

Revere Local School District
Revere Board Meetings
Regular May Meeting
May 16, 2023, 5:30 pm - 8:30 pm
Revere High School Media Center

AGENDA and DOCUMENTS

AGENDA

Revere Local School District
Revere Board Meetings
Regular May Meeting
Tuesday, May 16, 2023, 5:30 pm - 8:30 pm
Revere High School Media Center

I. **CALL TO ORDER**

II. **ROLL CALL**

Hayden Hajdu
Claudia Hower
Keith Malick
Diana Sabitsch
Courtney Stein

III. **PLEDGE OF ALLEGIANCE**

IV. **PRESENTATIONS/RECOGNITIONS**

Student Recognitions:

Richfield Elementary School - Presented by: Mrs. Pearcy and Mr. Stretar
The following student(s) are being recognized for being Revere Ready:
Maryann Lee
Nathan Ihasz
Cooper Bechtel

Bath Elementary School - Presented by: Mr. Fry and Mr. Wilson
The following student(s) are being recognized for being a Bath Team Hero:
Ashton Daniel
Austin Allard

Revere Middle School - Presented by: Mrs. Hamilton and Mrs. Whyte
The following student(s) are being recognized for Vision of a Minuteman:
Carter Moss
Ali Schimmoeller

Revere High School - Presented by Mr. Dallas:
The following student(s) are being recognized for receipt of a Business Competition Award:
Ally Meixner
Emily Garlesky
Jessica Yi
Ria Mahapatra
Sage Owens
Aiden Zapisek

Presentations:

Read Around Revere
Presented by: **Mrs. Bohush, Mrs. Habig, Ms. Imrie** and **Mrs. Schwertner**

Electives Curriculum Adoption
Presented by: **Mr. Rahas** and **Mr. Dallas**

V. **PUBLIC SPEAKS TO AGENDA ITEMS**

VI. **TREASURER'S AGENDA - Mr. Rick Berdine**

a. Approval of the Minutes, **Attachment T-1**

The Treasurer recommends approval of the minutes from the Work Session held **April 11, 2023** and the Regular Meeting held **April 18, 2023**

b. Approval of the Financial Report, **Attachment T-2**

The Treasurer recommends approval of the Financial Report for the month of April.

c. Five-Year Forecast, **Attachment T-3**

The Treasurer recommends the approval of the Five-Year Forecast as detailed.

d. Purchase Orders, **Attachment T-4**

The Treasurer recommends that the Board of Education authorize and certify payment of the purchase orders listed below since both at the time of the making of this contract or order (then) and at the date of the execution of this certificate (now), that the amount required to pay this contract or order has been appropriated for the purpose of this contract or order and is in the treasury or in the process of collection to the credit of the funds of the Board of Education and free from any previous encumbrance.

e. Asset Deletions, **Attachment T-5**

The Treasurer recommends that the Board of Education approve the assets as listed in the attached schedule be disposed of in keeping with Board Policy.

f. Donations, **Attachment T-6**

The Treasurer recommends the approval, with appreciation, of the donations listed.

g. **BOARD MEMBERS' REPORTS**

Finance and Audit Committee - **Mr. Malick**
Facilities and Grounds Committee - **Mrs. Hower & Mrs. Sabitsch**
Legislative Report - **Mrs. Stein**
Cuyahoga Valley Career Center - **Mrs. Burke & Mr. Wiant**
Policy Committee - **Mrs. Hower & Mrs. Sabitsch**
Hall of Fame Committee - **Mr. Hajdu**

VII. **SUPERINTENDENT'S AGENDA** - Michael L. Tefs, Ed.D.

1. **Certificated/Licensed Personnel**

a. Limited Contracts - 2023/2024 (revised list)

It is recommended that the Board of Education approved 2023/2024 Limited Contracts (revised list) as detailed in **Attachment 1**

b. Administrative Contract Renewals

It is recommended that the Board of Education approve the following 3 year administrative contracts, effective 8/1/2023 through 7/31/26:

Marcia Roach / Curriculum Coordinator
Andrew Peltz / Principal RHS
Bryan Petsche / Assistant Principal RES;

Furthermore, It is recommended that the Board of Education approve the following 2 year administrative contract, effective 8/1/2023 through 7/31/25:

Abby Kassel / Director of Student Services

c. Resignation(s)

It is recommended that the Board of Education approve the following resignation(s):

Jacqueline Pursley / Assistant Treasurer / District / Effective: June 30, 2023

Furthermore, it is recommended that the Board of education accept the corrected resignation date of the following staff member (original approval on 4/18/23 agenda)

Kirsten Fister / Reading Intervention Teacher / RES / Effective: May 31, 2023

d. Leave of Absence (LOA)

It is recommended that the Board of Education approve the LOA for the following per provisions of the current REA Master Agreement:

Sarah Pine - Effective on or about July 24, 2023, with a return to work on or about September 5, 2023.

e. Internal Transfer(s)

It is recommended that the Board of Education approve the following internal transfers effective the 2023/2024 school year as listed below:

Kelly Heider / Transfer from: General Music/Band Teacher (BES/RMS/RHS) / Transfer to: Elementary Music Teacher at BES

Sheila Farrance / Transfer from: Grade 1 Teacher at RES / Transfer to: Reading Intervention Teacher at RES

Marty Cingle / Transfer from: Math Teacher at RHS / Transfer to: Math Teacher at RMS

f. Change in Hours

It is recommended that the Board of Education approve a change in hours for **Valerie Patterson** (Speech and Language Pathologist - SLP) from a part-time four (4) day/week position to a full-time (5) day/week position, effective the 2023-2024 school year.

g. New Hire(s)

It is recommended that the Board of Education approve the following new hire(s). *All new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required*:

Briana McDonald / MA+30 / Step 9 / Gifted Intervention Specialist / BES / Effective: 2023-2024 School Year

Tom Chiera / BA+15 / Step 10 / Band Director / District / Effective: 2023-2024 School Year

Victoria Kohmann / BA / Step 0 / Grade 1 / RES / Effective: 2023-2024 School Year

Adena D'Amico / BA+15 / Step 5 / Grade 1 / RES / Effective: 2023-2024 School Year

Jacob Welch / MA / Step 6 / Intervention Specialist / RHS / Effective: 2023-2024 School Year

h. Read Around Revere

It is recommended that the Board of Education approve the following staff for the "Read Around Revere" program for up to 25 hours at the tutor rate through federal funding:

Ana Bohush
Ginny Habig
Emma Imrie

Debbie Schwertner

Substitutes to be used as needed:
Brittany Fallon
Shannon Kahoe
Jen Silvidi
Jade Vianueva
Suzanne Pearcy

i. RES Summer Programming: Jump Start Reading

It is recommended that the Board of Education approve the following staff for the "Jump Start Reading" summer RES program for rising third graders (August 7-10 & 14-17) for up to 35 hours at the tutor rate through ESSER funds:

Debbie Schwertner
Traci Spaeth
Brittany Fallon

j. Curriculum Writing

It is recommended that the Board of Education approve the following staff member for up to 9 hours at the tutor rate for writing curriculum lessons for colleague on extended leave of absence:

Debbie Schwertner

2. **Classified Personnel**

a. Salary Adjustments

It is recommended that the Board of Education approve salary adjustments in lieu of the 2% salary increase for the following staff employees, effective July 1, 2023:

Renee Brunner / Payroll Supervisor / 73,792
Ann Dietz / Finance Assistant/Benefits Coordinator / $65,388
Lisa Evans / Assistant to the Treasurer / $49,804

b. Resignation for Disability Retirement

It is recommended that the Board of Education approve the following resignation for disability retirement:

Tami Troutman / Secretary / Bath Elementary School / Effective: end of 2022-2023 school year

c. Resignation(s)

It is recommended that the Board of Education approve the following resignation(s):

Justin Miller / Transportation Supervisor / District / Effective: 6/9/23

d. New Hire(s)

It is recommended that the Board of Education approve the following new hire(s). *All new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required*:

James Kerrigan / Step 0 / Part Time Food Service Worker / RHS / Effective: 4/24/23

Kitsa Fuciu / Accounts Payable / 5 hours per day / Central Office / $30,000 annual salary / Effective: July 1, 2023

e. Change of Position(s)/Transfer(s)

It is recommended that the Board of Education accept the resignation of **Kathleen Kiss** as the Transportation Department Secretary, effective the end of the 2022-2023 school year, contingent upon approving her as a 10 Month School Secretary at Richfield Elementary School;

It is further recommended that the Board of Education approve **Kathleen Kiss** as a 10 Month School Secretary at RES / Step 10, effective the 2023-2024 school year (replacing Amy Ellis).

f. Read Around Revere

It is recommended that the Board of Education approve the following staff members for the "Read Around Revere" program for up to 25 hours at their hourly rate through federal funding:

Nicole Green

g. Athletic Supplemental Contracts (Fall) - 2023/2024 (Classified)

It is recommended that the Board of Education approve the following. *All new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required*:

Volleyball
Alanna Ramsey - Head Coach

3. **Student Services**

a. Home Instruction

It is recommended that the Board of Education approve the following to provide home instruction for a **Revere Middle School student**, to be paid at the tutor rate for up to 5 hours per week

Elizabeth Long;

Furthermore, It is recommended that the Board of Education approve the following to provide home instruction for a **Revere High School student**, to be paid at the tutor rate for up to 5 hours per week

Elizabeth Long

b. Extended School Year (ESY) Coordinator - Summer 2023

It is recommended that the Board of Education approve the following:

Becky Rhodes/ 50% ESY Coordinator / $500 stipend
Katie Laakso / 50% ESY Coordinator / $500 stipend

c. Summer Multi-disciplinary Literacy Intervention

It is recommended that the Board of Education approve the following staff for Summer Multi-disciplinary Literacy Intervention programming (for (15) fifteen current 3rd & 4th grade students to work on specific multisensory literacy intervention skills) for up to 25 hours at the tutor rate through grant funding:

Cari Gaskin

d. Education Alternatives - Student Transportation Agreement

It is recommended that the Board of Education approve the agreement as detailed in **Attachment S-1**

4. **Other Business**

a. Curriculum Material / Adoption - First Reading

The following curriculum material will be on display in the Administration Building beginning May 17, 2023. The Board of Education will review the program with the intention of approving the recommendation with a second and final reading during the June 2023 Regular Meeting.

Century 21 Accounting: Multicolumn Journal
Program Title: Century 21 Accounting: Multicolumn Journal - Gilbertson/Lehman 11th edition
Publisher: Cengage
Adoption Cycle: FY24 - FY28
For use in grades: 9 - 12

Business Law Today - The Essentials: Text & Summarized Cases Miller 13th edition
Program Title: Business Law Today - The Essentials: Text & Summarized Cases Miller 13th edition
Publisher: Cengage
Adoption Cycle: FY24 - FY28
For use in grades: 9 - 12

Glencoe Health
Program Title: High School Health
Publisher: Glencoe
Adoption Cycle: FY24 - FY29
For use in grades: 9 - 12

b. Policies - New or Revised

It is recommended that the Board of Education approve the below new and revised policies as a **second and final reading** as detailed in **Attachment OB-1A**:

New:
***6.50** /Procurement and Administration of Overdose Reversal Drugs*

Revised:
***6.18** / Student Discipline*
***6.19** / Code of Student Conduct;*

Furthermore, it is recommended that the Board of Education review the below policy as detailed in **Attachment OB-1B** as a **first reading**, with intention of approving as a second and final reading during the regular June meeting:

Revised:
***7.26** / College Credit Plus Program*

c. Official Revere Local School District Brand Standards Guide / Second and Final Reading

It is recommended that Board of Education approve the District Brand Standards Guide as detailed in **Attachment OB-2** as second and final reading.

d. FinalSite Agreement

It is recommended that the Board of Education approve the agreement as detailed in **Attachment OB-3**

e. District Calendar for 2024-2025 School Year / First Reading

The Board of Education will review the DRAFT 2024-2025 District Calendar as detailed in **Attachment OB-4** as a first reading with the intention of approving the recommendation with a second and final reading during the June 2023 Regular Meeting.

f. In Lieu of Transportation

Pupil Transportation 2022/2023 School year

It is recommended that the Board of Education approve the following resolution. This

resolution is to declare transportation impractical for certain identified students is presented pursuant to the requirements of Ohio Revised Code Chapter 3327 and the procedures set forth by the Ohio Department of Education. The resolution follows careful evaluation of all other available options prior to consideration of impracticality. The Superintendent of Revere Local School District recommends that the Board of Education adopt the following resolution:

WHEREAS the students identified in the attachment have been determined to be residents of the Revere Local School District, and eligible for transportation services; and

WHEREAS after a careful evaluation of all available options, it has been determined that it is impractical to provide transportation for these students to their selected schools;

WHEREAS the reason(s) for the determination of impracticality are the lack of personnel, the cost per pupil to transport via District vehicles, the lack of viable alternative means of reimbursable transportation and the disruption the transportation will cause to the current transportation schedules;

WHEREAS the following factors identified in Revised Code 3327.02 have been considered:

1. The time and distance required to provide transportation.

2. The number of pupils to be transported.

3. The cost of providing transportation in terms of equipment, maintenance, personnel, and administration.

4. Whether similar or equivalent service is provided to other pupils eligible for transportation.

5. Whether and to what extent the additional services unavoidably disrupts current transportation schedules.

6. Whether other reimbursable types of transportation are available, and

WHEREAS the option of offering payment in lieu of transportation is provided in Revised Code:

THEREFORE, BE IT RESOLVED that the Revere Board of Education hereby determines and approves the declaration of impractical to transport for the identified students and is offering them payment in lieu of transportation for the reasons stated above.

as detailed in **Attachment OB-5**

g. Career-Technical Education (CTE) Resolution 23-24

It is recommended that the Board of Education adopt the resolution as detailed in **Attachment OB-6**

h. Walsh University / College Credit Plus MOU / 2023-2023

It is recommended that the Board of Education approve the agreement as detailed in **Attachment OB-7**

i. Student Handbooks for 2023-2024 School Year / First Reading

The Board of Education will review the 2023-2024 Student Handbooks as detailed in **Attachment OB-8** as a first reading with the intention of approving the recommendations with a second and final reading during the June 2023 Regular Meeting.

VIII. INFORMATIONAL ITEMS

The June Board Work Session will be held **June 20, 2023**, beginning at 5:30 PM in the Revere

Administration Building Conference Room;

The Regular June Board Meeting will be held **June 27, 2023** beginning at 5:30 PM in the Revere Administration Building Conference Room.

IX. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

The Board values and encourage public comment on educational issues. Meetings of the Board of Education are for the purpose of conducting Board business in a public setting, with the exception of Executive Sessions for specific purposes defined by law. Board of Education meetings, while held primarily in a public setting, are not designed for extensive public input. Per Board Policy, each participant is limited to five (5) minutes of speaking time.

Anyone having an interest in the actions of the Board may participate during the open forum portion of the meeting. Please identify yourself to the Board President or the Superintendent prior to the start of the meeting. Should your comments include a request for information or extended dialogue, it maybe necessary and more appropriate that a subsequent meeting with the Board and/or Administrative representative be scheduled to fully discuss issues.

The public may offer objective criticism of school operations and programs, but the Board will not hear complaints about school personnel or other persons at a public session.

The Superintendent will advise speakers about other channels provided for Board consideration of complaints involving individuals.

X. EXECUTIVE SESSION

N/A

XI. ADJOURNMENT

NEW DOCUMENT

MINUTES

Attachment T-1

Revere Local School District
Revere Board Meetings
April Work Session
Tuesday, April 11, 2023, 5:30 pm - 8:30 pm
Revere Administration Building

I. **CALL TO ORDER**

Mr. Malick called the meeting to order at 5:30 PM

II. **ROLL CALL**

Hayden Hajdu
Claudia Hower
Keith Malick
Diana Sabitsch
Courtney Stein

III. **PRESENTATIONS**

No presentations at this time.

IV. **BOARD OF EDUCATION'S AGENDA**

No items at this time.

V. **TREASURER'S AGENDA** - Mr. Richard Berdine

No items at this time.

VI. **SUPERINTENDENT'S AGENDA** - Michael L. Tefs, Ed.D.

No items at this time.

VII. **INFORMATION/DISCUSSION ITEMS**

Review Agenda for the April 18, 2023 Regular Meeting.

VIII. **EXECUTIVE SESSION**

Res. 23-103777
Moved into Executive Session at 5:57 PM to discuss the following item:

Personnel: To discuss the employment of a public employee.

Move: Hayden Hajdu Second: Hayden Hajdu Status: Passed

IX. The President called the Board of Education out of Executive Session at 7:14 PM

X. **ADJOURNMENT**

Res. 23-103778
Moved by Mr. Malick, seconded by Mrs. Hower to adjourn the meeting at 7:14 PM

_____
Approved By:

_____
Treasurer

_____
Date

MINUTES

Revere Local School District
Revere Board Meetings
Regular April Meeting
Tuesday, April 18, 2023, 5:30 pm - 8:30 pm
Revere High School Media Center

I. **CALL TO ORDER**

Mrs. Hower called the meeting to order at 5:31 PM

II. **ROLL CALL**

Hayden Hajdu
Claudia Hower
Keith Malick
Diana Sabitsch
Courtney Stein

III. **PLEDGE OF ALLEGIANCE**

IV. **PRESENTATIONS/RECOGNITIONS**

Student Recognitions

Richfield Elementary School - Presented by: Mrs. Holzman and Mrs. Silvidi
The following student(s) are being recognized for being Revere Ready:
Lilly Corman
Mya Mohring
Marcus Mohnacky
Charlie Fulton

Bath Elementary School - Presented by: Mr. Fry and Mr. Wilson
The following student(s) are being recognized for being a Bath Team Hero:
Eric Zhu
Alastor Dalzell

Revere Middle School - Presented by: Mr. Fletcher
The following student(s) are being recognized for Academic Challenge:
Caden Jones
Eli Brackett
Laura Fondran
Ayushman Mukherjee
Shaurya Jha

Revere High School - Presented by Dr. Peltz:
The following student(s) are being recognized for Academic Challenge:
Tate Johnson
Philip Liu
Neal Pannala

V. **PUBLIC SPEAKS TO AGENDA ITEMS**

VI. **TREASURER'S AGENDA - Mr. Rick Berdine**

Res. 23-103779 consensus items a-d

a. Approval of the Minutes, **Attachment T-1**

The Treasurer recommends approval of the minutes from the Special Meetings held on **March 9, 2023** and **March 13, 2023**, the Work Session held **March 14, 2023** and the Regular Meeting held **March 21, 2023**

b. Approval of the Financial Report, **Attachment T-2**

The Treasurer recommends approval of the Financial Report for the month of March.

c. Donations, **Attachment T-3**

The Treasurer recommends the approval, with appreciation, of the donations listed.

d. Purchase Orders, **Attachment T-4**

The Treasurer recommends that the Board of Education authorize and certify payment of the purchase orders listed below since both at the time of the making of this contract or order (then) and at the date of the execution of this certificate (now), that the amount required to pay this contract or order has been appropriated for the purpose of this contract or order and is in the treasury or in the process of collection to the credit of the funds of the Board of Education and free from any previous encumbrance.

