DIVERSITY TASK FORCE FINAL REPORT AND RECOMMENDATIONS

Presented to: Wooster City School District Board of Education

June 25, 2019
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Diversity Task Force Final Report & Recommendations

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Wooster City School District
Board of Education
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The Wooster Board of Education Task Force was formed by the Wooster Board of Education in response to concerns raised in a conversation with representatives from the Wooster/Orrville NAACP. At the time, their major concern was the lack of diverse representation in the faculty at the high school. After several conversations it was decided that the same concern could be applied to the entire school system.

The Board, as represented by Dr. Tefs, decided to replicate the model used to establish the 2016 Random Drug Screening Task Force as a mechanism for addressing the issue of diversity in the schools and coming up with a series of concrete recommendations. These recommendations are aimed at increasing diversity and inclusivity in every facet of school life.

Once the membership of the Task Force was determined (see Appendix A), it was obvious that there were other concerns community representatives felt should be addressed. To address those concerns three committees were formed each with its own goals. The committees (Recruitment and Hiring, Curriculum, and School Climate) worked independently and with some autonomy to map their procedures to reach their goals. Their individual reports are contained herewith.

The Task Force has had some successes as documented in the aforementioned reports. In those reports are recommendations as to how to continue these efforts and carry this work forward.

Primary Objectives
On May 25, 2017 the Board of Education created the Diversity Task Force and assigned it three primary objectives.

#1 RECRUITMENT & HIRING: Advance strategies to improve employment diversity, equity and inclusion in the school system, with particular attention to areas of deficiency as determined by the analysis of data.

#2 CURRICULUM: Provide the Board of Education with advice and recommendations of possible programs to expand diversity of the written and taught curricula throughout the school system.
#3 SCHOOL CLIMATE: Encourage sensitivity to diversity and offer implicit bias training for employees and students.

In the three sections below, we outline the work that was done on each of these objectives and recommendations for each area. There is a final section of the report, which provides our recommendations for sustaining the work of the Diversity Task Force into the future.
COMMITTEE ON RECRUITMENT & HIRING

Goal: Increase the diversity of the faculty within the Wooster City School District. The expansion of diversity is for all employees: certified staff, classified staff and administrators.

Outcomes:

1. We established new guidelines for recruiting efforts which included the following:
   a. Having a diverse recruiting team, including members of the community, assist the district’s recruiting effort at major recruiting events.
   b. Marketing the district and community at recruitment events.
   c. Working directly with higher education institutions to evaluate the diversity of their education students and meeting those students.
   d. Formed a direct partnership with The College of Wooster’s Education Department to meet all education students annually and discuss the value of working in the Wooster City Schools and living in Wooster.

2. Expanded our attendance at recruitment fairs to universities like Central State and Cleveland State where more diverse candidates can be found.

3. Created a brochure to highlight elements of diversity in our community and schools that we can hand to candidates and recruitment fairs or during the interview process. (See Appendix B). This resulted in hiring three diverse candidates for the 2018-19 academic year.

4. Continue to gain professional development training around the area of diversity recruitment. Some professional events we have attended include:
   b. A discussion with the Cleveland Area Minority Educators Recruitment Association (CAMERA) about potential future membership.
   c. Read and continue to read various articles and literature on the topic.

Recommendation:

We recommend that the Board of Education give an annual update to the community introducing their hiring class and highlighting diverse candidates when applicable. Going forward, the annual update should include data on the retention of staff. It is expected that all of the above outcomes and guidelines will be utilized annually.
Our recommendations straddle three key areas related to curriculum: literacy, professional development, and curricular resources.

1. Literacy

After research, conversation, and close examination of administered surveys (Fall 2018 survey, see October 2018 report to BOE), we came to understand that children’s literature enables young people to envision and emotionally connect to events and life experiences that may be the same or quite different than their own… allowing readers to tap into the universality of such characters rather than viewing them as “the other.” (See citation in Appendix C).

**Recommendation:**

We recommend a common read across grade bands, which would build on two past WCSD literacy-focused events (Wonder and Reading Under the Lights) that have been successful.

We suggest that not only the students read a shared book, but all WCSD adults join in this shared book experience. There could be conversations, a blog, and perhaps even a scheduled professional development time to reflect together on the book.

2. Professional Development

Our committee examined how other school districts and private schools approach professional development and looked at what WCSD has done for past professional development. We found that WCSD has shown commitment to working with diverse student populations, particularly with socio-economic diversity. Recent staff development with the Bridges Out of Poverty program shows WCSD’s appreciation for the challenges of teaching and mentoring students from economically disadvantaged homes.

**Recommendation:**

After any staff development, we recommend that there should be brainstorming among participants. We recommend that WCSD facilitate ongoing discussions connected to diversity.
We encourage WCSD to continue to emphasize issues related to diversity in all development hours. Resources for this can be found in Teaching Tolerance and through exemplary examples at other schools, such as The Friends School of Baltimore.

3. Curricular Resources

We looked at different textbooks and curricula used across WCSD grade bands and learned how these are updated.

**Recommendation:**

We encourage WCSD to consider that as materials are evaluated, renewed, or purchased, or new curricula and courses are created, especially in areas such as American history, they are deliberately examined through the lens of diversity.

**Other Recommendations:**

We are also sharing two additional recommendations. Although these two recommendations were not within our original purview, we feel our report would be incomplete without them.

**New Elective**

The committee recommended and supports the new elective “Civil Rights and Tolerance” to be offered in the 2019-20 academic year.

**Community Service**

Currently, WCSD does not require community service as a graduation requirement, but there are several reasons why considering this as a requirement could be a meaningful part of the district's push towards increased equity and diversity.

- It would help students identify differing views on his/her own cultural and social backgrounds, a step towards understanding and valuing diversity.

- It would give students skills and competencies in interacting with people whose backgrounds and experiences are different from their own.

- It would give economically-disadvantaged students an opportunity to develop positive relationships with local community organizations and/or businesses.
COMMITTEE ON SCHOOL CLIMATE

In response to the goal of encouraging greater sensitivity to diversity and awareness of implicit bias, the School Climate Committee wanted to offer recommendations to the Board of definitive policies and programs that impact the school system’s overall climate and culture as it supports diversity and inclusion, based on recent and reliable data. In pursuit of that effort, the following actions were taken:

1. We wrote and recommended a "Welcoming Everyone" school district student conduct policy which, after revisions by the Board, was formally adopted in February 2019. Rules are currently being drafted for implementation of the policy for fall of 2019. (See Appendix D.)

