

Exhibit H

Substitute Superintendent

Tawanna Hamm

Substitute Principal

Chris Mossa– High School/Jr. High

Kari Ninnemann – O. H. Somers Elementary

Department Chairs

Elementary

ELA – Co-Chairs – Mindy Wilkinson

Jennica Watson

Math – Autumn Campailla

Specials – Cassie Lee

Social Studies/Science – Amy Wilson

Jr/Sr High

ELA – Jen Ritch

Social Studies – Bruce Parker

Science – Tim Sullivan

Specials – Matt Beresh

Special Education – Andrew Payne

Math – Angel Henkel

Technology Liaison

Theresa Garner - Elementary and Secondary Buildings

Lead Mentor

Stephen Lutz

Mentor

Chris Mossa

Theresa Garner

Tim Sullivan

Jay Sigler

Josh Cameron

Autumn Campailla

Spelling Bee Coordinator

Jeff Muncy

Washington DC Trip Director

Jonas Lawrence

Washington DC Trip Chaperone

Leslie Smith

Theresa Garner

Leann Lutz
Richard Marko

Outdoor Education Trip Advisor

Autumn Campailla
Jackie Pollock
Amy Wilson
Richard Marko
Matt Beresh
Julie Popio

Academic Challenge Advisor (Quizbowl)

Kendra Miller-Rett

Theatre Club Advisor

Jonas Lawrence - Advisor
Matt Beresh – Assistant

National Honor Society Advisor

Tim Sullivan

Principal's Advisory Council Advisor

Jen Ritch

Homecoming Advisor

Lindsay Klodt

Prom Advisor

Jay Sigler

School Safety Patrol Advisor

Sue Rushin – A.M.
Chris Brinkley – P.M.

Yearbook Advisor

Jonas Lawrence – Sr. High
Jonas Lawrence – Jr. High
Theresa Garner – Elementary

Home Instructor

Matt Bogner
Leslie Smith

Athletic Director

Stephen Lutz – Boys
Jason Dannemiller - Assistant

Jeff Fankhauser – Assistant

Football

Matt Adorni – Head Coach
Josh Cameron – Assistant
Billy Rosato – Assistant
Thom Rosato – Assistant
Keith Arnold – Assistant
Chad Westfall – Assistant
Corey Lehner - Assistant
Bobby Shew – Assistant
Luke Rosato - Assistant
Robbie Custer – Assistant
Mike Smith – Volunteer
Timothy Thomas – Volunteer

Volleyball

Jessica Butler – Head Coach
Amanda Miller – Assistant
Kendra Miller-Rett – Assistant
Leslie Smith – Assistant
Madalynn Butler - Volunteer

Golf

Chris Mossa – Head Coach
Jason Dannemiller – Assistant
Rich Brumbaugh – Volunteer

Cross Country

Diana Morris – Head Coach
Mike Morris – Assistant
Ruthanne Hiney – Assistant

Marching Band Instructor

Noah Whetstone – Director
Emily Blauman – Color Guard Advisor and Assistant Director
Jackson Slepoy – Percussion Instructor
Benjamin Martinez-Lizaola – Volunteer

Boys Basketball

Wess – Head Coach
Aaron Pendergast – Assistant
Corey Lehner – Assistant
Larry Campbell – Assistant
Andrew Mosnot – Assistant
Brian Cuppett – Assistant

Girls Basketball

Jen Ritch – Head Coach
Bill Ritch – Assistant
Ashley Jarvis – Assistant
Ann Murphy – Assistant
Amelia Morris – Assistant
Mike Murphy – Volunteer
Erica Jarvis – Volunteer

Cheerleading

Julie Popio – Head Coach
Dawn Leymon – Assistant

Wrestling

Duane Funk – Head Coach
Sherman Benedum – Assistant
Joseph Hancock – Assistant
Andrew Graska – Volunteer

Baseball

Chris Williams – Head Coach - Volunteer
Aaron Pendergast – Assistant
Mike Gasaway – Assistant
Todd Wagner - Volunteer

Softball

Callee Lung – Head Coach
Leslie Smith – Assistant

Boys Track

Ann Murphy – Head Coach
Mike Murphy – Assistant
James Donovan Assistant

Girls Track

Kim Kreiner – Head Coach
James Woods – Assistant
Nicholas Page – Assistant

Exhibit I

**MOGADORE LOCAL SCHOOL DISTRICT
2025-2026 SCHOOL YEAR**



S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



S	M	T	W	T	F	S
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28	29	30				



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S	M	T	W	T	F	S
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28	29	30	31			

Aug. 18/19 Teacher In-service/Work Day
19 Open House
20 First Day for Students
25 Staff PD: No school for students K-12

Sept. 1 Labor Day - Schools Closed

Oct. 8 Parent Teacher Conferences K-12
10 NEOEA/Conf. Comp. Day - Schools Closed
17 **End of Grading Period**
31 OHS Halloween Party/Parade PM 1/2 day OHS ONLY

Nov. 5 Parent Teacher Conferences K-12
6 Staff PD: No school for student K-12
26 Conference Comp Day - Schools Closed
27-28 Thanksgiving Holiday - Schools Closed

Dec. 1 Students Return to School
22-31 Winter Break - Schools Closed

Jan. 1 New Years Day - Schools Closed
2 Winter Break - Schools Closed
5 Students Return to School
9 **End of Grading Period**
19 Martin Luther King, Jr. Day - Schools Closed

Feb. 16 Presidents' Day - Schools Closed
23 Parent Teacher Conferences K-12
23 OHS - Family Night (Game/Reading/Math)
24 ACT Test Day - 11th Grade
& PreACT Test Day - 8th Grade
*NO SCHOOL for grades K-6, 7, 9, 10 & 12

Mar. 13 **End of Grading Period**
30-31 Spring Break - Schools Closed

Apr. 1-2 Spring Break - Schools Closed
3 Good Friday - Schools Closed
6 Spring Break - Schools Closed
7 Students Return to School

May 20 Graduation
25 Memorial Day - Schools Closed
29 Last Day for Students

June 1 Teacher In-service Day/Work Day

10/17 End of 1st Grading Period - 40 Days
1/9 End of 2nd Grading period - 46 Days
3/13 End of 3rd Grading Period - 43 Days
5/29 End of 4th Grading Period - 48 Days
Total Days for Students 177 Days

Teacher Work Days - No School

August 18, 19 & 25, November 6 & June 1



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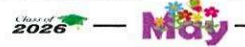
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22	23	24	25	26	27	28



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29	30	31				



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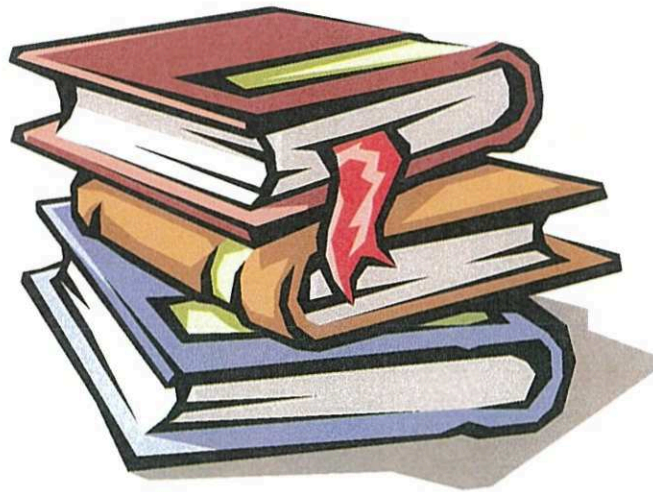
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
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S	M	T	W	T	F	S
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14	15	16	17	18	19	20
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28	29	30				

Exhibit J

Mogadore High School Program of Study



EDUCATION

Classes offered for
2026-2027

MOGADORE HIGH SCHOOL

REQUIREMENTS FOR GRADUATION

Classes of 2023 and Beyond: Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** key components:

Course Completion - Students must take and earn a state minimum of 20 credits in specific subjects plus one additional credit and take the required tests. Students also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts.

SUBJECT		CLASS OF 2023 & BEYOND
Areas		
English		4 credits
Social Studies		3 credits
Mathematics		4 credits
Science		3 credits
Health		1/2 credit
Physical Education		1/2 credit
Electives-must include the following		6 credits
Financial Literacy (1/2 Credit)		
Fine Arts (two semesters)		
TOTAL CREDITS NEEDED TO GRADUATE		21 credits

Demonstrating Competency - Students will earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. If testing is not your strength, there are alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.

Demonstrating Readiness (Seals) - Students will demonstrate readiness for their post-high school paths by earning two seals that line up with their goals and interests. The seals give them a chance to demonstrate academic, technical and professional skills and knowledge that align with their passions, interests and planned next steps after high school.

More details about [graduation options](http://www.education.ohio.gov) can be found on <http://www.education.ohio.gov>. Handouts are available from your counselor.

The following are diplomas that can be earned at Mogadore High School:

Regular Diploma - students must earn at least 21 required credits, demonstrate testing competency, and meet the diploma seal requirements.

Diploma with Honors - Students must meet the [Honors Diploma criteria](#) set by the Ohio Department of Education and Workforce.

WEIGHTED OR 5 POINT "A" COURSES

The following courses are worth a **5-point "A"**:

- Math – Algebra II STEM, Pre-Calculus,
- English – Freshman through Senior Advanced English
- Science – Biology Advanced, Chemistry Advanced, Physics Advanced
- World Language – French IV
- Social Studies – AP Psychology
- Fine Arts - High School Band/Choir Accelerated

SCHEDULE CHANGE POLICY

It is imperative that students register for courses with thought and concern for their future. Course selection should be firm. Students must consult with their parents, teachers, and counselors prior to before making final decisions. Please, see the student handbook for detailed rules regarding schedule changes.

Course placement may be changed at anytime due to the following conditions:

- State test scores
- District placement tests
- Class availability
- Class size

RECOMMENDED GRADE LEVEL COURSE LOAD

GRADE 9	CREDITS
English	1
Mathematics	1
World History	1
Science	1
Physical Education	1/4
Health	1/2
Electives	1
<i>* PE and Health required at homeschool if considering a career pathway at Maplewood Career Center</i>	
GRADE 10	CREDITS
English	1
Mathematics	1
American History	1
Science	1
Physical Education	1/4
Electives	1 1/2
<i>* PE and Health required at homeschool if considering a career pathway at Maplewood Career Center</i>	
GRADE 11	CREDITS
English	1
Mathematics	1
American Government	1
Science	1
Electives	3
GRADE 12	CREDITS
English	1
Mathematics	1
Electives	4

STATE AND PRIVATE UNIVERSITY RECOMMENDED COLLEGE PREPARATION COURSES

Universities recommend that all incoming freshmen have the following high school college preparation courses:

- 4 Credits of English
- 4 Credits of Mathematics including Algebra I, II, and Geometry
- 2 to 3 Credits of a World Language
- 3 Credits of Natural Science, Biology, and Chemistry
- 3 Credits of Social Studies
- 1 Credit of Fine Arts (which includes Band, Choir, Art, Drama, Photography, and/or Speech)

Colleges and universities also look at community involvement, extracurricular activities, and volunteer work in applications.

A selection of the following courses should be taken if you wish to enter college with an academic advantage or on an equal level with other entering freshmen. These courses will also offer preparation for the PSAT/NMSQT, SAT, and ACT:

• Pre-Calculus	• Chemistry	• World Language
• Physics	• AP Psychology	• Anatomy & Physiology

Students should take seven classes a day, for four years, striving to earn well over the required 21 credits.

RECOMMENDED COLLEGE PREPARATORY SCHEDULE

9th Grade	CREDITS
English	1
Algebra I (or higher level math)	1
American History	1
Physical Science	1
World Language	1
Physical Education	1/4
Health	1/2
Electives	1
10th Grade	CREDITS
English	1
Geometry (or higher level math)	1
World History	1
Biology (ACC)	1
World Language	1

Physical Education	1/4
Electives	1 1/2
11th Grade	CREDITS
English	1
American Government	1
Economics	1/2
Algebra II (or higher level math)	1
Chemistry (Adv)	1
World Language	1
Electives	1 1/2
12th Grade	CREDITS
English	1
Pre-Calculus (or higher level math)	1
American Government	1
Physics (Adv)	1
World Language	1
Electives	2

HIGH SCHOOL COURSE CONSIDERATIONS FOR SELECTED CAREERS

Art Majors	Should take as many art courses as possible in order to build a portfolio. Higher math and computer skills recommended for those planning on careers in interior or architectural design, as it will be required in college.
Business/Accounting Majors	Should take higher math including pre-calculus, as it will be required in most colleges. We strongly recommend Business and Accounting courses, and computer courses.
Office/Clerical Majors	Should take Business Department courses; also emphasize Reading, Language and Math skills.
Family/Consumer Science Majors-	Should take as many Family and Consumer Sciences courses as possible. Should also become an affiliated participating member of FCCLA
Industrial Arts Majors	Should consider vocational school options, higher math, and art courses.
Apprenticeship Programs-	Mathematics is of vital importance; many programs require Algebra I or equivalent.

Music Majors-	Choral or instrumental music classes are required for entrance into any collegiate level performing arts program. An entrance audition and music theory examination are required for admission. Students are recommended to take a minimum of four years of instrumental and/or vocal music offerings in high school to ensure admission and success at the collegiate level.
Pre-Med/Nursing/Science Majors-	We recommend a strong background in higher math, lab sciences, and psychology. Technician training requires biology and chemistry in most fields.
Engineering/Technology Majors-	Recommended higher Math, should consider vocational school options, Science, and Art.

PREPARATION FOR COLLEGE ATHLETICS

NCAA Eligibility Requirements

Division I Academic Requirements: College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

Full Qualifier	Academic Redshirt
Complete 16 core courses: 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school. Seven of the 10 core courses must be in English, math, or science.	Complete 16 core courses
Earn a core-course GPA of at least 2.300	Earn a core-course GPA of at least 2.000
In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements. (see COVID19 Coronavirus Resources)	In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements. (see COVID19 Coronavirus Resources)
Graduate high school	Graduate high school

NCAA forms and additional information are available online at
www.ncaaclearinghouse.org

The following courses meet NCAA Core Course Requirements:

English	Social Science
English 9/Adv	American History & World History
English 10/Adv	AP European History/AP Psychology
English 11/Adv	Economics/Sociology/Psychology/Geography
English 12/Adv	American Government
Mathematics	Natural/Physical Science
Algebra 1	Anatomy & Physiology
Geometry	Environmental Sciences
Algebra 2	Forensic Science
Pre-Calculus & AP Calculus	General & Accelerated Biology (lab)
Statistics	General & Accelerated Chemistry (lab)
Additional Core Courses	Physical Science
Spanish 1-4	Physics & Accelerated Physics
French 1-4	

Check online for additions to this list

COLLEGE CREDIT PLUS PROGRAM (CCP)

The purpose of CCP is to promote rigorous academic pursuits and to provide a wide variety of options for college-ready students in grades 7-12 who attend either Mogadore Jr & Sr High School or Maplewood Career Center allowing them to earn high school and college credit from any public college/university in Ohio or any private college/university that agrees to participate. More detailed information about CCP is available at <https://ohiohighered.org/ccp>.