Res. 23-103779 consensus items a-d

Move: Keith Malick Second: Claudia Hower Status: Passed

e. **BOARD MEMBERS' REPORTS**

Finance and Audit Committee - **Mr. Malick**
Facilities and Grounds Committee - **Mrs. Hower & Mrs. Sabitsch**
Legislative Report - **Courtney Stein**
Cuyahoga Valley Career Center - **Mrs. Burke & Mr. Wiant**
Policy Committee - **Mrs. Hower & Mrs. Sabitsch**
Hall of Fame Committee - **Mr. Hajdu**

VII. **SUPERINTENDENT'S AGENDA** - Michael L. Tefs, Ed.D.

Res. 23-103780 consensus items 1.a-e, 2. a-f

1. **Certificated/Licensed Personnel**

a. Co-Curricular Non-Athletic Supplemental Contract - 2022/2023 (Certificated)

It is recommended that the Board of Education approve the following with compensation (Note: Theresa Whyte has been on the HQSD Committee all year, but was not included in the original approval in October of 2022 in error):

High Quality Student Data Committee
Theresa Whyte

b. Resignation(s) for Retirement

It is recommended that the Board of Education approve the following resignation(s) for retirement:

Vallorie Marsillo / Music Teacher / BES / Effective 8/1/2023

c. Resignation(s)

It is recommended that the Board of Education approve the following resignation(s):

Kirsten Fister / Reading Intervention Teacher / RES / Effective the end of the 2022-2023 school year

Shelly Horvath / Intervention Teacher / BES / Effective the end of the 2022-2023 school year

d. Reduction in Force (RIF) - 2023/2024 School Year

It is recommended that the Board of Education approve the RIF of **Mary Mourton**, Library Media Specialist at Bath Elementary School due to financial reasons, effective the 2023/2024 school year.

e. Internal Transfer(s) (Certificated)

It is recommended that the Board of Education approve the following internal transfers effective the 2023/2024 school year as listed below:

Cynthia Beshara / Transfer from: Library Media Specialist at RHS / Transfer to: Library Media Specialist at BES, including District library support

Sarah Pine / Transfer from: English Language Arts Teacher at RMS/RHS (shared position) / Transfer to: English Language Arts Teacher at RHS

Emily Sokolowski / Transfer From: Intervention Specialist at BES / Transfer To: Grade 3 Teacher at BES

Anastasia Bohush / Transfer From: Reading Intervention at RES / Transfer To: Grade K Teacher at RES

Stephanie Macauda / Transfer From: Math Teacher at RMS / Transfer To: School Counselor Position

2. New Hire(s)

It is recommended that the Board of Education approve the following new hire. *All new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required*:

Ashley Ostrowski / MA+30 / Step 1 / School Psychologist / Effective: 2023-2024 School Year

a. Substitute(s)

It is recommended that the Board of Education approve the following to be used as needed. *All new hires/substitutes are contingent upon an approved background check, verification of transcripts/years of experience and confirmation of appropriate licensure/permit, if required*:

Sara Mourton / Substitute Teacher (filling in for S. Zustin maternity leave) / Effective on or before May 1st

b. Continuing Contracts - 2023/2024

It is recommended that the Board of Education approve the following teachers for Continuing Contracts effective the 2023/2024 school year:

Valerie Patterson / RES / Speech-Language Pathologist
Elizabeth Harig / RES / Kindergarten Teacher
Patrick DiCaprio / RMS / Math Teacher
Elizabeth Hamilton / RMS / Intervention Specialist
Connie Tartara / RMS / Social Studies Teacher
Katie Pflueger / RMS / Band Teacher
David Howson / RMS / Math Teacher
Callah Cooke / RMS / Art Teacher

c. Limited Contracts - 2023/2024

It is recommended that the Board of Education approved 2023/2024 Limited Contracts as detailed in **Attachment 1**

d. Routine Non-Renewals: Supplemental Contracts (Certificated)

It is recommended that the Board of Education approve the routine non-renewal of all supplemental contracts for the 2022-2023 school year.

e. Routine Non-Renewals: Long Term Substitutes

It is recommended that the Board of Education approve the routine non-renewal of all long term substitutes for the 2022-2023 school year.

f. Routine Non-Renewals: 5-Hour Educational Aides

It is recommended that the Board of Education approve the routine non-renewal of all 5-Hour Educational Aides for the 2022-2023 school year.

Res. 23-103780 consensus items 1.a-e, 2. a-f

Move: Claudia Hower Second: Diana Sabitsch Status: Passed

3. **Classified Personnel**

Res. 23-103781 consensus items 3. a-f

a. New Hire(s)

It is recommended that the Board of Education approve the following new hire. *All new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required*:

Tracy Watson / Step 8 / Contract Bus Driver / Effective: 4/3/2023;

Tracy Watson / Step 3 / Part Time Food Service Worker / RHS / Effective: 4/4/2023

b. Resignation(s)

It is recommended that the Board of Education approve the following resignation(s):

Nathan Miller / Custodian / BES / Effective: 3/22/23

c. Change of Position(s)/Transfer(s) (Classified)

It is recommended that the Board of Education accept the transfer request of **Paul Warnock** from being a 2nd Shift Custodian at RHS to being a 1st Shift Custodian at RHS, effective 3/20/2023 (to fill the vacancy left by Phil Tacke who is now the Head Custodian at RHS , approved in March).

It is recommended that the Board of Education accept the transfer request of **Crystal Lynn Butler** from being a Part Time Food Service Worker at RHS (2.5 hours) to being a Part Time Food Service Worker at RMS (3 hours), effective 4/4/2023.

It is recommended that the Board of Education accept the transfer request of **Amy Ellis** from being a full time building secretary at RES to being a full time building secretary at RMS (to fill the vacancy left by M. Dye).

d. Substitute(s)

It is recommended that the Board of Education approve the following to be used as needed. *All new hires/substitutes are contingent upon an approved background check, verification of transcripts/years of experience and confirmation of appropriate licensure/permit, if required*:

Tammy Kinder / Substitute Food Service Work and Substitute Playground/Lunch Aide / Effective 2/27/23

Christy Agrawal / Substitute Playground/Lunch Aide / Effective 3/6/23

Anne Scavuzzo / Substitute Secretary and Substitute Food Service Worker / Effective 4/18/23

e. Routine Non-Renewals: Kindergarten and Preschool Drivers

It is recommended that the Board of Education approve the routine non-renewal of Kindergarten and Preschool Drivers at the end of the 2022-2023 school year.

f. Routine Non-Renewals: Supplemental Contracts (Classified)

It is recommended that the Board of Education approve the routine non-renewal of all supplemental contracts for the 2022-2023 school year.

Res. 23-103781 consensus items 3. a-f

Move: Hayden Hajdu Second: Keith Malick Status: Passed

4. **Student Services**

Res. 23-103782 consensus items 4. a-d

a. Additional Hours, Spring Musical

It is recommended that the Board of Education approve the following educational aide for an additional 4.5 hours (previously approved for 51 in February) to support a student with special needs after school hours during the Revere High School Spring Musical 2023, to be compensated at their hourly rate:

Lisa Henretty

b. LLA Therapy - Addendum to the Agreement

It is recommended that the Board of Education approve the addendum to the agreement between LLA Therapy and Revere Local School District as detailed in **Attachment S-1**

c. LearnWell Agreement

It is recommended that the Board of Education approve the agreement as detailed in **Attachment S-2**

d. Education Alternatives Agreement

It is recommended that the Board of Education approve the agreement as detailed in **Attachment S-3**

Res. 23-103782 consensus items 4. a-d

Move: Diana Sabitsch Second: Hayden Hajdu Status: Passed

5. **Other Business**

a. Policies - New or Revised

Res. 23-103783

It is recommended that Board of Education approve the below new or revised policies detailed in **Attachment OB-1** as a second and final reading:

Revised:
5.04 / Vacation Usage (Non-Union)
6.16 / Student Records
7.08 / Achievement Testing Policies
7.32 / Career Advising
8.01 / Investment Policy;

Furthermore, it is recommended that the Board of Education review the below new policy as a first reading, with an anticipated second and final reading during the regular May 2023 Board meeting:

New:
6.50 /Procurement and Administration of Overdose Reversal Drugs

Move: Hayden Hajdu Second: Diana Sabitsch Status: Passed

b. 2022-2023 Data Access Agreement / Summit Education Initiative

Res. 23-103784 consensus items 5. b-c

It is recommended that the Board of Education approve the agreement as detailed in **Attachment OB-2**

c. 2023-2024 Data Access Agreement / Summit Education Initiative

It is recommended that the Board of Education approve the agreement as detailed in **Attachment OB-3**

Res. 23-103784 consensus items 5. b-c

Move: Keith Malick Second: Courtney Stein Status: Passed

d. Student Fee Schedule for 2023-2024

Res. 23-10785

It is recommended that the Board of Education approve the student fee schedule as detailed in **Attachment OB-4**

Move: Claudia Hower Second: Courtney Stein Status: Passed

e. Official Revere Local School District Brand Standards Guide / First Reading

It is recommended that Board of Education will review the District Brand Standards Guide as detailed in **Attachment OB-5** as a first reading, with an anticipated second and final reading during the regular May 2023 Board meeting.

f. Ohio Schools Council Governance Policy Change Resolution

Res. 23-103786

It is recommended that the Board of Education approve the resolution as detailed in Attachment **OB-6**

Move: Claudia Hower Second: Diana Sabitsch Status: Passed

g. Out of State Field Trip

Res. 23-103787

It is recommended that the Board of Education approve the proposed Revere High School Debate Team trip to Phoenix, AZ for two Revere Congressional Debaters who have qualified to compete at the National level. Students, coaches, and parent chaperones depart on or about June 10, 2023 and return on or about June 16, 2023.

Move: Diana Sabitsch Second: Claudia Hower Status: Passed

h. Curriculum Material / Adoption - Second and Final Reading

Res. 23-103788

It is recommended that the Board of Education approve the materials detailed below as a second and final reading:

Ordinary People Who Changed the World *- 6 text sets (22 books each) for 2nd grade biography unit;*

Who Was Biography Book Sets *(chapter books) - 5 sets (30 books each) for 2nd grade biography unit;*

Voyager Sopris Supercharged Readers Decodable Texts *for upper elementary students - 6 sets for 3rd - 5th grade reading intervention;*

University of Florida Literacy Institute Foundations *- Foundational Skills Intervention Resources for K - 2 reading intervention.*

Move: Diana Sabitsch Second: Hayden Hajdu Status: Passed

VIII. **INFORMATIONAL ITEMS**

The May Board Work Session will be held **May 9, 2023,** beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Regular May Board Meeting will be held **May 16, 2023** beginning at 5:30 PM in the High School Media Center.

IX. **CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS**

X. **EXECUTIVE SESSION**

Res. 23-103789
Moved into Executive Session at 6:20 PM to discuss the following item:

Personnel: To discuss the employment of a public employee.

Move: Courtney Stein Second: Diana Sabitsch Status: Passed

XI. The President called the Board of Education out of Executive Session at 7:25 PM

XII. **ADJOURNMENT**

Res. 23-103790
Moved by Mr. Hajdu, seconded by Mrs. Hower to adjourn the meeting at 7:25 PM

_____
Approved By:

_____
Treasurer

_____
Date

NEW DOCUMENT

APRIL 30, 2023

Financial Report

Revere Local School District

Richard Berdine
Treasurer

Revere Local School District

Forecast Comparison - General Operating Fund - April 2023

	April 2023 FCST Estimate	April 2023 Actuals	April 2022 Actuals	Variance-April 2023 Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	$ 1,196,795	$ 781,757	$ 1,216,492	$ (415,038)	increase in delinquent property taxes and refunds due to tax valuation complaints, new construction tax receipts only collected for second half of fiscal year as tax year is calendar year
1.020 - Public Utility Personal Property Tax	$ 949,187	$ 946,254	$ 891,223	$ (2,933)	
1.035 - Unrestricted Grants-in-Aid	$ 142,205	$ 149,002	$ 74,615	$ 6,797	
1.040 - Restricted Grants-in-Aid	$ 12,282	$ 12,587	$ 5,416	$ 305	
1.050 - Property Tax Allocation	$ -	$ -	$ -	$ -	
1.060 - All Other Operating Revenues	$ 65,217	$ 133,121	$ 79,974	$ 67,904	interest rates/earnings continue to increase, timing of investment maturities varies
1.070 - Total Revenue	$ 2,365,686	$ 2,022,721	$ 2,267,720	$ (342,965)	
Other Financing Sources:					
2.050 - Advances In	$ -	$ -	$ -	$ -	
2.060 - All Other Financing Sources	$ 45	$ -	$ 40	$ (45)	
2.080 Total Revenue and Other Financing Sources	$ 2,365,731	$ 2,022,721	$ 2,267,760	$ (343,010)	
Expenditures:					
3.010 - Personnel Services	$ 1,858,214	$ 1,865,793	$ 1,693,638	$ (7,579)	
3.020 - Employees' Retirement/Insur. Benefits	$ 736,682	$ 714,939	$ 688,958	$ 21,743	timing of STRS payments for prior month balance due
3.030 - Purchased Services	$ 397,450	$ 530,941	$ 323,756	$ (133,491)	timing of expenditures compared to prior fiscal years, current budget usage running above the 96% of budgeted amount estimated in FCST
3.040 - Supplies and Materials	$ 127,492	$ 134,426	$ 56,042	$ (6,934)	
3.050 - Capital Outlay	$ 58,205	$ 27,969	$ 16,188	$ 30,236	timing of expenditures compared to prior fiscal years
3.060 - Intergovernmental	$ -	$ -	$ -	$ -	
4.300 - Other Objects	$ 329,020	$ 261,236	$ 267,039	$ 67,784	timing of expenditures compared to prior fiscal years
4.500 - Total Expenditures	$ 3,507,063	$ 3,535,304	$ 3,045,620	$ (28,241)	
Other Financing Uses:					
5.010 - Operating Transfers-Out	$ -	$ -	$ 3,766	$ -	
5.020 - Advances Out	$ -	$ -	$ -	$ -	
5.030 - All Other Financing Uses	$ -	$ -	$ -	$ -	
5.050 - Total Expenditures and Other Financing Uses	$ 3,507,063	$ 3,535,304	$ 3,049,386	$ (28,241)	
Surplus/(Deficit) for Month	$ (1,141,332)	$ (1,512,583)	$ (781,626)	$ (371,251)	

rb050423

Revere Local School District

Forecast Comparison - General Operating Fund - April 2023

	Current FYTD FCST Estimate	Current FYTD Actuals	Prior FYTD Actuals	Variance- Current FYTD Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	$ 30,643,213	$ 30,228,175	$ 22,767,639	$ (415,038)	increase in delinquent property taxes and refunds due to tax valuation complaints, new construction tax receipts only collected for second half of fiscal year as tax year is calendar year
1.020 - Public Utility Personal Property Tax	$ 1,838,420	$ 1,835,487	$ 1,754,207	$ (2,933)	
1.035 - Unrestricted Grants-in-Aid	$ 1,687,464	$ 1,694,261	$ 1,697,009	$ 6,797	increase of $38K annual special education transportation subsidy from ODE foundation payments
1.040 - Restricted Grants-in-Aid	$ 125,037	$ 125,342	$ 102,040	$ 305	
1.050 - Property Tax Allocation	$ 1,798,011	$ 1,798,011	$ 1,774,214	$ -	
1.060 - All Other Operating Revenues	$ 1,491,444	$ 1,569,348	$ 1,226,167	$ 77,904	interest rates/earnings continue to increase, timing of investment maturities varies, timing of receipt of tuition receipts via ODE for excess cost students
1.070 - Total Revenue	$ 37,583,589	$ 37,250,625	$ 29,321,276	$ (332,964)	
Other Financing Sources:					
2.050 - Advances In	$ 250,000	$ 250,000	$ 400,000	$ -	
2.060 - All Other Financing Sources	$ 405	$ 400	$ 19,658	$ (5)	
2.080 Total Revenue and Other Financing Sources	$ 37,833,994	$ 37,501,025	$ 29,740,934	$ (332,969)	
Expenditures:					
3.010 - Personnel Services	$ 18,564,421	$ 18,572,000	$ 18,754,779	$ (7,579)	timing of expenditures compared to prior fiscal years as transition from 26 to 24 pays
3.020 - Employees' Retirement/Insur. Benefits	$ 7,350,120	$ 7,328,377	$ 7,079,827	$ 21,743	timing of expenditures compared to prior fiscal years as transition from 26 to 24 pays
3.030 - Purchased Services	$ 4,909,720	$ 5,043,211	$ 4,054,645	$ (133,491)	current budget usage running above the 95% of budgeted amount estimated in FCST; increased expenditures for special education and payments in lieu of transp., legal svcs., electricity, property insurance, maintenance svcs. & substitute teachers
3.040 - Supplies and Materials	$ 878,423	$ 885,357	$ 833,793	$ (6,934)	timing of expenditures compared to prior fiscal years
3.050 - Capital Outlay	$ 154,307	$ 124,071	$ 224,449	$ 30,236	timing of expenditures compared to prior fiscal years
3.060 - Intergovernmental	$ 219,776	$ 219,776	$ 219,777	$ -	
4.300 - Other Objects	$ 639,553	$ 571,769	$ 610,044	$ 67,784	timing of expenditures compared to prior fiscal years
4.500 - Total Expenditures	$ 32,716,320	$ 32,744,561	$ 31,777,314	$ (28,241)	
Other Financing Uses:					
5.010 - Operating Transfers-Out	$ 1,520,655	$ 1,520,655	$ 1,827,280	$ (0)	
5.020 - Advances Out	$ 100,000	$ 100,000	$ 250,000	$ -	
5.030 - All Other Financing Uses	$ -	$ -	$ -	$ -	
5.050 - Total Expenditures and Other Financing Uses	$ 34,336,975	$ 34,365,216	$ 33,854,594	$ (28,241)	
Surplus/(Deficit) FYTD	$ 3,497,019	$ 3,135,809	$ (4,113,660)	$ (361,210)	

