882

The Fair School Funding Plan (FSFP) added components to Restricted State Aid. Historically, restricted State Aid was primarily career technical education as well as special education related to catastrophic cost reimbursements. With the implementation of the FSFP restricted aid is expanded beyond career tech and catastrophic costs to include disadvantaged pupil impact aid (DPIA) and student wellness and success funds (SWSF). In the previous Biennial Budget, SWSF were accounted for outside of the General Fund and five-year forecast in fund 467. In the FSFP, SWSF are part of the General Fund and the Five-Year Forecast and the district is required to track and demonstrate that these funds are properly spent. In addition, categorical funding (restricted aid) for career tech and special education is calculated using weights as opposed to dollar amounts. Under the SFPR, these categories were funded using a flat dollar amount as determined by the legislation during the budget process. Using weights will allow the amount of funds growing toward these restricted categories to naturally increase as the Base Cost (see discussion in unrestricted State Aid) increases.
The second primary source of revenue is Catastrophic Cost reimbursements for Special Education students. Catastrophic Costs are reimbursements from ODE for qualifying special needs students the district provides services for above a certain price point depending on their disability.

- In the years 2024-2028, the Forecast is projecting a 1% increase in **Catastrophic Cost** reimbursements. Further, under the FSFP the amount of funding allocated to special education in the categorical funding has been reduced by 10% to fund catastrophic cost reimbursements. Prior to the FSFP, we applied for Catastrophic Costs reimbursements to generate additional special education funds. Under the FSFP we must complete Catastrophic Costs just to get back the 10% in special education funding that was withheld from our foundation payment.
- In FY 2023 the district's special education funding was reduced $148,000 (our 10%) for catastrophic costs. However, through the Catastrophic Cost process, the district received $437,077 in reimbursements, which is nearly 200% more than deducted.

1.050 State Share of Local Property Taxes

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
State Share of Local Property Taxes	2,603,961	2,603,961	2,603,961	2,603,961	2,603,961

Homestead Exemption: The 10% and 2.5% rollback of property taxes changed with the 2009/2010 Biennial Budget. The State increased the eligibility of seniors for this credit. In

addition, HB 59 (2014-15) eliminated this reimbursement on future levies. All levies except for the 2021 levy continue to receive this reimbursement.

- The Forecast projects flat funding for Homestead Exemption for each year.
- HB 1 was introduced in the spring of 2023 to eliminate rollback payments from the State. Fortunately, this bill has stalled and not a concern to the education community at this point.

1.060 All Other Revenues (Local Income)

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
All Other Revenues	2,224,868	1,515,430	1,421,720	1,348,074	1,349,492

There are six primary revenue sources to All Other Revenues:

1. Tuition (~~open enrollment~~, special education, preschool and summer school)
2. Extracurricular activities assessment
3. Student-paid fees and fines
4. Investment income
5. Medicaid reimbursements
6. Revenue Sharing Agreements with the City of Wadsworth related to Tax Abatements

- With the implementation of the FSFP and the change in the way students are counted (district of attendance vs. district of residence), the calculation for open enrolled students is also impacted. No longer will school districts receive tuition payments for incoming open enrolled students and no longer will districts pay tuition for students leaving their district through open enrollment. Open enrollment students are now counted in our base costs.
- The activity assessment fee is projected to be stable over the life of the Forecast. There are currently no plans to increase or eliminate the activity assessment fee.
- The investment income projection continues to increase as the Fed's have increased interest rates since the last forecast adoptions. The district collaborates with Fifth Third Securities to manage the investment portfolio for both the general fund and the construction project fund.
- Medicaid reimbursements are projected to remain consistent.

2.50 Advances – In

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Advances-In	365,781	400,000	200,000	200,000	200,000

Advances-In The advances-in and out have been minimalized as there is no longer a need to advance funds to the 004-construction fund. Advances-in account for the FYE 2023 advances primarily for federal grant cash flow purposes.

2.060 Other Financing Sources

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
All Other Financing Sources	65,000	54,000	55,000	55,000	55,000

- Other sources include Sale of District Assets and Refunds of Prior Year Expenditures. Historically, the primary funding sources are:
    - Ohio BWC rebates
    - Medina County Auditor's Office refund of Auditor fees
    - Refund of prior year expenses from the Medina ESC

The district is not projecting rebates or refunds from BWC or the County Auditor's office during the life of the Forecast. With the change in leadership in the County Auditor's office, it is unknown if the new auditor will issue similar refunds.

2.080 Revenue Summary

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Total Revenues and Other Financing Sources	58,161,004	57,805,062	58,633,838	59,711,787	60,410,289

The Forecast projects an decrease in FY 2024 in total revenue of .78%. However, this number is slighted because advances in went from $1.8M in FY 2023 to $365,781 in FY 2024. Total revenue before advances and other financing sources is projected to increase **2.66%.**

Major issues affecting revenue:

- Strong fall 2023 real estate tax collections (+5.7% over previous year)
- State Aid – HB 33 continues the FSFP and next biennium
- Volatile investment income: As long as the Fed continues to increase or hold rates at current levels, interest income will be strong.

General Fund Expenditures

3.010 Salaries and Wages

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Personnel Services	35,824,218	38,343,582	40,217,582	42,509,984	44,890,543

Salaries and wages are projected to increase 8.17% over FY 2023 (as compared to a 5.2% increase for the same period last year). The district added 4.6 FTE teaching positions and 1 FTE administrator. One of the teaching positions is funded by the ESSER grant and the other 3.6 are additions to the forecast.

- Beginning in FY 2024, one part-time tutor currently funded by Title I will be funded from the General Fund due to the change in the tutor wage index that is part of the WEA contract for FY's 2024-2026.

- Beginning in FY 2017, the district contracted with Renhill and the Summit County ESC for substitute teacher services. Therefore, our substitute services moved from the Salaries (line 3.010) to the Purchased Services (line 3.030) of the Forecast.

- The district and the Wadsworth Education Association (WEA) are in the first year of a three-year contract that continues through June 30, 2026. The Agreement includes step increases for eligible employees and a base increase in each year of the contract. In addition, employees pay 11% of the cost for health care insurance each year of the contract.

- The district and the Wadsworth Education Support Personnel Association (WESPA) are also in the first year of a three-year contract that continues through June 30, 2026. The WESPA Agreement includes step increases for eligible employees and a base increase in each year of the contract. In addition, employees will pay 6% / 9% (Family / Single) of the cost for health care insurance.

- The 2023-24 salaries and benefits are projected to be 81.79% of General Fund Expenditures.

- The district's 2023-24 teaching staff consists of 291 full-time and 10 part-time teaching professionals. We have 11 licensed professionals working as tutors in the district (6 tutors are funded with grant money and are not part of this Forecast), 24 Licensed Administrators and 14 Exempt Salaried employees (3 of the exempt salaried employees are not paid from the General Fund). In addition, the district has four compact employees.

- The following staffing changes are accounted for:

  - **Fiscal Year 2024**:
    - <u>Grizzly Academy Alternative School:</u>
      - Principal **(+1 FTE)**
      - Regular Education Teacher **(+2 FTE)**
      - Special Education Intervention Specialists **(+2 FTE)**
      - School Counselor **(+1 FTE)**
      - Support Staff
    - <u>High School/ Middle School:</u>
      - 7-12 Technology Integration Specialists **(+1 FTE)**
      - WHS Math **(-.7 FTE)**
    - <u>Elementary:</u>
      - 5th grade Teaching Section (**-1 FTE)**
      - Preschool Teaching Section **(-1 FTE)**
    - <u>Special Education:</u>
      - Speech Services **(-.4 FTE)**
      - Non Categorical **(+1.7 FTE)**

  - **Fiscal Year 2025:**
    - **7.5 Teaching positions currently funded with ESSER Grant**
    - **2 Student Attendance float positions funded with ESSER Grant**
    - **1 Part-time Technology Dept clerk currently funded with ESSER Grant**

All of these positions are accounted for in the forecast beginning in FY 2025.

- **Fiscal Years 2025, 2026 and 2027:**
  - The Forecast includes an allowance for wage increases, additional staffing and the grant-funded positions noted above returning to the General Fund during the last four years of the Forecast.
  - The forecast does not account for the expansion of the Grizzly Academy. Further, the forecast does not account for and savings in purchased services/tuition from the Grizzly Academy expansion. These two items will most likely offset each other if the Grizzly Academy expands. The other unknown cost will be a new facility (purchase or rent) if needed.

3.020 Employee Retirement / Insurance Benefits

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Employees' Retirement/Insurance Benefits	12,274,434	13,848,613	14,937,467	16,089,610	17,326,625

The largest expense outside of salaries and wages is the Board's share of healthcare benefit premiums. In FY 2011, the district began participating in the Summit Regional Healthcare Consortium (SRHCC) to pool administrative fees with Barberton, Copley-Fairlawn, Norton and Revere Schools. In FY 2015, Cuyahoga Falls City Schools joined the SRHCC. In FY 2020 and 2022, Woodridge Local Schools and Dover City Schools joined. In addition, the SRHCC continues to maximize resources and implement best practices related to healthcare and wellness. The Consortium works with Be-Well Solutions to provide wellness support to five districts to encourage employees to make healthy lifestyle changes. Employees enrolled in the district's healthcare plan are encouraged to participate in the annual biometric screening, health risk assessment, as well as the many Grizzly Challenge Wellness programs offered throughout the year. Employees are rewarded with a credit to an HRA account based on positive results on their biometric screening.

The Board of Education and members of both the teachers (WEA) and support staff (WESPA) unions agreed to a new three-year contract that began July 1, 2023. There were no changes to employee healthcare benefits in the new contract.

Health Care Insurance Projections:
The SRHCC Board of Directors approved a 6.2% renewal for FY 2024. However, the district was able to buy down the FY 2024 renewal to 4.1% using excess reserves with the consortium. The district previously projected an increase of 6% for FY 2024 resulting in savings according to the Forecast. These insurance changes are reflected in the Forecast and Assumptions below:

- There is an allowance for WESPA staff that stack two jobs to receive health care benefits beginning in FY 2025. Currently, these benefits are funded using ESSER grant funds. This is an increase of $257,000 to the benefits line in FY 2025.
- The Forecast accounts for:
  - The addition of the new staff as outlined above related to health care coverage.