To participate in the CCP Program the following steps must be completed:

1. Parents and students must receive CCP counseling prior to CCP participation.
2. Complete and return a CCP Letter of Intent to Participate to the counselor by April 1st of the year preceding participation.
3. Complete the CCP application by the college/university deadline date.
4. Take placement test for which the college/university will contact you directly if ACT* requirement is unmet.
5. Students must attend an orientation as directed by the college/University.

*Students must have an ACT English score of 18 or math score of 22.

Note: Deadlines are real and are set by each college/university and The Ohio

Department of Education and WorkForce. Failure to meet deadlines will remove the option of participating in CCP for the academic year.

Note: Some but not all CCP courses will be weighted.

The 15 or 30 semester pathways presented below include general education courses, which can be taken in the pursuit of any major. Students may enroll in courses that are not included in the pathways.

The University of Akron: 15 Credit Hour Pathways

Course Name	Catalog Number	College Credits
English Composition I	3300: 111	3
Intro to Sociology	3850: 100	3
Earth Science	3370: 100	3
Intro to Economics	3250: 100	3
Math (according to placement)	Varies	3
		15

The University of Akron: 30 Credit Hour Pathway (Includes 15 Credit Hour Pathway above)

Course Name	Catalog Number	College Credits
English Composition II	3300: 112	3
Effective Oral Communication	7600: 106	3
Math (according to placement)	Varies	3/4
Biology/Lab	3100: 103	4
Physical Education	5540: 120-190	1/2
		30

The pathways are only meant to be used as a guide as more options are available from partnering colleges and universities. Please contact Mrs. Warren at mo_warren@mogadore.net or call 330-628-7259 with any questions.

TESTING PROGRAM

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) -

The PSAT/NMSQT is administered to any interested sophomores and juniors in October. This test is a two-hour and 14 minute test that measures verbal and mathematical abilities. It is recommended that all students who are planning to attend college consider taking this test. It is valuable in college and career planning. The PSAT/NMSQT is also required of juniors who are seeking scholastic recognition awards through the scholarship programs administered by the National Merit Scholarship Corporation. There is a nominal fee for this test.

The American College Test (ACT) -

Many colleges use the ACT for admission. All colleges and universities in Ohio accept this test for admission and placement. The test consists of three subtests: English, Mathematics, and Reading.

An interest inventory is included in the registration to assist students with their education and vocational planning. As research indicates that students improve test scores when the test is repeated, it is recommended that juniors take the ACT in

April or June, and seniors take or retake the test in October, December, and February. Practice information is available in the Counselor's Corner.

The Scholastic Aptitude Test (SAT) -

The Admissions Testing Program is a service of the College Entrance Examination board that offers the Scholastic Aptitude Test, hereafter referred to as SAT.

The SAT, a three-hour and 50-minute test, measures verbal and mathematical reasoning abilities, as well as writing for which sub scores are reported. The verbal sections include reading comprehension, grammar, and vocabulary questions. The math portion tests problem solving ability and assumes students have had a year of algebra and some geometry.

It is recommended that juniors take the SAT in May or June. These tests will assist students in their college planning and in satisfying requirements for special programs such as R.O.T.C., the Academies, and early admission into college. Seniors should take/retake the SAT in October, November, or December.

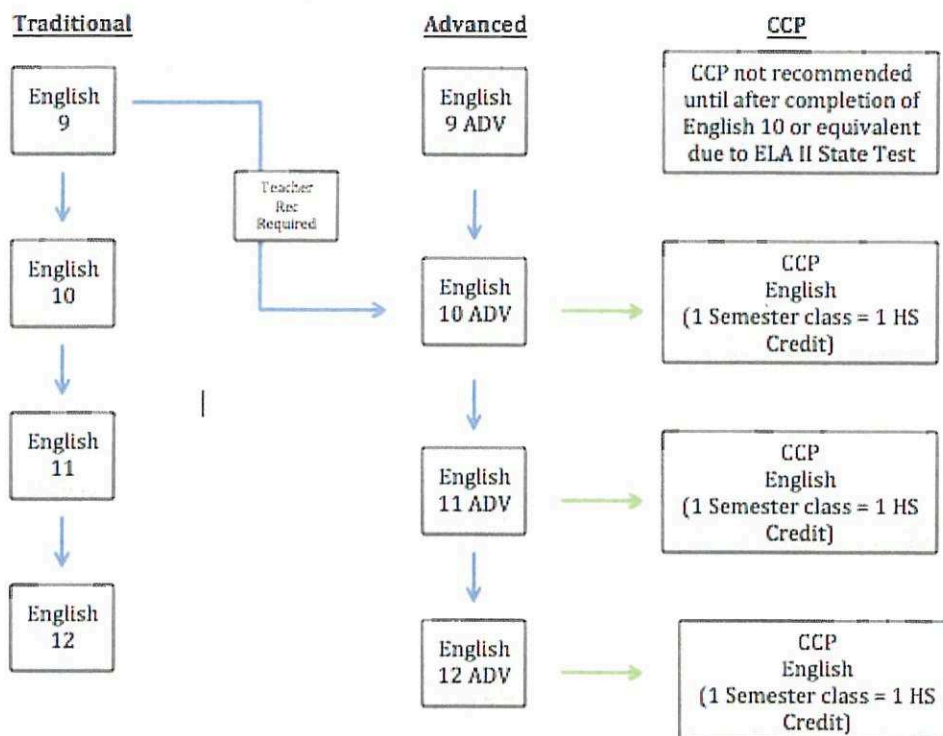
NOTE: If you are planning to attend a college or university in Ohio the ACT or the SAT is accepted. You do not need to take both. For schools outside Ohio you should check well in advance of test dates to find out which test they require. Most colleges accept the ACT or SAT as their college entrance exam. Both tests are given at least 5 times during the year. Practice booklets and information forms for all tests are available in the Counselor's Corner, as well as for each testing website.

COURSE DESCRIPTIONS

LANGUAGE ARTS

Four credits to be taken in grades 9 - 12

Mogadore High School – English Studies Courses



ENGLISH 9 – COURSE #1202

1 CREDIT

CLASS FEE – \$25.00

This course concentrates on developing the basic comprehension of language arts facts, principles, and concepts. The emphasis here is to refine further the skills already developed with more extensive utilization and understanding of basic principles. Content will focus on sentence and paragraphing skills; expressive, descriptive, creative, and informative writing; and the study of literary elements, all skills that are needed to align with the Ohio Department of Education and Workforce requirements. A research project and oral presentations are requirements needed to pass the course. This course is the level expected for the average 9th grader.

ENGLISH 9 ADVANCED – COURSE #1206

1 CREDIT – WEIGHTED

CLASS FEE – \$25.00

***Prerequisite:** Score a 90% on an advanced assessment and receive a recommendation by the junior high English teacher*

In English 9 Advanced, the learning levels go beyond the simple remembering of material. Now the emphasis is on the ability to grasp

and to interpret the meaning of the material. Content will focus on higher-level grammar skills and varied techniques of extended writing, including personal narration, comparison-contrast, persuasion, and research. Literary study includes fiction (short stories and novels), nonfiction (including biography/autobiography), drama, poetry, and Arthurian legends. A research project and oral presentations are requirements needed to pass the course. This level is equivalent to English 10.

ENGLISH 10 – COURSE #1203

1 CREDIT

CLASS FEE – \$25.00

Prerequisite: English 9

In English 10, the learning levels go beyond the simple remembering of material. Now the emphasis is on the ability to grasp and to interpret the meaning of the material. Content will focus on higher-level grammar skills and varied techniques of extended writing including personal narration, comparison-contrast, persuasion, and research. Literary study includes fiction (short stories and novels), nonfiction (including biography/autobiography), drama, poetry, and Arthurian legends. A research project and oral presentations are requirements needed to pass the course. This level is equivalent to sophomore English.

ENGLISH 10 ADVANCED – COURSE #1207

1 CREDIT – Weighted

CLASS FEE – \$25.00

Prerequisite: English 9 Advanced

The focus of this course is on the practical and theoretical application of the material covered in prior areas. The language arts skills utilized are changing, demonstrating, discovering, and modifying verbal and written material. Content will focus on multi-paragraph writing, the research paper, and an examination of the development of American literature. A research project and oral presentations are requirements to pass the course. This is equivalent to English 11

ENGLISH 11 – COURSE #1204

1 CREDIT

CLASS FEE – \$25.00

Prerequisite: English 10

The focus of this course is on the practical and theoretical application of the material covered in prior areas. The language arts skills utilized are

changing, demonstrating, discovering, and modifying verbal and written material. Content will focus on multi-paragraph writing, the research paper, and an examination of the development of American authors and literature movements. A research project and oral presentations are requirements needed to pass the course.

ENGLISH 11 ADVANCED – COURSE #1208

1 CREDIT – WEIGHTED

CLASS FEE – \$25.00

Prerequisite: English 10 Advanced

This course goes beyond comprehension and application of previously learned skills. It focuses on the component parts and their relationship to the whole, developing the ability to understand the structure of the whole, and its contents. Content will focus on the development of British literature and learning to write papers of literary analysis. A research project and oral presentations are requirements needed to pass the course. This course level is equivalent to English 12.

ENGLISH 12 – COURSE #1205

1 CREDIT

CLASS FEE – \$25.00

Prerequisite: English 11

This course goes beyond comprehension and application of previously learned skills. It focuses on the component parts and their relationship to the whole, developing the ability to understand the structure of the whole, and its contents. Content will focus on the development of British literature, learning to write papers of literary analysis. A research project and oral presentations are requirements needed to pass the course.

ENGLISH 12 ADVANCED – COURSE #1209

1 CREDIT – WEIGHTED

CLASS FEE – \$25.00

Prerequisite: English 11 Advanced

English 12 Advanced –is an honors course for seniors which focuses on expanding analytical skills in the study of world literature; developing synthesis skills in the areas of narrative, expository, and descriptive writing; and presents various techniques of persuasive writing, speaking, debating, and the logical systems on which they are based. Composition exercises are designed to help the student develop a more thorough understanding of the depth of the content studied. A research project and oral presentations are requirements needed to

pass the course.

MATHEMATICS

Four credits to be taken in grades 9 - 12

1st Year	Algebra 1		
2nd Year	Geometry		
3rd Year	Algebra 2*	Statistics and Probability	
4th Year	PreCalculus*	Business Math	Statistics and Probability
5th Year	AP Calculus AB*		

*Teacher recommendation and prerequisite course needed

ALGEBRA 1-I - COURSE #1402

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Math 8

This course is designed to offer students in grade 9 a developmental approach to Algebra. These students must have passed 8th grade math, placement test, and have teacher recommendation. Course topics include: signed numbers, ratio and proportion, polynomial expressions, solution of linear and quadratic equations, word problems, and problem solving techniques.

TI-84 Plus graphing calculator required.

ALGEBRA 1 – COURSE #1405

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Math 8 for students entering 9th grade.

Prerequisite: Based on a combination of grades, teacher recommendation, and a placement test for students entering the 8th grade.

This college-preparatory course is offered to students in grades 9 who have demonstrated aptitude for mathematics by attaining a C or better average in 8th grade math, placement test, and has teacher recommendation. Placement in 8th grade is determined by grades (a 93 % average or better), teacher recommendation and a placement test. Course topics include: signed numbers, ratio and proportion, polynomial expressions, solution of linear and quadratic equations, word problems, and problem solving techniques. This course will prepare the student for further study of mathematics.

TI-84 Plus graphing calculator required.

GEOMETRY-I – COURSE #1403

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Algebra 1-I or Algebra 1

Geometry is the branch of mathematics concerned with size, shape, and the properties of space. It also includes the study of proofs, which helps form a solid foundation for logical reasoning. This course is designed as a developmental approach to Geometry. Topics covered will include, but are not limited to, congruence transformations and applications; geometric constructions; proofs; properties of triangles; properties of quadrilaterals; similarity transformations and applications; properties of circles and parabolas; modeling with 2-dimensional and

3-dimensional figures; and probability.

**Graphing calculator required*

GEOMETRY – COURSE #1407

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Algebra 1; OR Algebra 1-I with teacher recommendation

Geometry is the branch of mathematics concerned with size, shape, and the properties of space. It also includes the study of proofs, which helps form a solid foundation for logical reasoning. This college preparatory course is offered to students who have passed Algebra I or Integrated Algebra I. Students must have teacher recommendation.

Topics covered will include, but are not limited to, congruence transformations and applications; geometric constructions; proofs; properties of triangles; properties of quadrilaterals; similarity transformations and applications; properties of circles and parabolas; modeling with 2-dimensional and 3-dimensional figures; and probability.

**Graphing calculator required*

ALGEBRA 2 – COURSE #1410

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Geometry or Geometry- I with teacher recommendation

This course is offered to students in grades 10-11 who have demonstrated an aptitude for mathematics by attaining a C or better in Geometry, and have teacher recommendation. Course topics include the study of: Quadratic, Rational, Exponential, and Logarithmic Functions; Linear Systems; Polynomials; Radicals and Rational Expressions; Inequalities; Sequences and Series; Probability and Statistics and Trigonometry.

TI-84 Plus graphing calculator required.

ALGEBRA 2 STEM – COURSE #1413 [Not Offered in 2026-20267]

1 CREDIT – WEIGHTED

CLASS FEE – \$16.00

Prerequisite: Geometry with teacher recommendation

This course is offered to students in grades 10-11 who have demonstrated an aptitude for mathematics by attaining an 85% or better in both Algebra 1 and Geometry; and have teacher recommendation. Course topics include the study of: Quadratic, Rational, Exponential, and Logarithmic Functions; Linear Systems; Polynomials; Radical and Rational Expressions; Inequalities; Sequences and Series; Probability and Statistics; and Trigonometry. This section is designed for students who want to pursue a

career in science, technology, engineering, or mathematics. Students will complete projects in STEM related topics.

**Graphing calculator required.*

PROBABILITY AND STATISTICS – COURSE #1414

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Completion of Geometry or Geometry I

This college prep course will investigate topics selected from the following: Sampling, Surveys, Experiments, Graphs of Data, Numerical summaries, Correlation, Regression, Prediction, Probability, Confidence Intervals, Hypothesis Testing, and Distributions. The course is intended to prepare students for an introductory statistics course at the college level.

TI-84 Plus graphing calculator required.