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Revere Local School District

Revenue Analysis Report - General Operating Fund Only - FY23

	Local Revenue				State Revenue				
	Taxes				Unrestricted	Property	Restricted		
	Real Estate	Personal Property	Interest	All Other Operating	Grants-in-Aid	Tax Allocation	Grants-in-Aid	Non-Operating*	Total Revenue
July	8,620,548	-	(1,076)	16,851	146,206	-	12,482	250,000	9,045,012
August	5,459,251	-	50,255	164,174	248,930	-	8,586	80	**5,931,276**
September	377,901	889,233	39,994	239,001	146,443	-	16,430	40	**1,709,041**
October		-	63,542	348,329	160,708	1,798,011	12,586	40	**2,383,216**
November	-	-	54,679	30,550	149,542	-	12,432	40	**247,243**
December	-	-	35,512	21,997	152,233	-	12,615	40	**222,397**
January	-	-	31,657	34,576	244,435	-	12,522	40	**323,230**
February	9,185,098	-	23,835	49,173	149,227	-	12,516	40	**9,419,889**
March	5,803,620	-	54,408	178,770	147,535	-	12,586	40	**6,196,958**
April	781,757	946,254	71,314	61,808	149,002	-	12,587	40	**2,022,761**
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
Totals	**$30,228,175**	**$1,835,486**	**$424,119**	**$1,145,229**	**$1,694,261**	**$1,798,011**	**$125,342**	**$250,400**	**$37,501,024**
% of Total	**80.61%**	**4.89%**	**1.13%**	**3.05%**	**4.52%**	**4.79%**	**0.33%**	**0.67%**	

***Non-Operating Revenue includes advances in, and refund of prior year expenditures.**

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Revere Local School District

Expenditure Analysis Report - General Operating Fund - FY23

	Salaries	Benefits	Services	Supplies	Equipment	Other-Dues/Fees	Intergov. Debt	Non-Operating*	Total Expenses
July	2,420,609	728,572	667,499	73,993	3,320	10,562	-	616,168	4,520,723
August	955,436	768,782	832,798	84,468	12,603	8,826	-	-	2,662,913
September	1,818,162	700,922	243,629	124,044	3,314	194,067	-	-	3,084,137
October	1,938,931	730,255	403,207	110,550	1,087	22,360	-	4,487	3,210,876
November	1,973,546	733,180	642,217	95,716	11,877	14,928	215,051	-	3,686,516
December	2,028,454	778,036	384,042	70,699	59,210	14,267	4,725	1,000,000	4,339,433
January	1,822,938	712,994	515,663	69,478	2,683	18,268	-	-	3,142,022
February	1,833,544	721,032	438,785	53,600	1,775	21,438	-	-	3,070,174
March	1,914,587	739,665	384,430	68,383	233	5,817	-	-	3,113,114
April	1,865,793	714,939	530,941	134,426	27,969	261,236	-	-	3,535,304
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
TOTALS	**$18,572,000**	**$7,328,376**	**$5,043,210**	**$885,356**	**$124,071**	**$571,768**	**$219,777**	**$1,620,655**	**$34,365,213**
% of Total	**54.04%**	**21.32%**	**14.68%**	**2.58%**	**0.36%**	**1.66%**	**0.64%**	**4.72%**	

Non-Operating expenses include advances and transfers out.

Operating Fund includes General Fund (001) only for FY2023

rb050423

Revere Local School District

April 2023



FINSUMM Financial Summary

rb050423

Fund	Fund Name	Beginning Balance 7/1/2022	Monthly Receipts	Fiscal Year To Date Receipts	Monthly Expenditures	Fiscal Year To Date Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
001	General Fund	$17,708,998.57	$2,022,761.25	$37,501,023.58	$3,535,303.97	$34,365,213.48	$20,844,808.67	$1,300,243.07	$19,544,565.60
002	Bond Retirement	$4,131,728.11	$634,458.38	$5,172,558.64	$34,889.76	$3,158,778.34	6,145,508.41	$1,230,200.00	4,915,308.41
003	Permanent Improvement	$1,582,759.53	$80,394.06	$2,253,195.80	$115,207.05	$2,330,669.40	1,505,285.93	$1,567,254.97	(61,969.04)
006	Food Service	$1,038,664.05	$204,443.92	$1,266,154.79	$107,493.53	$1,304,723.86	1,000,094.98	$191,958.85	808,136.13
007	Special Trust	$31,818.36	$4,900.00	$11,562.00	$1,400.00	$1,899.34	41,481.02	$1,000.00	40,481.02
008	Endowment	$19,148.60	$66.89	$404.01	$0.00	$0.00	19,552.61	$0.00	19,552.61
009	Uniform School Supplies	$55,001.85	$6,176.25	$110,992.00	$3,376.89	$126,159.85	39,834.00	$21,508.95	18,325.05
018	Public School Support	$202,372.62	$6,723.11	$187,691.63	$5,513.85	$39,941.83	350,122.42	$186,207.28	163,915.14
019	Other Grants	$37,936.23	$0.00	$24,948.00	$3,625.69	$41,322.68	21,561.55	$18,061.81	3,499.74
022	District Agency	$27,847.51	$0.00	($2,342.52)	$0.00	$0.00	25,504.99	$0.00	25,504.99
024	Employee Benefits Self-Insurance	($16,168.16)	$4,803.19	$63,915.85	$5,369.90	$45,218.81	2,528.88	$12,369.19	(9,840.31)
026	Employee Benefits Section 125	$4,040.89	$9,589.84	$93,870.06	$4,445.16	$82,939.22	14,971.73	$70,512.44	(55,540.71)
200	Student Managed Activity	$186,920.79	$20,684.12	$115,343.48	$4,883.10	$59,943.05	242,321.22	$25,265.79	217,055.43
300	District Managed Student Activities	$255,253.08	$8,577.23	$349,365.20	$29,145.98	$475,000.13	129,618.15	$53,466.50	76,151.65
451	Data Communications	$0.00	$0.00	$7,200.00	$0.00	$7,200.00	0.00	$0.00	0.00
499	Miscellaneous State Grants	$16,248.94	$0.00	$45,000.00	$0.00	$55,041.45	6,207.49	$6,207.49	0.00
507	ESSER - CARES Act	($283,938.90)	$51,760.18	$1,122,068.66	$406,668.44	$1,244,798.20	(406,668.44)	$273,603.86	(680,272.30)
516	IDEA Special Education	($47,881.19)	$53,932.79	$510,836.50	$64,313.97	$527,269.28	(64,313.97)	$21,159.74	(85,473.71)
572	Title I	($14,112.29)	$8,491.76	$100,341.09	$8,491.76	$94,720.56	(8,491.76)	$0.00	(8,491.76)
584	Title IV-A	$0.00	$0.00	$0.00	$900.00	$900.00	(900.00)	$0.00	(900.00)
587	Early Childhood Special Education	$0.00	$0.00	$17,685.08	$0.00	$17,685.08	0.00	$1,788.36	(1,788.36)
590	Title II-A	($4,597.62)	$5,279.76	$46,095.60	$5,279.76	$46,777.74	(5,279.76)	$0.00	(5,279.76)
599	Miscellaneous Federal Grants	$6.73	$0.00	$105,620.20	$0.00	$0.00	105,626.93	$105,620.20	6.73
	Grand Totals (ALL Funds)	**$24,932,047.70**	**$3,123,042.73**	**$49,103,529.65**	**$4,336,308.81**	**$44,026,202.30**	**$30**		**5**

Revere Local School District

Approved Grant Funds for FY2023

This report is a listing of all grant funds authorized and/or received throughout fiscal year 2023.

Fund	Description	Authorized Amount	Monthly Amount Received	Amount Received FY-to-date	Amount Received Project-to-date
	State Grants				
451/9023	Network Connectivity 2023	$7,200.00	$0.00	$7,200.00	$7,200.00
499/9023	School Bus Purchase 2023	$45,000.00	$0.00	$45,000.00	$45,000.00
	Total State Funds	$52,200.00	$0.00	$52,200.00	$52,200.00
	Federal Grants				
507/9121	ESSER II	$389,363.07	$0.00	$28,487.78	$389,363.07
507/9022 &9223	ARP ESSER	$875,075.25	$7,640.00	$331,880.72	$492,947.55
507/9023	ESSER II State Activity Supplement	$753,988.00	$29,475.00	$226,450.00	$226,450.00
507/9123	ARP ESSER State Activity Supplement	$654,486.86	$14,645.18	$535,250.16	$535,250.16
516/9023	IDEA Part B Special Education 2023	$534,055.89	$53,932.79	$313,992.47	$313,992.47
516/9022	IDEA Part B Special Education 2022	$570,050.48	$0.00	$167,750.72	$570,050.48
516/9122	ARP IDEA Special Education 2022	$141,991.07	$0.00	$29,093.71	$141,991.07
572/9023	Title I 2023	$118,499.71	$8,491.76	$59,442.32	$59,442.32
572/9122	Title I 2022	$108,824.31	$0.00	$37,110.83	$108,824.31
572/9022	Expanding Opportunities 2022	$3,787.94	$0.00	$3,787.94	$3,787.94
584/9023	Title IV-A 2023	$10,000.00	$0.00	$0.00	$0.00
587/9022	Early Childhood Special Education	$8,257.29	$0.00	$8.72	$8,257.29
587/9023	Early Childhood Special Education 2023	$8,915.93	$0.00	$7,170.05	$7,170.05
587/9122	ARP IDEA Early Childhool Spec. Educ 2022	$10,506.31	$0.00	$10,506.31	$10,506.31
590/9023	Title II-A 2023	$44,417.55	$5,279.76	$36,958.32	$36,958.32
590/9022	Title II-A 2022	$50,515.86	$0.00	$9,137.28	$50,515.86
599/9023	OFCC Security Grant 2023	$105,620.20	$0.00	$105,620.20	$105,620.20
	Total Federal Funds	$4,388,355.72	$119,464.49	$1,902,647.53	$3,061,127.40

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Revere Local School District

Record of Advances for FY2023

INITIAL ADVANCE INFORMATION					ADVANCE RETURN	
Date Approved	FROM Fund	TO Fund	Fund Name	Amount	Date Returned	Amount
7/20/2021	001	006/0000	Food Services	$150,000.00	7/19/2022	$150,000.00
7/20/2021	001	300/920A	Athletics	$100,000.00	7/19/2022	$100,000.00
7/19/2022	001	300/920A	Athletics	$100,000.00		
TOTAL Advances				**$350,000.00**		**$250,000.00**
Advances Outstanding						**$100,000.00**

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Revere Local School District

Cash Reconciliation

April 30, 2023

Cash Summary Report Balance			$ 30,009,375.05
Bank Balance:			
Huntington Bank	1,771,916.10		
	-		
	-		
		$ 1,771,916.10	
Investments:			
Meeder Investment Managers Managed Portfolio	17,597,579.03		
STAR Ohio - General Account	10,963,064.46		
	-		
		$ 28,560,643.49	
Petty Cash:			
Building Principals	400.00		
Athletic Director	100.00		
Bus Garage	-		
ArbiterPay	5,000.00		
Treasurer's Office	200.00		
		$ 5,700.00	
Change Fund:			
Food Service Vending	717.35		
BCII Background Check Service	100.00		
	-		
	-		
		$ 817.35	
Less: Outstanding Checks		$ (192,767.23)	
Outstanding Deposits/Other Adjustments:			
NSF Checks To Recover	-		
Payroll Deductions To Be Remitted	162.74		
ACH Payments/Deposits In Transit	(137,310.08)		
Bank Debits & Credits Not Posted in USAS	212.68		
Credit Card Overpayment To Be Refunded	-		
		$ (136,934.66)	
Bank Balance			$ 30,009,375.05
Variance			$ -

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Revere Local School District

April 30, 2023

Appropriation Summary

rb050423

Fund		FYTD Appropriated	Prior FY Carryover Encumbrances	FYTD Expendable	FYTD Actual Expenditures	MTD Actual Expenditures	Current Encumbrances	FYTD Unencumbered Balance	FYTD Percent Exp/Enc
001	General Fund	$41,042,838.66	$374,303.20	$41,417,141.86	$34,365,213.48	$3,535,303.97	$1,300,243.07	5,751,685.31	86.11%
002	Bond Retirement	$4,379,300.00	$0.00	$4,379,300.00	$3,158,778.34	$34,889.76	$1,230,200.00	(9,678.34)	100.22%
003	Permanent Improvement	$2,447,807.14	$1,455,320.43	$3,903,127.57	$2,330,669.40	$115,207.05	$1,567,254.97	5,203.20	99.87%
006	Food Service	$1,477,463.00	$0.00	$1,477,463.00	$1,304,723.86	$107,493.53	$191,958.85	(19,219.71)	101.30%
007	Special Trust	$55,900.00	$500.00	$56,400.00	$1,899.34	$1,400.00	$1,000.00	53,500.66	5.14%
008	Endowment	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	1,000.00	0.00%
009	Uniform School Supplies	$183,816.99	$169.99	$183,986.98	$126,159.85	$3,376.89	$21,508.95	36,318.18	80.26%
018	Public School Support	$286,634.30	$4,176.67	$290,810.97	$39,941.83	$5,513.85	$186,207.28	64,661.86	77.76%
019	Other Grants	$66,965.86	$5,909.34	$72,875.20	$41,322.68	$3,625.69	$18,061.81	13,490.71	81.49%
022	District Agency	$21,000.00	$0.00	$21,000.00	$0.00	$0.00	$0.00	21,000.00	0.00%
024	Employee Benefits Self-Insurance	$58,000.00	$0.00	$58,000.00	$45,218.81	$5,369.90	$12,369.19	412.00	99.29%
026	Employee Benefits Section 125	$139,000.00	$0.00	$139,000.00	$82,939.22	$4,445.16	$70,512.44	(14,451.66)	110.40%
200	Student Managed Activity	$232,305.82	$0.00	$232,305.82	$59,943.05	$4,883.10	$25,265.79	147,096.98	36.68%
300	District Managed Student Activities	$595,779.60	$6,867.21	$602,646.81	$475,000.13	$29,145.98	$53,466.50	74,180.18	87.69%
451	Ohio K-12 Network Subsidy	$7,200.00	$0.00	$7,200.00	$7,200.00	$0.00	$0.00	0.00	100.00%
499	Miscellaneous State Grants	$60,530.19	$718.75	$61,248.94	$55,041.45	$0.00	$6,207.49	0.00	100.00%
507	ESSER - CARES Act	$1,856,812.83	$10,219.33	$1,867,032.16	$1,244,798.20	$406,668.44	$273,603.86	348,630.10	81.33%
516	IDEA Special Education	$660,696.91	$32,703.00	$693,399.91	$527,269.28	$64,313.97	$21,159.74	144,970.89	79.09%
572	Title I	$142,871.02	$2,075.30	$144,946.32	$94,720.56	$8,491.76	$0.00	50,225.76	65.35%
584	Title IV-A	$10,000.00	$0.00	$10,000.00	$900.00	$900.00	$0.00	9,100.00	9.00%
587	Early Childhood Special Education	$27,673.44	$0.00	$27,673.44	$17,685.08	$0.00	$1,788.36	8,200.00	70.37%
590	Title II-A	$89,605.04	$0.00	$89,605.04	$46,777.74	$5,279.76	$0.00	42,827.30	52.20%
599	Miscellaneous Federal Grants	$105,626.93	$0.00	$105,626.93	$0.00	$0.00	$105,620.20	6.73	99.99%
Totals		**$53,948,827.73**	**$1,892,963.22**	**$55,841,790.95**	**$44,026,202.30**	**$4,336,308.81**			%

Revere Local School District

Check Register for Checks > $9,999.99
April 2023

Vendor	Amount	Fund	Description
Apple Computer Inc.	$ 266,975.00	507	Replacement ipads
Ohio Edison Co.	$ 19,590.27	001	Electricity
Suburban School Transportation	$ 24,622.95	001	Special education transportation
Ullman Oil Company, LLC	$ 25,831.75	001	Diesel fuel and gasoline
Alco Products, Inc.	$ 11,579.29	001	Custodial supplies
C.T. Taylor Company	$ 38,594.97	001/003	Maintenance supplies, fieldhouse renovations
PRN Therapy Services Inc.	$ 25,385.75	001	OT/PT services
Total Education Solutions Inc.	$ 26,385.80	001	Special education tuition
Edpuzzle Inc.	$ 15,342.00	001	Instructional software 3-year license
Stanbury Uniforms	$ 65,669.89	003	Band uniforms
Kidslink Neurobehavioral	$ 21,200.01	001	Special education tuition
PSI	$ 19,200.00	001	Nursing services
Riddell All-American	$ 10,259.98	300	Football helmets and shoulder pads
Savvas Learning	$ 109,908.18	507	Math instructional resources grades 3-5
Bechter Plunbing Inc.	$ 10,322.60	001	Water coolers with filling stations
ESC of Northeast Ohio	$ 100,761.47	001/516	Special education aides, LEP services, gifted coordinator, preschool teachers and aides, at-risk coordinator
Savvas Learning	$ 16,183.80	001	Math instructional resources grades 1-2
Village of Richfield	$ 14,389.94	001	Sewer charges
Achieve3000, Inc.	$ 44,107.50	001	Instructional software license
Renhill Group, Inc.	$ 70,360.60	001	Substitute teachers
Total Education Solutions Inc.	$ 18,358.20	001	Special education tuition
Huntington National Bank	$ 11,377.91	001/019	Instructional supplies, office supplies, staff meetings, professional development workshops
Gordon Food Service	$ 10,159.12	006	Food services supplies
Gordon Food Service	$ 13,990.49	006	Food services supplies
Huntington Bank	$ 14,042.10	various	Medicare contributions
Huntington Bank	$ 14,080.16	various	Medicare contributions
SERS	$ 61,498.00	various	Classified retirement
STRS	$ 146,406.78	various	Certified retirement
STRS	$ 67,015.22	various	Certified retirement
SRHCC-Dental	$ 21,764.31	001/006	Employee benefits dental insurance
SRHCC-Medical	$ 377,748.67	001/006	Employee benefits medical/prescription insurance
rb050423			