   Recommendation: That the Welcoming Everyone Policy apply to all visitors to our school district, and we encourage the Board to look at that possibility.

2. In an attempt to make sure visitors to the WCSD understand the values of our school and community, the committee proposed the following addition to the Wooster Athletic Welcome: “Proper sportsmanship is both necessary and expected. That means everyone is entitled to be treated with respect and dignity which requires each of us to be kind and generous.”

3. We studied the current sportsmanship message used by WCSD, as authorized by the Ohio Cardinal Conference (OCC) Bylaws, and recognized that it does address civility and expected conduct during athletic events. The relevant bylaws were reviewed (See sec 10.6 and 10.8, in Appendix E.)

   Recommendation: That student athletes and families should be made aware of the OCC Bylaws and asks that the new Athletic Director emphasize the OCC Bylaws early and often during the academic year.

   Recommendation: That the heading in the OCC Bylaws currently labeled “Parents and Fans” be changed to “Families and Fans,” to be inclusive of all types of families.

   Recommendation: That the student conduct section of the OCC Bylaws be emphasized and that the expectations of sportsmanship be repeated frequently during rallies.

4. The Committee also considered the current placement of the OCC Welcome sign at athletic events and found it is currently located only in the ticket window area. (See Appendix F.)

   Recommendation: That we consider placing the OCC Welcome sign at multiple locations in addition to where tickets are bought so that students and family members can see it during the athletic contests.
5. We wrote and had administered a district-wide survey (elementary schools, middle school and the high school) inquiring about the positives and negatives of the students’ education environment. When we had a low turnout at the high school level, we administered the survey again to obtain better data. Using the data from the survey, we were able to pinpoint both positive feedback about the students’ school environment and problem areas relating to why students feel teased and where teasing and bullying take place.

**Recommendation:** That we share the summary of the survey results with the full Board. (See Appendix G.) We noted that 70% of third and fourth graders identified that they were “learning about accepting classmates” from the Leaders in Me program.

6. We read the *Leader in Me (Edition 2)* by Stephen R. Covey, which is currently being used by the district staff. We wanted to fully understand this program as we considered the data and developed a response.

**Recommendation:** That we continue to implement the Leader In Me program throughout the district, emphasizing student-driven programming, student mentorship, student academic helpers and student-led leadership rallies.

**Recommendation:** That the school system, staff and students reach out to local religious groups and community leaders to educate them about the Leader in Me philosophy, especially the WCSD Business Advisory Council and the WCSD Safety and Security Committee. These community and school organizations should understand the Leader in Me to see how it impacts school climate and school safety. The committee believes it is important that students see the Leader in Me outside of the school environment as well, and encourages finding ways for the community to use the Leader in Me language.

**Recommendation:** That the BOE track the impact of Leader in Me and that it be reviewed annually using the third-party data analysis prepared by the University of Michigan. This data should be made public as part of a Board of Education meeting as it becomes available.

7. We noted that school climate and culture are greatly impacted by the students’ individual mental health.

**Recommendation:** That robust mental health resources be in place throughout the school system and that the WCSD grow and strengthen partnerships with community resources.
Diversity Task Force Sustainability Recommendations

1. The Diversity Task Force recommends that the co-chairs and the facilitator of the DTF continue to meet three times a year. Upon a resignation of a member of the Steering Committee, the NAACP should participate with WCSD in filling the vacancy.

2. The entire membership of the Diversity Task Force should reconvene annually to receive an update on recommendations from The Wooster City School District.

3. It is recommended that the Wooster High School Student Council be updated regularly on the status of Diversity Task Force recommendations. The superintendent should set up a meeting with the Student Council as part of the Student Council agenda, perhaps once a quarter.

4. The Diversity Task Force requested that there be a public report on diversity, at least on the website or other marketing piece. The superintendent will make this report to the BOE at the June meeting or the August meeting.
Appendix A

Membership of Diversity Task Force

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Agency</th>
<th>Committee Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Shapiro</td>
<td>Co-Chair</td>
<td>Retired</td>
<td>Recruitment &amp; Hiring</td>
</tr>
<tr>
<td>Yvonne Williams, Ph.D.</td>
<td>Co-Chair</td>
<td>Retired, College of Wooster</td>
<td>Recruitment &amp; Hiring</td>
</tr>
<tr>
<td>Cameron Maneese</td>
<td>Facilitator</td>
<td>Community Member</td>
<td>School Climate</td>
</tr>
<tr>
<td>Chloe Boucher</td>
<td>Member</td>
<td>Student Representative</td>
<td>School Climate</td>
</tr>
<tr>
<td>Scott Brown, Ph.D.</td>
<td>Member</td>
<td>College of Wooster</td>
<td>Recruitment &amp; Hiring</td>
</tr>
<tr>
<td>John Clay</td>
<td>Member</td>
<td>NAACP</td>
<td>School Climate</td>
</tr>
<tr>
<td>Alexis Florence</td>
<td>Member</td>
<td>Student Representative</td>
<td>Curriculum</td>
</tr>
<tr>
<td>April Gamble</td>
<td>Member</td>
<td>WCSD Parent</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Scott Miller</td>
<td>Member</td>
<td>Wooster Education Association</td>
<td>Recruitment &amp; Hiring</td>
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<tr>
<td>Dave Noble</td>
<td>Member</td>
<td>Noble Foundation</td>
<td>School Climate</td>
</tr>
<tr>
<td>Clay Price</td>
<td>Member</td>
<td>Certified Staff</td>
<td>Recruitment &amp; Hiring</td>
</tr>
<tr>
<td>Rachel Relle</td>
<td>Member</td>
<td>Community Member</td>
<td>School Climate</td>
</tr>
<tr>
<td>Danielle Schantz</td>
<td>Member</td>
<td>WCSD Parent</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Michael Tefs, Ed.D.</td>
<td>Member</td>
<td>Wooster City School, District Superintendent</td>
<td>Recruitment &amp; Hiring</td>
</tr>
<tr>
<td>Lawrence Walker</td>
<td>Member</td>
<td>NAACP</td>
<td>Recruitment &amp; Hiring</td>
</tr>
<tr>
<td>Corinne Wiles</td>
<td>Member</td>
<td>Student Representative</td>
<td>School Climate</td>
</tr>
<tr>
<td>Dara Wood</td>
<td>Member</td>
<td>Certified Staff</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Karen Arbogast</td>
<td>Ex Officio</td>
<td>Wooster City School District</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Ashley Bonenfant</td>
<td>Ex Officio</td>
<td>Wooster City School District</td>
<td>School Climate</td>
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<tr>
<td>Kaley Egli</td>
<td>Ex Officio</td>
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<tr>
<td>Julianna Hamad</td>
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<tr>
<td>Amanda Largent</td>
<td>Ex Officio</td>
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<td>School Climate</td>
</tr>
<tr>
<td>Richard Leone</td>
<td>Ex Officio</td>
<td>Wooster City School District</td>
<td>Recruitment &amp; Hiring</td>
</tr>
</tbody>
</table>
WELCOME TO WOOSTER!