BUSINESS MATH – COURSE # 1411

1 CREDIT

CLASS FEE – \$16.00

Prerequisite: Algebra 2 Stem, Algebra 2, and/or Probability and Statistics

This course will be designed to help students understand business and personal finance. This course will help students acquire the skills necessary for logical and critical thinking. This course will include topics like managing your money, managing your expenses, making financial decisions, making business decisions, and managing business finances.

**Scientific or graphing calculator required*

PRE-CALCULUS – COURSE #1412

1 CREDIT – WEIGHTED

CLASS FEE – \$16.00

Prerequisite: An average of 85% or better in the Algebra II Stem or 90% or higher in Algebra 2 with teacher recommendation.

This course is offered to those students in grade 11-12 who have demonstrated an above-average aptitude for mathematics by attaining an 85% or better in Algebra II Stem or a 90% or better in Algebra 2 and have teacher recommendation. The course uses a graphic approach to help students acquire the skills and understanding necessary for success in their study of calculus and science. Algebra topics are studied in depth. This course is designed for students who want to pursue a career in sciences, technology, engineering, mathematics, medical field, etc.

TI-84 Plus graphing calculator required.

AP CALCULUS AB – COURSE #1417[Not Offered in 2026-2027]

1 CREDIT – WEIGHTED

CLASS FEE – \$10.00

AP TEST FEE – \$95.00

Prerequisite: An average of 85% or better in the following: Pre-Calculus course # 1412 with teacher recommendation.

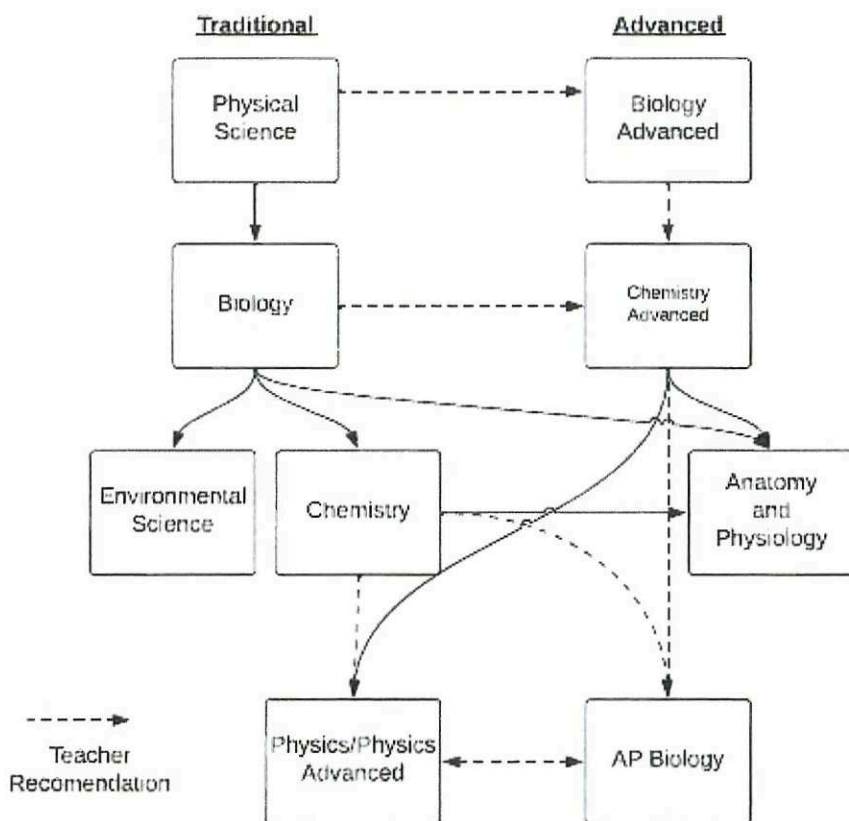
Calculus is mathematics dealing with the study of change. The two major branches of calculus are differential calculus, the mathematics of motion and rates; and integral calculus, which, among other things, allows us to find the area and volume of irregular figures. This course will cover material equivalent to most college level Calculus I . Main topics will include properties of functions; limits; differential calculus with applications; and integral calculus with applications. A strong focus will be in modeling problems graphically, numerically, analytically and verbally.

**Graphing calculator required*

SCIENCE

**A calculator is required for all science classes*

Mogadore High School Science Courses



Updated 02-2023

PHYSICAL SCIENCE – COURSE #1302

1 CREDIT

CLASS FEE – \$15.00

Prerequisite: 9th grade students who have a “C” or above average in Jr. High Science and demonstrated an ability to work in a regular academic science class. Good math skills required.

The course includes units on matter, atomic structure, the periodic table, chemical changes, forces, energy, electricity, heat, sound and light. These topics are presented by lecture and demonstration with weekly lab work.

BIOLOGY – COURSE #1305

1 CREDIT

CLASS FEE – \$20.00

Course units include the study of cell structure and function, reproduction, heredity, evolution, and the animal kingdom. These topics are presented by lecture, discussion, lab, and demonstration.

BIOLOGY ADVANCED – COURSE #1306

1 CREDIT – WEIGHTED

CLASS FEE – \$22.00

This college-preparatory course is offered to 9th and 10th grade students with a strong aptitude for science, a B average or above, and teacher approval. Differs from Biology: more topics covered, topics covered in more depth and an emphasis on lab work.

Additional requirements include a hiking project in the fall.

AP BIOLOGY – COURSE #1311 [Not Offered in the 2026-2027]

1 CREDIT – WEIGHTED

CLASS FEE – \$35.00

AP TESTING FEE – \$95.00

Prerequisite: 11th or 12th grade student who has a B average biology course, and has demonstrated the ability to be successful in a rigorous curriculum at an accelerated pace. It is recommended that students have completed both a Biology and Chemistry course before taking this class.

This course is an introductory college-level biology course. Students will explore the topics of evolution, cell theory, energy and cellular communication, genetics, ecology, and interactions of biology. Students will gain an understanding of the topics by following an inquiry based focus in lab, which will take up about 25 percent of the class time.

ANATOMY AND PHYSIOLOGY – COURSE #1303

1 CREDIT

CLASS FEE – \$30.00

Prerequisite: 11th or 12th grade students with teacher approval.

Anatomy and Physiology is a college preparatory course which covers topics that include, but are not limited, to cellular structure, metabolism, and reproduction; and the various systems and functions of the human body, i.e. the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, reproductive, and digestive systems. The course will include dissection.

ENVIRONMENTAL SCIENCE – COURSE #1312 (Not offered in 2026-2027)**1 CREDIT, FULL YEAR****CLASS FEE – \$20.00**

Prerequisite: Students must have completed both Physical Science and Biology.

Course topics include units on global impacts, ecosystems, water, air, atmosphere and climate, land, food, biodiversity, energy, waste, population growth, and the future. Information will be presented by lectures, discussion, demonstration, and lab activities. Careers related to these topics will be emphasized. Students will be responsible for completing individual research projects, reading assignments, and an out of class hiking project.

FUNDAMENTALS OF FORENSIC SCIENCE - #1317**1 CREDIT, FULL YEAR****CLASS FEE \$20.00**

This course is offered to 11th and 12th grade students who have completed Physical Science and Biology related courses. Fundamental concepts of biology and chemistry are intertwined and serve as tools necessary to critically analyze real-life inquiries into various forensic scenarios.

CHEMISTRY – COURSE #1307**1 CREDIT****CLASS FEE – \$20.00**

Prerequisite: 11th or 12th grade students who have completed Physical Science and Biology courses. Proficient math skills are strongly recommended.

This college preparatory course includes topics: matter and change, atomic theory and periodic law, chemical bonding, reactions and equations, stoichiometry, and both the physical composition and molecular nature of gasses. Topics are presented by a combination of lecture, demonstration, and laboratory work.

CHEMISTRY ADVANCED – COURSE #1308

1 CREDIT – WEIGHTED

CLASS FEE – \$25.00

Prerequisite: 11th or 12th grade students who have a strong aptitude for science, a proven academic ability, B average or better, a successful background in higher mathematics, and teacher approval. Proficient math skills are strongly recommended.

This college preparatory course includes topics: matter and change, atomic theory and periodic law, chemical bonding, reactions and equations, stoichiometry, and both the physical composition and molecular nature of gasses. Topics are presented by a combination of lecture and demonstration with an emphasis on laboratory work.

* Please note that topics are covered in more detail and at an accelerated pace. If possible, schedule 7th period study hall.

PHYSICS – COURSE #1309

1 CREDIT

CLASS FEE – \$20.00

Prerequisite: 11th or 12th grade students with very good to above average abilities in science and math.

This course is recommended in preparation for technical or college course work. This course helps prepare students for all levels of college physics. This course includes moderate to heavy emphasis on mathematics including equations, laboratory skills, and problem solving. Topics covered include:

- Mechanics
- Heat, light and sound
- Electricity
- Magnetism
- Kinematics

PHYSICS ADVANCED – COURSE #1310

1 CREDIT – WEIGHTED

CLASS FEE – \$20.00

Prerequisite: 11th or 12th grade students with very good to excellent abilities in science and math.

This course is recommended in preparation for college coursework. This course helps prepare students for all levels of college physics. This course includes moderate to heavy emphasis on mathematics including equations, laboratory skills, and problem solving. Topics covered include:

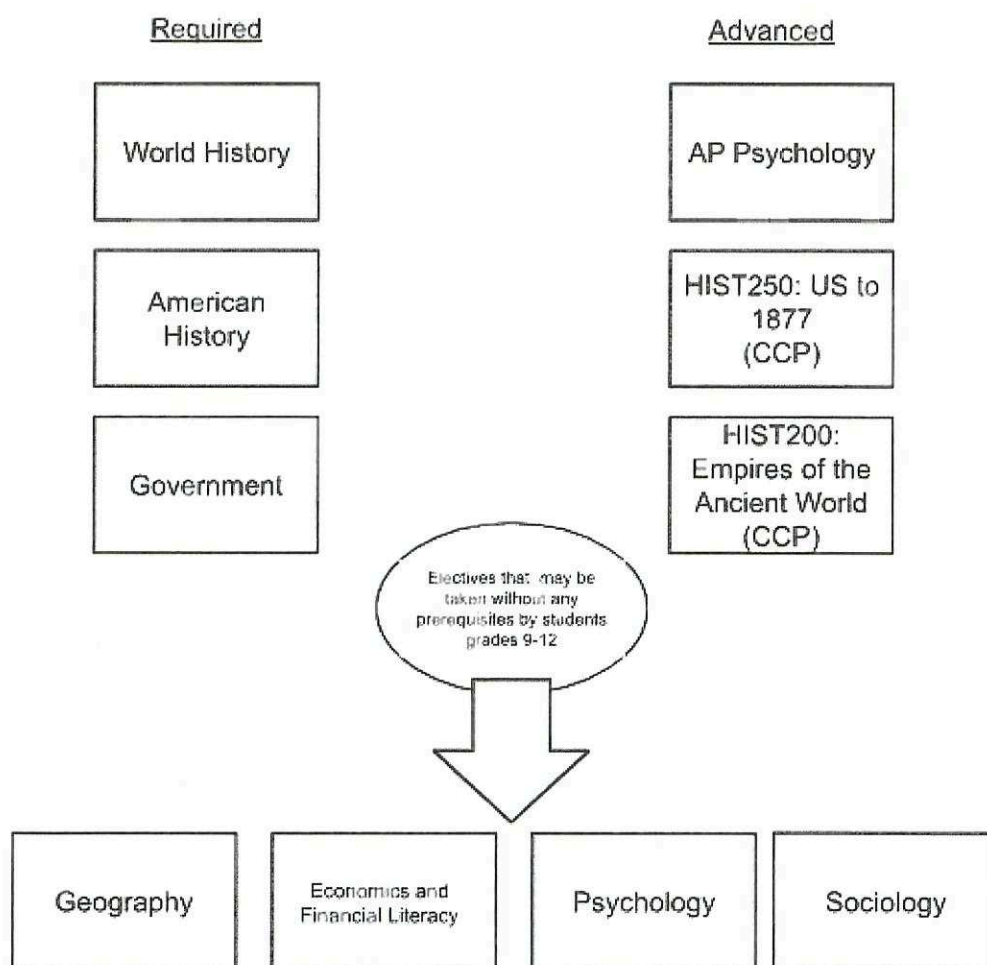
- Mechanics
- Heat, light and sound

- Electricity
- Magnetism
- Kinematics

This course requires a higher level of problem solving abilities. It is recommended that a student have completed Chemistry and Algebra II with a B average to schedule this course.

SOCIAL STUDIES

Mogadore High School Social Studies Courses



AMERICAN HISTORY (1880 to Present) – COURSE #1102

1 CREDIT

*** REQUIRED FOR SOPHOMORES**

This course is a comprehensive survey of the development of the United States as a major world power. The students will trace the transformation of the U.S. from an isolated, neutral country, to its place as the dominant world power today. Emphasis will be placed on the following major units:

- Post-Civil War Industrialism and Immigration;
- U.S. Imperialism;
- Progressive Era;
- World War I and the League of Nations;
- The Roaring Twenties and Great Depression;
- World War II;
- U.S. Involvement in the Cold War;
- Civil Rights Movement;
- Popular Culture—1950's to 1990's;
- Domestic Issues of the Nixon, Ford, Carter, and Reagan Administrations;
- The Persian Gulf War;
- U.S. and Globalization in the 90's.
- Bomb: The Race to Build and Steal the World's Most Dangerous Weapon By: Steve Sheinkin

ECONOMICS AND FINANCIAL LITERACY– COURSE #1112

½ CREDIT, 1 SEMESTER

This course is offered to students grades 9-12.

The goal of this Economics course is for the student to demonstrate an understanding of basic economic concepts. Students will become familiar with the economic system of the United States and how it operates. They will also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy. Class will also cover financial literacy. Students will develop personal financial plans for individual well-being. Throughout the course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics include analyzing services from

financial institutions, consumer protection, investing and risk management.

WORLD HISTORY (1500 to Present) – COURSE #1103

1 CREDIT

*** REQUIRED FOR FRESHMAN**

This course is a comprehensive survey of European, Asian, African, South American, and North American history. The students will trace the development of modern political, economical, social, religious, and geographical issues of the modern and contemporary world. Emphasis will be placed on the following units:

- Renaissance Reformation;
- Napoleonic Europe;
- The Industrial Revolution and the emergence of capitalism;
- Social reforms of the 19th century;
- Emergence of new nations and European powers;
- Imperialism and colonialism;
- Causes and impact of World War I;
- Communist revolution in Russia;
- Rise of Fascism and World War II;
- The Cold War;
- The Fall of Communism;
- Contemporary Global Issues.