FY2023

REVERE LOCAL SCHOOLS FOOD SERVICE ENTERPRISE-FUND #006

Monthly Cash Flow Spending Plan Report

INCOME	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	TOTALS
BEGINNING BALANCES	1,038,664.05	822,975.95	818,913.45	743,072.84	793,751.30	802,744.43	837,601.46	842,437.09	863,630.28	903,144.59	1,000,094.98	1,000,094.98	
Interest Earnings													0.00
Student Breakfast 1511	0.00	331.00	2,288.15	2,303.20	2,375.65	1,679.25	2,041.30	2,488.55	2,489.60	2,537.65			18,534.35
Student Lunch Sales1512	999.70	30,299.25	53,930.04	59,600.93	59,153.52	54,413.51	32,160.97	50,057.91	79,868.80	27,661.69			448,146.32
Student A-La-Carte Sales 1513		9,572.05	49,721.70	47,179.30	47,983.35	35,611.55	43,866.60	54,691.10	52,948.75	49,189.65			390,764.05
Student Milk Sales 1514		64.35	403.70	375.65	407.55	290.40	339.35	369.60	365.75	330.00			2,946.35
Adult Breakfast 1521		0.00	0.00	0.00	1.50	1.50	0.00	0.00	0.00	2.25			5.25
Adult Lunch Sales 1522 + 1523		287.60	1,627.35	1,570.50	1,562.95	1,185.30	1,389.15	1,571.80	1,662.80	1,477.50			12,334.95
Catering - Bath 1559													0.00
Catering - Hillcrest 1559													0.00
Catering - RMS 1559													0.00
Catering - RHS 1559		168.08	900.00		237.50								1,305.58
Miscellaneous 1890													0.00
Vending Commissions - BES 1890			33.00	24.00	27.00	14.00	19.00		33.00	50.00			200.00
Vending Commissions - RES 1890			17.00	53.00	35.00	38.00	71.00		77.00	130.00			421.00
Vending Commissions - RMS 1890		1,539.60	7,034.95	6,454.05	5,390.95	4,119.05	4,615.65	4,756.25	5,151.65	5,218.55			44,280.70
Vending Commissions - RHS 1890	366.25	3,395.89	12,427.23	12,549.07	12,290.18	9,618.63	9,857.05	11,787.16	11,470.14	11,052.53			94,814.13
State Subsidy 3213													0.00
Federal Subsidy 4120				32,302.91		48,992.33	17,910.43	21,247.64	25,154.70	106,794.10			252,402.11
Federal Subsidy 006 9001													0.00
Transfers In 5100													0.00
Refund/Prior Year Expenditure 5300													0.00
Advances In 5210													0.00
TOTALS RECEIPTS	1,365.95	45,657.82	128,383.12	162,412.61	129,465.15	155,963.52	112,270.50	146,970.01	179,222.19	204,443.92	0.00	0.00	1,266,154.79

EXPENDITURES	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	TOTALS
Administrative Supply													0.00
Regular Salaries 141	36,002.26	13,252.42	29,212.76	33,778.55	32,914.28	32,903.64	32,883.68	31,770.46	32,175.49	31,907.56			306,801.10
Substitutes 142	7.09		2,607.51	2,131.93	1,866.26	2,521.83	1,512.36	2,276.00	3,602.10	2,328.17			18,853.25
Overtime/Extra Time 144 + 149					10.39	30.13		144.23		60.52			245.27
Non-contributing 147	125.00												125.00
Leaves/Holiday 154													0.00
Severence 162	12,903.96												12,903.96
Benefits 200s	15,029.79	32,742.90	16,991.55	17,182.58	17,261.57	22,530.73	16,693.22	16,937.10	17,234.89	16,438.66			189,042.99
SURcharge													0.00
Purchased Services 410 & 419		3,600.00											3,600.00
Management Services 415	415.80							1,001.00		(33.00)			1,383.80
Repair/Maintenance 423	290.00		12,830.15	880.69		555.21	4,486.20	5,912.50	1,953.82				26,908.57
Travel/Meetings 433 434				156.88	100.00				93.96				350.84
EQUIP 516													0.00
Food/Supplies 560 569	2,280.15	125.00	96,309.78	57,603.52	68,319.52	62,564.95	45,009.41	67,735.53	84,647.62	56,791.62			541,387.10
New Equipment 640 500													0.00
New Equipment 640 200													0.00
New Equipment 640 100													0.00
New Equipment 640 400			46,271.98				6,850.00						53,121.98
New Equipment DISTRICT 640 000													0.00
Dues/Fees 849													0.00
Return of Advance 922	150,000.00												150,000.00
TOTALS EXPENDITURES	217,054.05	49,720.32	204,223.73	111,734.15	120,472.02	121,106.49	107,434.87	125,776.82	139,707.88	107,493.53	0.00	0.00	1,304,723.86
ENDING BALANCES	822,975.95	818,913.45	743,072.84	793,751.30	802,744.43	837,601.46	842,437.09	863,630.28	903,144.59				
ENCUMBRANCES	180,431.83	177,606.83	364,418.31	321,245.97	242,058.87	215,251.12	171,529.95	227,564.32	223,381.52				
UNENCUMBERED BAL	642,544.12	641,306.62	378,654.53	472,505.33	560,685.56	622,350.34	670,907.14	636,065.96	679,763.07	808,136.13	1,000,094.98	1,000,094.98	

NEW DOCUMENT

Revere Local School District

Attachment T-3

Five Year Forecast Financial Report

May 2023

Richard Berdine, Treasurer

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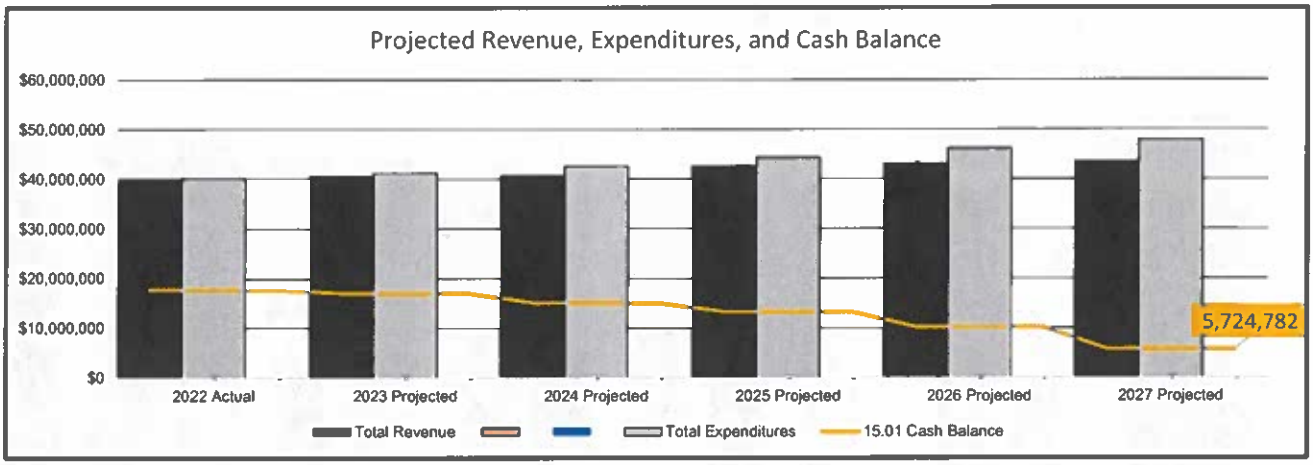
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Forecast Purpose/Objectives

Ohio Department of Education's purposes/objectives for the five-year forecast are:

1. To engage the local board of education and the community in the long range planning and discussions of financial issues facing the school district.
2. To serve as a basis for determining the school district's ability to sign the certificate required by O.R.C. §5705.412, commonly known as the "412 certificate."
3. To provide a method for the Department of Education and Auditor of State to identify school districts with potential financial problems.

Forecast Methodology - This forecast is prepared based upon historical trends and current factors. This information is then extrapolated into estimates for subsequent years. The forecast variables can change multiple times throughout the fiscal year and while cash flow monitoring helps to identify unexpected variances no process is guaranteed. The intent is to provide the district's financial trend over time and a roadmap for decisions aimed at encouraging financial sustainability and stability.



Note: Cash balance (Line 7.020) plus any existing levy modeled as renewed or new during the forecast.

Financial Forecast	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027
Beginning Balance (Line 7.010) Plus Renewal/New Levies Modeled	17,708,999	17,037,985	15,065,264	13,277,291	10,187,819
+ Revenue	40,528,307	40,633,617	42,595,934	43,067,860	43,497,549
+ Proposed Renew/Replacement Levies	-	-	-	-	-
+ Proposed New Levies	-	-	-	-	-
- Expenditures	(41,199,320)	(42,606,338)	(44,383,907)	(46,157,332)	(47,960,585)
= Revenue Surplus or Deficit	(671,013)	(1,972,721)	(1,787,973)	(3,089,472)	(4,463,037)
Line 7.020 Ending Balance with renewal/new levies	17,037,985	15,065,264	13,277,291	10,187,819	5,724,782

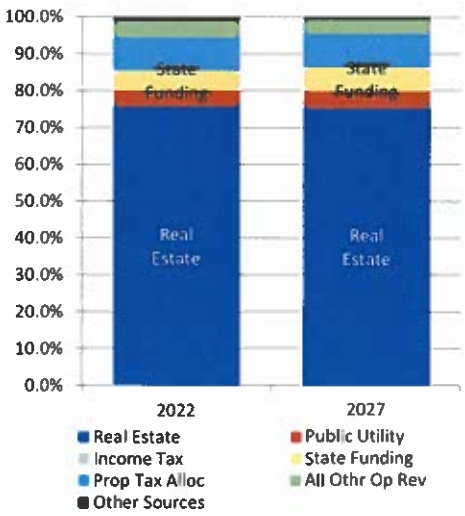
Analysis Without Renewal Levies Included:

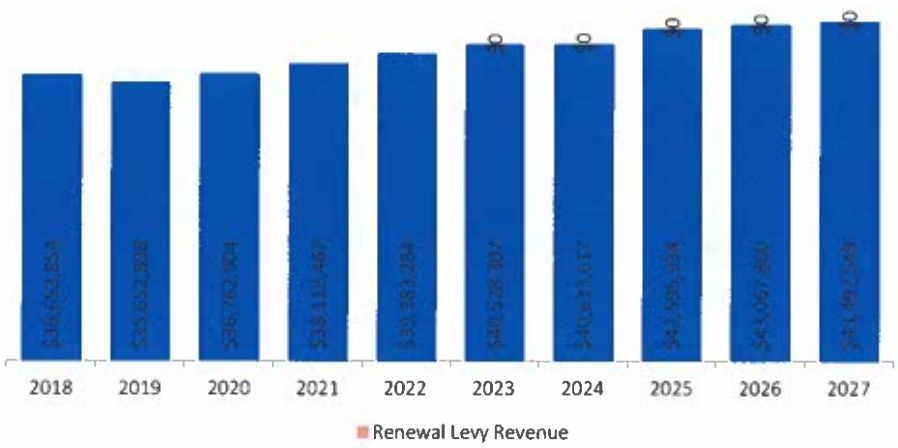
Revenue Surplus or Deficit w/o Levies	(671,013)	(1,972,721)	(1,787,973)	(3,089,472)	(4,463,037)
Ending Balance w/o Levies	17,037,985	15,065,264	13,277,291	10,187,819	5,724,782

The projected balance of $6.0 million at June 30, 2027 is slightly improved from the $5.4 million November 2022 forecast projected balance. While cash balance is certainly one factor to consider, the "Revenue Surplus or Deficit" is a concern given the operating deficit in FY22 that escalates over the five years of the forecast. This forecast shows a projected ending cash balance for FY23 of $17.0 million, an increase of approximately $200,000 over the November 2022 forecast. There are many moving parts for tax revenues, interest earnings, and increasing expenses for utilities, special education transportation, substitute teachers, legal services, and maintenance services. Expenditure growth is a concern that must be managed, and given our existence as a service provider of education to our students, our reliance on staffing is significant and these costs are not small and are not declining. The last new operating levy passed by Revere voters occurred in May 2011, and this is a topic that will require future discussion due to current and projected deficit spending needing to be offset with levy timing, type, and desirable millage rate.

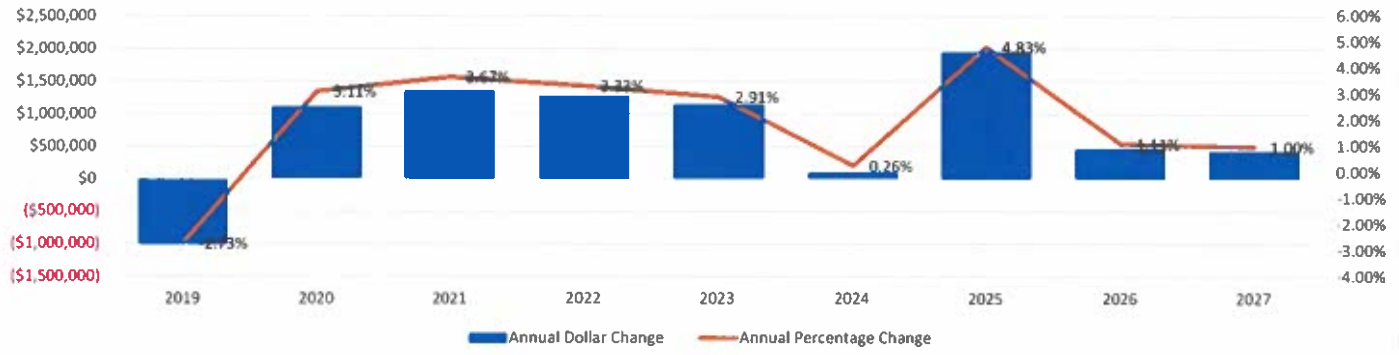
Revenue Sources and Forecast Year-Over-Year Projected Overview

Sources of Revenue Over Time





Year-Over-Year Dollar & Percentage Change



5-Year Historical Actual Average Annual Dollar Change Compared to 5-year Projected

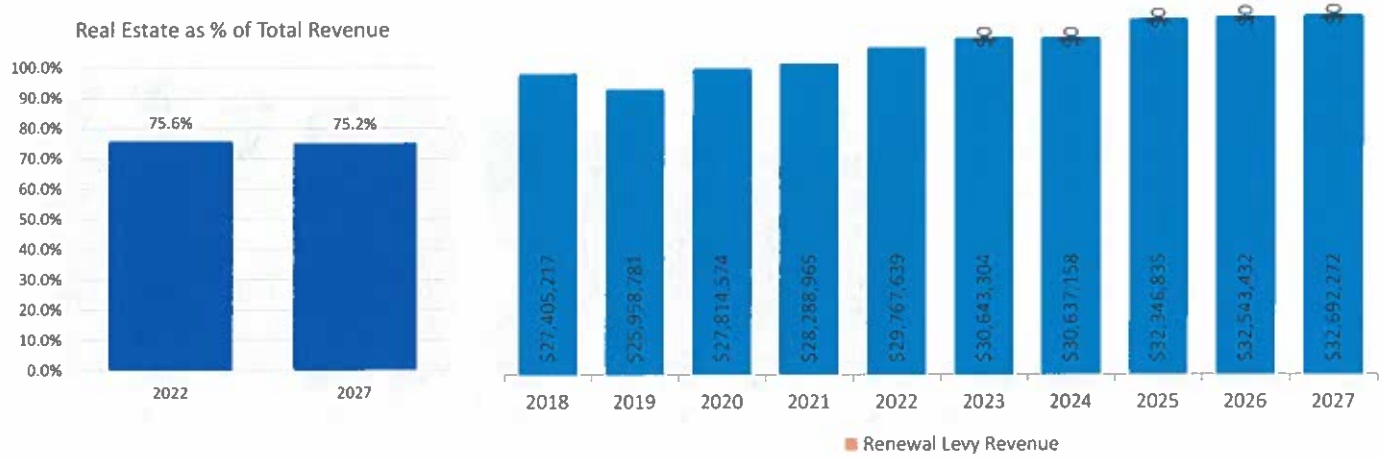
	Historical Average Annual $$ Change	Projected Average Annual $$ Change	Projected Compared to Historical Variance
Real Estate	722,135	584,927	($137,208)
Public Utility	$60,898	$61,248	$350
Income Tax	$0	$0	$0
State Funding	($129,712)	141,357	$271,069
Prop Tax Alloc	$87,705	$77,438	($10,267)
All Othr Op Rev	$151,475	($8,262)	($159,737)
Other Sources	($41,386)	($33,856)	$7,530
Total Average Annual Change	851,115	822,853	($28,262)
	2.28%	1.96%	-0.32%

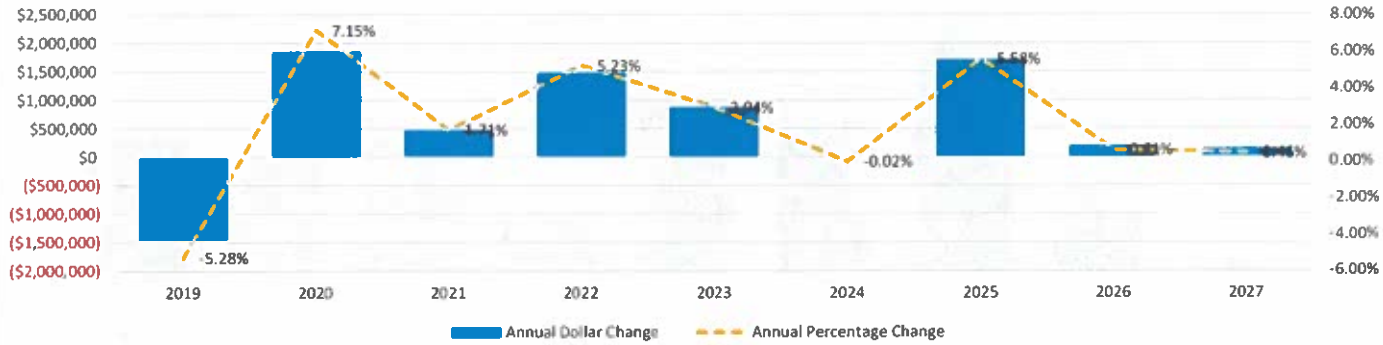
Total revenues are expected to increase in FY23 and out years primarily due to additional tax collections from continuing new residential and commercial construction, tax revenue growth from the 20 mill floor being realized in 2020 for residential properties, increased interest earnings as investment rates rise, and receipt of TIF revenues from Crystal Clinic hospital agreement. State revenues (Unrestricted and Restricted Grants-in-Aid) are reduced beginning FY22 due to changes from the new Fair School Funding Plan approved by the State legislature and Governor for the FY22/23 biennium. Expenditure reductions for open enrollment, community school, and Peterson Scholarship students residing in Revere but attending other educational options, reflected in purchased services, more than offset the State funding losses.

Note: Expenditure average annual change is projected to be > $1,540,017 On an annual average basis, expenditures are projected to grow faster than revenue.