Thank you for your interest in the Wooster City School District where we “Inspire World Class Academic Achievement.”

We invite you to learn more about our school district and our surrounding community. Wooster City Schools is a thriving public school district that has proudly served the Wooster community for nearly 170 years. The district serves the area’s youngest learners through the Littlest Generals Preschool, housed at Cornerstone Elementary School. Additionally, the district has four K-4 elementary schools - Cornerstone, Kean, Parkview and Melrose, as well as a 5-7 middle school, Edgewood Middle, and an 8-12 high school, Wooster High. The district also offers the Generals’ Academy which is open to resident students in grades 6-12 who prefer learning in a mostly blended environment.

Wooster City Schools is home to 550 employees including teachers, support staff and administration serving 3,500 students. The Wooster City School District offers competitive pay and benefits along with a robust professional development program.

An additional advantage of working for Wooster City Schools is the partnership in place with Apple. *All faculty and staff members receive a new employee laptop upon being hired.*
THE WOOSTER CITY SCHOOL DISTRICT

THE WOOSTER WAY
The Wooster Way is the cornerstone of all we do. Established in 2016-17, the Wooster Way empowers the whole person, creating a culture that embraces diversity and promotes the development of social, emotional and physical well-being of students and staff members.

BLACK MALE SUMMIT AND THE BLACK DIAMONDS
Each year, Wooster High School sends a group of young men to the Black Male Summit at The University of Akron. The annual conference invites nationally renowned speakers, educational leaders, practitioners, and students to collectively explore critical issues impacting black males in higher education.

New this year, a group of young women from Wooster High School were able to attend the Black Diamonds Women’s Conference, a two-day event featuring top speakers for African-American women and girls. The conference provided information related to mental, emotional and physical well-being; education and occupational opportunities; and financial empowerment.

MARTIN LUTHER KING, JR. DAY PARTNERSHIP WITH THE COLLEGE OF WOOSTER AND THE WOOSTER/ORRVILLE NAACP
As part of the annual Martin Luther King, Jr. Day celebration at the College of Wooster, Wooster City School District students participate in a number of ways. Some students write essays using a prompt provided by the Wooster/Orville NAACP and others complete artwork for an art contest through the College. Additionally, six students from Edgewood Middle School read the works of Martin Luther King, Jr. during the presentation at the College.
WOOSTER CITY SCHOOL DISTRICT OFFERINGS

CURRICULUM & ACTIVITIES
The Wooster City School District begins preparing students for college and career readiness as early as elementary school. The district also offers students gifted and advanced courses and provides best-in-class artistic and athletic programs to develop well-rounded individuals.

ADVANCED PLACEMENT (AP) COURSE OFFERINGS
Advanced Placement (AP) courses bring the college experience to high school students with the opportunity for them to earn college and university credit. AP classes are rigorous and designed to prepare students for college-level coursework. The Wooster City School District has one of the most robust AP programs in the county offering the following courses:

- AP English Language and Composition
- AP English Literature and Composition
- AP United States History
- AP U.S. Government & Politics
- AP European History
- AP Psychology
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Art Studio 2D
- AP Art Studio 3D
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics I
- AP Physics II
- AP Physics C – Mechanics
- AP Physics C – Electricity & Magnetism
- AP French Language & Culture
- AP German Language & Culture
- AP Spanish Language & Culture
- AP Computer Science A
- AP Seminar

COLLEGE CREDIT PLUS
Students may enroll at any state university or participating private college, and participate in College Credit Plus. Students must declare their intent and be enrolled in the college they want to attend. Some students remain at Wooster High School and receive both high school and college credit. College Credit Plus course offerings may vary each school year.

ABOUT WOOSTER HIGH SCHOOL
Wooster High School educates approximately 1,500 students each year and was recognized as a Silver Medal High School by U.S. News and World Report in 2010, 2012, 2015 and 2016.

Wooster High School has an indoor track and is also home to the Ellen Shapiro Natatorium, which is used not only by the high school swim team, but by the YMCA, College of Wooster and the entire Wooster community. The Natatorium is truly a community facility that offers year-round recreational, instructional and competitive swimming, as well as safety and rescue trainings and certifications.

FOLLIS FIELD
Follis Field is named after Charles Follis who is a graduate of Wooster High School. He went on to play professional football in Shreve. Follis is credited with being the first black professional football player.

The new artificial turf field and renovated locker room space allows the field to be used as an outdoor classroom and by athletic teams, the marching band and for community events.
THE ARTS
Wooster High School offers the following opportunities for students interested in music and art:

- Concert Band
- Marching Band
- Jazz Band
- Orchestra
- Flag Corps
- Art Club
- Freshman Band
- Choir
- Majorettes
- Symphonic Band

SPEECH AND DEBATE
The Wooster Speech and Debate Team was founded in 1911. This year, the team won its 31st consecutive Ohio Speech & Debate Association Akron District Championship, features nine Academic All-Americans, and has qualified three students to the National Speech and Debate Association National Championship Tournament. This will be the team’s 69th national tournament appearance. Wooster holds the record for the most appearances of any school in the United States, public or private.