AMERICAN GOVERNMENT COURSE #1108

1 CREDIT

*** REQUIRED FOR - All juniors and seniors who still require the credit**

This course will offer discussion on the foundation, structure, and various functions of the United States Federal Government. Students will examine the role of the United States government in domestic and foreign policy decisions. The students will also learn how individuals and groups influence these governmental decisions. Current issues involving the American government will be discussed within the context of this course. Issues will be examined in the following units:

- Democracy and Capitalism;
- The Constitution and Basic Freedoms;
- Federalism;
- The organization and role of Congress;
- The election and various powers of the President;
- The Supreme Court and Judicial Review;

- The Role of Political Parties;
- Elections and Voting;
- Interest Groups;
- Public Opinion and Mass Media;
- Governmental Role in the Economy;
- Budget, Taxation, and Spending;
- Foreign Policy and National Defense;

GLOBAL ISSUES – COURSE #1107 [Not Offered in 2025-2026]

½ CREDIT, 1 SEMESTER

CLASS FEE – \$5.00

JUNIORS AND SENIORS

This course is designed to increase student interest in contemporary problems and issues that affect the world. Students will better understand the dynamics of global interactions among nations and regions and how they present issues that affect all humanity. Students will be encouraged to use primary and secondary materials to form opinions and propose solutions to problems. Topics will cover a broad range of world events that have a global impact. These will include issues dealing with the global economy, international politics, and international issues such as trade, military conflict, and environmental concerns. The issues will be examined in terms of their political, economic, social, historic, and geographic components and contributions.

PSYCHOLOGY – COURSE #1106

½ CREDIT, 1 SEMESTER

This course is offered to students grades 11-12.

Psychology is the study of the human mind and behavior. In this course, students will learn about the physical workings of the human brain as well as mental processes and behavior. The topics covered in this course include:

- The brain and nervous system
- Psychological disorders
- Therapy
- Memory
- Altered states of consciousness
- The development of the human mind

Psychology focuses on the individual, Sociology focuses on the group.

AP EUROPEAN HISTORY – COURSE #1115 [Not Offered in

2025-2026]

1 CREDIT – WEIGHTED

AP TEST FEE \$98.00

This class is offered to students in grades 9-12 who have completed the application process and received approval from the teacher of the AP Course.

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. College credit may be earned for this class by earning a 3 or higher on the national test.

AP PSYCHOLOGY – COURSE #1116

1 CREDIT – WEIGHTED

AP TEST FEE -\$98.00

This class is offered to students in grades 9-12 who have completed the application process and received approval from the teacher of the AP Course.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. College credit may be earned for this class by earning a 3 or higher on the national test.

SOCIOLOGY – COURSE #1105

1/2 CREDIT, ONE SEMESTER

Sociology is the study of human social behavior and interaction. In this course, students will learn how human beings function as a part of society. The topics covered in this course include:

- Culture
- Socialization
- Social structure
- Groups and formal organizations

- Deviance and social control
- Inequalities of race, ethnicity, age, and gender

GEOGRAPHY – COURSE #1109

½ CREDIT, ONE SEMESTER

This course focuses on the physical, political, and cultural geography of the world today. The class includes lectures, maps, current events, and cultural projects. Students will learn about areas of the world they may not be familiar with and study cultures that are different from their own.

HIST 200: Empires of the Ancient World - COURSE # 1 CREDIT- WEIGHTED (1 CREDIT- WEIGHTED)

Jr./Sr. Only

Comparative study of the formation of ancient empires of the Afro-Eurasian world up to the rise of Islam. This is a three-credit hour CCP meeting course offered at Mogadore High School in collaboration with the University of Akron. Students must complete all steps to enroll in a CCP course and be accepted to the University of Akron in order to enroll in this class.

Ohio Transfer 36: Yes

Gen Ed: Global Diversity, Humanities

HIST 250: U.S. HISTORY to 1877 - COURSE # (1 CREDIT- WEIGHTED)

Jr./Sr. Only

Historical survey from the Age of Discovery and North American colonization through the creation of the United States to the Civil War and Reconstruction. This is a CCP course offered at Mogadore High School in collaboration with the University of Akron. Students must complete all steps to enroll in a CCP course and be accepted to the University of Akron in order to enroll in this class. (Formerly 3400:250)

Ohio Transfer 36: Yes

Gen Ed: Domestic Diversity, Social Science

WORLD LANGUAGE

FRENCH I – COURSE #1511

1 CREDIT

CLASS FEE – \$16.00 to be paid when workbook is purchased.

Prerequisite: It is recommended that students taking English 9 Basic should not take a foreign language. Students completing English 9 Basic should have an "A" average.

This is an introduction to the French language and culture that aims to provide each student with the basic skills of reading, writing, and listening in a foreign language. The class also provides a basic knowledge of French people and their patterns of daily life in an attempt to help the grammatical portion of learning a language become more meaningful.

FRENCH II – COURSE #1512

1 CREDIT

CLASS FEE – \$16.00 to be paid when a workbook is purchased.

Prerequisite: French I

Continued emphasis is placed upon the development of reading, writing, speaking, and listening skills. Cultural lessons, values, and discussions of problems in Modern France are aimed at providing the student with a versatile knowledge of the country, its people, and its language.

FRENCH III – COURSE #1513

1 CREDIT

CLASS FEE – \$16.00 to be paid when workbook is purchased.

Prerequisite: French II

French III continues the structural study of the language through news articles, advertisements, poems, short stories, plays, etc. All four-language skill areas -- speaking, reading, listening, and writing are emphasized in the course.

FRENCH IV – COURSE #1514

1 CREDIT – WEIGHTED

CLASS FEE – \$16.00 to be paid when a workbook is purchased.

Prerequisite: French III

The course, conducted in French, examines the chronological development of French literature with an emphasis on all genres of 20th century writings; refines advanced grammar skills and expands vocabulary; and concentrates on the composition and conversation purposes. The course will try to present to the student, through the study of history and literature, a realistic portrait of French culture.

SPANISH I – COURSE #1501 [Not Offered in 2025-2026]

1 CREDIT

CLASS FEE: \$22.00

Prerequisite: B average in English. Students in Basic English should have an A average.

This course is an introduction to the Spanish language, which aims to

provide each student with the basic skills of reading, writing, speaking and listening in a second language. The class also provides a basic knowledge of Hispanic culture, history and geography.

SPANISH II – COURSE #1502 [Not Offered in 2025-2026]

1 CREDIT

CLASS FEE: \$22.00

Prerequisite: C Average in Spanish I

As a continuation of the skills introduced in Spanish I, the student has the opportunity to improve his vocabulary and to advance in his/her ability to speak, read and write Spanish. Comprehension is improved through the use of materials prepared by native speakers. A shift to a study of more complicated grammatical structures is made and several verb tenses are presented. The study of Spanish culture takes on more importance and is explored more fully in this course.

SPANISH III – COURSE #1503 [Not Offered in 2025-2026]

1 CREDIT

CLASS FEE: \$24.00

Prerequisite: C Average in Spanish II

Spanish III continues the advancement of the four language skill areas - speaking, listening, reading and writing. Vocabulary development, comprehension of grammatical structures, and knowledge of history and culture will be enhanced through the study of a wide variety of materials and literary forms.

SPANISH IV – COURSE #1504 [Not Offered in 2025-2026]

1 CREDIT - Weighted

CLASS FEE: \$24.00

Prerequisite: B Average in Spanish III

Spanish IV will explore the history, culture and literature of the Hispanic world. The study of literature will include samples ranging from classic to modern works and Spanish and Latin American authors. Poetry, drama, short stories and the novel, as well as nonfiction readings, will be incorporated into the course. Emphasis on practical conversational skills will continue and advanced grammatical structures will be studied to enable students to express themselves accurately in both the written and spoken forms.

ART

ART CONCEPTS – COURSE #1041

1/2 CREDIT, 1 SEMESTER**CLASS FEE – \$5.00**

Open to all grades

Art Concepts is open to students who would like to experience a little taste of everything. The course consists of lessons in visual organization, drawing, painting, sculpture, criticism, and art history. These lessons are centered around the six basic Elements of Art: line, shape, color, value, texture, and space, as well as the 6 basic Principles of Art: contrast, pattern, movement, and balance, emphasis, and relationship.

DRAWING I – COURSE #1040**1/2 CREDIT, 1 SEMESTER****CLASS FEE – \$5.00**

Open to all grades

This course deals with two-dimensional art and design, exploring media such as: pencil, pen and ink, charcoal, chalk, colored pencils, and pastels. It is designed for students who wish to learn about or strengthen basic drawing skills through the use of various tools and methods. Lessons center around shading, perspective, portraiture, and other visual exercises.

DRAWING II – COURSE #1042**1/2 CREDIT, 1 SEMESTER****CLASS FEE – \$5.00**

Prerequisite: Drawing I

This course extends the aspects learned in Drawing I, and may also explore media and subjects such as metal point and wood burning.

GRAPHIC DESIGN/YEARBOOK – COURSE #1034**1 CREDIT**

In this course, you decide what the yearbook will look like as you produce a creative and innovative book. You'll work with a team to take photos, interview students, and design the book from cover to cover. While most of the work can be completed during the school day, you may occasionally need to photograph events after school hours.

PAINTING I – COURSE #1043**1/2 CREDIT, 1 SEMESTER****CLASS FEE – \$8.00**

Open to all grades

This course focuses on foundational painting skills; (i.e.) how to: paint a crisp edge, mix colors (including black), and graduate hues and values.

Students will also develop an understanding of various painting terms, color theory, art history and criticism. Acrylic and watercolor paints are used.

PAINTING - II – COURSE #1047

½ CREDIT, 1 SEMESTER

CLASS FEE – \$10.00

Prerequisite: Painting I

Painting II provides a more thorough investigation of the principles taught in Painting I. There is a greater focus on composition development as well as a further exploration in the realm of art history.

SCULPTING – COURSE #1046

½ CREDIT, 1 SEMESTER

CLASS FEE – \$5.00

Open to all grades

This course provides the student with a historical and contemporary study of sculpture and its craftsmen, an appreciation of three dimensional works of art and an opportunity to develop skills in media such as: Plaster, paper, foam, cardboard and other related materials.

CREATIVE FILMMAKING I – COURSE #1049

CREATIVE FILMMAKING II – COURSE # 1039

½ CREDIT, 1 SEMESTER

CLASS FEE – \$4.00

Open to all grades

This course explores the history and cultural impact of moving pictures.

A variety of short films will also be watched and analyzed. Projects will include the fundamentals of filmmaking (i.e. how to properly use camera angles and movements). Through various individual and group projects, the students will use iMovie to create their own creative films.

Past project themes have included silent films, pixilation, music videos, and clay animation.

SET DESIGN I – COURSE #1048

SET DESIGN II – COURSE # 1050

½ CREDIT, 1 SEMESTER

Open to all grades

Students will contribute to the construction of the stage set for one of Mogadore High School's theater productions. In so doing, the students will learn hardware identification, as well as how to properly use drills and various types of saws. Students will also learn the general safety rules of a workshop, various theater forms, and basic theater

vocabulary. (Joining stage crew is on an extracurricular volunteer/audition basis and is not a requirement for Set Design.)

ADVANCED ART – COURSE #1044/1045
1/2 CREDIT (each section) – SEMESTER COURSE
11th and 12th GRADE, BY PERMISSION ONLY
CLASS FEE – \$10.00

This is an independent-based course and is available during any class period except for the art teacher's planning period, lunch, and Set Design. Students are required to attend a class meeting once a week during their lunch period.

This course is geared toward, but not limited to, students with a desire to pursue higher education in any art-related field of study after high school. Students who take Advanced Art are expected to be self-motivated and independent problem solvers. Students are responsible for developing six projects, three of which includes participating in an art contest, creating an artwork that will be donated to the school/community, and creating a self portrait. A semester contract is agreed to and signed at the beginning of the semester.

Students are required to maintain a "C" or higher in any grading period to remain in the class.

CERAMICS 1 – COURSE #1031
CERAMICS 2 – COURSE #1032
1/2 CREDIT, 1 SEMESTER
CLASS FEE – \$10.00

Open to all grades

This course provides the student with an experience "sola lutum," or "clay only." Projects will help guide students in how to use the three major clay-construction methods: pinch, coil, and slab. Most projects will be hand-built, but the students will also learn how to make wheel-thrown pottery. Lessons involving ceramic vocabulary, glazing, and the science behind the kiln will also be taught.

FAMILY & CONSUMER SCIENCES

JH. INTRODUCTION TO FAMILY AND CONSUMER SCIENCES
COURSE #5100
1/2 Credit, 1 semester
Class FEE \$25.00
Offered only to Junior High Students (grades 7 & 8)

This course will provide students with an overview of Family and Consumer Sciences. Students will be introduced to child development and family relationship concepts. An introduction to food preparation, safety and sanitation and nutritional meal choices. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

JH. PRINCIPLES OF FOOD – COURSE #5024

1/2 Credit, 1 semester

Class FEE – \$40.00

Offered only to Junior High Students (grades 7 & 8)

In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

JH PERSONAL WELLNESS - COURSE #5026

1/2 Credit, 1 SEMESTER

CLASS FEE - \$30.00

Offered only to Junior High Students (grades 7 & 8)

In this course students will develop a personalized approach to healthy living. An emphasis will be placed on developing personal health for an adolescent that can be used as they transition through life. Additional topics will focus on problem-solving, work ethics, nutritional and food selections, family dynamics and personal health.

CULINARY FUNDAMENTALS – COURSE #1013

1/2 CREDIT, 1 SEMESTER

CLASS FEE – \$40.00

Offered to all students in grades 9 - 12

In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques.

GLOBAL FOODS – COURSE #1012 Not offered in 2026-2027

2 year rotation

½ CREDIT, 1 SEMESTER

CLASS FEE – \$40.00

~~Prerequisite: Culinary Fundamentals~~

Offered to all students in grades 9 – 12

In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

PRINCIPLES OF NUTRITION AND WELLNESS – COURSE #1018

½ CREDIT, 1 SEMESTER

CLASS FEE – \$40.00

Offered to all students in grades 9 – 12

In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplemental use, body weight and management and the implementation of physical activity to maintain a healthy lifestyle.

TRANSITIONS AND CAREERS - COURSE #1025

½ CREDIT, 1 SEMESTER Not offered in the 2026-2027

2 year rotation

NO CLASS FEE

Offered only to students in grades 9 & 10

In this course, students will analyze interests, aptitudes and skills to prepare for careers that transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.

CAREER AND COLLEGE READINESS – COURSE #1015

½ CREDIT, 1 SEMESTER Not offered in the 2026-2027

2 year rotation

NO CLASS FEE

Offered only to students in grades 11 & 12

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning.

Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and **participate in internships**. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership, and entrepreneurship.

LEADERSHIP & COMMUNITY ENGAGEMENT - COURSE #1010
1Credit, Year long (Can be taken as a Semester for ½ credit, but encouraged to take as a year long course)

Class Fee-~~\$15.00~~ \$17.00

Offered to all students in grades 9-12

In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement.