1.010 - General Property Tax (Real Estate)

Revenue collected from taxes levied by a school district by the assessed valuation of real property using effective tax rates for class I (residential/agricultural) and class II (business).





Values, Tax Rates and Gross Collections							Gross Collection Rate Including Delinquencies
Tax Yr	Valuation	Value Change	Class I Rate	Change	Class II Rate	Change	
2021	1,139,356,210	5,162,960	28.73	-	32.96	-	99.3%
2022	1,159,714,580	20,358,370	28.70	(0.03)	33.24	0.27	99.3%
2023	1,248,964,580	89,250,000	28.13	(0.58)	32.13	(1.11)	99.3%
2024	1,254,964,580	6,000,000	28.14	0.02	32.22	0.10	99.3%
2025	1,262,964,580	8,000,000	28.15	0.01	32.12	(0.10)	99.3%
2026	1,313,464,580	50,500,000	27.86	(0.29)	31.68	(0.44)	99.3%

General Property Tax (Real Estate) accounts for 75.61% of District revenues.
The 9.02 mill substitute levy, which eliminated two emergency operating levies totaling the same millage, passed by Revere voters in November 2019 is included for this forecast.
Revenues are projected to increase in FY23 due to additional tax collections from continuing new residential and commercial construction, and tax revenue growth from the 20 mill floor being realized for residential properties with the valuation increase in 2020. Tax revenue growth from these impacts continues in FY24 to FY27.

Valuations are projected to increase 7.6% with 2023 triennial update. Increases of 8.7% and 9.0% occurred in the 2020 reappraisal and 2017 update. 4% growth is forecast for the 2026 reappraisal. The November 2022 forecast estimated 7.3% valuation growth for 2023.

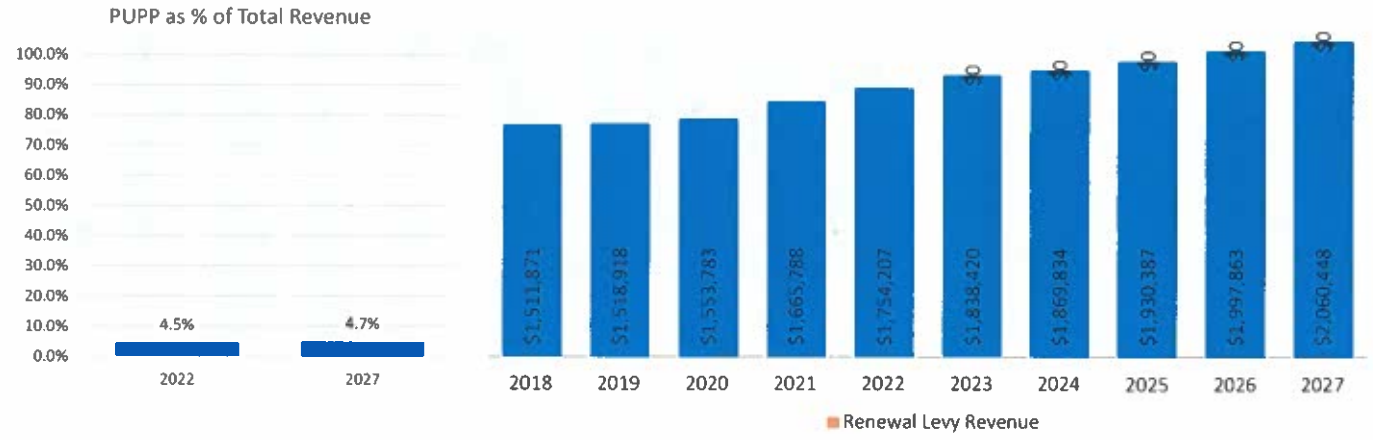
District collected approximately 100% of estimated tax revenues for tax years 2015 through 2022 except for TIF adjustments by Summit County in 2021, and this collection rate is continued for this forecast.

**Projected % trends include renewal levies*

orecast5 Analytics ReportWriter Software 2019 ©

1.020 - Public Utility Personal Property

Revenue generated from public utility personal property valuations multiplied by the district's full voted tax rate.





Values and Tax Rates					Gross Collection Rate Including Delinquencies
Tax Year	Valuation	Value Change	Full Voted Rate	Change	
2021	30,671,060	764,690	58.05	0.19	100.0%
2022	32,505,810	1,834,750	58.04	(0.01)	100.0%
2023	33,705,810	1,200,000	57.49	(0.56)	97.9%
2024	34,905,810	1,200,000	57.49	0.01	97.9%
2025	36,105,810	1,200,000	57.48	(0.01)	97.9%
2026	37,305,810	1,200,000	57.22	(0.26)	97.9%

Public Utility Personal Property tax accounts for 4.54% of District revenues.

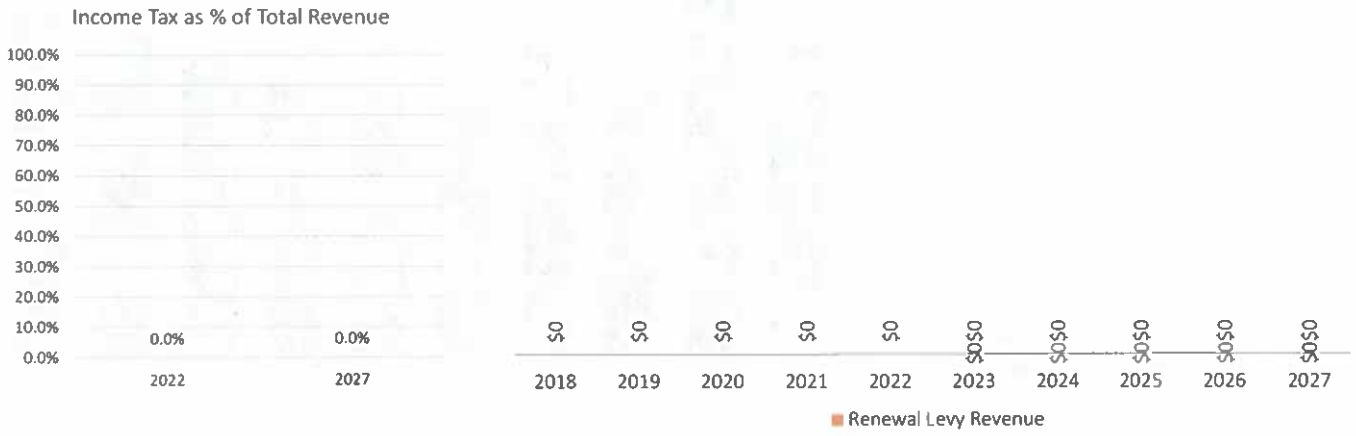
Revenues are projected to remain relatively flat for all forecast years.

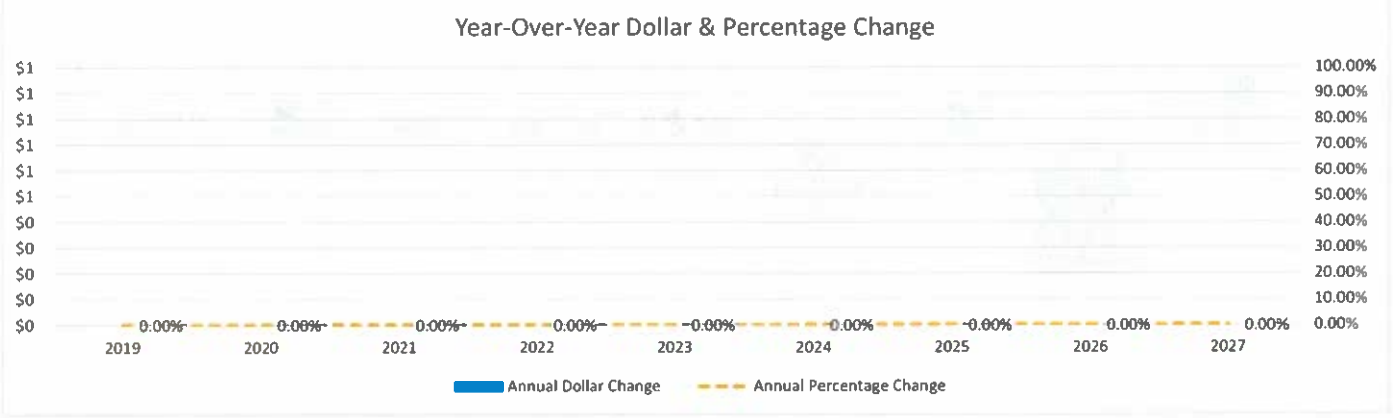
This is a tax on property valuations reported by public utility companies and is taxed at the full voted millage rate.

**Projected % trends include renewal levies*

1.030 - No Income Tax

Revenue collected from income tax earmarked specifically to support schools with a voter approved tax by residents of the school district; separate from federal, state and municipal income taxes.



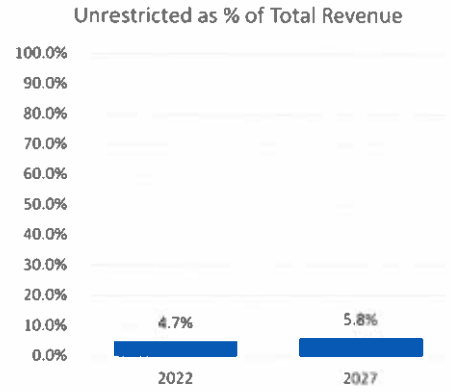


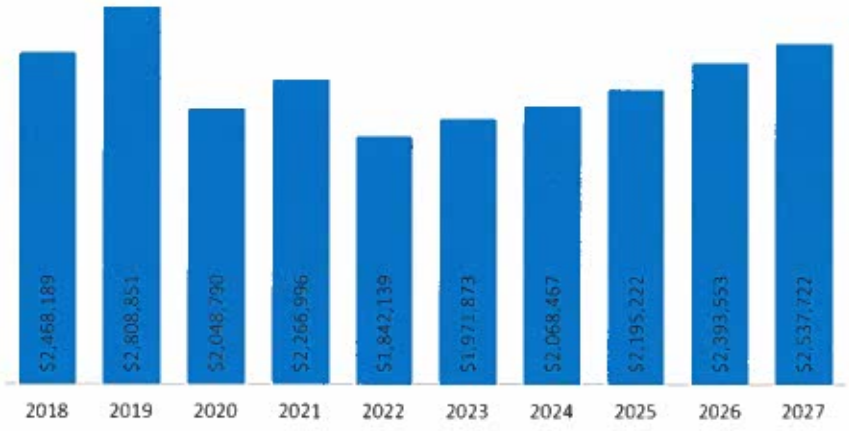
The district does not have an income tax levy.

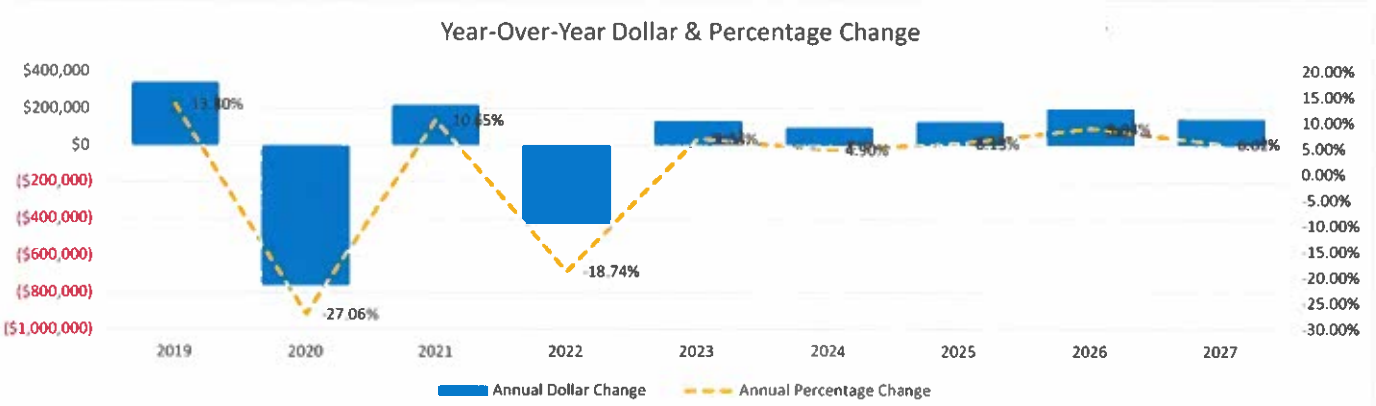
**Projected % trends include renewal levies*

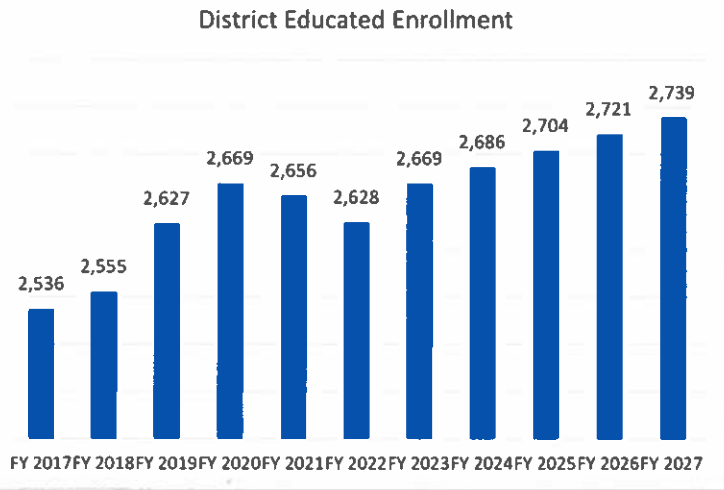
1.035 - Unrestricted Grants-in-Aid

Funds received through the State Foundation Program with no restriction.









Unrestricted Grants-in-Aid accounts for 4.87% of District revenues.

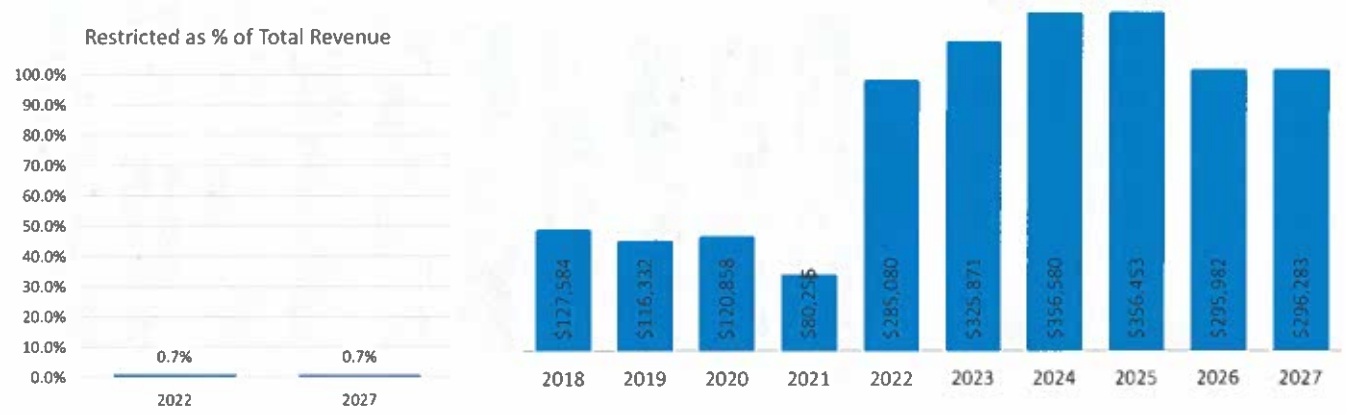
Revenues are projected to reduce beginning FY22 due to changes from the new Fair School Funding Plan (FSFP) approved by the State legislature and Governor for the FY22/23 biennium. Expenditure reductions for open enrollment, community school, and Peterson Scholarship students residing in Revere but attending other educational options reflected in purchased services more than offset the State funding losses.

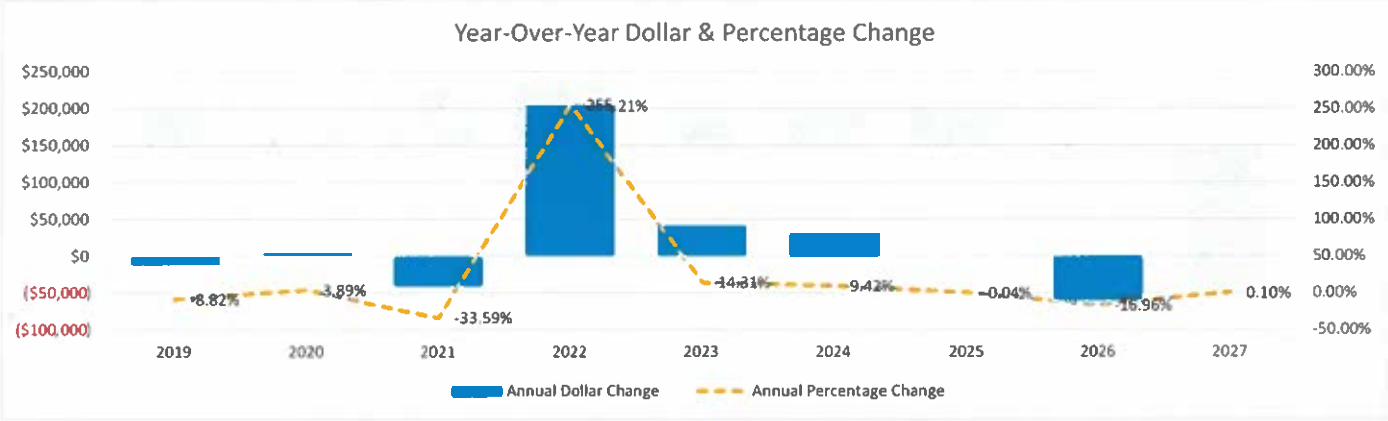
FY23 estimate increases slightly due to provisions in current law for the FSFP to increase transportation and preschool funding. FY24 to FY27 projects slight additional increases assuming the six-year phase-in of the FSFP continues in future State biennial budgets.

Casino revenues are included in this category.

1.040 & 1.045 - Restricted Grants-in-Aid

Funds received through the State Foundation Program or other allocations that are restricted for specific purposes.