AVAILABLE ATHLETICS & ACTIVITIES
The following extracurricular activities are available to all students at Wooster High School. Students are encouraged to participate in activities to create a balance in their educational program.

Athletics
Baseball, Basketball, Bowling, Cheerleading, Cross Country, Football, Golf, Gymnastics, Lacrosse, Softball, Soccer, Student Athletic Trainers, Swimming, Tennis, Track, Volleyball, Wrestling

Activities
Academic Challenge
Art Club
Chess Club
Cosplay
Creative Writing Club
Drama Club
The Edge
Environmental Club
Fellowship of Christian Athletes
French Club
German Club
GSA
History Club
Improv Comedy Club
Interact Club
Key Club
MathCounts
Mountain Biking Club
National Honor Society
National Junior Honor Society
OCC Leadership
PenOhio
Science Club
Spanish Club
Speech & Debate
STAND (Standing Together Against Narcotics & Drugs)
Student Council
Teen Institute
Ultimate Frisbee Club
Upward Bound
Wooster Way
Young Life

Other Co-Curricular Activities
Newspaper, The Wooster Blade; Yearbook, The Legacy
Wooster High School, working collaboratively with the Tri-County Educational Service Center and other local schools, offers the globally recognized International Baccalaureate (IB) Programme. IB is an academically balanced two-year program with final examinations that prepare students in grades 11 and 12 for a successful college and/or university experience. By completing this course of study, students may be awarded scholarships, college credit and advantageous admission consideration to prestigious institutes of higher education.

The IB Diploma Programme is a total program taught at an advanced level, similar to Advanced Placement (AP) courses. The students experience coursework in:

- English
- Second Language (Spanish, German or French)
- Social Studies (History of the Americas including Government)
- Science (Chemistry and/or Advanced Biology or Physics)
- Math (Algebra II required)
- Theory of Knowledge
- Extended Essay Research Project

Students will also engage in activities that involve creativity, action, service (CAS Project), understanding how learning takes place and extensive research. Successful completion of this program will result in earning two diplomas: Wooster High School Diploma and the International Baccalaureate Diploma. The majority of IB classes are taught by Wooster High School teachers.

LITTLEST GENERALS PRESCHOOL

The Littlest Generals Preschool program operates six half-day (AM/PM) sessions for three and four year olds. Our 5-Star Step Up To Quality-rated classes are taught by certified teachers who use Ohio’s Early Learning and Development standards to provide an engaging and developmentally appropriate curriculum. Emphasis is placed on meeting the individual needs of students, as well as social and academic growth. For additional information about the Littlest Generals preschool classes, please contact 330-988-1111 ext. 1241.
THE CITY OF WOOSTER

The City of Wooster, Wayne County’s largest city and county seat, was named one of the 100 Best Places to Live in America by Money in 2017. Wooster was also recognized as an American City of the Future by fDi Intelligence magazine and an Ohio’s Best Hometown and a U.S. “Dreamtown” by Biz Journal. It was also named one of five Best Hometowns in the state by Ohio Magazine for 2017-2018.

Wooster is home to approximately 27,000 residents, and is the largest city in Wayne County. Wooster is situated in between Cleveland and Columbus, and is a short drive to Akron. It is located just off of US 71, SR 3, 30, 83 and 585.

Those living in or visiting the city can enjoy its numerous parks, historic downtown, restaurants, shops and more.

Wooster is the base for many commercial businesses, boasting a strong job market and low unemployment. Wooster is also an educational hub, with the Wooster City School District, College of Wooster and two branches of The Ohio State University: the Agricultural Technical Institute and the Ohio Agricultural Research and Development Center.

Wooster has an active arts community. The Wayne Center for the Arts holds numerous performances throughout the year and displays work by local artists. The College of Wooster is also home to both the Ohio Light Opera and the Wooster Symphony Orchestra.

With so many opportunities available, Wooster is truly one of the Best Places to Live in America.
THE GREATER WOOSTER COMMUNITY

Wooster and surrounding Wayne County is a thriving micropolitan community with plenty of opportunities for business, education, philanthropy, arts and entertainment that speaks to an elevated standard of living. Wayne County, Ohio, was recently recognized as the 3rd ranked U.S. micropolitan for new business growth according to Site Selection magazine. Wayne County was established in 1812 and the town of Wooster was incorporated in 1817. Both are named for Revolutionary War generals. Wayne County, along with neighboring Holmes, Stark and Tuscarawas counties, is home to the largest community of Amish in the world.

COMMUNITY ORGANIZATIONS
Wooster is a highly ethical and philanthropic community, giving residents the chance to participate in organizations that support local, regional and national efforts.

Some examples of active community organizations in Wooster include:

- Wooster/Orrville NAACP
- Wayne County Humane Society
- People to People Ministries
- Wayne County Community Foundation
- United Way of Wayne and Holmes County
- Salvation Army
- Viola Startzman Free Clinic
- Quota International
- Habitat for Humanity
- American Red Cross
- Knights of Columbus
- Lions Clubs
- Kiwanis
- Rotary International
- Numerous faith-based organizations
COST OF LIVING
An appealing aspect of living in Wooster, especially for young professionals, is the cost of living. At present, Wooster scores a 5/10 on Salary Expert’s data overview, coming in at the exact middle point between being an expensive or inexpensive place to live. This overview calculates the accumulating costs of food, transportation, rent, health services, utilities and taxes.

By comparison to other parts of the U.S. and Ohio, cities in Wayne County have a considerably lower cost of living—in fact, it is one of the lowest among major micropolitan and metropolitan areas.

SHOPPING & DINING
Unlike many communities grounded in rural settings, Wooster hosts many opportunities for shopping. In the North End, there are shopping staples like Wal-Mart, Kohl’s, Lowe’s, Dick’s Sporting Goods and Best Buy, along with shops in Wayne Town Plaza, like Elder-Beerman and Pet Supplies Plus.

For downtown shoppers, strolling along Liberty Street will provide an assortment of trendy boutiques and options for buying furniture, antiques and collectibles, sporting equipment and more! If you can imagine it, chances are you will find it downtown in this charming district.