- An allowance for health care plan changes (single to family) in each year

- The current industry trend for health care is between 8 and 11% increases.
- **Healthcare premiums are projected to increase 8% in each of the next four years.**
  - Anthem's (the district's insurance provider) current contract with the Cleveland Clinic (includes Akron City hospital) expires at the end of 2023. The new contract is not anticipated to provide the same savings as previous contracts and is one of the reasons for a projected 8% increase in premium.
  - The district's Rx rebates contract also expires in one year. It is projected that RX cost will continue to increase.
  - The SRHCC (the consortium) is planning a full RFP process fo the 2024-2025 plan year renewal. This could result in a change in health care providers to the consortium.

Language in the WEA contract requires retirees aged 55 or older to contribute 100% of their severance payment to a 403(b) annuity as an employer contribution. Employer contributions to a 403(b) are considered a fringe benefit. Therefore, most of the certified severance is paid from benefits (line 3.020), instead of salaries and wages (line 3.010).

Currently, by State law, the Board contributes 14% of the salaries and wages to two retirement systems. Members of STRS are required to pay 14% of their earnings to the retirement system. The Board pays 10% of the Administrators' 14% employee share of STRS (10% of their salary). In addition, the Board pays a surcharge to SERS for all support staff employees whose annual income is less than $35,800. That is, for any employee making less than $35,800 annually, the district must pay 14% on $35,800 and not what their actual earnings. SERS does have a cap of 2% percent of total SERS wages to be paid to the surcharge. We are above the cap. Therefore, we pay 16% of our total SERS payroll to the retirement system. A large percentage of the surcharge is paid by the Food Service Fund (006), which is not part of this Forecast. All but one employee in the Food Service Department earns less than $35,800.

The other two items that make up our employee benefits are Medicare Tax and Workers' Compensation. Our district pays 1.45% Medicare tax on all employees hired after 1986.

3.030 Purchased Services

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Purchased Services	6,357,963	6,598,481	6,854,795	7,121,981	7,406,903

This category covers all our contracted services including tuition to other schools, legal services, copier leases, property/fleet insurance, gifted services from the Medina County ESC, and special education services (such as occupational and physical therapy). In addition, it also covers professional development, utilities, contracted services as well as College Credit Plus (CCP) tuition for high school students.

- The projection for future years:

- FY 2024 projects a decrease in purchased services spending due to a $700,000 reduction in tuition because of the opening of the Grizzly Academy.
    - The forecast does not account for tuition savings in future years of the forecast due to expansion of the Grizzly Academy. Further, the salaries and benefits portion of the forecast does not account for new staffing related to Grizzly Academy.

- FY 2025 – 2027 has a 15% increase built in for Natural Gas. The district is under contract at less than $3.00 per MCF for Natural Gas through CY 2024 increasing to $3.69 for CY 2025.

- Substitute teachers and some support staff are included in Purchased Services since we contract substitute services with the Summit County ESC / Renhill. See note in the Salaries section as the offset.

3.040 Supplies and Materials (500)

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Supplies and Materials	2,625,896	2,659,189	2,706,101	2,754,693	2,780,028

Supplies and materials were substantially lower in FY 2020 – FY 2023 when textbook purchases were expensed from the Sales Tax Fund. As planned in FY 2020, textbooks will be expended from the General Fund beginning in FY 2024.

- Supplies are projected to increase 24.7% in FY 2024 (textbooks).
- Bus fuel is included in supplies and can be very difficult to project. Bus fuel accounts for 9% of the Supplies Category.
- Weighted Career Tech (CT) funds from the State account for a portion of the expenses. We are required to spend CT money on CT programs within the school year (see discussion under Restricted Revenue above).

The district plans the following curriculum cycle and related textbook adoption. The expenses for FY 2021-2023 were NOT part of the Forecast (Medina County Sales Tax fund) but are still an integral part of the district's operating budget. Textbook purchases are planned to be part of the General Fund beginning in FY 2024.

Textbook Adoption Cycle

Fiscal Year	Subject	Grade Level	First Year of Use	Projected Cost
** 2023	World Language	9-12	2023-24	$175,000
	Fine Arts	K-12		$150,000
	Business	9-12		$150,000
	Health	7-12		$ 20,000
	CCP & Replacements			$130,000
2024	Science	K-12	2024-25	$650,000
	CCP & Replacements			$130,000
2025	Social Studies	K-12	2025-26	$650,000
	CCP & Replacements			$130,000
2026	English/Lang. Arts	K-12	2026-27	$650,000
	CCP & Replacements			$130,000
2027	Math	K-12	2027-28	$650,000
	CCP & Replacements			$130,000
2028	World Language	9-12	2028-29	$300,000
	Fine Arts	K-12		$150,000
	Business	9-12		$150,000
	Health	7-12		$ 25,000
	CCP & Replacements			$130,000
2029	Science	K-12	2029-30	$650,000
	CCP & Replacements			$130,000

** = Sales Tax Fund

3.050 Capital Outlay (600 & 700)

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Capital Outlay	1,013,998	467,095	599,674	744,302	771,057

The General Fund and the Sales Tax Fund support capital needs in the district. Approximately 48% of the sales tax proceeds go to pay debt service related to the construction of the new Valley View and Isham Elementary Schools, as well as the 1/2 mill maintenance levy requirement of the OFCC. This amounts to $1,460,000 annually from the Sales Tax Fund. This debt service will

expire in 2025 when the new debt service related to the COP's issued on November 9, 2023 will begin. Because of the commitment of the sales tax dollars to construction projects, the district will continue to support capital improvements to buildings, technology, and buses from the General Fund.

- School Bus Purchase Schedule:
  FY 2024: 6 buses FY 2026: 2 buses
  FY 2025: 1 bus FY 2027: 3 buses

  - An average of 3 buses per year over the life of the forecast. The volatility in the capital outlay line of the forecast is due to the number of buses purchased each year.

- The district developed a five-year strategic plan for the calendar years 2021-2025. Capital expenses associated with the plan are detailed in appendix A of the strategic plan. Most of the capital expenses in the plan will be funded by the Sales Tax and OFCC Maintenance funds.

- Future years of the Forecast allow for an average 3-4% per year increase in all other categories (outside of buses).

If any major capital improvements funded by the General Fund are needed, it would adversely affect the Forecast. In addition, there are reserves in the Sales Tax fund to assist with any unplanned capital needs.

4.050 / 4.060 HB 264 Principal and Interest

There are currently no General Fund debt issues.

4.300 Other Objects (Miscellaneous)

This area covers County Auditor and Treasurer Fees, election expenses, liability insurance and membership dues for the Board. County fees charged by the County Auditor and Treasurer are the primary expense (78%) in this category.

5.010 & 5.020 Transfers and Advances Out

Advances out are primarily for cash flow purposes to other funds and will be returned in subsequent fiscal years.

6.010 Excess Revenues over Expenditures (Deficit Spending):

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses	1,093,075-	5,040,355-	7,650,964-	10,499,388-	13,777,617-

This line demonstrates if the district has a balanced budget for the year or if expenditures exceed revenues (deficit spending). The district is in the third year since the passage of the operating levy in 2021 and is projected to begin deficit spending this year and in each year of the forecast.

7.020 Ending Cash Balance

	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Cash Balance June 30	24,407,697	19,367,342	11,716,378	1,216,990	12,560,627-

The Forecast projects a positive cash balance for the first four years of the Forecast. However, in the seventh year after the levy, the district currently projects a negative fund balance.

WADSWORTH CITY SCHOOL DISTRICT
MONTHLY FINANCIAL UPDATE
OCT-23

General Fund
Budget to Actual Report

	FY 2024 Budget	FY 2024 Actual to Date	Variance	Variance %	Target %
Beginning Cash Balance	**$ 25,500,772**	**$ 25,500,772**			
Total Revenue	**$ 58,161,004**	**$ 24,593,100**	**$ (33,567,904)**	**42.3%**	33.3%
Expenditures:					
Salaries and Wages	$ 35,824,218	$ 11,869,620	$ (23,954,598)	33.1%	34.62%
Employee Fringe Benefits	$ 12,274,434	$ 4,090,938	$ (8,183,496)	33.3%	33.3%
Purchased Services	$ 6,357,963	$ 1,976,037	$ (4,381,926)	31.1%	33.3%
Supplies and Materials	$ 2,625,896	$ 620,578	$ (2,005,318)	23.6%	33.3%
Capital Outlay	$ 1,013,998	$ 733,254	$ (280,744)	72.3%	33.3%
HB 264 Payments	$ -	$ -	$ -		
Other	$ 715,570	$ 330,614	$ (384,956)	46.2%	33.3%
Transfers/ Advances out	$ 450,000	$ -	$ (450,000)	0.0%	33.3%
Total Expenditures	**$ 59,262,079**	**$ 19,621,040**	**$ (39,641,039)**	**33.1%**	33.3%
Revenue over (under) Expenditures	**$ (1,101,075)**	**$ 4,972,060**			
Ending Cash Balance	**$ 24,399,697**	**$ 30,472,832**			
Encumbrances		**$ 6,919,320**			44.78%
Available Unencumbered Balance		**$ 23,553,512**			

Financial Summary - All Funds

Cash Flow Summary:

Total Revenue Current Month All Funds	**$ 52,458,974.89**
Total Expenditures Current Month All Funds	**$ 6,357,807.09**
Total Month End Cash Balance	**$ 90,070,784.38**

Appropriation Summary:

Total Appropriations Current Year All Funds	**$ 119,288,915.00**
Prior Fiscal Year Carryover Encumbrances	**$ 6,099,494.11**
Total Available All Funds	**$ 125,388,409.11**
Fiscal Year To Date Expenses All Funds	**$ 24,597,514.67**
Fiscal Year To Date % expended All Funds	**19.6%**