PERSONAL FINANCIAL MANAGEMENT – COURSE #1011
½ Credit, 1 semester
NO CLASS FEE

Offered to all students in grade 9-12 This course fulfills the 1/2 credit financial literacy requirement for students in the class of 2026 and beyond.

In this course, students will develop personal financial plans for individual well-being. Throughout the course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics include analyzing services from financial institutions, consumer protection, investing and risk management.

PERSONAL WELLNESS - COURSE #1026
½ CREDIT, 1 SEMESTER
CLASS FEE - \$30.00

Offered to all students in grade 9-12

In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations.

HUMAN GROWTH AND DEVELOPMENT – COURSE #1019
½ CREDIT, 1 SEMESTER Not offered in the 2026 - 2027

2 year rotation

CLASS FEE – \$10.00

Offered to all students in grade 9-12

In this course, students will analyze human growth and development throughout the lifespan. An emphasis will be placed on physical, cognitive, social and emotional growth and development. Additional topics will include human characteristics and traits, genetic defects, parenting styles and responsibilities and cultural differences within a family unit and community.

TEXTILE DESIGN, CONSTRUCTION AND MAINTENANCE - COURSE #1016

½ CREDIT, 1 SEMESTER

CLASS FEE – \$20.00

Offered to all students in grade 9-12

In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.

INTERIOR DESIGN, FURNISHINGS AND MANAGEMENT - COURSE #1017

Not offered in 2026 - 2027

2 year rotation

½ Credit, 1 semester

CLASS FEE – \$10.00

Offered to all students in grades 9-12

In this course, students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens and baths.

MUSIC

HIGH SCHOOL BAND – COURSE #1051

1 CREDIT

CLASS FEE – TBA

(Uniform maintenance and cleaning) Students are also responsible for purchasing required band shoes and equipment for the marching band season. Information will be provided at the start of the summer.

This yearlong course is designed to provide the student with an

instrumental music experience, which fosters cooperation, teamwork, dedication, discipline, and pride. The class is divided into three different styles of music experience: (a) marching band; (b) concert band; (c) pep band. Enrollment in this course requires participation in all aspects of the program. Within the class, students will engage in a variety of styles of music from differing cultures, time periods, and genres. Mogadore's instrumental music program will offer students a variety of musical experiences, in class and outside of the classroom. Participation at all events is required.

HIGH SCHOOL CHOIR – Course #1057

1 CREDIT, FOR A YEAR-LONG COURSE

CLASS FEES – \$10.00

This course is designed to provide students with a vocal music experience, which fosters cooperation, teamwork, discipline, and pride. Through the use of the voice, the student will foster healthy vocal/choral development for their ability level, facilitate focused singing in three-part and four-part textures, and prepare for an artistically expressive experience. Students will engage in singing music from a variety of genres including but not limited to standard choral literature, world music, multicultural music, pop music, and jazz.

HIGH SCHOOL BAND/CHOIR ACC – COURSE #1060/1061

1 CREDIT – WEIGHTED

Prerequisite: Students must be participants in High School Band and/or High School Choir to enroll in the Accelerated Credit Coursework.

This yearlong accelerated course is designed to provide an additional level of rigor and student achievement in the area of instrumental and vocal music for our highest achieving music students. Students will complete assignments regarding both the performance and scholarly aspects of music study throughout the school year. The goal of this class is to challenge students to achieve even more in their music study, and to broaden their knowledge of music and its many facets.

Participating students must have a strong commitment to the study of music, and will be required to complete the course requirements in addition to the standard requirements of High School Band and/or High School Choir. Participation is subject to Director approval and requires acceptance of the student's Band and Choir Accelerated Credit Planning Worksheet.

JAZZ BAND – COURSE #1054

1 CREDIT

This yearlong course is designed to provide the student with an understanding and comprehension of jazz history, performance, and style. Through performance, listening exercises, visual presentations, video, and research assignments, students will gain an understanding of this American art form. Enrollment is by audition only. Participating students must be enrolled in the High School Band in order to be eligible for Jazz Band.

PHYSICAL EDUCATION

PHYSICAL EDUCATION – COURSE #1001/1002

1/4 CREDIT, 1 SEMESTER, COED, 2 SEMESTERS REQUIRED

*** REQUIRED FOR ALL 9TH GRADERS**

*****Juniors and Seniors who have met all Physical Education requirements and are on pace to fulfill all other graduation requirements may take this course a 3rd semester. Teacher approval required*****

Both present and future physical and recreational needs are partially or wholly met through participation in:

- Physical activities that help students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
- Physical activities that will lead to the development of strong, well-poised, organically sound bodies.
- A variety of physical activities having carryover value to adult life
- Experiences designed to develop knowledge, understanding, habits, attitudes, and ideas necessary to maintain physical and mental health.

Fitness activities include: Volleyball, Nitro Ball, Basketball, Wiffle Ball, Weight Training, Fitness Testing, as well as leisure activities such as Four Square, Bowling, and Frisbee Golf.

ADVANCED PHYSICAL FITNESS COURSE #1004/1005

1/4 CREDIT, 1 SEMESTER, COED COURSE COUNTS TOWARDS PHYSICAL EDUCATION REQUIREMENTS.

TEACHER APPROVAL REQUIRED

Prerequisite: None This course is open to students in grades 9-12

In this course, students will learn about and practice an appropriate

conditioning regimen. Emphasis will be placed on cardiovascular endurance, muscular strength, flexibility, plyometrics, and agility. Students participating in competitive athletics and students interested in exploring excellence in physical fitness should consider this course. This course is designed to be more physically demanding and challenging than the Ninth and Tenth Grade Physical Education Courses.

HEALTH – COURSE #1003

½ CREDIT, 1 SEMESTER CLASS

*** REQUIRED FOR ALL 9TH GRADERS**

- Teaching functional health information (essential knowledge).
- Shaping personal values and beliefs that support healthy behaviors.
- Shaping group norms that value a healthy lifestyle.
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors

The content covers areas involving:

Alcohol - drug - tobacco abuse; Opioid - prescription drug abuse; Common health problems; general Nutrition and physical activity; Promoting safe and healthy relationships; Mental and emotional health, and Nutrition.

OTHER COURSES OFFERED

CAREER-BASED INTERVENTION (CBI)

**ALL YEAR (1 CREDIT CBI-RELATED CLASS & 1 CREDIT
WORK-BASED LEARNING COMPONENT)**

Offered to students in grades 9 – 12

The Career-Based Intervention (CBI) program is a Career-Technical Education Program designed for students who are identified as disadvantaged (either academically and/or economically) or students with disabilities who have barriers to achieving academic and career success. The program is designed to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparation for postsecondary education and/or careers. The program provides academic intervention to assist the student with study skills, assist with academic progress and success, and prepare for appropriate standardized testing. The CBI program provides a combination of educational and work-based learning opportunities for student success.

**TEACHER OR OFFICE ASSISTANT
NO CREDIT**

Seniors and juniors may serve one period as a teacher assistant during the teacher's prep time. Sophomores and freshmen need permission from the principal and a supervising teacher. Permission will be granted to 9th and 10th graders only in special circumstances.

* ALL COURSE FEES ARE SUBJECT TO CHANGE.

Program of Study revisions for the 2026-2027 school year

Additions are highlighted in Yellow

Deletions are highlighted in Red

Mathematics:

Revised wording- *in Algebra II Stem or 90% or higher in Algebra 2*

Science:

AP BIOLOGY COURSE # 1311 - Will not be offered in the 2026–2027

ENVIRONMENTAL SCIENCE – COURSE #1312- Will not be offered in the 2026–2027

History:

ECONOMICS AND FINANCIAL LITERACY– COURSE #1112 verbal changes

CCP History course #200: Add Jr./Sr. Only in description

CCP History course #250: Add Jr./Sr. Only in description

Family & Consumer Sciences:

Course #5100, 5024, 1012, 1025, 1015, 1019, and 1017 will not be offered during the 2026-2027 school year.

Revise class fee from \$15.00 to \$17.00 on course #1010

Add Course- Personal wellness & development
Fee \$30.00

Exhibit K

NEW

7.37

**NIL/Personal
Branding
Rights**

NIL/PERSONAL BRANDING RIGHTS

This policy applies to students participating in interscholastic sports regulated by the Ohio High School Athletic Association (“OHSAA”). “Name, Image and Likeness (NIL)/Personal Branding Rights” means the use of self-publicity due to public recognition (athletic fame) and/or the notoriety a student may attain to receive a benefit through appearances, licensing, social media, endorsements, and/or the use of branding. This policy outlines certain NIL/Personal Branding Rights restrictions imposed by OHSAA Bylaw 4-11 upon student athletes over which the District has direct control and associated obligations imposed upon the District and its employees/agents. Student athletes are directed to review OHSAA Bylaw 4-11 in its entirety to fully understand its requirements and the implications for them personally.

Student Athletes

Student athletes are prohibited from utilizing the name, logos, mascots, trademarks, or other proprietary properties of the District or its schools/teams while receiving compensation and/or during any promotions, or implying that the District or its schools/teams approve of the NIL/personal branding activity.

Student athletes are prohibited from engaging in any NIL/personal branding activities during school hours, while traveling to or from any OHSAA event, or during school or team events, including any practice, meeting, contest, tournament, or any similar event (“official team activities”).

A student athlete shall not display a sponsor’s product or otherwise advertise for a sponsor during official team activities.

The District

The District, its schools, and all agents of its schools are prohibited from providing NIL/Personal Branding Rights agreements to students. Collectives (third-party groups typically formed by alumni and supporters that pool donations and fundraising to create and manage NIL/Personal Branding Rights opportunities for student-athletes), booster clubs, and foundations are **not** agents of the District under Ohio law, but are likewise prohibited from providing NIL/Personal Branding Rights agreements to District students.

The District, its schools, and athletic teams shall never accept any money, merchandise, services of value, or any other benefits provided pursuant to an NIL/Personal Branding Rights agreement.

District administrators and coaches are obligated to educate the school community that any attempt to facilitate an NIL/Personal Branding Rights agreement to help secure the enrollment of a prospective student will result in penalties as prescribed in OHSAA Bylaw 11, including a review of the school's OHSAA membership status.

LEGAL REFS.: OHSAA Bylaw 4-11

Adopted: _____

Exhibit L

NEW

8.20

Prohibition
Against Purchase
of
Certain Foods

PROHIBITION AGAINST PURCHASE OF CERTAIN FOODS

The Board shall not purchase a food that is either of the following:

1. Misbranded as a meat product or an egg product, as prohibited in R.C. 3715.602.

Food is misbranded as a meat product if all of the following apply:

- a. The food is a manufactured-protein food product or the food contains a manufactured-protein food product.
- b. The food is offered for sale by a food processing establishment.
- c. A label that is part of or placed on the package or other container storing the manufactured-protein food product includes an identifying meat term.
- d. The label that is part of or placed on the package or other container storing the manufactured-protein food product does not contain a conspicuous and prominent qualifying meat term in close proximity to the identifying meat term.

Food is misbranded as an egg product if all of the following apply:

- a. The food is a fabricated-egg product or the food contains a fabricated-egg product.
- b. The food is offered for sale or sold by a food processing establishment.
- c. A label that is part of or placed on the package or other container storing the food includes an identifying egg term.
- d. The label that is part of or placed on the package or other container storing the food does not contain a conspicuous and prominent qualifying egg term in close proximity to an identifying egg term.

2. A cultivated-protein food product as defined in R.C. 3715.601.

A “cultivated-protein food product” is a food having one or more sensory attributes that resemble a type of tissue originating from an agricultural food animal, but that, in lieu of being derived from meat processing, is derived from manufacturing cells in which one or more stem cells are initially isolated from an agricultural food animal, are grown in vitro, and may be manipulated, as part of a manufacturing operation.

LEGAL REFS: R.C. 3313.8110; 3715.601; 3715.602

Adopted: _____

Exhibit M

REVISION

1.03

Formulation,
Amendment,
Dissemination, and
Update of Policies

FORMULATION, AMENDMENT, DISSEMINATION AND UPDATE OF POLICIES

Formulation and Amendment

The formulation and adoption of written policies shall constitute the basic method by which the Board of Education shall exercise its leadership in the operation of the school system. The formal adoption of policy shall be recorded in the minutes of the Board. Only those written statements so adopted by a majority of the Board and so recorded shall be regarded as official Board policy. Policy adoption or amendment should follow an orderly procedure.

- A. Some preliminary discussion regarding a major new policy statement or an amendment to an existing policy should occur between the Board, the Superintendent, his/her staff if necessary, and others as might be required.
- B. The Superintendent or his/her designee should draft the policy statement or amendment prior to the official Board meeting for action.
- C. All policy proposals or amendments should be titled and numbered as appropriate to subject and in conformance with the numerical system used in the Board policy manual.
- D. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they were adopted. They shall then be included in the policy manual of the District.
- E. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Dissemination

The Superintendent is directed to make policies adopted by the Board accessible to the public, employees, and Board members. All policy manuals shall remain the property of the Board.

Technical Corrections

Occasionally, it may be necessary to make immediate technical corrections to Board policies. Technical corrections shall be non-substantive and shall not impact the constructions or meaning of policies. Technical corrections include, but are not limited to: renumbering, relabeling, or retitling policies or subsections within policies; fixing grammatical or typographical errors or omissions; updating or correcting the names, titles, or contact information for District officer(s) identified in a policy; and revising legal citations.

The Superintendent shall identify and make necessary technical corrections to Board policies effective immediately. The technical correction shall be presented to the Board at its next meeting for review. If the Board determines that the technical correction was substantive and/or impacts the construction or meaning of the policy, the Board shall vote upon whether to rescind the technical correction or authorize a different revision to the relevant policy.

Suspension of Policies

The operation of any section or sections of Board policies not required by law or contract may be temporarily suspended by a majority vote of the Board members present at a regular or special meeting of the Board, or by the Board's designee. Such suspension shall terminate at the next meeting of the Board or at such earlier time as is specified in the motion to suspend.

Handbooks and Directives

Student and/or employee handbooks, directories, curriculum guides, and other similar publications may be issued by the Administration. These materials must conform to Board policy and if not, they must be approved by the Board before publication and dissemination. Where information contained in a handbook, directory, curriculum guide, or other similar publication conflicts with Board policy, Board policy shall prevail.

LEGAL REFS. O.R.C. §§3313.20; 3315.07

Adopted: _____

REVISION

1.15

Board
of

Education
Meetings

BOARD OF EDUCATION MEETINGS

Meetings of the Board of Education, whether organizational, regular, or special shall be open to the public at all times. A meeting is any prearranged discussion of the public business by a public body by a majority of its members. Minutes of the proceedings shall be promptly recorded and are public documents, open to the public for inspection. These requirements do not preclude the Board from conducting executive sessions as authorized by O.R.C. §121.22. However, no official business may be transacted except in open meetings, which the public may attend.