Many restaurants are available in Wooster for fine and casual dining. A sampling of the chain eateries include Buffalo Wild Wings, Starbucks, Five Guys, Panera Bread, Applebee’s and LongHorn Steakhouse. What’s more, Wooster is home to many independent and regional restaurants to taste-test, including:

- Broken Rocks Café and Bakery
- The City Square Steakhouse
- Coccia House
- Smoke the Burger Joint
- The Olde Jaol Tavern and Steakhouse
- Spoon Market
- The Wooster Inn
- Basil Asian Bistro
- TJ’S Restaurant

Last but not least, there are several local breweries, wineries and distilleries, such as JAFB Wooster Brewery, Minglewood Distilling Company, Troutman Vineyards and Blue Barn Winery. No matter your interests or tastes, Wooster has something for everyone.

HEALTHCARE
With healthcare coverage available to faculty and staff members of the Wooster City School District, there are quality options for receiving care in the local area at Wooster Community Hospital and the Cleveland Clinic. Numerous dental and private medical practices are additionally available to residents.

FESTIVALS & EVENTS
If you are looking for fun activities, Wooster has several seasonal festivals and events throughout the year. Taste of Downtown Wooster features food tastings, live music and a beer/wine garden. Woosterfest, which has run for more than 34 years, is a popular end-of-summer celebration in the style of Oktoberfest.

There is also Wooster Winter Wonderland, Wooster Cruise In, Wayne County Home and Garden Show, the Summer Farmer’s Market and the Wayne County Fair.
ARTS & ENTERTAINMENT

Wooster is a great community for the arts, boasting theaters, libraries, bookstores and music venues. The Wayne Center for the Arts holds numerous performances throughout the year and displays work by local artists. The College of Wooster is home to both the Ohio Light Opera and the Wooster Symphony Orchestra. There is also the annual Wooster Arts and Jazz Fest, which features over 40 artists, music and gourmet food trucks.

If you are looking for an entertaining day out with friends, you can choose between places like Wayne Lanes Bowling, Wooster Skateland, Cinemark Movies 10, Acres of Fun and the Alice Noble Ice Arena.

PARKS & RECREATION

There are two golf courses and 15 city parks in Wooster, including Oak Hill Park, Christmas Run Park, Freelander Park and Spangler Park. To truly enjoy the parks, residents can join Ride On or Vertical Runner—two community bicycling and running groups—or cycle along the Wooster Bike Path.

For the summer months, Wooster has two outdoor swimming pools, along with Gault Recreation Center, which is available to district employees for only $40 per year, and Ellen Shapiro Natatorium for indoor-swimming at Wooster High School. Residents can also join the Wooster YMCA, 24-hour Total Fitness Center, Planet Fitness and CrossFit Wooster, and for yogis, Flex Yoga and the Studio on Liberty.

INFLUENCE OF COLLEGE OF WOOSTER/OARDC/ATI

The proximity to The College of Wooster—a premier college for mentored undergraduate research—benefits residents in its encouragement of communal engagement. Also within the city limits is The Ohio Agricultural Research and Development Center (OARDC) and the Agricultural Technical Institute (ATI), which is a branch of The Ohio State University. These institutions foster academic-focused resources, like lectures and programs, for locals to participate in at varying levels.
HOW TO APPLY

If you are interested in a career with the Wooster City School District, you can apply online at www.applitrack.com/wooster/onlineapp. You will need to supply:

- A completed application
- Current resume
- Two letters of recommendation

If you have any additional questions, please contact Nancy Johnson, human resources manager, at 330.988.1111 ext. 1264.

EQUAL EMPLOYMENT OPPORTUNITY

The Wooster City School District is committed to equal employment opportunity. We will not discriminate against employees or applicants for employment on any legally-recognized basis [“protected class”] including, but not limited to: race; color; religion; genetic information; national origin; sex; pregnancy; childbirth or related medical conditions; age; disability; citizenship status; uniform service member status; or any other protected class under federal, state or local law.

In Ohio, the following also are a protected class: race; color; religion; sex; pregnancy, or any illness arising out of and occurring during the course of pregnancy; childbirth or related medical conditions; national origin; disability; age [40 or over]; military status or ancestry.

You may discuss equal employment opportunity related questions with Rich Leone, director of secondary education, or Karen Arbogast, director of elementary education at 330.988.1111 ext. 1235 or 1240 respectively.
Diversity Committee: Curriculum Sub-Committee Report

Goal for our sub-committee:

- Provide the Board of Education with advice and recommendations of possible program implementation as it related to expanding diversity of the written and taught curricula through the school system.

After conversations, research, and reflection, we would like to share three recommendations with the larger group.

Our recommendations straddle three key areas related to curriculum: literacy, professional development, and curricular resources.

Our recommendations are broad enough that they can be shared with the entire Wooster City Schools (WCS) population, including students with specific academic and developmental needs.

We know that fully embracing these three recommendations will not be simple or without challenges.

At the end of our report, we are also sharing two suggestions that we came to after much conversation and reflection. We realize that these two suggestions were not within our original charge and goals, but our report would feel incomplete without these two suggestions.

1. Literacy

The idea of a “common read” or “all-school read” was inspired by the experience some WCS students had watching the film Wonder together, and after hearing more about what a wonderful shared experience “Reading Under the Lights” has been for the community. Having a common read would build on these past two literacy focused events.

Schools and community groups across the country have introduced shared books to various age groups, often choosing books that deal with issues related to diversity. The Bank Street College of Education’s Children’s Book Committee explains:

“Great children’s literature, like other powerful art forms, enables young people to envision and emotionally connect to events and life experiences that may be the same or quite different than their own. For example, stories about individuals who have been marginalized because of class, race, gender, family organization, nationality, immigration status, physical, social or mental disorders, gender identification, and sexual orientation allow readers to tap into the universality of such characters rather than viewing them as ‘the other’ In a world where national and global conversations about the human condition are often one-dimensional, we hope that the literature presented here will lead to conversations that build positive social interactions and change.”

Reading great literature helps us celebrate each other's humanity, discover new things about ourselves and others, and sharpens our ability to have meaningful and challenging conversations about the big questions in life.