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
Fund:	**001**								
001-0000	GENERAL FUND:	$ 25,424,969.36	$ 3,443,021.30	$ 24,555,283.05	$ 4,938,335.59	$ 19,580,163.22	$ 30,400,089.19	$ 6,919,319.84	$ 23,480,769.35
001-9000	GENERAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
001-9001	GENERAL FUND: ADVERTISING /FACILITIES ACCOUNT	85,391.27	0.00	34,726.45	500.00	40,877.25	79,240.47	0.00	79,240.47
001-9002	GENERAL FUND: FOOD SERV. DONATIONS	(9,588.98)	301.00	3,090.82	0.00	0.00	(6,498.16)	0.00	(6,498.16)
001-9094	GENERAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
001-920R	GENERAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 25,500,771.65	**$ 3,443,322.30**	**$ 24,593,100.32**	**$ 4,938,835.59**	**$ 19,621,040.47**	**$ 30,472,831.50**	**$ 6,919,319.84**	**$ 23,553,511.66**
Fund:	**002**								
002-0000	BOND RETIREMENT SERIES 98,99,00 ISSUES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
002-9000	BOND RETIREMENT (1997)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
002-9100	BOND RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
002-9200	BOND RETIREMENT - ENERGY CONSERVATION 2000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
002-9300	BOND RETIRE LIBRARY 2001	114,069.79	0.00	0.00	0.00	0.00	114,069.79	0.00	114,069.79
002-9400	BOND RETIREMENT: 2008 ($65,650,000)	5,024,708.67	201,229.97	1,782,609.72	802.92	23,179.39	6,784,139.00	0.00	6,784,139.00
002-9500	BOND RETIREMENT: 2021 ($41,000,000)	3,329,538.47	16,659.50	1,059,927.76	477.41	13,782.37	4,375,683.86	0.00	4,375,683.86
		$ 8,468,316.93	**$ 217,889.47**	**$ 2,842,537.48**	**$ 1,280.33**	**$ 36,961.76**	**$ 11,273,892.65**	**$ 0.00**	**$ 11,273,892.65**
Fund:	**003**								
003-0000	PERMANENT IMPROVEMENT LEVY FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
003-900C	COMMUNITY CENTER ENTERPRISE FUND	212,542.65	0.00	0.00	0.00	0.00	212,542.65	8,827.93	203,714.72
003-900S	SUMMA HOSPITAL ENTERPRISE FUND	60,614.83	0.00	0.00	9,829.48	12,051.96	48,562.87	2,767.23	45,795.64
		$ 273,157.48	**$ 0.00**	**$ 0.00**	**$ 9,829.48**	**$ 12,051.96**	**$ 261,105.52**	**$ 11,595.16**	**$ 249,510.36**
Fund:	**004**								
004-0000	CONSTRUCTION FUND: OFCC - LFI	(2,102,556.73)	0.00	0.00	0.00	0.00	(2,102,556.73)	0.00	(2,102,556.73)
004-900C	CONSTRUCTION FUND: CITY OF WADS. COMM. CENTER	(1,697,088.92)	0.00	0.00	0.00	0.00	(1,697,088.92)	33,911.20	(1,731,000.12)
004-900H	BUILDING FUND: WRH SUMMA MED. OFFICE BLDG.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
004-900I	CONSTRUCTION FUND: INTERMEDIATE SCHOOL	38,878,642.17	128,534.37	429,484.84	760,257.42	1,476,721.76	37,831,405.25	2,779,575.98	35,051,829.27
		$ 35,078,996.52	**$ 128,534.37**	**$ 429,484.84**	**$ 760,257.42**	**$ 1,476,721.76**	**$ 34,031,759.60**	**$ 2,813,487.18**	**$ 31,218,272.42**
Fund:	**006**								
006-0000	FOOD SERVICES	(80,910.94)	86,747.45	198,226.32	73,741.71	269,230.14	(151,914.76)	630,188.54	(782,103.30)

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
006-9001	FOOD SERVICE FEDERAL AWARD:	$ 2,352,315.20	$ 64,782.40	$ 84,410.07	$ 51,512.35	$ 180,697.63	$ 2,256,027.64	$ 0.00	$ 2,256,027.64
006-9002	FOOD SERVICE SUPPLY CHAIN ASSISTANCE FEDERAL AWARD:	126,395.90	0.00	0.00	6,290.71	10,830.38	115,565.52	120,430.56	(4,865.04)
		$ 2,397,800.16	**$ 151,529.85**	**$ 282,636.39**	**$ 131,544.77**	**$ 460,758.15**	**$ 2,219,678.40**	**$ 750,619.10**	**$ 1,469,059.30**
Fund:	**007**								
007-0000	SPECIAL TRUST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
007-900S	SAFETY TOWN FUND	12,058.16	0.00	0.00	0.00	7,450.35	4,607.81	4,860.62	(252.81)
007-9091	SPECIAL TRUST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
007-9092	SPECIAL TRUST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
007-955C	SPECIAL TRUST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 12,058.16	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 7,450.35**	**$ 4,607.81**	**$ 4,860.62**	**$ (252.81)**
Fund:	**009**								
009-0000	UNIFORM SCHOOL SUPPLIES FUND	32,878.50	17,462.93	26,710.69	3,309.80	6,355.70	53,233.49	50,739.91	2,493.58
		$ 32,878.50	**$ 17,462.93**	**$ 26,710.69**	**$ 3,309.80**	**$ 6,355.70**	**$ 53,233.49**	**$ 50,739.91**	**$ 2,493.58**
Fund:	**010**								
010-0000	CLASSROOM FACILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-900L	OSFC LOCAL SHARE	6,224,811.13	0.00	0.00	0.00	0.00	6,224,811.13	0.00	6,224,811.13
010-900Q	OSFC: QSCB BONDS (ISHAM / VALLEY VIEW)	(543,055.88)	0.00	0.00	0.00	0.00	(543,055.88)	0.00	(543,055.88)
010-900S	OSFC STATE SHARE	(321,876.76)	0.00	0.00	0.00	0.00	(321,876.76)	0.00	(321,876.76)
		$ 5,359,878.49	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 5,359,878.49**	**$ 0.00**	**$ 5,359,878.49**
Fund:	**011**								
011-0000	C.T. CUSTOMER SERVICE FUND (Sr House)	47,180.03	0.00	265,415.05	6,120.35	135,727.01	176,868.07	125,761.28	51,106.79
011-9001	C.T. CUSTOMER SERV AUTOMOTIVES	1,343.67	549.28	549.28	366.54	825.69	1,067.26	23,046.56	(21,979.30)
011-9002	C.T. CUSTOMER SERV JR CARPENTRY	(6,656.15)	0.00	16,704.75	3,055.91	3,055.91	6,992.69	40,458.07	(33,465.38)
011-9003	C.T. CUSTOMER SERV CARPENTRY SPECIAL PROJECTS	(5,019.64)	0.00	5,019.64	0.00	0.00	0.00	0.00	0.00
		$ 36,847.91	**$ 549.28**	**$ 287,688.72**	**$ 9,542.80**	**$ 139,608.61**	**$ 184,928.02**	**$ 189,265.91**	**$ (4,337.89)**
Fund:	**012**								
012-0000	ADULT/COMMUNITY EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**013**								
013-900C	COMMUNITY CENTER/WHS OPERATING FUND	9,674.68	0.00	0.00	7,747.13	12,655.50	(2,980.82)	4,590.21	(7,571.03)
		$ 9,674.68	**$ 0.00**	**$ 0.00**	**$ 7,747.13**	**$ 12,655.50**	**$ (2,980.82)**	**$ 4,590.21**	**$ (7,571.03)**
Fund:	**014**								
014-0000	FOUR CITIES CAREER TECH COMPACT FUND	107,740.34	0.00	0.00	22,978.07	159,116.62	(51,376.28)	28,084.56	(79,460.84)

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
014-9001	FOUR CITIES: FIRST PROGRAM (NORTON)	$ 0.01	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.01	$ 0.00	$ 0.01
014-9089	ROTARY-INTERNAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 107,740.35	**$ 0.00**	**$ 0.00**	**$ 22,978.07**	**$ 159,116.62**	**$ (51,376.27)**	**$ 28,084.56**	**$ (79,460.83)**
Fund:	**017**								
017-0000	LIBRARY CONSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**018**								
018-0000	PUBLIC SCHOOL SUPPORT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
018-973C	FOUR CITY CTA COMPACT DIRECTORS FUND	2.31	0.00	0.00	0.00	0.00	2.31	0.00	2.31
018-974A	CENTRAL OFFICE ADMINISTRATORS FUND	7,697.98	162.69	204.65	0.00	3,008.53	4,894.10	1,778.94	3,115.16
018-974B	DISTRICT SPIRIT COMMITTEE FUND	6,098.50	0.00	0.00	0.00	0.00	6,098.50	0.00	6,098.50
018-974C	CENTRAL INTERMEDIATE PRINCIPAL FUND	9,119.34	1,438.70	1,438.70	0.00	89.04	10,469.00	6,776.20	3,692.80
018-974K	HURRICANE KATRINA RELIEF FUND (2005)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
018-974T	TRANSPORTATION 018 ACCOUNT	2,012.11	0.00	(692.86)	0.00	103.26	1,215.99	396.74	819.25
018-975F	FRANKLIN SCHOOL PRINCIPAL'S FUND	4,800.61	2,692.50	5,438.41	754.17	2,326.70	7,912.32	5,854.11	2,058.21
018-976I	ISHAM SCHOOL PRINCIPAL'S FUND	5,316.26	6,533.90	6,533.90	420.33	2,043.21	9,806.95	6,535.27	3,271.68
018-977L	LINCOLN SCHOOL PRINCIPAL'S FUND	8,760.24	12,152.59	12,737.59	1,476.39	2,703.62	18,794.21	11,949.88	6,844.33
018-978D	OVERLOOK: SUNSHINE FUND	261.45	0.00	0.00	0.00	0.00	261.45	0.00	261.45
018-978O	OVERLOOK SCHOOL PRINCIPAL'S FUND	3,086.22	948.40	3,103.47	435.88	3,489.56	2,700.13	3,738.49	(1,038.36)
018-979L	PUBLIC SCHOOL SUPPORT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
018-979V	VALLEY VIEW PRINCIPAL'S FUND	8,838.69	166.00	1,666.00	1,098.24	3,930.02	6,574.67	2,770.46	3,804.21
018-980D	WMS: DOLLARS FOR DENIM PAY IT FORWARD	1,576.40	0.00	0.00	36.00	36.00	1,540.40	88.22	1,452.18
018-980M	WADSWORTH MIDDLE SCHOOL PRINCIPAL FUND	14,378.42	5.00	3,057.14	222.77	1,106.76	16,328.80	7,056.17	9,272.63
018-981D	WHS: DOLLARS FOR DENIM PAY IT FORWARD	1,038.41	0.00	2,190.00	85.39	85.39	3,143.02	14.61	3,128.41
018-981H	HIGH SCHOOL PRINCIPAL'S FUND	3,902.82	1,326.50	12,956.00	399.88	5,674.43	11,184.39	7,351.44	3,832.95
018-982G	GRIZZLY ACADEMY PRINCIPAL'S FUND	0.00	500.00	8,548.00	910.93	2,070.27	6,477.73	451.48	6,026.25
		$ 76,889.76	**$ 25,926.28**	**$ 57,181.00**	**$ 5,839.98**	**$ 26,666.79**	**$ 107,403.97**	**$ 54,762.01**	**$ 52,641.96**
Fund:	**019**								
019-0000	MHJ GRANT: S KURT MATH WHS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
019-9006	MEDINA CTY SHARE CLUSTER (S. KOPACKO)	$ 12,155.75	$ 5,000.00	$ 13,900.00	$ 810.21	$ 2,310.21	$ 23,745.54	$ 5,638.77	$ 18,106.77
019-9007	MED CTY CRISES RESPONSE TEAM (S. KOPACKO)	7,722.39	375.00	900.00	0.00	1,472.55	7,149.84	6,880.41	269.43
019-9008	ADAM H BOARD: PREVENTION GRANT	1,305.00	0.00	0.00	0.00	0.00	1,305.00	500.00	805.00
019-9010	BE KIND WADSWORTH (S KOPACKO)	5,319.79	0.00	0.00	0.00	428.00	4,891.79	1,729.42	3,162.37
019-9012	LUKE MANUFACTURING: FRESHMAN ACADEMY GRANT (2023)	(16.53)	0.00	0.00	0.00	0.00	(16.53)	218.99	(235.52)
019-9016	LUKE MANUF FOUNDATION GRANT: HS HYDOPONIC LAB SUPPLIES	0.00	6,295.00	6,295.00	0.00	0.00	6,295.00	1,295.00	5,000.00
019-9017	TECH PREP: NURSING - EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9018	TECH PREP: FIRE/EMT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9019	TECH PREP: NURSING PICNIC / OTHER PICNIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-901G	WGCF: MINDFUL MUSIC CLOONON 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9020	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9024	TECH PREP: FIRE, ATH/HLTH TRAINING, NURSING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-902G	WGCF: WORKBENCH/TOOLKIT CROOKES 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-903G	WGCF: GRAPH CALC WHS MATH 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-904G	WGCF: SUMMER READING SCHMELTZER 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-905G	WGCF: FLEX SEATNG LINN 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-906G	WGCF: 3M GRANT STEM CLUB FRANKLIN	6,500.00	0.00	0.00	0.00	0.00	6,500.00	0.00	6,500.00
019-907G	WGCF: WELL BEING STUDIO GUNN ISHAM 2020	503.87	0.00	0.00	0.00	0.00	503.87	0.00	503.87
019-908G	WGCF: SENSORY ROOM WILSON 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9090	DOLLAR GENERAL SUMMER READING GRANT 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9091	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9092	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9093	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9094	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9097	MCDAC GRANT FY 97	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9098	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-909G	WGCF: STEAM VV LIBRARY OWENS VV 2020	134.57	0.00	0.00	0.00	0.00	134.57	0.00	134.57