Annual Organizational Meeting

The Board shall meet on a day occurring during the first fifteen (15) days of January of each year, and shall organize by electing one (1) of its members President and another Vice-President, both of whom shall serve for one (1) year and until their successors are elected and qualified. The Treasurer of the Board shall canvass the members of the new Board no later than December 31 to establish the day of the organizational meeting.

Regular Meetings

Regular meetings of the Board shall be held at the Mogadore High School, Room 100 “Community Room”, 130 S. Cleveland Avenue, Mogadore, Ohio 44260, on the 2nd Monday of each month as fixed by the Board at the organizational meeting as required by law. The Board may change the date, time, and/or place of any regular meeting to a different date agreeable to the Board, and the Treasurer shall take appropriate steps to inform the public and media of the change within a reasonable time preceding the meeting.

A notice of the time and place of regularly scheduled meetings shall be given to the media who have requested notification. Any individual may ascertain the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings by:

- A. Writing to the following address: Board of Education, Mogadore Local School District, 1 South Cleveland Avenue, Mogadore, Ohio 44260;
- B. Calling the following telephone number during normal business hours: (330) 628-9946.

Special Meetings

A special meeting of the Board may be called by the President, by the Treasurer, or by any two (2) members, by serving a written notice of the time, place and purpose of such meeting upon each member of the Board, at least two (2) days prior to the date of such meeting. Such notice must be signed by the official or members calling the meeting. The Treasurer shall take appropriate steps to inform the public and media of the special meeting at least twenty-four (24) hours in advance.

Any representative of the news media may obtain notice of all special meetings by requesting in writing that such notice be provided. Such notice will only be given, however, to one representative of any particular publication or radio or television station. The request shall provide the name of the individual media representative to be contacted, his/her mailing address, and a telephone number and a fax number where he/she can be reached. The Treasurer shall maintain a list of all representatives of the news media who have requested notice of special meetings pursuant to this section.

The Treasurer shall maintain a list of all persons who have requested, in writing, notice of all meetings at which any specific subject matter designated by such persons is scheduled to be discussed. Any person may have his/her name placed on such a list upon advance payment of the cost of this service, as determined by the Treasurer.

Work Sessions

The Board reserves the right to call work and discussion sessions as required. These sessions shall be held in accordance with the provisions of O.R.C. §121.22.

Emergency Meetings

In the event of an emergency, a meeting may be called, and the Treasurer shall notify the news media immediately of the time, place, and purpose of the meeting.

Executive Sessions

The Board may enter into an executive session as a committee of the whole, open only to such persons, other than the members thereof, as the Board may direct, only after a majority of the quorum of the Board determines, by a roll call vote, to hold such a session. The motion shall state the purpose(s) for the executive session. No business of any nature shall be transacted in an executive session, and the meeting must be reconvened before adjournment.

An executive session may be held only at a regular or special meeting for the sole purpose of the consideration of any of the following matters: (1) The appointment, employment, dismissal, discipline, promotion, demotion, or compensation of an employee or official, or the investigation of charges or complaints against an employee, official, licensee or regulated individual, unless the employee official, licensee, or regulated individual requests a public hearing. If the Board holds an executive session under this provision, the motion and vote to hold the executive session shall state the specific purpose(s) for which the executive session is being held, but need not include the name of any person to be considered at the meeting; (2) To consider the purchase of property for public purposes or the sale of property at competitive bidding if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal interest is adverse to

the general public interest; (3) Conferences with an attorney concerning disputes which are the subject of pending or imminent court action; (4) Preparing for, conducting, or reviewing negotiations or bargaining sessions with employees concerning their compensation or other terms and conditions of their employment; (5) Matters required to be kept confidential by federal law or state statutes; (6) Specialized details of security arrangements, if 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.

Matters discussed during executive session should be considered confidential. No present or former member or employee of the Board shall disclose or use without proper authorization any information acquired during the course of any executive session.

Agenda Preparation and Dissemination

The Superintendent, Treasurer, and staff shall prepare all the agendas for the Board. At the Superintendent's discretion, items of business suggested by others may be included.

The Board should receive the agenda and supporting materials prior to the Board meeting to allow the Board to properly conduct the Board meeting.

Copies of the agenda and supporting materials shall be available to those at the meeting who request them. Emergencies may occur between the time the official agenda is disseminated and the actual meeting. Such items may be included in an addendum, which then becomes a part of the printed agenda. However, last-minute items should be kept to a minimum.

Consent Agenda

The Board may use a consent agenda to deal with routine business items. The public shall be provided reasonable notice of all items contained within the consent agenda. A member of the Board may request any item be removed from the consent agenda for individual consideration.

Quorum

Three (3) or more of the members of the Board shall constitute a legal quorum for the transaction of business at any meeting. If a quorum is not present, no official action can be taken. Except as otherwise required by law, these policies, or parliamentary authority, a majority vote of those members present and voting shall be sufficient to transact business. A member of the Board must be physically present at the meeting in order to be counted as part of the quorum.

Voting

On a motion to adopt a resolution authorizing the purchase or sale of real or personal property, the employment of all personnel, the election or appointment of an officer, the payment of any debt or claim, or the adoption of any textbooks, the Treasurer of the Board shall publicly call the roll of the members composing the Board and enter into the records the names of those voting “aye” and the names of those voting “no.” If a majority of the full membership of the Board votes “aye,” the President shall declare the motion carried. A member of the Board must be physically present at a meeting in order to vote.

Order of Business

The following shall be the tentative order of business of the regular meetings of the Board. The order of business may be changed at the request of the majority of the Board.

- A. Listing of Board members and administrative staff.
- B. Approval of minutes usually with a suspension of the reading since they are distributed in written form.
- C. Approval of the Treasurer’s financial statement for the month.
- D. All other matters that may come before the Board.
- E. Establishment of day, time and place of the next regular meeting of the Board.
- F. Audience comments.
- G. Board or administrative staff comments.
- H. Adjournment.

Rules of Order

Except as otherwise provided by law, by regulation, or by the policies of the Board, meetings of the Board shall be conducted in accordance with the most recent edition of *Robert’s Rules of Order, Revised*.

Amendments, alterations, corrections or repeal of the rules may be made, or their operation may be suspended at any regular or special meeting of the Board by a vote of two-thirds of all members of the Board who are present.

Minutes of Proceedings

The minutes of an earlier Board meeting shall be considered at the next regular meeting of the Board. An accurate set of minutes of each Board meeting shall be kept by the Treasurer in an official record book specified for that purpose. It shall be kept in the office of the Treasurer. It shall be open at all reasonable times to public inspection. This record shall be dated, indexed, and include a listing of Board members and administrative members in attendance. It shall also include a copy of all resolutions approved and a listing of those persons attending the meeting in the general audience.

LEGAL REFS: O.R.C. §§121.22; 3313.14; 3313.15; 3313.16

Adopted: _____

REVISION

6.01

Academic
Acceleration, Early
Entrance to
Kindergarten, and
Early High School
Graduation

ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, AND EARLY HIGH SCHOOL GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

The Board shall admit to kindergarten any student who is five, or, for a student who has not completed first grade, six years of age by the first day of instruction of the school year of admittance. A child shall be admitted to first grade if the child is six years of age by the 30th day of September of the year of admittance, or by the first day of a term or semester other than one beginning in August or September if authorized by the Board. Pursuant to O.R.C. §3301.60, children of military families who transfer from a public school district in another state (the “sending state”) shall be enrolled in the grade level commensurate with their grade level in the prior district regardless of age. However, a student who has satisfactorily completed the prerequisite grade level in the public school district in another state shall be eligible for enrollment in the next highest grade, regardless of age.

Early Entrance to Kindergarten or First Grade

A child who does not meet the age requirement for admittance to kindergarten or first grade, but who will be five-~~(5)~~ or six-~~(6)~~ years old, respectively, prior to the first day of January of the school year in which admission is requested, shall be evaluated for early admittance upon referral by the child’s parent or guardian, an educator employed by the District, a preschool educator who knows the child, or a physician or psychologist who knows the child. Following an evaluation in accordance with a referral under this paragraph, the Board shall decide whether to admit the child. If a child for whom admission to kindergarten or first grade is requested will not be five-~~(5)~~ or six-~~(6)~~ years of age, respectively, prior to the first day of January of the school

year in which admission is requested, the child shall be admitted only in accordance with the District's acceleration policy set forth below.

Referrals and Evaluation

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a District staff member who has knowledge of the referred child's abilities.
- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to District staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- D. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised Code 3321.01, children who do not meet the age requirement for admittance to kindergarten or first grade shall also be evaluated for possible early admittance if referred by the child's parent or guardian, an educator within the District, a pre-school educator who knows the child, or physician or psychologist who knows the child.

- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within 30 days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within 30 days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

A. Composition

- 1. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - (a) A principal or assistant principal from the child's current school;
 - (b) A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - (c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 - (d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - (e) A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

2. The acceleration evaluation committee shall be charged with the following responsibilities:
 - (a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - (i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
 - (c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - (i) placement of the student in an accelerated setting;

- (ii) strategies to support a successful transition to the accelerated setting;
 - (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - (iv) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
- (d) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
- (e) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
- 1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation

committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

LEGAL REFS: O.R.C. §§3301.60; 3321.01; 3324.10

Adopted: _____

REVISION

6.08

Student
Absences
and
Excuses

STUDENT ABSENCES AND EXCUSES

Absences for the following reasons shall be considered as excused:

- A. Personal illness.
- B. Serious illness or death of a family member.
- C. Funeral.
- D. Medical, behavioral, and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. Authorized school-sponsored activities.
- G. Approved post-secondary visits, for which the student shall be marked as “present,” not to exceed three days each school year.
- H. Acts of God.
- I. Quarantine.
- J. Out-of-state travel, not to exceed 24 hours per school year that the student’s school is open for instruction, for participation in an enrichment activity approved by the Board of Education or an extracurricular activity, defined as a student activity program operated by the District but not included in a graded course of study.
- K. At the Superintendent’s discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.
- L. Pre-enlistment reporting to military enlistment processing station, with verification of the date and time of the reporting from the military authority. The student may be marked as “present” if the absence is used to help fulfill graduation requirements.
- M. Religious expression days, in accordance with Board Policy and O.R.C. §3320.04.

- N. High school students may be absent from school for the sole purpose of attending a private driver training course approved by the Director of Public Safety in accordance with O.R.C. Chapter 4508 (“driver education course”), up to a maximum of eight hours for that student. The student shall only be absent for up to two hours per day for not more than four days in meeting the maximum of eight hours. The days may be nonconsecutive. No student may be released from a core curriculum subject course to attend a driver education course. Any student absent from school to attend a driver education course must complete any classroom assignments that the student misses because of the absence.
- O. Other circumstances which, in the judgment of the Superintendent, constitute a good and sufficient cause for absence from school, including, but not limited to circumstances which are out of a student’s control and which cause his/her absence due to the District’s implementation of a “Remote Learning Plan” under H.B. 164, or “Blended Learning Policy” under R.C. 3301.079, if adopted by the Board.
- P. Any additional reason stated in a policy adopted by the Board.

An absence for any reason other than those listed above shall be classified as unexcused.

All excuses from parents, as well as other documents pertaining to a student’s enrollment, attendance, and withdrawal from the District, shall become a part of the official attendance record and shall be maintained regardless of format or condition.

A student shall have the opportunity to make up school work missed due to an excused absence; however, it shall be the responsibility of the student to initiate a make-up procedure and schedule with his or her teacher(s). All make-up work shall be completed within a reasonable time following the excused absence. A student shall receive full credit for school work made up pursuant to an excused absence.

The principal or his or her designee may request written verification of a student’s illness from a physician licensed to practice medicine in the state in the event of frequent or extended absences attributed to personal illness.

With the exception of religious expression days, a student must be in attendance at school for half of the school day in order to participate in any school-sponsored activity that is conducted on that day; in cases of emergency the principal or his/her designee may grant an exception to this limitation.

LEGAL REFS: O.R.C. §§3301.60; 3321.041; 3321.13; 3320.04

O.A.C. 3301-69-02

Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017)

Adopted: _____

REVISION

6.59

Artificial
Intelligence

ARTIFICIAL INTELLIGENCE

For purposes of this policy, artificial intelligence (“AI”) refers to automated reasoning based on associations in data. AI is a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. AI systems use machine- and human-based inputs to perceive real and virtual environments; abstract such perceptions into models through analysis in an automated manner; and use model inference to formulate options for information or action. AI used for auto-complete, minor text predictions, and/or grammar/spelling/punctuation suggestions commonly found in most word-processing applications is not considered AI for purposes of this policy.

Students who use AI must do so ethically and responsibly as they navigate the District’s academic curriculum to ensure that they receive its full educational benefits. In furtherance of that objective, the following principles shall apply to the use of AI by students:

1. Teachers retain full discretion to limit or prohibit student use of AI as they determine appropriate.
2. While AI may be used as reasonably necessary to supplement, aide, and/or assist students in their educational endeavors, AI shall not be used as a substitute for a student’s own critical thinking, analysis, and/or compositional creations, nor shall it be used in a way which otherwise undermines the educational purpose of an assignment, as determined by the teacher.
3. The use of AI must be properly attributed through citation in the form approved by the student’s teacher.
4. The use of AI in violation of this Board Policy or in violation of any restriction or limitation imposed by a teacher shall be considered an act of cheating, academic dishonesty, and/or plagiarism, and may result in the implementation of student disciplinary measures in addition to the academic consequences determined appropriate by the teacher.
5. If a student has any doubt about whether his/her intended use of AI would violate this Board Policy, he/she must first consult with his/her teacher.
6. Violations of law, Board Policy, classroom rules, or other regulations by AI shall be attributed to the student using, directing, controlling, implementing, or otherwise initiating the AI.

No assignment issued by a teacher will require the use of AI unless the District is able to provide students with access to such AI. Any use of AI during the school day or on any District-supplied device or other technology shall be limited to educational purposes.

Adopted: _____

REVISION

9.10

**Student Complaints
of
Sexual Harassment**

STUDENT COMPLAINTS OF SEXUAL HARASSMENT

The Board of Education recognizes that a student's right to freedom from discrimination includes the opportunity to learn in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the operation of the District and will not be tolerated. This policy or a version which provides students adequate notice of the prohibition against sexual harassment, the conduct that constitutes sexual harassment, and the complaint procedure for reporting sexual harassment shall be included in the student handbooks.

It shall be a violation of this Policy for any member of the District staff to harass a student through conduct or communications of a sexual nature as defined below or to have romantic or sexual relations with a student. Retaliation in any form against those persons alleging that sexual harassment has occurred or participating in the investigation of the complaint is also prohibited. It shall also be a violation of this policy for students or third parties (i.e., visiting speaker, or visiting athletic team) to harass other students through conduct or communications of a sexual nature as defined below.