We believe that the teachers, staff, and administrators in each building will know which books would be best suited to their school and age bands. We encourage people to consult with book lists like Bank Street’s lists (Social and Emotional Learning Book Lists) to identify a book that grade bands could read together. We also think WCS teachers and staff can develop plans for how to introduce this idea to their classrooms and schools. We would be happy to provide ideas and examples of how a common read has been used to promote conversations that deal with issues related to diversity.

In addition, we suggest that not only the students read a shared book, but the teachers and other WCS staff share a book read as well. Again, we would be glad to give suggestions, but we would like to leave this decision to the community that will be reading together. We would encourage all the adults, from part-time support staff to administrators to be part of this shared book experience. There could be conversations, a blog, and perhaps even a scheduled professional development time to reflect together on the book.

2. Staff Development

WCS has already shown interest and commitment to working with diverse student populations, particularly with socio-economic diversity. Recent staff development with the Bridges Out of Poverty program shows the district’s concern for the complex issues of teaching and mentoring students who grow up in economically disadvantaged homes.

After any staff development, there is undoubtedly lots of conversation and brainstorming among participants. One recommendation we would have is to help facilitate ongoing discussion among participants. Do teachers share best practices with each other, for example, after a Bridges workshop, for how to best support students with uneven or scattered access to appropriate technology?

We realize that some staff development days need to be reserved for reviewing and learning about changing state standards and new curriculum, but we encourage WCS to continue to emphasize issues related to diversity in all development hours. Resources for ongoing development can be found through such organizations as Teaching Tolerance. [https://www.tolerance.org/](https://www.tolerance.org/)

3. Curricular Resources

To meet this recommendation, we would encourage WCS to consider that when materials are evaluated and renewed or purchased, they are examined through the lens of diversity. There
are various rubrics on line that might be useful, such as this one from the University of Kentucky.

We are also aware that some textbooks, particularly those used in history classes, need to be revisited and examined on a more regular basis than other materials. Many textbooks have underemphasized problematic historical events in American history,


Final note

On a final note, we would like to encourage WCS to consider two additional suggestions: a **new elective at the high school, and a community service/civic engagement graduation requirement**. We understand that a new elective may in fact be in the planning stages for Wooster High School and therefore will not make any specific comments or suggestions.

**Community Service**

There are many states where community service is highly recommended or even required for graduation.


Currently, WCS does not require community service as a graduation requirement, but there are several reasons why considering this as a requirement could be a meaningful part of the district’s push towards increased equity and diversity.

Volunteering in new communities would help students identify differing views on his/her own cultural and social backgrounds, a step towards understanding and valuing diversity.

Volunteering can give students skills and competencies in interacting with people whose backgrounds and experiences are different from their own.

Community service may also be a way of giving economically disadvantaged students an opportunity to develop positive relationships with local community organizations and/or businesses. This could be helpful as students graduate and either enter the workforce or apply to colleges.
Here’s how one college-prep company explains why community service can be meaningful within the context of increased awareness of issues related to equity and social justice:

For example, if you spend your days going to school, playing sports, and doing homework, you will likely not spend a lot of time thinking about the problems that homeless people encounter. On the other hand, if you’re working every day at a homeless shelter, you’ll have a chance to dispel stereotypes about why people become homeless while also learning about the unique challenges that homeless people face in getting off the streets. Many homeless people face prejudice that makes returning to work and earning a self-supporting living more difficult than it is for non-homeless people. Once people learn more about struggles and injustices that other groups of people face, they are statistically more likely to want to actively take part in making a change in the policies and social structures that keep certain groups from succeeding. This change can take many forms, such as active campaigning, voting in elections, and continuing to volunteer time to important causes.

https://blog.prepscholar.com/benefits-of-community-service

We recognize that requiring community service would be a major undertaking for WCS, requiring at least one full time position to help plan, coordinate, and evaluate the service hours.

There are national organizations, such as http://www.pointsoflight.org/, and https://www.nationalservice.gov/ with great resources for setting up volunteer opportunities.

High School Graduation Requirement or Credit toward Graduation — Service-Learning/Community Service January 2014. This report highlights each state's high school graduation requirements or credit allowed toward graduation for service-learning/community service.


For the Committee:

How will we know how successful/helpful these recommendations are?

What are some of the barriers to accomplishment that we see?

1. For the community service recommendation:
   ● Cost of implementing a staff member who would facilitate community service
WELCOMING EVERYONE POLICY
(STUDENTS – BOE 5000)

The School District served by The Wooster City Schools District is populated by citizens of many different kinds of distinctions, differences, and diversities. The Board of Education of the Wooster City Schools believes that all these distinctions, differences, and diversities enhance and enrich the educational process for everyone.

Therefore, it is the policy of the Wooster City Schools to celebrate and welcome diversity, distinctions and differences of all kinds among our students and employees, faculty, and administration, and everyone who uses our campuses in any manner whatsoever.

Pursuant to the Welcoming Everyone Policy, no person student, faculty member or employee administrator on any of the campuses of the Wooster City Schools shall use any language or symbolism which denigrates or disparages people of any particular diversity, distinction, or difference in such a way as to create a substantial disruption or material interference with school activities, or in such a way that could be reasonably forecast to create such a disruption or interference.

No person student, faculty member or administrator or employee on any of the campuses of the Wooster City Schools shall use, wear or have upon their person any language and/or any symbols which denigrates or disparages the diversity, distinctions, or differences of anyone in such a way as to create a substantial disruption or material interference with school activities,
or in such a way that reasonably could be forecast to create such a disruption or
interference. Clothing and other objects that bear statements, slogans, images, or insignias
that harass, threaten, intimidate, demean, suggest violence, or sexual innuendo which creates a
risk of material or substantial disruption or interference with school activities, or reasonably
could be forecast to create such a disruption or interference, the educational process is not
permitted. The board shall also enforce the following policies as they may apply or relate to
this policy:

5500 (Student Conduct), 5511 (Dress and Grooming), 5513 (Care of School Property), 5516
(Student Anti-Hazing), 5517 (Anti-Harassment), 5517.01 (Bullying and other forms of Aggressive
Behavior), 5520 (Disorder and Demonstration) 5560 (Disruptive Students), 5721.01 (Student
Publication Rights), 5722 (School Sponsored Publications), 5780 (Student Rights and
Responsibility), 5840 (Student Groups), 5900 (Student Acceptable Use of Technology) and 2240
(Controversial Issues).