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
019-9101	MHJ GRANT: C JOHNSON READING STRATEGIES THAT	$ 349.22	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 349.22	$ 0.00	$ 349.22
019-9102	MHJ GRANT: TITUS READING GRANT FY15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9103	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9104	GPD STEM GRANT: JESSICA CHADA FRANKLIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9105	MHJ GRANT: 7 MINDSETS PD 5-8 GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9106	LUKE ENG GRANT: MAKERS SPACE V.V.	3,121.81	(1,295.00)	0.00	0.00	0.00	3,121.81	0.00	3,121.81
019-9107	MHJ GRANT: STEM CAMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9108	STEM CAMP LOCAL GRANTS / DONATIONS	5,453.17	0.00	(74.00)	0.00	8,846.35	(3,467.18)	1,524.81	(4,991.99)
019-9109	STEM CLB GRATN ALCOLA FY2017	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-910G	WGCF: ROBOTICS CAMP SHALALA 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9110	PIZZA HUT BOOK IT GRANT: E PETIT (2017)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9111	FOOD SERVICE: AMERICAN DAIRY ASSOC GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9114	BELIEVE IN OHIO GRANT WHS (FY2016)	1,125.84	0.00	500.00	0.00	0.00	1,625.84	0.00	1,625.84
019-911G	WGCF: LIBRARY CLAYPOOL LINCOLN 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-912G	WGCF: ELA BOOKS L.SMITH WHS 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9131	DEPARTMENT OF NATURAL RESOURCE - GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-913G	WGCF: WMS COURTYARD P JURY WMS 2020	1,000.00	0.00	0.00	0.00	0.00	1,000.00	2,000.00	(1,000.00)
019-914G	WGCF: GRIZZLY GRP MENTORING GOOD WHS 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-915G	WGCF: CIS MUSIC A MUHL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-916G	WGCF: V.V. SENSORY ROOM H DUERR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-917G	WGCF: OVERLOOK READING A ZWISLER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-918G	WGCF: CIS P.E. M MINICK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-918M	MCDAC GRANT FY 18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9191	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9192	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9198	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9199	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-919G	WGCF: V.V. STEAM J MARINI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-919M	MCDAC GRANT FY 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
019-9201	TECH PREP: MARKETING BARBERTON	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
019-9202	SPECIAL ED DONATIONS GRANT	2,608.75	0.00	0.00	0.00	1,552.85	1,055.90	1,051.83	4.07
019-9203	MHJ GRANT: 6+1 TRAITS BENNETT/JOHNSON	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9204	MHJ GRANT: POWER READING CROOKES -FRANKLIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9205	V.V. OSLN STEM Classroom Grant (FY 2022)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-920G	WGCF: ISHAM 100 YR MURAL S. LUCAS	355.74	0.00	0.00	0.00	0.00	355.74	0.00	355.74
019-921G	WGCF:OVERLOOK BRAINBALL B. NOLIN	57.51	0.00	0.00	0.00	0.00	57.51	0.00	57.51
019-9225	WMS CLINICAL RM ECOSYSTEM GRANT P. JUREY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9226	GPD GRANT: V.V SENSORY ROOM - HASSINGER 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-922G	WGCF: CIS STUDENT INVESTIGATORS S. LUCHKA	13.16	0.00	0.00	0.00	0.00	13.16	0.00	13.16
019-923G	WGCF: WHS BRUIN PHOTO STUDIO E HEFFINGER	455.90	0.00	0.00	0.00	0.00	455.90	0.00	455.90
019-924G	WGCF: FRANKLIN SHARED BOOKROOM K,. MARIAS	0.45	0.00	0.00	0.00	0.00	0.45	39.98	(39.53)
019-925G	WGCF: WMS THINKING MATH B. LAWRENCE	1,013.84	0.00	0.00	0.00	0.00	1,013.84	0.00	1,013.84
019-926G	WGCF: WHS CALMNIG CORNER SPACE C DiPAOLO	1,710.27	0.00	0.00	0.00	0.00	1,710.27	143.97	1,566.30
019-927G	WGCF: VALLEY VIEW H DUERR SENSORY MAGIC ROOM	5,000.00	0.00	0.00	0.00	0.00	5,000.00	5,000.00	0.00
019-928G	WGCF: CIS C. WOLF CIS STEM ROOM	304.10	0.00	0.00	0.00	0.00	304.10	0.00	304.10
019-9299	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-929G	WGCF: WHS K HAMSHER ALTERNATIVE LEARNING ENVIRONMENT	5,000.00	0.00	0.00	0.00	729.95	4,270.05	570.05	3,700.00
019-9301	SENSORY ROOM GPD GRANT_ HALEY DUERR	6,000.00	0.00	0.00	0.00	0.00	6,000.00	6,000.00	0.00
019-9302	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9303	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9304	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9305	TECH PREP: MARKETING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9306	GENE HAAS: FOUNDATION CAREER TECH SCHOLARSHIP	5,600.00	0.00	0.00	0.00	0.00	5,600.00	0.00	5,600.00
019-9307	HAAS FOUNDATION PD GRANT (FY20)	9,748.82	0.00	0.00	0.00	0.00	9,748.82	0.00	9,748.82
019-9308	ISHAM WEATHER CLINICAL RESEARCH GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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019-9309	GENE HAAS: FOUNDATION GRANT APRIL 2022	$ 8,000.00	$ 0.00	$ 0.00	$ 0.00	$ 708.00	$ 7,292.00	$ 0.00	$ 7,292.00
019-930G	WGCF: WHS L SMITH GRAPHIC & VERSE NOVELS	1,058.23	0.00	0.00	253.20	599.53	458.70	0.00	458.70
019-931G	WGCF: WMS K WILSON HYDROPONIC GARDEN	4,000.00	0.00	0.00	2,876.02	2,876.02	1,123.98	0.00	1,123.98
019-932G	WGCF: S SCHMELTZER KINDERGARTEN FINE MORTOR INITIATIVE	42.00	0.00	0.00	0.00	0.00	42.00	0.00	42.00
019-933G	WGCF: FRANKLIN K LAIB KEVA PLANKS 2ND GRADE 2023	499.99	0.00	0.00	499.99	499.99	0.00	0.00	0.00
019-934G	WGCF: FRANKLIN M SIMMONS STEM LAB REDESIGN 2023	5,000.00	0.00	0.00	4,856.56	4,856.56	143.44	0.00	143.44
019-935G	WGCF: FRANKLIN K AUERBACH OUTDOOR LEARNING SPACE	4,439.50	0.00	0.00	1,545.00	1,545.00	2,894.50	0.00	2,894.50
019-936G	WGCF:OVERLOOK B LAINO CLASSROOM CALMING SENSORY BINS	1.65	0.00	0.00	0.00	0.00	1.65	0.00	1.65
019-937G	WGCF: LINCOLN J SHALALA 3D PRINTING 2023	0.10	0.00	0.00	0.00	0.00	0.10	0.00	0.10
019-938G	WGCF: ISHAM V FUGATE LIBRARY REFRESH	208.26	0.00	0.00	0.00	0.00	208.26	208.26	0.00
019-939G	WGCF: VALLEY VIEW J SORRENT CLAY RELIEF DISPLAY	1,000.00	0.00	0.00	849.15	849.15	150.85	0.00	150.85
019-9401	MHJ GRANT: SCHMELTZER LITERATURE FY 14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9402	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9403	SME PRIME: SCHOOL GRANT	27,479.55	0.00	0.00	0.00	2,297.38	25,182.17	1,352.44	23,829.73
019-9404	TECH PREP: NETWORKING TECHNOLOGY	0.64	0.00	0.00	0.00	0.00	0.64	0.00	0.64
019-9405	TECH PREP: BUSINESS TECH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9406	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9407	TECH PREP: ATHLETIC, HEALTH CARE GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9408	TECH PREP: ADVANCEMENT TO NURSING GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9501	WMS PRINCIPALS GROUP: JACKSON	2,384.72	0.00	0.00	0.00	0.00	2,384.72	0.00	2,384.72
019-9502	SAFE ROUTE TO SCHOOLS GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9503	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9504	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9505	WADSWORTH SCHOOLS: 135TH FY 2006 (1870)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9506	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9507	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
019-9508	TECH PREP: FIRE/EMT-CRIM. JUSTICE (BARB.)	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
019-9509	HEALTH EDUC. MINI GRANT (C.COLLINS) WELLNESS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9601	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9602	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9603	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9604	TECH PREP: FY06 AUTOMOTIVE TECH PREP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9605	TECH PREP: FY06 WEB PROGRAMING TECH PREP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9606	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9607	CAMP CAN DO: S SCHROCK SUMMER 2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9701	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9702	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9703	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-976I	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-977L	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-978O	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9801	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9802	TECH PREP: MARKETING ALL SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9803	TECH PREP: MARKETING - BARBERTON	9.99	0.00	0.00	0.00	0.00	9.99	0.00	9.99
019-9804	WMS: CARE TEAM AFTER SCHOOL PROGRAM	4,178.37	0.00	0.00	0.00	0.00	4,178.37	0.00	4,178.37
019-9805	ODNR FISHING CLUB GRANT (SHIARLA)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9806	TECH PREP: FY08 MARKETING WADSWORTH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9807	TECH PREP: FY08 MARKETING COPLEY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9808	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9809	TECH PREP: FY08 TEACHER AID PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9810	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9811	TECH PREP: IT CISCO GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9812	TECH PREP: MARKETING (WADS / NORT / COP)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9813	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-981H	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9901	TECH PREP: FY09 J VANKIRK COMPUTER TRAINING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9902	TECH PREP: COMPASS TESTING - TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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019-9903	OTHER GRANT	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
019-9904	OHIO DEVELOPMENT DISABILITIES COUNCIL-SAYRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9905	LOWES GRANT--VALLEY VIEW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
019-9906	OTHER GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 140,846.42	**$ 10,375.00**	**$ 21,521.00**	**$ 11,690.13**	**$ 29,571.54**	**$ 132,795.88**	**$ 34,153.93**	**$ 98,641.95**
Fund:	**020**								
020-0000	BEAR CUB ACADEMY	1,076.68	29,615.92	63,384.99	24,950.45	82,542.76	(18,081.09)	18,965.85	(37,046.94)
		$ 1,076.68	**$ 29,615.92**	**$ 63,384.99**	**$ 24,950.45**	**$ 82,542.76**	**$ (18,081.09)**	**$ 18,965.85**	**$ (37,046.94)**
Fund:	**022**								
022-0000	C.I./A.I.M.S PROJECT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-901H	JOHN AUL MEMORIAL	61.99	0.00	0.00	0.00	0.00	61.99	0.00	61.99
022-9090	L & J FUND ORIGINAL CONTRIBUTIONS	22,166.06	0.00	0.00	0.00	10,135.00	12,031.06	0.00	12,031.06
022-9091	L & J FUND: FIELD TRIP FUND	5,703.58	0.00	0.00	0.00	0.00	5,703.58	0.00	5,703.58
022-9511	OHSAA TOURNAMENT: BASEBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9512	OHSAA TOURNAMENT: BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9513	OHSAA TOURNAMENT: BOYS SOCCER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9516	OHSAA TOURNAMENT: FOOTBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9517	OHSAA TOURNAMENT: BOYS LACROSSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9528	OHSAA TOURNAMENT: WRESTLING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9532	OHSAA TOURNAMENT: GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9533	OHSAA TOURNAMENT: GIRLS SOCCER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9534	OHSAA TOURNAMENT: SOFTBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9535	DISTRICT CUSTODIAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9536	OHSAA TOURNAMENT: GIRLS LACROSSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-9543	OHSAA TOURNAMEN: VOLLEYBALL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-974C	L&J FUND CIS FIELDTRIPS	9,278.43	0.00	0.00	0.00	0.00	9,278.43	0.00	9,278.43
022-975F	L&J FUND FRANKLIN FIELDTRIPS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-976I	L&J FUND ISHAM FIELDTRIPS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
022-977L	L&J FUND LINCOLN FIELDTRIPS	2,334.24	0.00	0.00	0.00	0.00	2,334.24	0.00	2,334.24
022-978O	L&J FUND OVERLOOK FIELDTRIPS	1,565.78	0.00	0.00	0.00	0.00	1,565.78	624.00	941.78