Any teacher, counselor or administrator who receives a report, verbally or in writing, from any student regarding sexual harassment of that student must forward that report to the building principal or Title IX Coordinator within one school day or within a reasonable period of time if there is a good cause for the delay. Any building principal receiving a report of sexual harassment shall promptly notify the Title IX Coordinator.

The District's designated and authorized Title IX Coordinator is:

John A. Knapp
Superintendent
1 South Cleveland Avenue
Mogadore, OH 44260
(330) 628-9946 x2
mo_knapp@mogadore.net

The designated/authorized Title IX Coordinator and his/her contact information shall be made known to all applicants for admission and employment, students, parents or legal guardians of students, employees, and all of the District's employee unions. Further, the District shall prominently display on its website the contact information for the Title IX Coordinator.

1. Definitions

- a. **Sexual harassment** – conduct on the basis of sex that satisfies one or more of the following:

- (i) A school employee conditioning education benefits on participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*); or
 - (ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - (iii) Sexual assault (as defined in the Clery Act, 20 U.S.C. 1092(f)), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.
- b. Complainant – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- d. Formal complaint – a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education programs or activities of the District.

2. Duty to Respond

The District will promptly respond when an allegation of sexual harassment occurs in an education program or activity. Education programs and activities include locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

3. Supportive Measures

“Supportive measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to an alleged victim or respondent, before or after the filing of a formal complaint or where no formal complaint has been filed. The purpose of supportive measures is equal access to education.

The District shall offer supportive measures to a complainant. The Title IX Coordinator shall promptly contact the complainant 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.

Supportive measures may include:

- a. Counseling;
- b. Extensions of deadlines or other course-related adjustments;
- c. Modifications of class schedules;
- d. Campus escort services;
- e. Mutual restrictions on contact between the parties;
- f. Leaves of absence;
- g. Increased security and monitoring of certain areas of campus.

4. Complaint Procedure

- a. Any student who alleges sexual harassment by any staff member or student in the District may complain directly to the Title IX Coordinator, guidance counselor, teacher, Superintendent, any other school employee whom the student trusts, or any other individual designated to receive such complaints. An individual who is complaining of sexual harassment is not required to work out the problem directly with the individual alleged to have harassed him or her.

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 contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

The District will treat a person as a complainant any time it has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint.

- b. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. No employee or representative of the District, 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, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX

investigation, proceeding, or hearing. Complaints alleging retaliation may be filed according to the procedures for sex discrimination.

Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the student's status nor will it affect future employment, grades, or work assignments. The person to whom the complaint was made shall, within one (1) school day, report the complaint to the Title IX Coordinator. If the Title IX Coordinator or Superintendent is the employee alleged to have engaged in the sexual harassment, the report shall be made to the Board.

- c. The right to confidentiality, both of the complainant and of the respondent, will be respected consistent with the District's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. The District will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding.

5. Investigation

- a. The investigator should remember that the investigation requires a balancing of the respondent's rights, the complainant's right to an environment free of sexual harassment, and the Board's interest in a prompt and fair investigation. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties.
- b. The investigator shall send written notice to both parties of the allegations set forth in the complaint upon receipt of a formal complaint. The notice must include sufficient details known at the time, including 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 notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and notice of any provision in District's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- c. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.

- d. Following the meeting with the complainant, the investigator shall conduct an adequate, reliable, and impartial investigation to determine if sexual harassment has occurred. The investigation shall include a conference with the respondent and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment has occurred. Both parties must be permitted an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- e. The investigator will not 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 District obtains that party's voluntary, written consent to do so.
- f. Both parties shall be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a 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 conclusion of the investigation.

6. Post-Investigation Procedures

- a. Prior to completion of the investigative report, the school district must 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 must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. All such evidence must be subject to the parties' inspection and review and be available at any hearing.

Upon conclusion of the investigation, the investigator shall issue a written report to the parties and their advisors that fairly summarizes the relevant evidence. After the investigative report has been sent to the parties and before reaching a determination regarding responsibility, the decision maker(s) must 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 questions as not relevant.

Although the facts and circumstances of a particular investigation may require an investigation to continue beyond forty-five (45) school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the respondent was found to have engaged in harassment, was found not to have engaged in harassment, or whether the investigation was inconclusive. The District shall use a “preponderance of the evidence” standard to make such determination. The report shall be issued to the complainant, if an employee, or to the complainant’s parents, if a student. A copy of the report shall also be sent to the Superintendent or his/her designee and the respondent.

- b. A finding of no harassment or inconclusive evidence by the decision maker shall end the investigation.
- c. If the decision maker finds that harassment occurred, the investigator shall recommend what steps are necessary to ensure that the harassment is eliminated for the victim and other individuals affected by the sexual harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

7. Informal Resolution

The investigator may offer informal resolution options if a formal complaint is filed, and both parties give voluntary, informed, written consent. The District shall not require, as a condition of enrollment or continuing enrollment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Any party has the right to withdraw from informal resolution and resume the grievance process with respect to the formal complaint. The investigator will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

8. Appeals

- a. The District will offer both parties the opportunity to appeal from a determination regarding responsibility, and from a dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. Procedural irregularity that affected the outcome of the matter;
 - 2. 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/or
 - 3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias that affected the outcome of the matter.

- b. An appeal must be submitted in writing to the Title IX Coordinator within seven calendar days of the issuance of the determination regarding responsibility, which includes a statement specifying the grounds for the appeal. The opposing party will be notified of the appeal and provided seven calendar days from such notice to submit to a statement in support of the outcome.
- c. An “Appeal Decision Maker” shall be designated by the Superintendent to review the investigative report and the statements submitted by the parties as part of the appeal. The Appeal Decision Maker shall investigate whether a basis for overturning the decision regarding responsibility exists. The Appeal Decision Maker shall not be the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
- d. The Appeal Decision Maker shall issue a written decision describing the result of the appeal and the rationale for the result, and shall provide the written decision simultaneously to both parties and their advisors within 28 calendar days of the Title IX Coordinator’s receipt of a parties’ notice of appeal of the original decision maker.

9. Dismissal of Complaints

- a. Complaints must be dismissed by the Title IX Coordinator where the allegations, if true, would not meet the Title IX jurisdictional conditions:
 - 1. The actions complained of do not meet the definition of “sexual harassment”;
 - 2. The actions complained of were not against a person in the United States;
 - 3. The actions complained of did not occur in the District’s education program or activity.
- b. Complaints may be dismissed by the Title IX Coordinator where:
 - 1. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - 2. The respondent is no longer enrolled or employed by the District; and/or

3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the allegations contained in the formal complaint.
- c. The Title IX Coordinator will send the parties written notice of any dismissal decision, and the reason(s) therefore.
- d. Both parties shall have the right to appeal a dismissal decision by submitting written notice of appeal to the Title IX Coordinator within seven calendar days of the issuance of the dismissal notice. The Appeal Decision Maker shall review the notice of appeal and issue a decision regarding the appeal in writing to both parties within 14 calendar days of the issuance of the notice of dismissal.

10. Discipline

A substantiated charge against a student in the District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code. Making a materially false statement in bad faith in the course of an investigation under this Policy may subject a student to disciplinary action.

LEGAL REFS: Title IX of the Education Amendments of 1972
20 C.F.R. 1604.11

Adopted: _____

REVISION

9.11

**Employee Complaints
of
Sexual Harassment**

EMPLOYEE COMPLAINTS OF SEXUAL HARASSMENT

The Board of Education recognizes that an employee's right to freedom from discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the operation of the District and will not be tolerated.

It shall be a violation of this policy for any member of the District staff or a third party (i.e., visiting speaker or a visiting athletic team) to harass an employee through conduct or communications of a sexual nature as defined below. This includes harassment by a supervisor or another co-employee.

1. Definition

- a. Sexual harassment – conduct on the basis of sex that satisfies one or more of the following:
 - (i) A school employee conditioning education benefits on participation in unwelcome sexual conduct (*i.e., quid pro quo*); or
 - (ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - (iii) Sexual assault (as defined in the Clery Act, 20 U.S.C. 1092(f)), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.
- b. Complainant – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- d. Formal complaint – a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education programs or activities of the District.

2. Duty to Respond

The District will promptly respond when an allegation of sexual harassment occurs in an education program or activity. Education programs and activities include locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

3. Supportive Measures

“Supportive measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to an alleged victim or respondent, before or after the filing of a formal complaint or where no formal complaint has been filed. The purpose of supportive measures is equal access to education.

The District shall offer supportive measures to a complainant. The Title IX Coordinator shall promptly contact the complainant 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.

Supportive measures may include:

- a. Counseling;
- b. Modifications of work schedules;
- c. Campus escort services;
- d. Mutual restrictions on contact between the parties;
- e. Changes in work locations;
- f. Leaves of absence;
- g. Increased security and monitoring of certain areas of campus.

4. Complaint Procedure

- a. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. No employee or representative of the District, 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, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Complaints alleging retaliation may be filed according to the procedures for sex discrimination.

- b. The intent of the following reporting procedure is to provide a quick and fair resolution of complaints of sexual harassment.
- c. The staff member desiring to file a sexual harassment complaint must present the complaint, in writing to the Title IX Coordinator. The District's designated and authorized Title IX Coordinator is:

John A. Knapp
Superintendent
1 South Cleveland Avenue
Mogadore, OH 44260
(330) 628-9946 x2
mo_knapp@mogadore.net

The Title IX Coordinator or his/her designee shall promptly investigate the matter unless otherwise designated by the Board.

The designated/authorized Title IX Coordinator and his/her contact information shall be made known to all applicants for admission and employment, students, parents or legal guardians of students, employees, and all of the District's employee unions. Further, the District shall prominently display on its website the contact information for the Title IX Coordinator.

- d. If the Title IX Coordinator is the employee alleged to have engaged in sexual harassment, the complaint shall be sent directly to the President of the Board. The Board will either conduct the investigation set out below, or appoint an investigator in its place.
- e. 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 contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.
- f. The District will treat a person as a complainant any time it has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint.

- g. The right to confidentiality, both of the complainant and of the respondent, will be respected consistent with the District's legal obligation and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. The District will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding.

5. Investigation

- a. The investigator should remember that the investigation requires a balancing of the respondent's rights, the complainant's right to an environment free of sexual harassment, and the Board's interest in a prompt and fair investigation. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties.
- b. The investigator shall send written notice to both parties of the allegations set forth in the complaint upon receipt of a formal complaint. The notice must include sufficient details known at the time, including 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 notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and notice of any provision in District's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- c. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- d. Following the meeting with the complainant, the investigator shall conduct an adequate, reliable, and impartial investigation, which shall include the opportunity to identify witnesses and other evidence, to determine if sexual harassment has occurred. The investigation shall include a conference with the respondent and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment has occurred. Both parties must be permitted an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

- e. The investigator will not 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 District obtains that party's voluntary, written consent to do so.
- f. Both parties shall be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a 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 conclusion of the investigation.

6. Post-Investigation Procedures

- a. Prior to completion of the investigative report, the District must 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 must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. All such evidence must be subject to the parties' inspection and review and be available at any hearing.

Upon conclusion of the investigation, the investigator shall issue a written report. After the investigative report has been sent to the parties and before reaching a determination regarding responsibility, the decision maker(s) must 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 questions as not relevant.

Although the facts and circumstances of a particular investigation may require an investigation to continue beyond 45 school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the respondent was found to have engaged in harassment, was found not to have engaged in harassment, or whether the investigation was inconclusive. The District shall use a "preponderance of the evidence" standard to make such determination. The report shall be issued to the complainant, if an employee, or to the complainant's parents, if a student. A copy of the report shall also be sent to the Superintendent or his/her designee.

- b. A finding of no harassment or inconclusive evidence by the decision maker shall end the investigation.
- c. If the decision maker finds that harassment ~~is found to have~~ occurred, the investigator shall recommend what steps are necessary to ensure that the harassment is eliminated for the victim and other individuals affected by the sexual harassment and to correct its discriminatory effects on the complainant and others, if appropriate. An individual who complains of sexual harassment shall not be required to work out the problem directly with the person alleged to have harassed him or her.

7. Informal Resolution

The investigator may offer informal resolution options if a formal complaint is filed, and both parties give voluntary, informed, written consent. The District shall not require, as a condition of employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Any party has the right to withdraw from informal resolution and resume the grievance process with respect to the formal complaint. The investigator will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

8. Appeals

The District will offer both parties the opportunity to appeal from a determination regarding responsibility, and from a dismissal of a formal complaint or any allegations therein, on the following bases:

- a. Procedural irregularity that affected the outcome of the matter;
- 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/or
- c. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias that affected the outcome of the matter.

An appeal must be submitted in writing to the Title IX Coordinator within seven calendar days of the issuance of the determination regarding responsibility, which includes a statement specifying the grounds for the appeal. The opposing party will be notified of the appeal and provided seven calendar days from such notice to submit to a statement in support of the outcome.

An “Appeal Decision Maker” shall be designated by the Superintendent to review the investigative report and the statements submitted by the parties as part of the appeal. The Appeal Decision Maker shall investigate whether a basis for overturning the decision regarding responsibility exists. The Appeal Decision Maker shall not be the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

The Appeal Decision Maker shall issue a written decision describing the result of the appeal and the rationale for the result, and shall provide the written decision simultaneously to both parties and their advisors within 28 calendar days of the Title IX Coordinator’s receipt of a parties’ notice of appeal of the original decision maker.

9. Dismissal of Complaints

- a. Complaints must be dismissed by the Title IX Coordinator where the allegations, if true, would not meet the Title IX jurisdictional conditions:
 - 1. The actions complained of do not meet the definition of “sexual harassment”;
 - 2. The actions complained of were not against a person in the United States;
 - 3. The actions complained of did not occur in the District’s education program or activity.
- b. Complaints may be dismissed by the Title IX Coordinator where:
 - 1. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - 2. The respondent is no longer enrolled or employed by the District; and/or
 - 3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the allegations contained in the formal complaint.
- c. The Title IX Coordinator will send the parties written notice of any dismissal decision, and the reason(s) therefore.
- d. Both parties shall have the right to appeal a dismissal decision by submitting written notice of appeal to the Title IX Coordinator within seven calendar days of the issuance of the dismissal notice. The Appeal Decision Maker shall review the

notice of appeal and issue a decision regarding the appeal in writing to both parties within 14 calendar days of the issuance of the notice of dismissal.

10. Discipline

If sexual harassment is found to have occurred, the person who engaged in such harassment may be disciplined. The discipline must be reasonably calculated to end the harassment and to remedy its effects on the complainant, and others, if appropriate. Any discipline not resulting in termination must include a directive that the employee not engage in such harassment in the future. Making a materially false statement in bad faith in the course of an investigation under this Policy may subject an employee to disciplinary action.