Enforcement of applicable policies will ensure that all are welcome and respected on the
property of the Wooster City School District.

This policy is meant to prevent disparagement or ridicule of others because of their religion,
ethnic background, country of origin, sexual orientation, gender, class, family organization,
immigration status, physical, social or mental disorder, or any other diversity that creates a
material or substantial disruption or interference with school activities, or reasonably be
forecast to create such a disruption or interference. This policy does not apply to the
expression of political differences, or expressions of support for Wooster students engaged in
sanctioned competitions with other schools.
Violation of this policy or related student policies may result in legal consequences, discipline, suspension and/or expulsion from school in accordance with O.R.C 3313.66.

ADOPTED:
H. To see that any approved school banners are secured and not easily accessible to the public.

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Page Two

I. Provide gate personnel to assure that only authorized persons and ticket holders are admitted where admission is charged.

J. Schools are obligated, to the best of their ability, to prevent spectators from entering or leaving the playing area except at times when there is no play on the floor.

K. Provide private and secure dressing facilities for the visiting team.

L. To notify visiting schools, at least one week in advance, whenever there are special events taking place (homecoming, parents' night, band night, etc.). To plan special activities within the prescribed time schedule as called for under rules and regulations of a given sport.

Section 3.

Visiting schools responsibilities:

A. To see that authorized school personnel to be admitted at the contest have the proper passes/identification for admittance.

B. To see that the dressing facilities and team areas are supervised. It is suggested coaches assess conditions before and after using the facility and leave them in proper condition.

C. To identify authorized coaches and other designated school officials as required by the OHSAA and as designated in rules and regulations for specific sports.

D. No more than three chaperones per band bus will be admitted to football contests.

Section 4.

Spectators, Sportsmanship Crowd Control:

A. No signs or posters of a temporary nature, flags, noisemakers, or hand held items shall be allowed at any indoor conference contest. No signs, posters, or flags depicting any defamatory remarks will be allowed at any OCC contest (gymnasium, natatorium…). Hoops or other run-through items held by the home team cheerleaders are permissible. Pictures and/or writing on these run-through items will be restricted to school name, nickname, and/or symbol. Cheerleaders and drill teams may use pom-poms at basketball games if they are approved plastic non-shedding type. Football cheerleaders may use flash cards to introduce and lead cheers at football contests. These cards will only be displayed to the
cheerleaders' own stands, display only the words of the cheer and meet all of the restrictions placed on signs, posters, etc., outlined above.

OCC By-Laws
Page Three

B. No Air Horns, Electronic Bull Horns or Whistles are allowed at any OCC Contest

C. Tunnels are not to be formed by spectators on the playing surface. No visitor tunnels will be allowed.

D. Mascots are not permitted to travel to away contests at indoor events. Mascots are restricted to designated areas of home fan seating and must avoid the visiting seating section.

E. SPORTSMANSHIP

The OCC values the ideals of sportsmanship and promotes a safe and positive environment in which competition takes place. The administrations of each school should take the necessary steps to ensure that they have policies developed to support the ideals of sportsmanship and to promote a safe and positive environment.

Each school is responsible for ensuring that all cheers, chants, and remarks made by fans, coaches, players, and student sections are of a positive nature. All cheers, chants, and remarks should be directed to their own team and not in any way shape or form be directed to the opposing fans, players, coaches, or officials of the contest. The administration of each school should take an active role in not permitting negative cheers, chants, or remarks to be directed to the opposing school or officials.

The administration of each school should not permit student sections to direct cheers that go back and forth between student sections. The administration, if at all possible, should not have student sections aligned directly across from each other. This will prevent problems that may arise during heated contest and rival games.

Section 5.

Closing of schools due to weather or unforeseen circumstances could possibly postpone an athletic contest. Freshmen, Junior Varsity and Varsity contests will be mutually decided upon on between the two schools involved on the possibility of playing contests on calamity days. Contests involving students in grades seven and eight will be cancelled on calamity days.

Section 6.

Inclement Weather

Any OCC athletic event where inclement weather suspends the completion of the contest and does not meet the OHSAA or NFHS requirement for a completed contest may be declared a completed contest with mutual agreement by both coaches and/or the athletic directors.
Section 2.

The host school shall provide the visiting school with at least the following minimum number of pre-sale tickets when seating is limited and pre-sale tickets are requested by the visiting school.

Boys Basketball 400 Seats for facilities with 1200 seats or more
300 Seats for facilities with less than 1200 seats
Football 500 Seats

The host school shall receive all proceeds from the visiting school’s pre-sale of tickets.

Section 3.

The OCC will provide fifty (50) conference passes for each member school. **No complimentary passes (effective 2016-17 school year)

10.0 SPORTSMANSHIP

10.1 The Ohio Cardinal Conference (OCC) promotes and encourages the concept of sportsmanship to the fullest degree in athletic competition. Sportsmanship is an internalized attitude that reflects itself in a wide range of actions on and off the playing area. Administrators and coaches are expected to provide leadership in establishing good sportsmanship. The following material is provided to aid in the promotion of sportsmanship in the OCC. Each school is encouraged to expand on these principles.

10.2 Administrators
• Provide adequate game supervision.
• Have regular staff and coaches meetings, which will inform, review, and enforce sportsmanship policies.
• Stress to parents, players, students, and fans their individual roles and what is expected of them.
• Promote the fundamentals of sportsmanship through the use of the public address system. It is suggested each school prepare a pre-game announcement to be read prior to appropriate home events.
• Work closely with cheerleaders and advisors to promote and maintain good
crowd management.
• Potential troublemakers must be identified and banned from future events if
their behavior doesn’t improve.
• Inform opponent’s administration of any unusual circumstances that occur
before, during, or after an event.
• Provide adequate supervision and protection to game officials.
• Provide leadership in the effort to promote sportsmanship.
• Develop a plan of action to address inappropriate behavior by athletes or fans.