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022-979V	L&J FUND VALLEY VIEW FIELDTRIPS	$ 2,797.83	$ 0.00	$ 0.00	$ 561.00	$ 561.00	$ 2,236.83	$ 50.00	$ 2,186.83
022-980M	L&J FUND WMS FIELDTRIPS	(340.00)	0.00	0.00	0.00	0.00	(340.00)	0.00	(340.00)
		$ 43,567.91	**$ 0.00**	**$ 0.00**	**$ 561.00**	**$ 10,696.00**	**$ 32,871.91**	**$ 674.00**	**$ 32,197.91**
Fund:	**024**								
024-0000	WCSD EMPLOYEE BENEFITS INSURANCE FUND	31,485.39	30,874.55	124,951.17	33,930.09	119,830.14	36,606.42	265,508.85	(228,902.43)
		$ 31,485.39	**$ 30,874.55**	**$ 124,951.17**	**$ 33,930.09**	**$ 119,830.14**	**$ 36,606.42**	**$ 265,508.85**	**$ (228,902.43)**
Fund:	**025**								
025-9096	COMPUTER NETWORK CLASS 'A'SIT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**029**								
029-0000	FRANK H. CLOSE SCHOLARSHIP FUND	6.27	0.00	0.00	0.00	0.00	6.27	0.00	6.27
029-9001	BERNADINE H. KOVALCHIN SCHOLARSHIP FUND	25,067.76	0.00	0.00	0.00	1,500.00	23,567.76	3,000.00	20,567.76
029-9002	MARK SCHERBA MEMORIAL SCHOLARSHIP	1.73	0.00	0.00	0.00	0.00	1.73	0.00	1.73
029-9003	EDUCATION FOUNDATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
029-9004	EDUCATION FOUNDATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
029-9005	KAHL, WILLIAM SR AND RUTH WHS SCHOLARSHIP	3,968.89	0.00	0.00	0.00	0.00	3,968.89	1,132.00	2,836.89
029-9006	MACKEY SCHOLARSHIP	17,815.07	0.00	0.00	0.00	0.00	17,815.07	0.00	17,815.07
029-9007	DANIEL VAN AUKEN SCHOLARSHIP FUND	13,362.29	0.00	0.00	370.51	370.51	12,991.78	4,188.41	8,803.37
029-9008	DAVID SLADKY SCHOLARSHIP FUND	467.37	0.00	0.00	0.00	0.00	467.37	0.00	467.37
029-9009	GEORGE ZITO SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
029-9010	SHAWN RILEY VAN DYKE SCHOLARSHIP FUND	12,116.47	0.00	0.00	0.00	0.00	12,116.47	0.00	12,116.47
029-9011	MARK D LANGE SCHOLARSHIP FUND	5,770.63	0.00	5,000.00	0.00	0.00	10,770.63	0.00	10,770.63
029-9012	SCHOLARSHIPS_WHS_REVOLVING_ACCOUNT	(1,000.00)	0.00	1,000.00	0.00	0.00	0.00	0.00	0.00
029-9013	JOE GAINS SCHOLARSHIP FUND	180.46	0.00	0.00	0.00	0.00	180.46	0.00	180.46
029-917H	EDUCATION FOUNDATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 77,756.94	**$ 0.00**	**$ 6,000.00**	**$ 370.51**	**$ 1,870.51**	**$ 81,886.43**	**$ 8,320.41**	**$ 73,566.02**
Fund:	**034**								
034-0000	CLASSROOM FACILITIES MAINTENANCE FUND	2,668,032.03	0.00	0.00	3,918.44	81,978.00	2,586,054.03	73,020.85	2,513,033.18
		$ 2,668,032.03	**$ 0.00**	**$ 0.00**	**$ 3,918.44**	**$ 81,978.00**	**$ 2,586,054.03**	**$ 73,020.85**	**$ 2,513,033.18**
Fund:	**071**								

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
071-0000	SALES TAX: PERM. IMPROVEMENTS FUND	$ 3,051,980.39	$ 803,971.36	$ 1,498,557.98	$ 119.40	$ 530,429.60	$ 4,020,108.77	$ 224,412.35	$ 3,795,696.42
		$ 3,051,980.39	**$ 803,971.36**	**$ 1,498,557.98**	**$ 119.40**	**$ 530,429.60**	**$ 4,020,108.77**	**$ 224,412.35**	**$ 3,795,696.42**
Fund:	**200**								
200-900W	CLASS OF 2000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-901W	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-902H	GRIZZLY RPG CLUB (ROLL PLAYING GAME)	302.58	60.00	60.00	0.00	0.00	362.58	0.00	362.58
200-902W	CLASS OF 2002	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-903H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-903W	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-904H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-904W	CLASS OF 2004	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-905W	CLASS OF 2005	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-906H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-906W	CLASS OF 2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-907H	WEB PROGRAMMING AND DESIGN	249.86	0.00	0.00	0.00	0.00	249.86	0.00	249.86
200-907W	CLASS OF 2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-908H	ROTARY INTER-ACT: YOUTH ROTARY CLUB	70.99	0.00	0.00	0.00	0.00	70.99	0.00	70.99
200-908W	CLASS OF 2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-909H	CADD STUDENT ACTIVTY ACCOUNT	(325.84)	0.00	0.00	0.00	0.00	(325.84)	0.00	(325.84)
200-909W	CLASS OF 2009	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-910H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-910W	CLASS OF 2010	215.44	0.00	0.00	0.00	0.00	215.44	0.00	215.44
200-911H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-911W	CLASS OF 2011	20.00	0.00	0.00	0.00	0.00	20.00	0.00	20.00
200-912H	FRENCH CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-912W	CLASS OF 2012	20.00	0.00	0.00	0.00	0.00	20.00	0.00	20.00
200-913A	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-913B	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-913C	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-913D	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-913W	CLASS OF 2013	156.48	0.00	0.00	0.00	0.00	156.48	0.00	156.48
200-914C	ROOTS AND SHOOTS CENTRAL INTERMEDIATE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-914H	S.A.D.D. WADSWORTH HIGH SCHOOL	(192.38)	0.00	0.00	0.00	0.00	(192.38)	0.00	(192.38)
200-914M	SADD - WADSWORTH MIDDLE SCHOOL	763.93	10.00	60.00	80.00	80.00	743.93	56.00	687.93
200-914W	CLASS OF 2014:	122.04	0.00	0.00	0.00	0.00	122.04	0.00	122.04
200-915H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