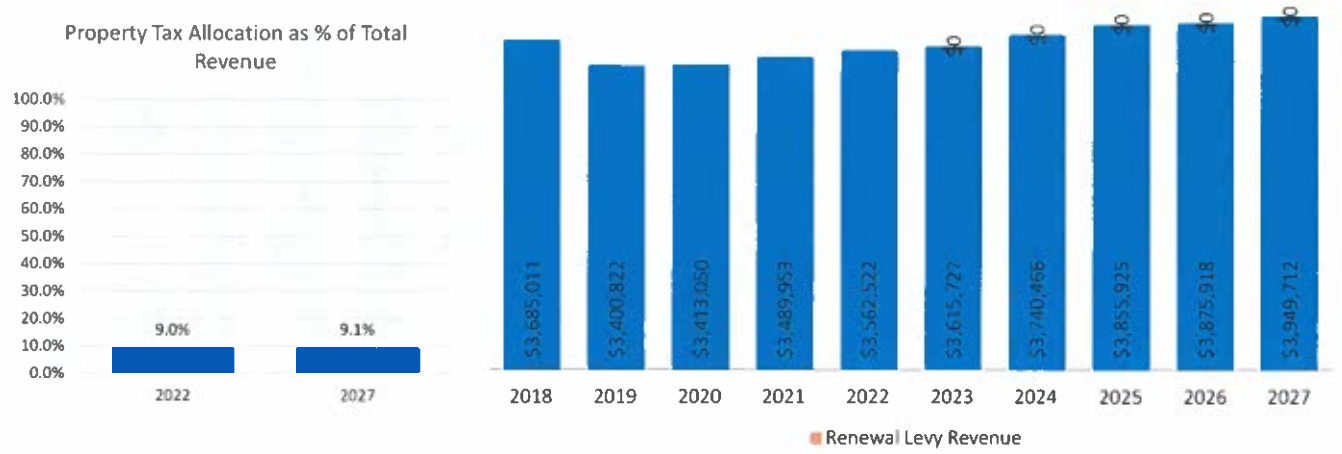


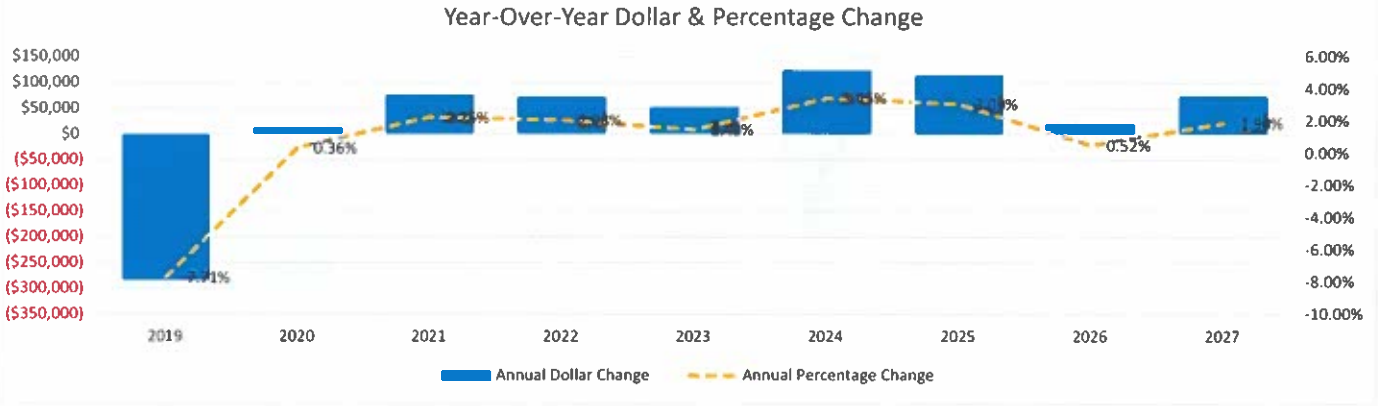
Restricted Grants-in-Aid accounts for .80% of District revenues.

Revenues are projected to remain relatively flat for all forecast years, with slight variations as foundation formula revenue totals change from unrestricted to restricted grants-in-aid. The FY22 amount increased due to coding changes incorporated in the FSFP, as well as increases in catastrophic cost special education funding reimbursement allocations in the FY22/23 State budget. This higher amount of catastrophic cost funding is continued in FY23 and out years.

1.050 - Property Tax Allocation

Includes funds received for Tangible Personal Property Tax Reimbursement, Electric Deregulation, Homestead and Rollback.





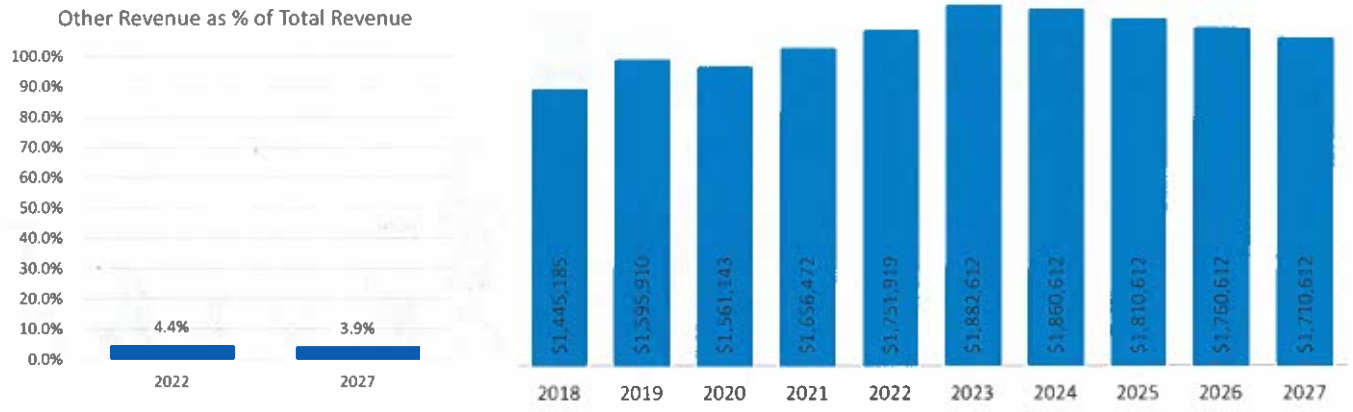
Property Tax Allocation accounts for 8.92% of District revenues.

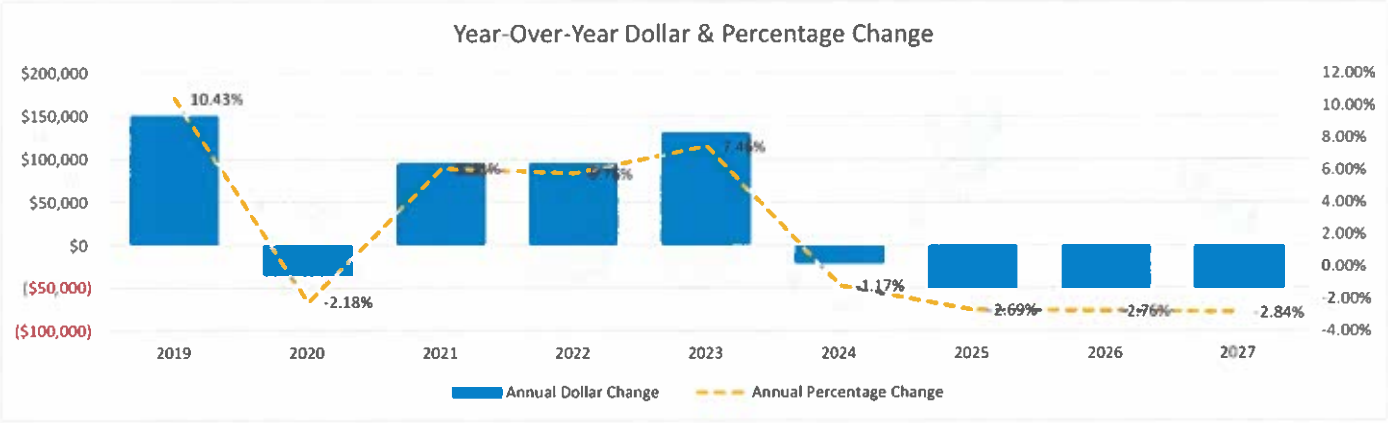
This revenue source comes from homestead and rollback payments paid by the State on behalf of residential property tax owners. Residential, owner-occupied properties receive a 12.5% property tax reduction on existing tax levies, and residential, non-owner-occupied properties receive a 10.0% property tax reduction on existing tax levies, both of which are considered "rollback." The homestead payments made by the State help offset taxes for certain residential, owner-occupied properties wherein the owner meets certain age and income requirements. The substitute levy passed by Revere voters in November 2019 retains these payments from the State in same manner as the two emergency operating levies which were eliminated with passage of the substitute levy. As property tax collections increase, this revenue category also increases.

**Projected % trends include renewal levies*

1.060 - All Other Operating Revenues

Operating revenue sources not included in other lines; examples include tuition, fees, earnings on investments, rentals, and donations.



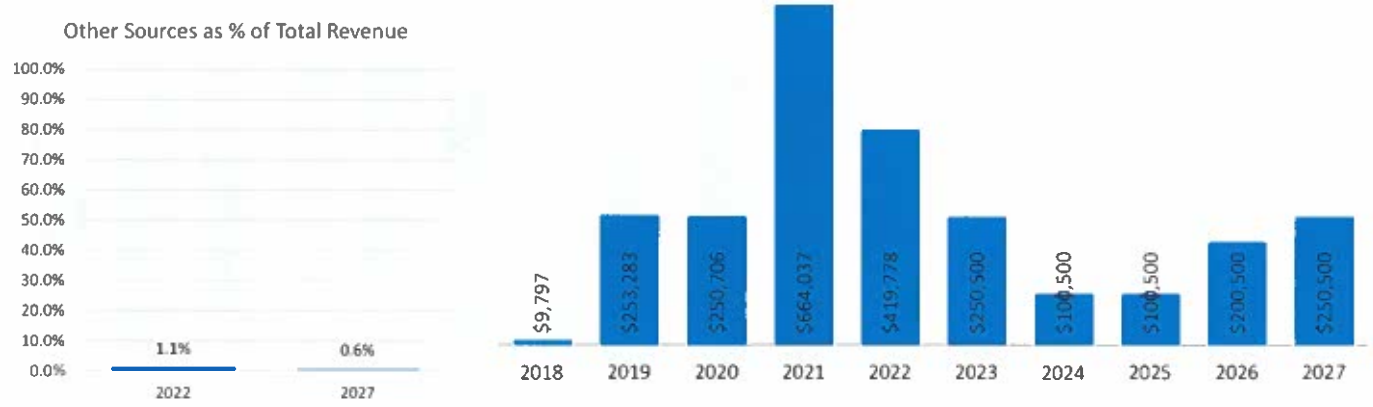


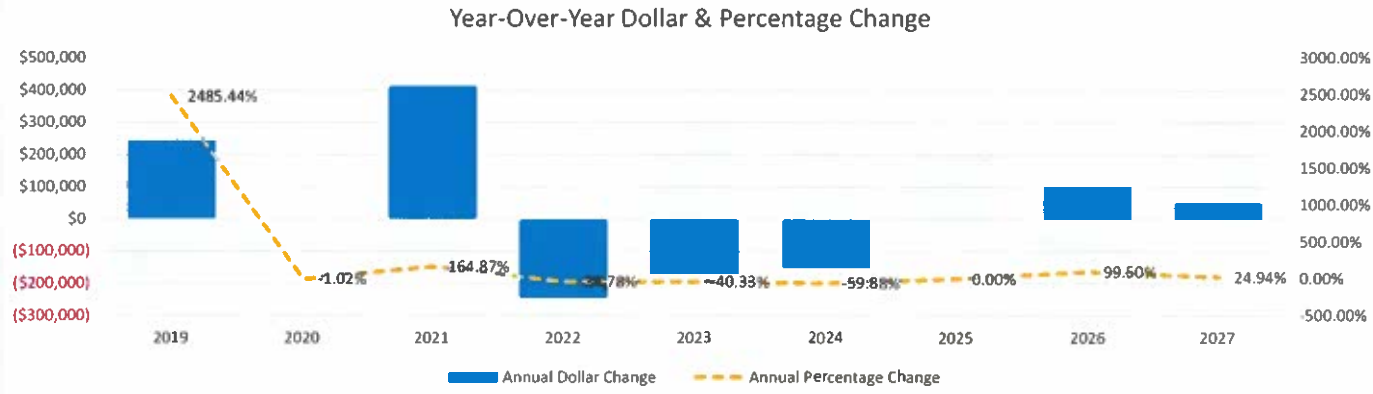
All Other Operating Revenues accounts for 4.65% of District revenues.

This category is comprised of tuition, student fees, investment earnings, mobile home taxes, and payments in lieu of taxes for Village of Richfield and City of Fairlawn (Crystal Clinic) development agreements. Investment earnings are substantially increasing in FY23, with reductions in FY24 to FY27 for declining balances available to invest and anticipated future lower interest rates.

2.070 - Total Other Financing Sources

Includes proceeds from sale of notes, state emergency loans and advancements, operating transfers in, and all other financing sources like sale and loss of assets, and refund of prior year expenditures.



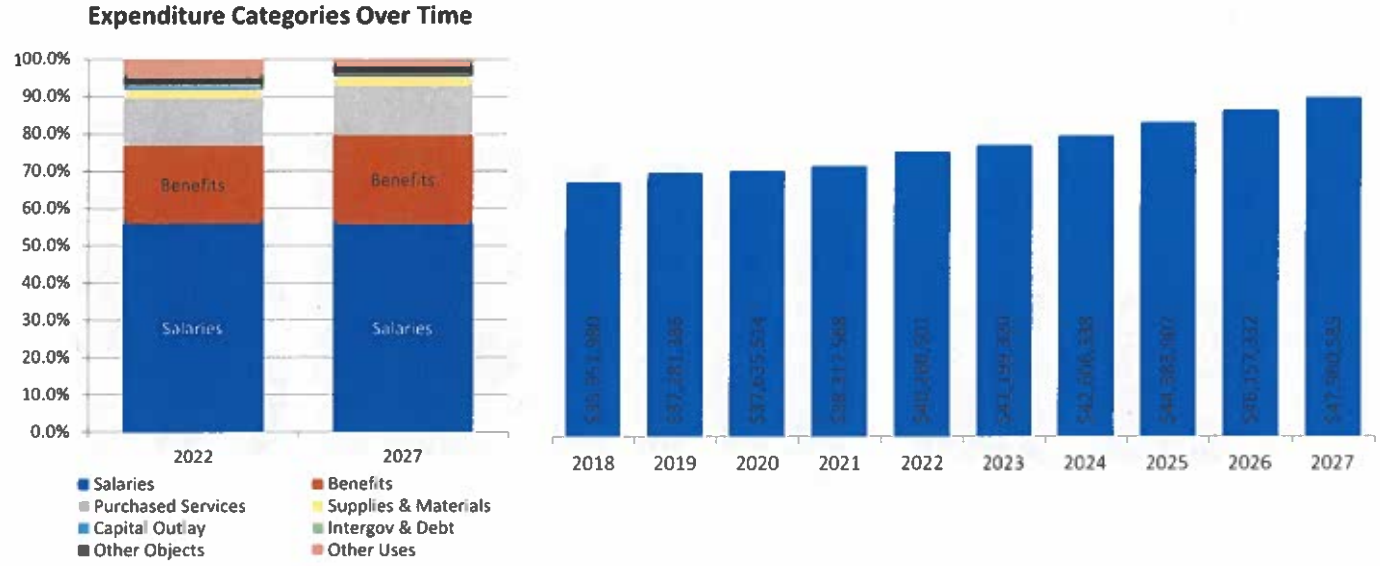


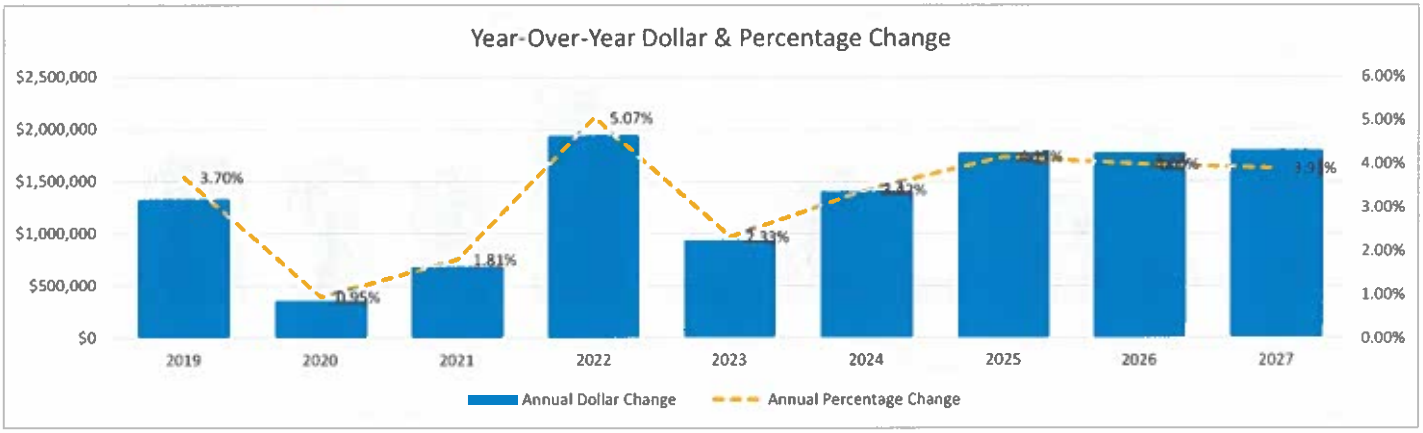
		FORECASTED				
	2022	2023	2024	2025	2026	2027
Transfers In	-	-	-	-	-	-
Advances In	400,000	250,000	100,000	100,000	200,000	250,000
All Other Financing Sources	19,778	500	500	500	500	500

Total Other Financing Sources accounts for 61% of District revenues.

This revenue source primarily accounts for the return of advances to other funds of the District. These revenues are simply a return of temporary "loans" for cash flow purposes to these other funds, thus there is an offsetting expense in the prior or current fiscal year, resulting in no gain or loss to the District.