10.3 Coaches
• Exercise self-control and reflect positively upon yourself, your team and your
school. The same behavior in games should be enforced in practice
environments.
• Demonstrate Sportsmanship at all times.
• Make the athlete aware of their role and responsibilities as a student-athlete.
The athlete is expected to show respect and courtesy toward officials and
opponents.
  This should be done via team and individual meetings with the coach.
• Pre-season team meetings are suggested to outline the coaches’ expectations
regarding sportsmanship.
• Show respect for officials and opponents.
• Maintain proper conduct before, during, and after the contest. The coach
assumes responsibility for their players’ actions.
• Provide leadership to assure good sportsmanship is a part of their program.

10.4 Players
• Follow the guidelines for good sportsmanship as outlined by the coach.
• Respect the official’s judgment and interpretation of the rules. Never argue or
make non-verbal gestures that indicate disagreement.
• Congratulate opponents in a sincere manner following either victory or defeat.
• Recognize, accept, and understand the seriousness of your responsibility, and
the privilege of representing your school and community.
• Treat opponents the way you would like to be treated, as guest or friend.
• Win with humility and lose with dignity.
• Provide leadership to teammates by displaying good sportsmanship.

10.5 Cheerleaders
• Follow the guidelines for good sportsmanship as outlined by the advisor.
• Recognize, accept, and understand the seriousness of your responsibility, and
the privilege of representing your school and community.
• Treat opposing cheerleaders as you would want to be treated.
• Select positive cheers that praise your team without antagonizing opponents.
• Respect the integrity of game officials.
• Discourage off-color cheers or booing by starting a more familiar chant or
cheer.
• Provide leadership to fellow cheerleaders by displaying good sportsmanship.
• Work out an alternating cheering method with opponents prior to the contest.
• Read pre-game sportsmanship announcement as requested.

10.6 Parents and Fans
• A ticket is a privilege to observe the contest, not a license to verbally assault others and to be generally obnoxious.
• Show respect and self-control, and recognize good performance by either team.
• Respect the integrity of game officials.
• Refrain from cheers which downplay the opponent or which use profane or abusive language.
• The school and community get the blame or praise for the way fans conduct themselves.

OCC Policy in regards to Fan Ejections and/or Misconduct before, during and after contests

Revised 05-16-17

The Ohio Cardinal Conference Sportsmanship guidelines ask that fans attending athletic events maintain a high standard of sportsmanship behavior.

Fans who do not follow the guidelines and are ejected from an athletic contest and/or demonstrate misconduct before, during and after contests will be subject to a suspension* equivalent to 10% of the season of specific sport (gender and level) for which the ejection occurred. During suspension period the fan may not attend any contests involving any contests, in any sport or at any level, involving any OCC member school. This includes any High School or Middle School team or individual competition. The suspension period begins immediately after the infraction occurs. There must be a phone conversation or meeting with the offender with the Principal and/or Athletic Director within 72 hours of the offense.

A second violation of this policy may result in a suspension equivalent to 50% of the season of the specific sport (gender and level) for which the ejection occurred with a mandatory meeting with the home school Principal and Athletic Director. During the suspension period the fan may not attend any contests, in any sport or at any level, involving any OCC member school. This includes any High School or Middle School team or individual competition. The suspension period begins immediately after the infraction.

Any further violations may result in a calendar year suspension from all contests in all sports with a mandatory meeting with the Principal, Athletic Director and Superintendent of the home school.
• All individual cases will be reviewed on a case by case scenario
• Suspension occurring at the end of a season and/or has remaining suspended days will carry over into the next athletic season with remaining suspension beginning with the first scheduled contest at any level, to include High School and Middle School.

10.7 Student Groups
• Treat opposing players, coaches, cheerleaders, spectators, and support groups with respect and enthusiasm.
• Conduct groups in an exemplary manner, remembering they represent the school and community.
• Refrain from cheers which downplay the opponent or which use profane or abusive language.
• Respect the integrity of game officials.
• Assist cheerleaders with cheers, chants, etc.
• Establish themselves as leaders in their conduct before, during, and after contests. Always provide positive support.

10.8 Sportsmanship Reading for Athletic Events:

On behalf of the Ohio Cardinal Conference we would like to welcome you to today’s game.

The OCC prides itself in displaying proper sportsmanship at all times. As a conference we are continually promoting and encouraging sportsmanship to the fullest degree in all athletic competitions.

Fair play, ethical conduct and respect for opponents are actions to be demonstrated before, during, and after all sporting events and activities.

Remember, athletic events are learning experiences for student-athletes.

We ask that you be a role model by positively supporting the game’s participants. Sportsmanship is everyone’s responsibility so please do your part.

We hope you enjoy today’s game.

Thank you for supporting the schools of the Ohio Cardinal Conference.
SPORTSMANSHIP

Good Fans are: Supportive, Positive and Respectful

Ohio Cardinal Conference schools will not tolerate Swearing, Obscene Gestures, Noisemakers, Signs and General Obnoxious and Disrespectful Fan Behavior.

Treat Coaches, Athletes, Officials and Fans with Respect and Courtesy.

Violators May Be Removed!

Visit the official website @ www.occsports.org
Survey Details

• Disseminated to students in all buildings, grades 3-12.
• Initially given in May of 2018
• Due to lack of High School responses, high school redistributed October 2018

Survey Size

• Wooster High School (n=649)
  • Edgewood Middle School (n=323)
• Elementary Schools (n=500)
Most Commonly Teased About

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<th></th>
<th>Appearance</th>
<th>Sexual Orientation</th>
<th>Clothes</th>
<th>Athletic Ability</th>
<th>Disabilities</th>
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<td>26.4%</td>
<td>24.8%</td>
<td>13.3%</td>
<td>5.0%</td>
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</table>
Most Common Places Students Teased

- Hallway: Middle School 48.0%, High School 67.5%
- Lunch/Recess: Middle School 50%, High School 34%
- Phone/Social Media: Middle School 16.1%, High School 27.0%
- Classroom: Middle School 21.3%, High School 27.0%
- Bus: Middle School 26.8%, High School 12.8%
Learning About Accepting Classmates

- Teachers: 56.7%
- Classmates: 53.9%
- Books: 21.1%
- Wooster Way: 21.7%
- Counselors/Lessons: 25.4%

Middle School
- Teachers: 48.1%
- Classmates: 47.5%
- Books: 20%
- Wooster Way: 14.3%
- Counselors/Lessons: 10.9%