11. Notice

Written notice of the outcome of the complaint shall be provided to the complainant and the respondent.

LEGAL REFS: Title IX of the Education Amendments of 1972
20 C.F.R. 1604.11

Adopted: _____

To Be RESCINDED

9.21

Loss

of

Driving Privileges

REPORT OF SERIOUS VIOLATIONS

A principal, who is acting in his/her official or professional capacity, who has knowledge of or has observed a student committing a violation listed in O.R.C. §3313.662, which include those listed below, regardless of whether or not the student was 16 years of age or older at the time of commission of the act or violation and the violation was committed on property owned and controlled by, or at any activity held under the auspices of the Board of Education:

1. Shall, within one school day after obtaining his knowledge of or observing the act or violation, report the violation to the Superintendent of the District in which the school is located or to the designee of the Superintendent; and
2. May, within a reasonable period of time after obtaining his knowledge of or observing the act or violation, report the act or violation to a law enforcement officer of the jurisdiction in which the violation occurred or, if the student is a juvenile, report the violation to either a law enforcement officer of the jurisdiction in which the act occurred or in the jurisdiction in which the student resides.

Violations set forth in O.R.C. §3313.662 to be reported:

- A. O.R.C. §2923.122 which includes a person knowingly conveying or attempting to convey or possess any deadly weapon or dangerous ordnance onto any property owned or controlled by, or to any activity held under the auspices of the Board.
- B. O.R.C. §2923.12 or of a substantially similar municipal ordinance which makes it unlawful for a person to knowingly carry or have, conceal on his/her person or concealed ready-at-hand, any deadly weapon or dangerous ordnance on property owned or controlled by, or at an activity held under the auspices of the Board;
- C. O.R.C. §2925.03 Divisions (A)(1), (4), (5), (6), (7), (9), or (10) which makes it illegal to traffic in drugs if the trafficking was committed on property owned by or controlled by, or at an activity held under the auspices of the Board;
- D. O.R.C. §2925.11, other than a violation of that section that would be a minor drug possession offense, that was committed on property owned or controlled by, or at an activity held under the auspices of the Board;
- E. A violation of the following O.R.C. sections if the violation was committed on property owned or controlled by or at an activity held under the auspices of the Board, if the victim at the time of the commission of the act was an employee of the Board:

1. O.R.C. §2903.01, aggravated murder;
 2. O.R.C. §2903.02, murder;
 3. O.R.C. §2903.03, voluntary manslaughter;
 4. O.R.C. §2903.04, involuntary manslaughter;
 5. O.R.C. §2903.11, felonious assault;
 6. O.R.C. §2903.12, aggravated assault;
 7. O.R.C. §2907.02, rape;
 8. O.R.C. §2907.05, gross sexual imposition; or
 9. O.R.C. §2907.12, felonious sexual penetration.
- F. Complicity in any violation set forth in the section on reasons for permanent exclusion that was alleged to have been committed in the manner described above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of the Board.

LEGAL REFS: O.R.C. §3319.45

Adopted: March 11, 2019

To Be RESCINDED

9.27

Prohibition

and

Reporting

of

Sexual Abuse

PROHIBITION AND REPORTING OF SEXUAL ABUSE

The Board of Education prohibits employee and/or student conduct constituting sexual abuse toward an employee or student. Sexual abuse of a student or employee means unlawful sexual conduct or sexual contact, as defined in O.R.C. §2907.01, and other forms of unlawful sexual conduct or contact.

The Superintendent and/or designee are/is appointed as the sexual abuse prevention coordinator, who shall report to the Superintendent.

A. Sexual Abuse of Employees

It shall be a violation of this policy for any member of the District staff or a third party (i.e., visiting speaker or a visiting athletic team) or student to sexually abuse an employee.

1. Complaint Procedure

- a. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited.
- b. The intent of the following reporting procedure is to provide a quick and fair resolution of complaints of sexual abuse.
- c. The staff member desiring to file a sexual abuse complaint must present the complaint, in writing to the Superintendent. The Superintendent or his/her designee shall investigate the matter unless otherwise designated by the Board.
- d. If the Superintendent is the employee alleged to have engaged in the sexual abuse, the complaint shall be sent directly to the President of the Board of Education. The Board will either conduct the investigation set out below, or appoint an investigator in its place.
- e. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

2. Discipline

If sexual abuse is found to have occurred, the person who engaged in such abuse will be disciplined in accordance with state and federal laws.

B. Sexual Abuse of Students

It shall be a violation of this policy for any member of the District staff, students, or third parties (i.e., visiting speaker, or visiting athletic team) to sexually abuse students.

1. Complaint Procedure

- a. Any student who alleges sexual abuse by any staff member, student, or third party in the District may complain directly to the coordinator, guidance counselor, teacher, Superintendent, any other school employee whom the student trusts, or any other individual designated to receive such complaints.
- b. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting sexual abuse will not reflect upon the student's status nor will it affect future employment, grades, or work assignments. The person to whom the complaint was made shall within one (1) school day report the complaint to the coordinator. If the coordinator or Superintendent is the employee alleged to have engaged in the sexual abuse, the report shall be made to the Board.
- c. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

Often the information the District receives regarding sexual abuse is not always provided through the official complaint process or communicated to the individual designated to receive such complaints. Therefore, any teacher, counselor, administrator, or other school employee who receives a report or information, verbally or in writing, from any student regarding sexual abuse of that student must forward that report or information to the building principal or coordinator within one school day or within a reasonable period of time if there is a good cause for the delay. Any building principal receiving a report or information of sexual abuse shall promptly notify the coordinator. If the school employee has a good faith belief that the conduct complained of constitutes child

abuse, they must immediately report such abuse to the proper authorities in accordance with Ohio law.

2. Discipline

A substantiated charge of sexual abuse against a student in the District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code.

C. Investigation (Student and Employee)

1. The investigator should remember that the investigation requires a balancing of the accused's right to preserve his/her good name, the complainant's right to an environment free of sexual abuse, and the Board's interest in a prompt and fair investigation.
2. The investigator shall meet with the complainant within a period not to exceed five school days from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
3. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if sexual abuse has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether abuse has occurred. The investigation shall include the opportunity to present witnesses and other evidence, written documentation of such investigation, including documents and witness statements.

D. Post-Investigation Procedures (Student and Employee)

1. Upon conclusion of the investigation, the investigator shall issue a written report. Although the facts and circumstances of a particular investigation may require an investigation to continue beyond 45 school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the accused was found to have engaged in abuse, was found not to have engaged in abuse, or whether the investigation was inconclusive. The report shall be issued to the complainant, if an employee, or to the complainant's parents, if a student. A copy of the report shall also be sent to the Superintendent or his/her designee.
2. A finding of no abuse or inconclusive evidence shall end the investigation.

3. If abuse is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the abuse is eliminated for the victim and other individuals affected by the sexual abuse and to correct its discriminatory effects on the complainant and others, if appropriate.

LEGAL REFS: Title IX of the Education Amendments of 1972
20 C.F.R. 1604.11

Adopted: March 11, 2019

Exhibit N

**Mogadore Local Schools
Resident Educator Program
2025-2026 Quarterly Report**

The 2025-2026 Mogadore Resident Educator participants include junior/senior high school and elementary school teachers. Stephen Lutz - Lead Mentor, Theresa Garner and Noah Whetstone make up this year's roster.

Here are some of the things Theresa and Noah have been working on:

Noah has continued to show growth in his role. He recently has designed an impressive webpage for the music department that is a huge source of information for both students and families. It includes calendars for all ensembles, student resources, and a variety of forms. It also shows his collaboration with the Boosters, who he has built and maintained a strong relationship with. Together, they have focused on fundraising opportunities to support individual student activities and larger items, like new uniforms.

He has had a busy concert band season, hosting an elementary program and a two part program for the 7-12 bands. Additionally, he has encouraged students to grow individually through workshops, honors bands, and OMEA. Focus is starting to shift to OMEA large group and the spring concert season. He has good rapport with students, but wants to focus on the long term goals for the ensembles and how to recruit and retain students.

NOTE: With recent passage of Ohio House Bill 96 on July 1, 2025, the Resident Educator Summative Assessment (RESA) has been eliminated from the Ohio Resident Educator (RE) Program. Resident Educators in the first and second year of teaching must still be registered in the RE Program and complete all the requirements of the RE Program and the requirements developed by the employing local district. Program coordinators must register resident educators and enter completion criteria in the Connected Ohio Records for Educators (CORE) online system for resident educators to advance their resident educator license to a professional license.

At this time, we have seven veteran teachers who have completed both the Resident Educator Training and Facilitator Training: Stephen Lutz, Tim Sullivan, Chris Mossa, Julie Donovan, Josh Cameron, Stephanie Draiss and Theresa Garner. Jay Sigler, Angel Henkel, Autumn Campailla and Jonas Lawrence have completed the Resident Educator Training.

The 2025-2026 Mogadore Resident Educator Program is going well. The Resident Educators and Certified Instructional Mentors have a great rapport with one another and work well together.

I appreciate the opportunity to serve as lead mentor for the Mogadore Local Schools.

Thank You,

Stephen E. Lutz

Exhibit O

MOGADORE HIGH SCHOOL'S
GREEN DOOR THEATRE COMPANY
presents

Disney
HIGH SCHOOL MUSICAL JR.

FRI
MAR 27
7:00

SAT
MAR 28
2:00

SAT
MAR 28
7:00

SUN
MAR 29
2:00

Disney Channel's smash hit movie musical comes to life on your stage in Disney's High School Musical JR. Troy, Gabriella, and the students of East High must deal with issues of love, friends, and family while balancing their classes and extracurricular activities. The show's infectious, danceable songs are sure to engage performers and audiences alike.

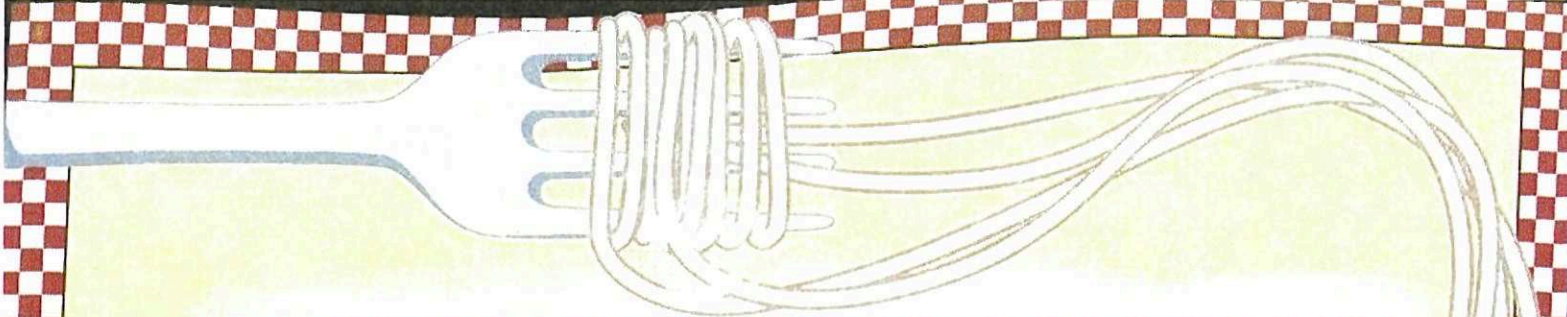
TICKETS
ONLINE
OR AT
THE
DOOR



WWW.MOGADOREDRAMA CLUB.WEEBLY.COM



Exhibit P



Spaghetti Dinner

Fundraiser

 Sponsored By The 
Mogadore Schools Alumni Foundation

Saturday, April 18th 2026

4:30—7:00 PM

**Mogadore High School Commons
130 South Cleveland Avenue
Mogadore, Ohio 44260**

**NOW WITH
MEATBALLS!**

**\$14.00 Adults ♦ \$5.00 Under 12
Children 5 and Under Eat for FREE!
CARRY OUT & CURB SIDE AVAILABLE**

**Proceeds go to provide college scholarships
to Mogadore High School graduates**



Exhibit Q

LET'S GLOW GIRLS!

LIGHT UP THE NIGHT WITH
YOUR DAUGHTER! JOIN US
FOR A PRIVATE RENTAL
EXPERIENCE AT URBAN AIR
- ONLY FOR OH SOMERS
GIRLS AND A GUEST OF
THEIR CHOICE!

SATURDAY, MARCH 14TH
6:30PM - 9:00 PM
URBAN AIR
5544 DRESSLER RD NW,
NORTH CANTON, OH
44720

DUE TO THE NATURE OF THIS EVENT, A PARENT OR ADULT GUARDIAN NEEDS TO BE PRESENT. THIS IS NOT A DROP OFF EVENT. EACH PERSON NEEDS TO PURCHASE A TICKET FOR ENTRY.

AND DON'T FORGET TO COME IN YOUR FAVORITE NEON ATTIRE! **THIS WILL BE A GLOW IN THE DARK PARTY!** SO PLEASE BRING THE GIRLS IN THEIR NEON CLOTHES AND LETS MAKE THE NIGHT ONE THEY WONT FORGET!

JOIN US FOR...

- ➡ GO KARTING
- ➡ TRAMPOLINES
- ➡ ROCK WALL CLIMBING
- ➡ INDOOR PLAYGROUND
- ➡ BUMPER CARS
- AND SO MUCH MORE!!!!





LETS GLOW GIRLS



STUDENT: _____ GRADE: _____

TEACHER: _____ ALLERGIES: _____

ADDITIONAL STUDENT(S): _____

GRADE(S): _____ GUEST: _____

GUEST PHONE NUMBER: _____

TOTAL NUMBER OF TICKETS: _____ X \$25 = TOTAL AMOUNT: _____

_____ CASH _____ CHECK _____ PAYPAL(@OHSOMERSPTS0)

TICKETS AVAILABLE FOR PURCHASE ONLINE



IMPORTANT ADDITIONAL INFO - SOCKS WILL BE REQUIRED IN ORDER TO PARTICIPATE. YOU CAN EITHER PURCHASE NEW SOCKS FOR \$2.50 OR YOU CAN TRADE IN ANY PAIR OF USED TRAMPOLINE PARK SOCKS FOR A PAIR OF NEW URBAN AIR SOCKS. ALSO, YOU MUST COMPLETE A WAIVER. WE RECOMMEND COMPLETING THIS ONLINE BEFORE THE DAY OF THE EVENT SO THAT YOUR CHILD MAY HAVE MORE TIME TO JUMP! YOU CAN FILL THE WAIVER OUT AT THE LINK BELOW - BE SURE ITS THE NORTH CANTON LOCATION.

[HTTPS://STORE.UNLEASHEDBRANDS.COM/URBAN-AIR/NORTH-CANTON-OH/WAIVER](https://store.unleashedbrands.com/urban-air/north-canton-oh/waiver)