Expenditure Categories and Forecast Year-Over-Year Projected Overview





5-Year Historical Actual Average Annual Dollar Change
Compared to 5-Year Projected

	Historical Average Annual $$ Change	Projected Average Annual $$ Change	Projected Compared to Historical Variance
Salaries	579,050	844,425	$265,375
Benefits	$258,072	$594,983	$336,912
Purchased Services	($90,524)	$248,009	$338,534
Supplies & Materials	($24,590)	$60,693	$85,284
Capital Outlay	($19,164)	($4,363)	$14,801
Intergov & Debt	$44,901	$0	($44,901)
Other Objects	($803)	$21,725	$22,527
Other Uses	$372,156	($225,456)	($597,612)
Total Average Annual Change	$1,073,851	$1,540,017	$466,165
	2.83%	3.83%	0.99%

Total expenditures are expected to increase in FY23 from the November 2022 forecast estimate primarily due to rising costs of utilities, special education transportation, substitute teachers, legal services, and maintenance services. FY24 to FY27 total expenditures continue to rise primarily due to annual increases in salaries/fringes, in addition to 2% inflationary increases assumed in other categories. Purchased services estimated expenditures declined in FY22 due to changes in the FSFP for financial handling of open enrollment, community school, and Peterson Scholarship students residing in Revere but attending other educational options. These students are now funded directly to the attending institution, rather than funded and charged to the resident public school district. Special education services and out-of-district placement costs continue to increase in Purchased Services due to expanded number of students served and pricing increases.

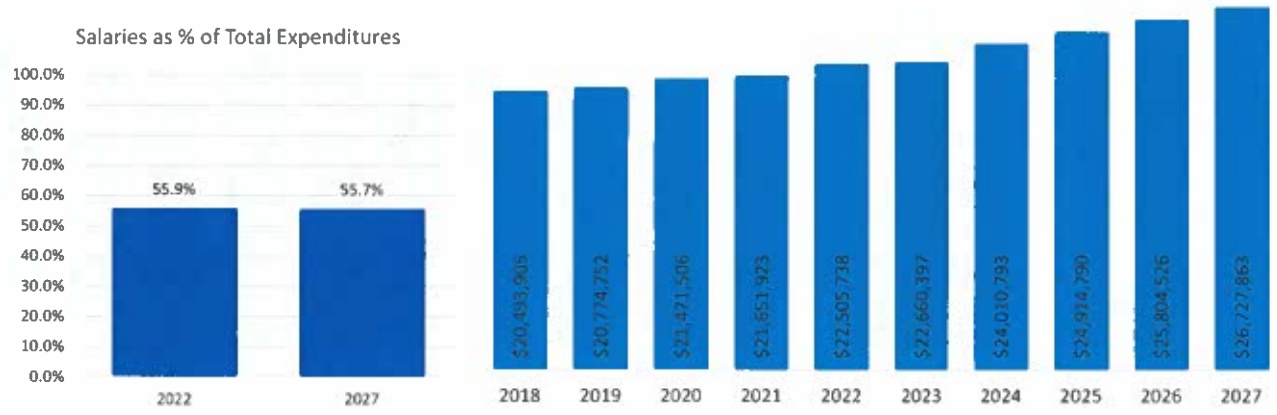
Note: Revenue average annual change is projected to be > $822,853

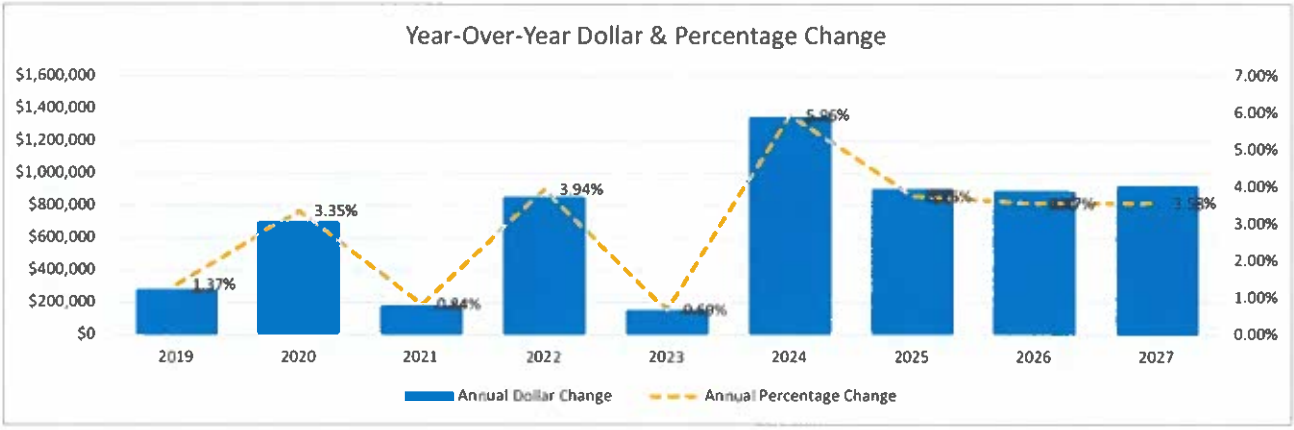
On an annual average basis, revenues are projected to grow slower than expenditures.

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3.010 - Personnel Services

Employee salaries and wages, including extended time, severance pay, supplemental contracts, etc.





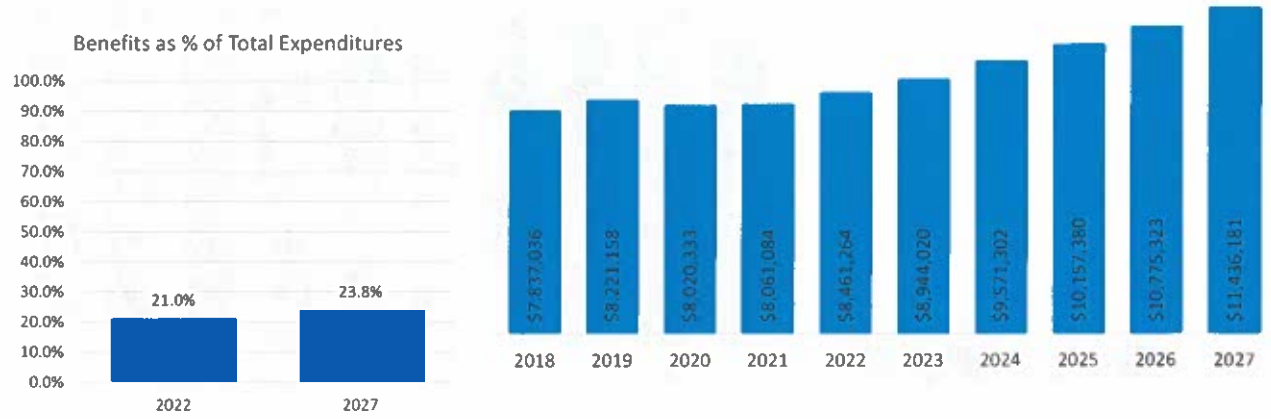
Personnel Services accounts for 55.00% of District expenditures.

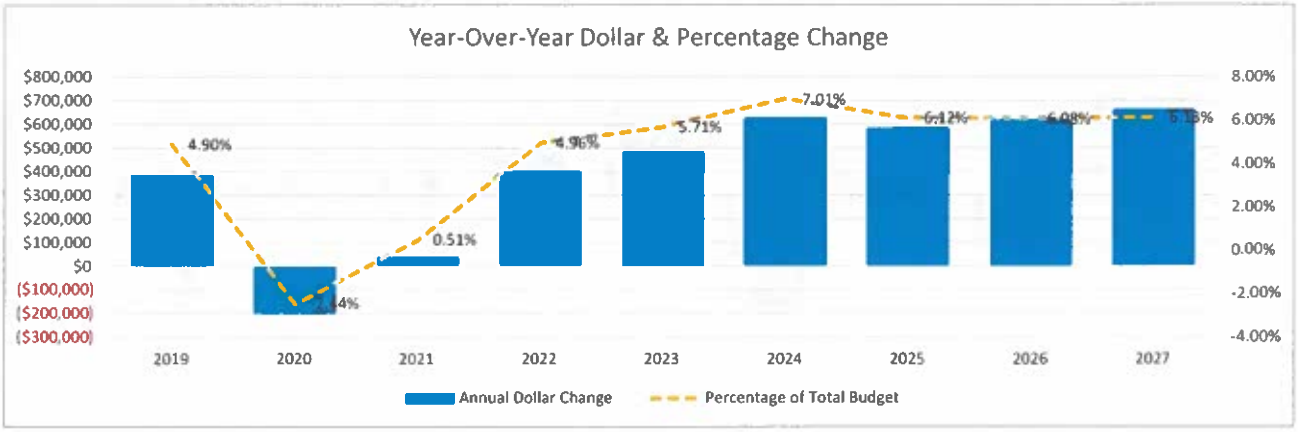
2022/2023 school year staffing counts as of April 2023 are used as the basis for this forecast. All provisions of current negotiated agreements are included. Base and step/education increases of 2% and 1.9% respectively are included for FY24 and out years. FY23 base increase is 2.25%, with steps estimated at 1.9%.

Five additional teaching positions (3 elementary, 1 intervention specialist, and 1 high school social studies) and one additional custodial position are included for FY23. These additional costs are partially offset by staff attrition savings. ESSER grant funds are used to offset most of the salary cost for the new teaching positions for the 2022/23 school year. Additional staffing changes are not included at this time for FY24 and out years of this forecast.

3.020 - Employees' Benefits

Retirement for all employees, Workers Compensation, early retirement incentives, Medicare, unemployment, pickup on pickup, and all health-related insurances.





Employees' Benefits accounts for 21.71% of District expenditures.

Insurance counts and premiums for April 2023 are used for the base cost calculations, as well as the FY23 salaries which drive the retirement/medicare/workers' compensation costs. Insurance costs for five teaching and one custodial positions being added in FY23 are included. Additionally, insurance costs for five additional dual employees reaching full-time employment status from filling two part-time positions are included.

Medical and prescription insurance premiums increased 3.2% for FY22. Dental and vision premiums remain unchanged. All employees incurred 1% annual employee share premium increases in FY22, the fourth consecutive 1% annual increase.

Medical and prescription insurance premiums increased 8.9% in FY23. Dental is unchanged. Vision will increase 27.25%. Insurance premium increases of 8% are included for FY24 and out years.

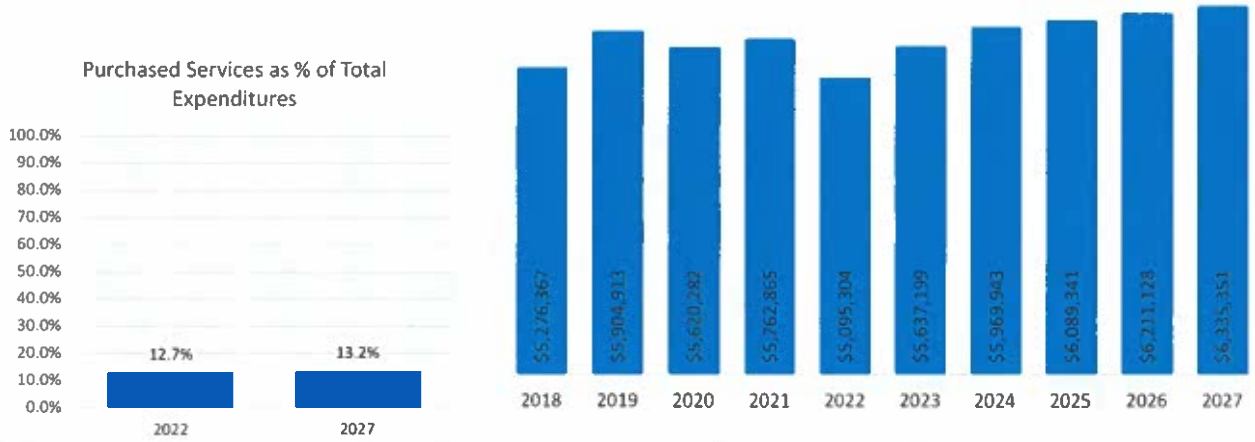
Medical and prescription insurance premiums have changed as follows: FY22-3.2%, FY21 – 7.02%, FY20 – (2.0%), FY19 – 6.85%, and FY18 – 9.20%. Dental premiums increased by 2.0% for FY21, with no change for FY22 and FY23. Vision premiums did not increase in recent years until the FY23 increase indicated above.

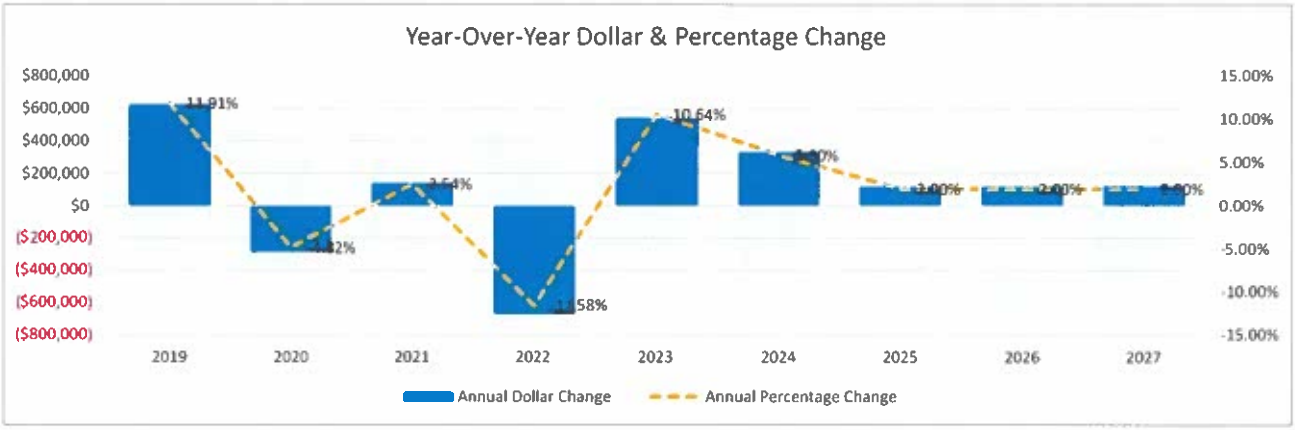
All provisions of current negotiated agreements are included.

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3.030 - Purchased Services

Amounts paid for personal services rendered by personnel who are not on the payroll of the school district, expenses for tuition paid to other districts, utilities costs and other services which the school district may purchase.





Purchased Services accounts for 13.68% of District expenditures.

Utilities, special education services, staffing services procured from Educational Service Center of Cuyahoga County, building maintenance/repairs, property/fleet insurance, copier leases/costs, technology services and repairs, legal and other professional services, and staff professional development comprise the majority of these expenditures.

FY23 appropriations approved by the Board of Education are used as the basis for this forecast, with application of 96% of authorized budgets being expended based upon historical review of budget utilization in prior fiscal years and current FYTD actuals. Expenditures are increasing above the prior forecast estimate due to rising costs of utilities, special education transportation, substitute teachers, legal services, and maintenance services.

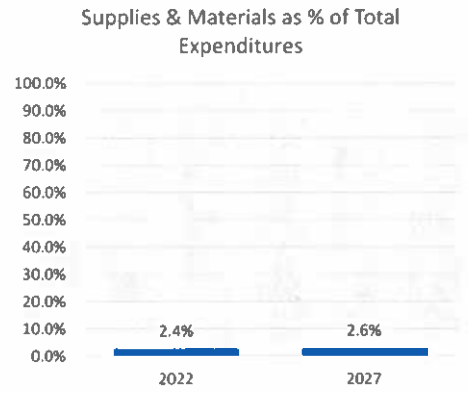
Purchased services estimated expenditures declined in FY22 due to changes in the FSFP for financial handling of open enrollment, community school, and Peterson Scholarship students residing in Revere but attending other educational options. These students are now funded directly to the attending institution, rather than funded and charged to the resident public school district. Special education services and out-of-district placement costs continue to increase.

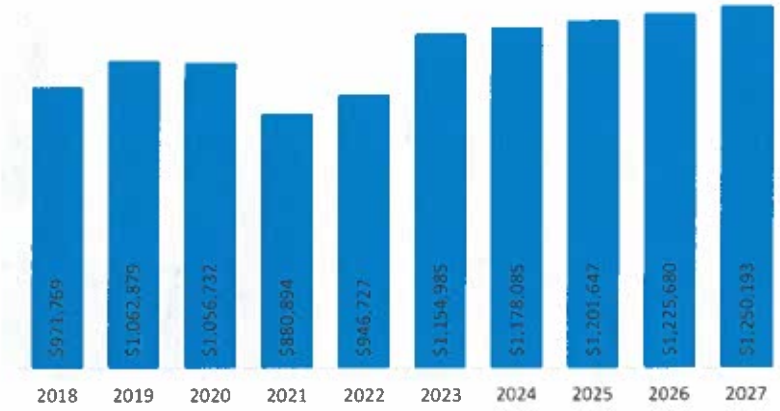
HVAC ten-year lease purchase agreement ($1.4 million) for high school construction approved by Board in February 2020 and executed in March 2020 with Huntington Bank increases expenditures by $161,000 annually for FY21 to FY30.

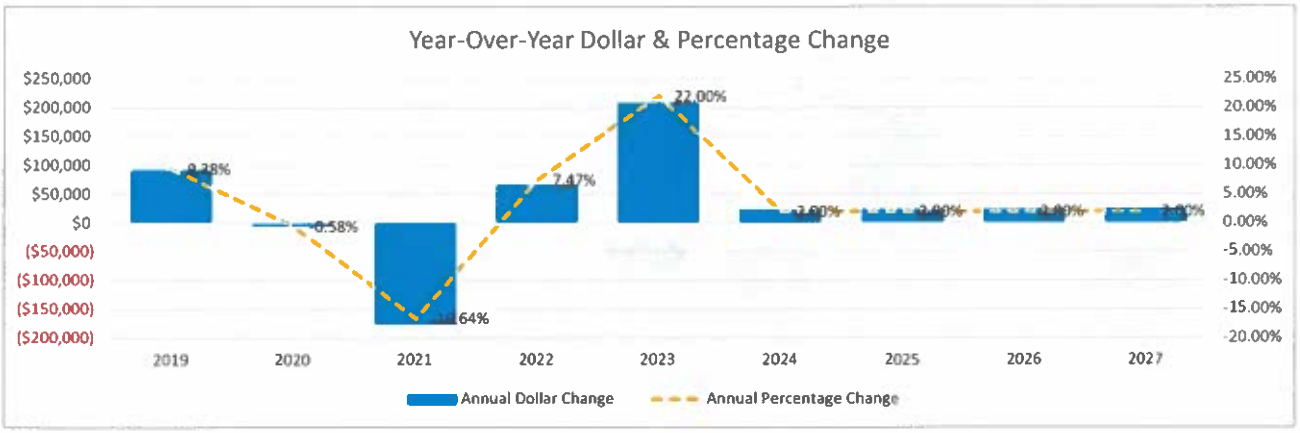
2% inflationary growth is generally applied to all purchased services items for FY24 and out years of this forecast.

3.040 - Supplies & Materials

Expenditures for general supplies, instructional materials including textbooks and media material, bus fuel and tires, and all other maintenance supplies.