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200-915W	CLASS OF 2015	$ 198.07	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 198.07	$ 0.00	$ 198.07
200-916H	LATIN CLUB	2.60	0.00	0.00	0.00	0.00	2.60	0.00	2.60
200-916W	CLASS OF 2016	(1,368.72)	0.00	0.00	0.00	0.00	(1,368.72)	0.00	(1,368.72)
200-917H	H.S. SCIENCE CLUB	(49.98)	0.00	0.00	0.00	0.00	(49.98)	0.00	(49.98)
200-917W	CLASS OF 2017	1,934.44	0.00	0.00	0.00	0.00	1,934.44	0.00	1,934.44
200-918H	ACADEMIC CHALLENGE	1,382.83	0.00	0.00	0.00	0.00	1,382.83	0.00	1,382.83
200-918T	WHS: TRI M MUSIC HONOR SOCIETY	0.00	543.08	1,018.08	1,550.64	1,650.64	(632.56)	2,864.60	(3,497.16)
200-918W	CLASS OF 2018	1,669.08	0.00	0.00	0.00	0.00	1,669.08	0.00	1,669.08
200-919H	SPEECH AND DEBATE TEAM	(16,329.50)	0.00	0.00	0.00	13,345.52	(29,675.02)	7,979.01	(37,654.03)
200-919W	CLASS OF 2019	3,195.57	0.00	0.00	0.00	0.00	3,195.57	0.00	3,195.57
200-920H	N. H. S.	1,295.45	336.00	336.00	0.00	0.00	1,631.45	495.00	1,136.45
200-920W	CLASS OF 2020	(1,860.98)	0.00	0.00	0.00	0.00	(1,860.98)	0.00	(1,860.98)
200-921H	F.C.C.L.A.	1,010.21	0.00	0.00	0.00	0.00	1,010.21	0.00	1,010.21
200-921W	CLASS OF 2021	3,596.27	0.00	0.00	0.00	0.00	3,596.27	0.00	3,596.27
200-922H	PEP CLUB	272.63	0.00	0.00	0.00	0.00	272.63	0.00	272.63
200-922W	CLASS OF 2022	1,256.15	0.00	0.00	0.00	0.00	1,256.15	0.00	1,256.15
200-923H	INTERNATIONAL CLUB (FOREIGN LANGUAGES)	4,419.34	0.00	0.00	0.00	0.00	4,419.34	1,300.00	3,119.34
200-923W	CLASS OF 2023	1,559.02	0.00	0.00	0.00	0.00	1,559.02	495.00	1,064.02
200-924C	CENTRAL INTERMEDIATE STUDENT COUNCIL	5,543.90	783.30	783.30	0.00	611.00	5,716.20	1,000.00	4,716.20
200-924H	STUDENT COUNCIL	11,938.28	20,590.50	21,260.50	5,329.19	11,545.30	21,653.48	5,411.90	16,241.58
200-924I	ISHAM STUDENT COUNCIL	723.29	0.00	0.00	356.05	356.05	367.24	0.00	367.24
200-924M	WADSWORTH MIDDLE STUDENT COUNCIL	526.94	0.00	0.00	0.00	0.00	526.94	0.00	526.94
200-924W	CLASS OF 2024	1,500.00	1,930.00	5,905.00	0.00	0.00	7,405.00	16,000.00	(8,595.00)
200-925H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-925W	CLASS OF 2025	374.40	0.00	0.00	0.00	0.00	374.40	0.00	374.40
200-926H	D. E. C. A.	8,029.09	0.00	0.00	0.00	0.00	8,029.09	0.00	8,029.09
200-926W	CLASS OF 2026	124.00	0.00	0.00	0.00	0.00	124.00	0.00	124.00
200-927H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-927W	CLASS OF 2027	286.00	0.00	0.00	0.00	0.00	286.00	0.00	286.00
200-928H	C.B.I.P.	179.82	0.00	0.00	0.00	0.00	179.82	0.00	179.82
200-928W	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-929H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-929W	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-930H	GRIZZLY GRIND COFFEE CLUB	1,105.47	95.00	192.00	0.00	203.67	1,093.80	796.33	297.47
200-931H	MEDIA COMMUNICATIONS WHS	498.90	0.00	0.00	0.00	0.00	498.90	0.00	498.90
200-932H	WHS SPECTRUM CLUB	42.03	0.00	0.00	0.00	0.00	42.03	0.00	42.03
200-932S	inactive STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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200-933H	TEACHER AIDES	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
200-934H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-935H	GRIZZLY LEADER ACADEMY (WHS)	1,215.01	46.42	751.74	0.00	0.00	1,966.75	845.00	1,121.75
200-936H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-941H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-945H	AUTOMOTIVES	1,502.11	0.00	0.00	0.00	0.00	1,502.11	0.00	1,502.11
200-946H	CARPENTRY	1,683.32	0.00	0.00	0.00	0.00	1,683.32	0.00	1,683.32
200-947H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-948H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-9512	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-951C	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-952C	MIDDLE SCHOOL DRAMA/ MUSICAL CLUB	12,781.48	3,368.00	3,368.00	1,620.39	3,264.45	12,885.03	8,240.59	4,644.44
200-953C	MIDDLE SCHOOL USERVE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-953P	MIDDLE SCHOOL POWER OF THE PEN	(1,715.00)	0.00	0.00	0.00	0.00	(1,715.00)	197.42	(1,912.42)
200-988H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-993H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-994H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-995H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-996H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-997H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-998H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200-999H	STUDENT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 49,924.62	**$ 27,762.30**	**$ 33,734.62**	**$ 8,936.27**	**$ 31,056.63**	**$ 52,602.61**	**$ 45,680.85**	**$ 6,921.76**
Fund:	**300**								
300-0000	WHS ATHLETICS	565.40	25,095.82	128,275.51	9,889.37	90,587.56	38,253.35	96,321.02	(58,067.67)
300-900A	WHS ATHLETICS: BENEFIT GAMES/COMM SERVICE	1,113.20	0.00	0.00	0.00	0.00	1,113.20	0.00	1,113.20
300-900C	WMS ATHLETICS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300-900H	WHS BAND UNIFORM REPLACEMENT	43,824.54	0.00	0.00	0.00	0.00	43,824.54	0.00	43,824.54
300-900R	WHS ATHLETICS-ROTARY	198.18	2,612.99	15,647.08	662.99	10,913.98	4,931.28	550.00	4,381.28
300-901H	WHS CHOIR ROBE REPLACEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300-902H	WHS JOURNALISM / BRUIN FUND	10,604.43	870.00	5,790.00	1,564.00	1,564.00	14,830.43	9,236.00	5,594.43
300-910H	WHS DRAMA FUND	56,233.71	4,613.64	4,974.80	1,378.93	11,765.61	49,442.90	16,660.50	32,782.40
300-911M	WMS FISHING CLUB	95.42	0.00	0.00	0.00	0.00	95.42	0.00	95.42
300-917H	WHS MUSIC-INSTRUMENTAL	11,197.97	0.00	463.78	0.00	1,135.82	10,525.93	0.00	10,525.93
300-918H	WHS MUSIC-VOCAL GENERAL CHOIR	38,198.65	31,414.78	37,872.78	40,871.53	78,607.04	(2,535.61)	20,338.15	(22,873.76)
300-918M	WMS VOCAL MUSIC STUDENT	8,836.48	4,718.00	11,680.50	9,007.04	13,928.03	6,588.95	24,916.41	(18,327.46)

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	ACTIVITY ACCOUNT								
300-918S	WHS SHOW CHOIR	$ (3,947.52)	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ (3,947.52)	$ 0.00	$ (3,947.52)
300-947M	WMS INSTRUMENTAL MUSIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300-948C	WMS VOCAL MUSIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300-9500	ATHLETIC CAMPS: WEIGHT ROOM	107.27	0.00	0.00	0.00	0.00	107.27	0.00	107.27
300-950M	ATHLETICS: WMS "CAMP" ACCOUNT ALL SPORTS	529.13	0.00	0.00	0.00	0.00	529.13	0.00	529.13
300-9511	ATHLETIC CAMPS: BASEBALL	3,383.35	0.00	0.00	0.00	1,485.76	1,897.59	1,577.54	320.05
300-9512	ATHLETIC CAMPS: BOYS BASKETBALL	11,127.26	0.00	1,090.00	1,453.62	4,761.11	7,456.15	2,237.00	5,219.15
300-9513	ATHLETIC CAMPS: B SOCCER	312.00	0.00	0.00	0.00	0.00	312.00	0.00	312.00
300-9516	ATHLETIC CAMPS: FOOTBALL	(2,356.16)	3,000.00	4,748.94	14,243.71	20,596.57	(18,203.79)	6,799.00	(25,002.79)
300-9517	ATHLETIC CAMPS: BOYS LAX	901.58	0.00	2,810.00	0.00	869.98	2,841.60	120.00	2,721.60
300-9523	ATHLETIC CAMPS: CROSS COUNTRY	2,167.93	0.00	1,150.95	0.00	0.00	3,318.88	1,923.00	1,395.88
300-9527	ATHLETIC CAMPS: BOYS TRACK	161.33	0.00	0.00	0.00	0.00	161.33	0.00	161.33
300-9528	ATHLETIC CAMPS: WRESTLING	(748.43)	0.00	0.00	0.00	0.00	(748.43)	0.00	(748.43)
300-9532	ATHLETIC CAMPS: GIRLS BASKETBALL	20,123.52	0.00	120.00	110.00	4,554.72	15,688.80	1,955.00	13,733.80
300-9534	ATHLETIC CAMPS: SOFTBALL CAMP	5,044.75	0.00	0.00	0.00	0.00	5,044.75	0.00	5,044.75
300-9535	ATHLETIC CAMPS: VOLLEYBALL	7,308.80	0.00	2,018.00	884.25	3,674.74	5,652.06	25.75	5,626.31
300-9544	ATHLETIC CAMPS: GIRLS GOLF FUND	1,099.73	0.00	54.76	259.91	365.03	789.46	94.88	694.58
300-9546	ATHLETIC CAMPS: GIRLS TENNIS	4,143.76	0.00	65.79	0.00	573.00	3,636.55	0.00	3,636.55
300-9547	ATHLETIC GIRLS TRACK	1,219.22	0.00	0.00	0.00	20.62	1,198.60	0.00	1,198.60
300-9552	ATHLETIC CAMPS: BOWLING	1,248.42	0.00	0.00	0.00	0.00	1,248.42	0.00	1,248.42
300-9553	ATHLETIC CAMPS: CHERLEADING	9,443.53	0.00	6,588.00	1,196.00	13,519.62	2,511.91	400.00	2,111.91
300-9555	ATHLETIC CAMPS: WMS CHEER	1,840.28	2,059.00	2,059.00	0.00	750.00	3,149.28	0.00	3,149.28
300-980M	DISTRICT MANAGED ACTIVITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300-988H	WHS YEARBOOK/WHISPERER FUND	23,664.25	145.00	645.00	1,058.83	6,014.01	18,295.24	8,031.30	10,263.94
		$ 257,641.98	**$ 74,529.23**	**$ 226,054.89**	**$ 82,580.18**	**$ 265,687.20**	**$ 218,009.67**	**$ 191,185.55**	**$ 26,824.12**
Fund:	**401**								
401-9000	AUXILIARY SERVICES (SACRED HEART)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9001	AUXILARY SERVICES (SACRED HEART)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9004	AUXILIARY SERVICES - SACRED HEART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
401-9005	AUX SERVICE: SACRED HEART FY05	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
401-9006	AUXILIARY SERV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9009	AUX SERV SAC HEART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9019	AUX SERVICES FY19: SACRED HEART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9020	AUX SERVICES FY 2020 SACRED HEART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9021	AUX SERVICES FY 2021: SACRED HEART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9022	AUX SERVICES FY 2022: SACRED HEART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9023	AUX SERVICES FY 2023: SACRED HEART	21,304.86	0.00	0.00	6,384.74	21,304.86	0.00	0.00	0.00
401-9024	AUX SERVICES FY 2024: SACRED HEART	0.00	0.00	50,361.48	26,029.49	89,832.18	(39,470.70)	100,352.34	(139,823.04)
401-9107	AUXILIARY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9108	AUXILIARY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
401-9109	AUXILIARY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 21,304.86	**$ 0.00**	**$ 50,361.48**	**$ 32,414.23**	**$ 111,137.04**	**$ (39,470.70)**	**$ 100,352.34**	**$ (139,823.04)**
Fund:	**402**								
402-9090		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
402-9091		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
402-9092		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
402-9093		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
402-9094		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
402-9095		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
402-9190		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**409**								
409-9097		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
409-9098		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**412**								
412-9092		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
412-9093		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**416**								
416-9089	TEACHER DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
416-9090	TEACHER DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
416-9091	TEACHER DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
416-9096	PROFESSIONAL DEVELOPMENT BLOCK GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
Fund:	**420**								
420-0000		$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**422**								
422-9089		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422-9090		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422-9091		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422-9189		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422-9190		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422-9285		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422-9488		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**425**								
425-9000		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
425-9099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**432**								
432-9090	EMIS SUBSIDY OHIO DEPT OF EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**440**								
440-0000	ENTRY YEAR PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**447**								
447-9092		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
447-9094		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
447-9095		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**450**								
450-9000	SCHOOLNET EQUIP/INFRASTRUCTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
450-9001	SCHOOLNET EQUIP/INFRASTRUCTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
450-9003	SCHOOLNET EQUIP/INFRASTRUCTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
450-9005	SCHOOLNET EQUIP/INFRASTRUCTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
450-9098	SCHOOLNET EQUIP/INFRASTRUCTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
450-9101	SCHOOLNET EQUIP/INFRASTRUCTURE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**451**								

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
451-0000	DATA COMMUNICATION FUND	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
451-9002	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9003	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9004	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9006	ONE NET K-12 NETWORK SUBSIDY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9007	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9008	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9009	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9010	DATA COMMUNICATION FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9019	ONENET: FY19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9020	ONE NET FY 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9021	ONE NET FY 2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9022	ONE NET FY 2022	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
451-9023	ONE NET FY 2023	0.00	0.00	368.80	0.00	368.00	0.80	0.00	0.80
		$ 0.00	**$ 0.00**	**$ 368.80**	**$ 0.00**	**$ 368.00**	**$ 0.80**	**$ 0.00**	**$ 0.80**
Fund:	**452**								
452-0000	SCHOOLNET PROFESSIONAL DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
452-9002	SCHOOLNET PROFESS. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
452-9004	SCHOOLNET PROFESS. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
452-9005	SCHOOLNET PROFESS. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
452-9006	SCHOOLNET PROFESS. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
452-9007	SCHOOLNET PROFESS. DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**455**								
455-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
455-9098		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
455-9099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**459**								
459-9004	OHIOREADS VOL COORDINATOR GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9005	OHIOREADS VOL COORDINATOR GRANT FY 05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9006	OHIOREADS VOL COORDINATOR GRANT OV,IS,LN,VV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9007	OHIOREADS VOL COOR GRANT: FY 07 OV,LN,FR,VVIS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
459-9105	OHIOREADS GRANT: FY 05	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
459-9750	OHIOREADS VOLUNTEER - FRANKLIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9752	OHIOREADS CLASSROOM FRANKLIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9755	OHIOREADS GRANT FRANKLIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-975F	OHIOREADS - FRANKLIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9760	OHIOREADS VOLUNTEER - ISHAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9762	OHIOREADS - ISHAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9765	OHIOREADS GRANT ISHAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-976I	OHIOREADS GRANT ISHAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-976O	OHIO READS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-977L	OHIO READS LINCOLN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9782	OHIOREADS OVERLOOK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-9785	OHIO READS GRANT OVERLOOK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459-978O	OHIO READS OVERLOOK VOLUNTEER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**460**								
460-9001	SUMMER INTERVENTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
460-9004	STUDENT INTERVENTION GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
460-9005	STUDENT INTERVENTION GRANT:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**461**								
461-9000	VOCATIONAL EDUC. ENHANCEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461-9004	CAREER DEVELOPMENT (4-CITIES COMPACT)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461-9005	CAREER DEVELOPMENT (4-CITIES COMPACT)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461-9105	VOCATIONAL EDUC. ENHANCEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461-9106	VOCATIONAL EDUC. ENHANCEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461-9107	VOCATIONAL EDUC. ENHANCEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461-9108	VOCATIONAL EDUC. ENHANCEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**467**								
467-9020	STUDENT WELLNESS & SUCCESS FUNDS STATE AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
467-9021	STUDENT WELLNESS & SUCCESS FUNDS STATE AIDE	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
467-9022	STUDENT WELLNESS & SUCCESS FUNDS STATE AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**499**								
499-9000	MISCELLANEOUS STATE GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9003	CONFLICT MANAGEMENT GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9007	MISCELLANEOUS STATE GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9016	OHIO CAREER COUNSELING GRANT (COMPACT)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9017	OHIO CAREER COUNSELING GRANT: FY2017	19,118.40	0.00	0.00	0.00	0.00	19,118.40	9,080.98	10,037.42
499-9018	SECONDARY TRANSITION STUDENT W/ DISABILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9022	OH SCHOOL SAFETY GRANT: FY22 $24,184.63	1,113.00	0.00	0.00	0.00	6,325.20	(5,212.20)	1,113.00	(6,325.20)
499-9099	LEAD SCHOOL GRANT - VOCATIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9116	SCHOOL PSYCH INTERN GRANT FY 16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-919C	OH SCHOOL SAFETY GRANT: 4 CITIES FY19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-919W	OH SCHOOL SAFETY GRANT: WADSWORTH CSD FY19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-9200	MISCELLANEOUS STATE GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-920W	OHIO SCHOOL SAFETY GRANT: WADSWORTH CSD FY20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-921B	OHIO SCHOOL BUS PURCHASE PROGRAM FY21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-921W	OHIO SCHOOL SAFETY TRAINNING GRANT: WADSWORTH CSD FY21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-922B	OHIO SCHOOL BUS PURCHASE PROGRAM FY22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-923A	OH ATTORNEY GENERAL SAFETY GRANT: WADSWORTH CSD FY23 $24,236.06	13,295.06	0.00	0.00	1,460.06	13,295.06	0.00	0.00	0.00
499-923S	OFCC SCHOOL SAFETY GRANT: WADSWORTH CSD FY23 $70,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
499-923W	OFCC SCHOOL SAFETY GRANT: WADSWORTH CSD FY23 $163,659.19	37,341.36	0.00	0.00	19,077.28	25,640.02	11,701.34	11,701.34	0.00
499-9300	CONFLICT MANAGEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
	GRANT								
499-9303	MISCELLANEOUS STATE GRANT FUND	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
		$ 70,867.82	**$ 0.00**	**$ 0.00**	**$ 20,537.34**	**$ 45,260.28**	**$ 25,607.54**	**$ 21,895.32**	**$ 3,712.22**
Fund:	**504**								
504-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
504-9012	EDUCATION JOBS BILL GRANT FY 2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**506**								
506-0000	RACE TO THE TOP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
506-9000	RttT: OILA GRANT OVERLOOK FY 2014	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
506-9013	RACE TO THE TOP:RESIDENT EDUCATOR REIMB.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
506-9014	RACE TO THE TOP: RESIDENT EDUC. FUNDS FY14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**507**								
507-0000	ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
507-9020	ESSER (CARES ACT) GRANT FY 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
507-9021	ESSER (CARES ACT) GRANT FY 2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
507-9022	ESSER II GRANT ENDS 9/30/23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
507-9023	ESSER III (ARP) GRANT ENDs 9/30/24	31,212.12	213,635.06	213,635.06	0.00	244,847.18	0.00	0.00	0.00
507-9024	ESSER III (ARP) GRANT ENDs 9/30/24	0.00	0.00	0.00	93,586.98	226,187.76	(226,187.76)	0.00	(226,187.76)
507-902H	ARP HOMELESS GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
507-923E	ESSER GRANT FY 23 carryover	0.00	53,496.99	53,496.99	0.00	53,496.99	0.00	0.00	0.00
507-923H	ARP HOMELESS GRANT	(2,000.00)	0.00	0.00	0.00	0.00	(2,000.00)	0.00	(2,000.00)
507-923S	ESSER STATE ACTIVITY GRANT	(29,212.12)	0.00	0.00	0.00	28,318.32	(57,530.44)	0.00	(57,530.44)
507-924H	ARP HOMELESS TARGETED SUPPORT GRANT	0.00	16,500.00	16,500.00	0.00	16,500.00	0.00	0.00	0.00
		$ 0.00	**$ 283,632.05**	**$ 283,632.05**	**$ 93,586.98**	**$ 569,350.25**	**$ (285,718.20)**	**$ 0.00**	**$ (285,718.20)**
Fund:	**510**								
510-9021	CORONAVIRUS RELIEF FUND (CRF)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
510-921B	CRF: OHIO BROADBAND GRANT 12/30/20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
510-921C	MEDINA COUNTY CRF-SUBGRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
510-921W	WADSWORTH TOWNSHIP CRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**514**								
514-9000		$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
514-9001		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9002		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9089		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9090		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9091		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9092		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9093		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9097		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9098		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
514-9198		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**516**								
516-0000	IDEA-B FED GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9002	TITLE VI B FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9005	ACCESS GRANT @ CIS/WMS: FED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9006	ACCESS GRANT @ CIS/WMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9010	IDEA-B FED GRANT (NON STIMULUS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9019	IDEA-B FED GRANT FY 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9020	IDEA-B FED GRANT FY 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9021	IDEA-B FED GRANT FY 2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9022	IDEA-B FED GRANT FY 2022	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9023	IDEA-B FED GRANT FY 2023	0.00	0.00	0.00	(6,297.14)	190,294.79	(190,294.79)	0.00	(190,294.79)
516-9024	IDEA-B FED GRANT FY 2024	0.00	0.00	0.00	88,497.93	227,709.76	(227,709.76)	0.00	(227,709.76)
516-9088	IDEA PART B GRANTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9089	IDEA PART B GRANTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9090	IDEA PART B GRANTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9091	IDEA PART B GRANTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9093	IDEA PART B GRANTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-9098	TITLE VI B FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-919R	IDEA-B RESTORATION GRANT FY2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-920R	IDEA-B RESTORATION GRANT FY2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-922A	IDEA-B ARP FY 22 FED GRANT American Recovery Plan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
516-923A	IDEA-B ARP FY 23 FED GRANT American Recovery Plan	0.00	0.00	0.00	0.00	28,446.67	(28,446.67)	0.00	(28,446.67)
516-932N	STIMULUS IDEA-B: FY 2010	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
516-932O	STIMULUS IDEA-B: FY 2011	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 82,200.79**	**$ 446,451.22**	**$ (446,451.22)**	**$ 0.00**	**$ (446,451.22)**
Fund:	**524**								
524-0000	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9008	CARL PERKINS (4-CITIES COMPACT)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9019	CARL PERKINS: FY 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9020	CARL PERKINS FY 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9021	CARL PERKINS FY 2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9022	CARL PERKINS FY 2022	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9023	CARL PERKINS FY 2023	0.00	0.00	0.00	0.00	25,927.76	(25,927.76)	0.00	(25,927.76)
524-9024	CARL PERKINS FY 2024	0.00	0.00	0.00	16,186.54	45,008.47	(45,008.47)	0.00	(45,008.47)
524-9089	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9090	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9091	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9092	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9093	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9094	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9097	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9098	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9106	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9190	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9191	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9195	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9196	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9288	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9291	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9292	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
524-9388	VOC ED: CARL D. PERKINS - 1984	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 16,186.54**	**$ 70,936.23**	**$ (70,936.23)**	**$ 0.00**	**$ (70,936.23)**
Fund:	**532**								
532-932N	STATE FISCAL STABILIZATION FUND (FOUNDATION)	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
532-932O	STATE FISCAL STABILIZATION: FY 11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**533**								
533-9010	TITLE II D - TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
533-9011	II-D TECHNOLOGY GRANT (CCIP) FY 11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
533-9013	TITLE II D - TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**572**								
572-0000	TITLE ONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9019	TITLE ONE FY 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9020	TITLE I: FY 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9021	TITLE I: FY 2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9022	TITLE I: FY 2022	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9023	TITLE I: FY 2023	0.00	0.00	0.00	0.00	53,766.63	(53,766.63)	0.00	(53,766.63)
572-9024	TITLE I: FY 2024	0.00	0.00	0.00	24,376.37	60,392.25	(60,392.25)	0.00	(60,392.25)
572-902E	TITLE I: FY 2022 EXPANDING OPP FOR CHILD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9089	TITLE I DISADVANTAGED CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9090	TITLE I DISADVANTAGED CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9091	TITLE I DISADVANTAGED CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9092	TITLE I DISADVANTAGED CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9093	TITLE I DISADVANTAGED CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9098	TITLE ONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9197	TITLE I DISADVANTAGED CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-9199	CHAPTER 1 CARRYOVER 95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-932N	TITLE I STIMULUS ALLOCATION FY 2010	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572-932O	TITLE I STIMULUS FY11: DISADV. YOUTH SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 24,376.37**	**$ 114,158.88**	**$ (114,158.88)**	**$ 0.00**	**$ (114,158.88)**
Fund:	**573**								
573-0000	TITLE V INNOV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9001	TITLE VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
573-9002	TITLE VI	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
573-9010	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9089	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9090	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9091	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9092	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9093	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9094	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9098	TITLE VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-9199	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
573-932O	TITLE V INNOVATIVE EDUC PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**584**								
584-0000	SAFE & DRUG FREE GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9002	SAFE & DRUG FREE GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9010	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9022	TITLE IV-A STUDENT SUPPORT GRANT FY22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9023	TITLE IV-A STUDENT SUPPORT GRANT FY23	0.00	0.00	0.00	0.00	20,298.20	(20,298.20)	0.00	(20,298.20)
584-9024	TITLE IV-A STUDENT SUPPORT GRANT FY24	0.00	0.00	0.00	0.00	0.00	0.00	956.00	(956.00)
584-9089	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9090	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9091	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9092	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9093	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9094	DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-9098	SAFE & DRUG FREE GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
584-922A	TITLE IV, PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENT PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
584-924S	STRONGER CONNECTISNO GRANT ODE FY 24-26	$ 0.00	$ 0.00	$ 0.00	$ 4,950.00	$ 66,109.60	$ (66,109.60)	$ 0.00	$ (66,109.60)
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 4,950.00**	**$ 86,407.80**	**$ (86,407.80)**	**$ 956.00**	**$ (87,363.80)**
Fund:	**585**								
585-9001		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**587**								
587-0000	EARLY CHILDHOOD SPECED, IDEA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9000	IDEA PRESCHOOL-HANDICAPPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9013	PRESCHOOL GRANT FY 2013 ((HANDICAPPED)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9019	EARLY CHILDHOD PRESCHOOL IDEA FY19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9020	EARLY CHILDHOOD SPEC ED IDEA FY 20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9021	EARLY CHILDHOOD SPEC ED IDEA FY 21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9022	EARLY CHILDHOOD SPEC ED IDEA FY 22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9023	EARLY CHILDHOOD SPEC ED IDEA FY 23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9024	EARLY CHILDHOOD SPEC ED IDEA FY 24	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-9098	EHA PRESCHOOL GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-919R	IDEA- PRESCHOOL RECOVERY GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-920R	IDEA- PRESCHOOL RECOVERY GRANT FY 20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-921R	IDEA- PRESCHOOL RECOVERY GRANT FY 21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-922A	EARLY CHILDHOOD SPEC ED IDEA_ARP GRANT: FY 22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-932N	STIMULUS PRESCHOOL: FY10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
587-932O	STIMULUS EARLY CHLD: FY 2011	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**588**								
588-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**589**								
589-9001		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		$ 0.00	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 0.00**
Fund:	**590**								
590-0000	IMPROVING TEACHER QUALITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

WADSWORTH CITY SCHOOL DISTRICT

Cash Summary Report

Full Account Code	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
	TITLE II-A								
590-9002	CLASS REDUCTION GRANT	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
590-9013	IMPROVING TEACH QUALITY FY13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590-9014	IMPROVING TEACHER QUALITY TITLE II-A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590-9019	TITLE II-A SUPP EFF INST FY 19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590-9020	TITLE II-A SUPP. EFFECTIVE INSTRUCTION 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590-9021	TITLE II-A SUPP. EFFECTIVE INSTRUCTION 2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590-9022	TITLE II-A SUPP. EFFECTIVE INSTRUCTION 2022	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590-9023	TITLE II-A SUPP. EFFECTIVE INSTRUCTION 2023	897.00	0.00	0.00	0.00	5,573.57	(4,676.57)	0.00	(4,676.57)
590-9024	TITLE II-A SUPP. EFFECTIVE INSTRUCTION 2024	0.00	0.00	0.00	2,978.77	3,812.12	(3,812.12)	910.54	(4,722.66)
		$ 897.00	**$ 0.00**	**$ 0.00**	**$ 2,978.77**	**$ 9,385.69**	**$ (8,488.69)**	**$ 910.54**	**$ (9,399.23)**
Fund:	**599**								
599-9015	HEALTHY CUISINE FOR KIDS FOOD SERV. GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9016	FOOD SERVICE: TEAM UP FOR SUCCESS GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9019	IV-A STUDENT SUPPORT GRANT FY19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9020	IV-A STUDENT SUPPORT GRANT FY20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9021	IV-A STUDENT SUPPORT GRANT FY21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9022	IV-A STUDENT SUPPORT GRANT FY22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9099	SCHOOL TO WORK/CONTINUOUS IMPORVEMENT GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9102	OHIO LPDC ACTION RESEARCH PRJCT PHASE III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9122	MISCELLANEOUS FED. GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9123	MISCELLANEOUS FED. GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-9200	MISCELLANEOUS FED. GRANT FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
599-923S	OFCC SCHOOL SAFETY GRANT: WADSWORTH CSD FY23 $70,000	70,000.00	0.00	0.00	22,354.23	31,009.23	38,990.77	5,600.00	33,390.77
		$ 70,000.00	**$ 0.00**	**$ 0.00**	**$ 22,354.23**	**$ 31,009.23**	**$ 38,990.77**	**$ 5,600.00**	**$ 33,390.77**
Grand Total		**$ 83,840,392.63**	**$ $ 5,245,974.89**	**$ 30,827,906.42**	**$ $ 6,357,807.09**	**$ 24,597,514.67**	**$ 90,070,784.38**	**$ 11,818,961.34**	**$ 78,251,823.04**