Supplies & Materials accounts for 2.80% of District expenditures.

Textbooks, custodial and maintenance supplies, software, technology supplies, and paper and other building/office supplies comprise the majority of these expenditures.

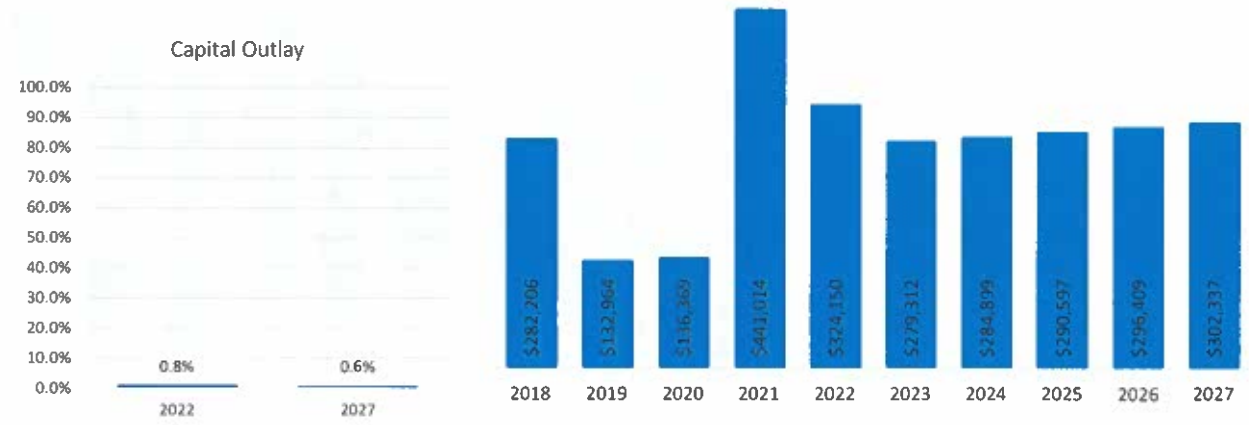
FY23 appropriations approved by the Board of Education are used as the basis for this forecast, with application of 84% of authorized budgets being expended based upon historical review of budget utilization in prior fiscal years and current FYTD actuals.

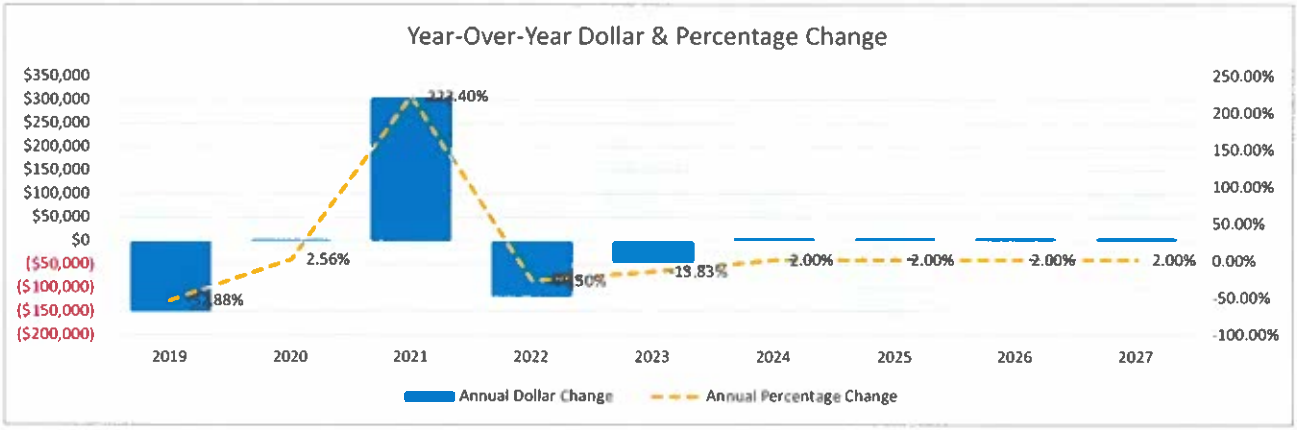
2% inflationary growth is generally applied to all supplies and materials items for FY24 and out years of this forecast.

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3.050 - Capital Outlay

This line includes expenditures for items having at least a five-year life expectancy, such as land, buildings, improvements of grounds, equipment, computers/technology, furnishings, and buses.





Capital Outlay accounts for 0.68% of District expenditures.

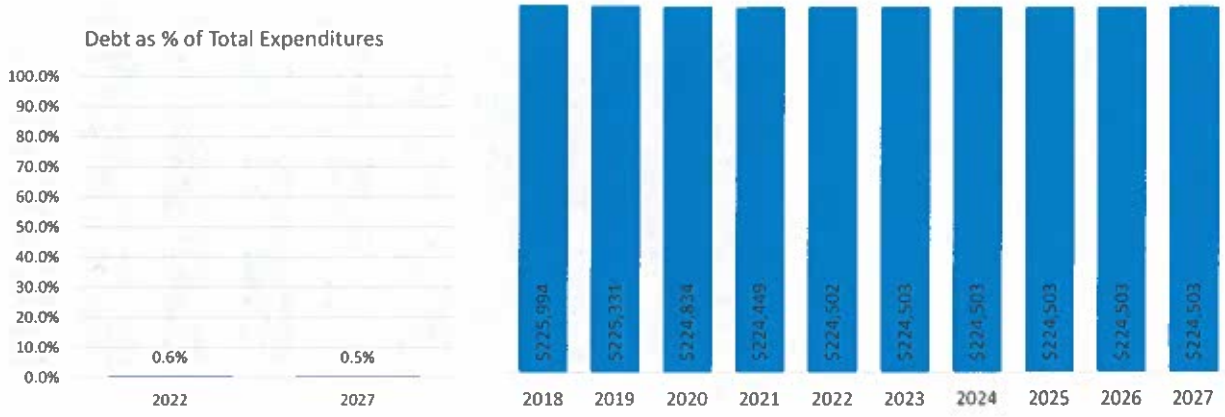
Equipment for technology and other instructional uses, custodial/maintenance, security, and transportation comprises the majority of these expenditures.

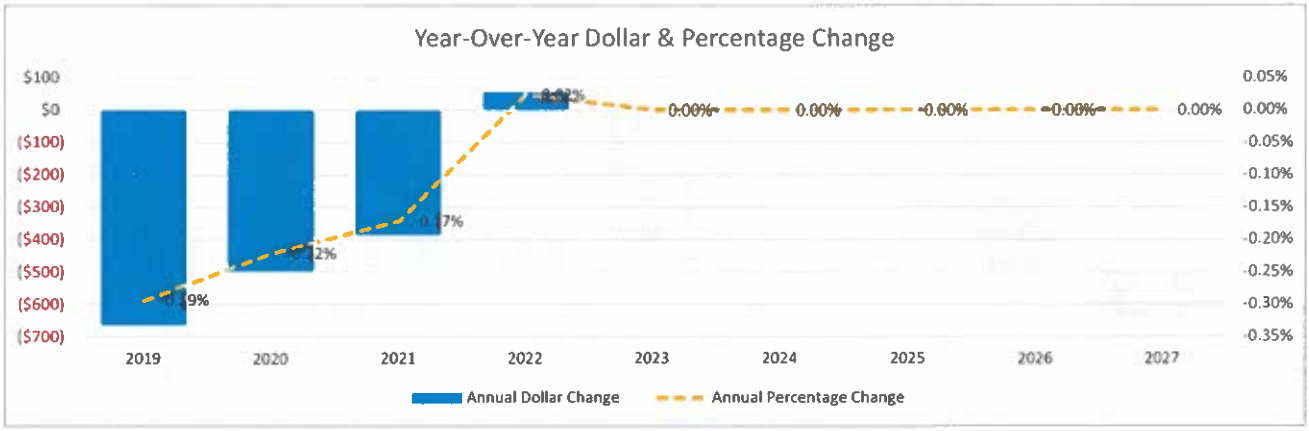
FY23 appropriations approved by the Board of Education are used as the basis for this forecast, with application of 98% of authorized budgets being expended based upon historical review of budget utilization in prior fiscal years and current FYTD actuals.

2% inflationary growth is generally applied to all capital outlay items for FY24 and out years of this forecast.

3.060-4.060 - Intergovernmental & Debt

These lines account for pass through payments, as well as monies received by a district on behalf of another governmental entity, plus principal and interest payments for general fund borrowing.





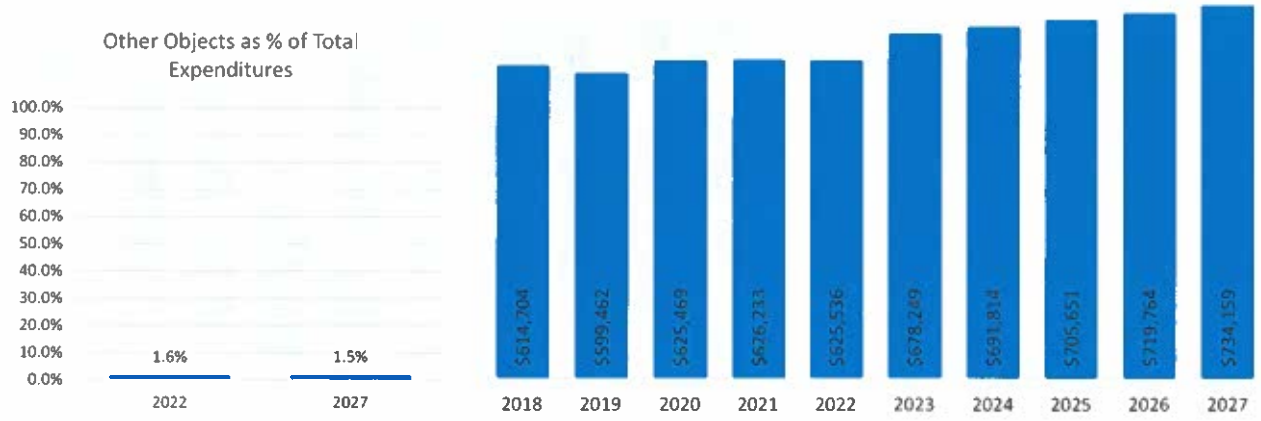
Intergovernmental & Debt accounts for .55% of District expenditures.

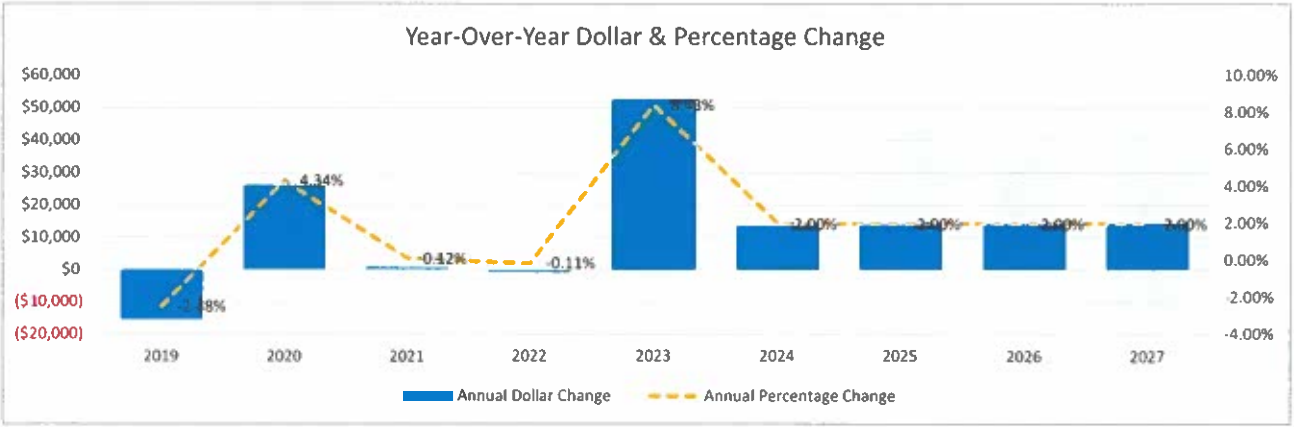
The District completed a House Bill 264 energy conservation project in various buildings, and the debt repayment from operational savings from reduced energy consumption occurs in this category. The District is obligated for a $215,000 annual principal payment, and estimated annual interest of $9,500, until December 1, 2026 (FY27). Payments for FY27 and FY26 may be eliminated and/or reduced due to investment of these annual principal funds in a "sinking fund" for debt retirement for the 15-year time period.

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4.300 - Other Objects

Primary components for this expenditure line are membership dues and fees, ESC contract deductions, County Auditor/Treasurer fees, audit expenses, and election expenses.





Other Objects accounts for 1.65% of District expenditures.

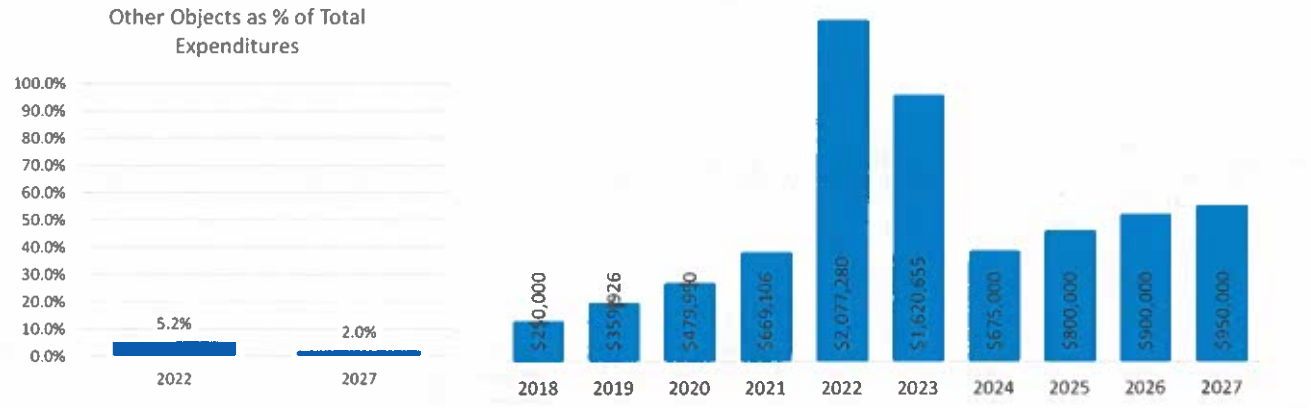
FY23 appropriations approved by the Board of Education are used as the basis for this forecast, with application of 98% of authorized budgets being expended based upon historical review of budget utilization in prior fiscal years and current FYTD actuals.

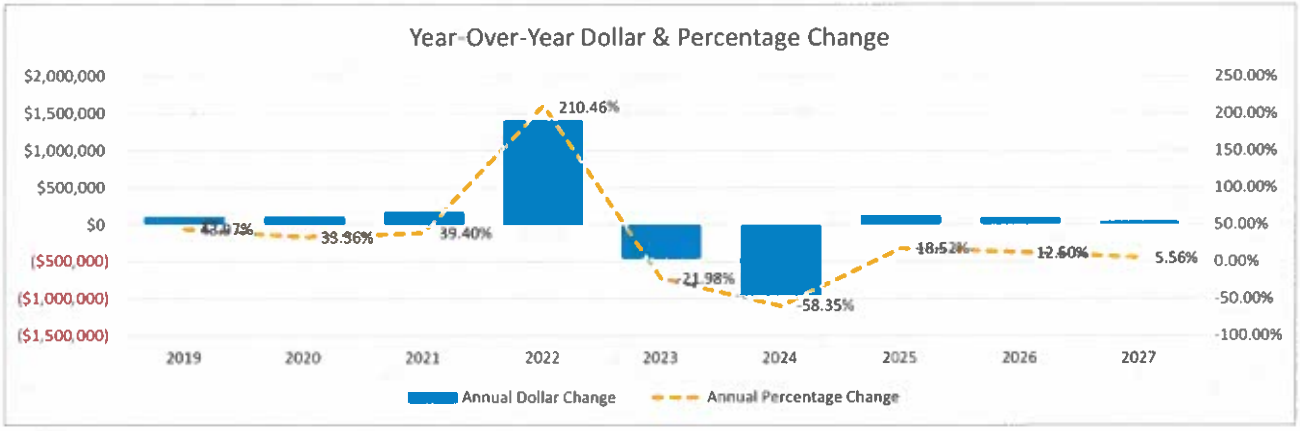
Tax collection fees charged by Summit County, liability insurance, and memberships comprise the majority of these expenditures. As tax collections continue to increase due to valuation growth from new construction, these fees will increase.

2% inflationary growth is generally applied to all other objects items for FY24 and out years of this forecast.

5.040 - Total Other Financing Uses

Operating transfers-out, advances out to other funds, and all other general fund financing uses.





		FORECASTED				
	2022	2023	2024	2025	2026	2027
Transfers Out	1,827,280	1,520,655	575,000	600,000	650,000	700,000
Advances Out	250,000	100,000	100,000	200,000	250,000	250,000
Other Financing Uses	-	-	-	-	-	-

Total Other Financing Uses accounts for 3.93% of District expenditures.
Advances and transfers to food services and athletics are recorded in this category. Advances are simply a temporary "loan" for cash flow purposes to these other funds, thus there is offsetting revenue in the current or subsequent fiscal year, resulting in no gain or loss to the District. Transfers are permanent allocations of resources to the receiving funds, used to help offset operating costs. Transfers will be made in the next fiscal year to only provide funding for the actual operating deficit from the prior fiscal year. Estimates for annual transfers to food services and athletics are typically $150,000 and $100,000; however, these amounts are reduced for FY23 to FY25 due to covid pandemic financial assistance received by these two programs in FY22. This represents general fund savings for the District.
For FY23, the transfer amount to athletics and food services is $0. FY24 includes $75,000 for athletics and $0 for food services. FY25 includes $100,000 for athletics. FY26 includes $100,000 for athletics and $50,000 for food services. FY27 includes $100,000 for athletics and $100,000 for food services.
FY23 transfer amount includes: $650,000 for Stadium entry; $350,000 for Richfield ES playground and related professional services; $200,000 for technology needs including classroom technology upgrades at Richfield ES and Revere MS to mirror state-of-the-art equipment at Bath ES and Revere HS, STEM, robotics, AP computer science, and 1:1 technology replacements/additions; $300,000 for roof repairs needed at Richfield ES and Revere MS; and, $16,169 to vision self-insurance fund to address prior fiscal years' funding deficit. The technology and roof amounts are continued in FY24 to FY27.

Revere Local School District

Five Year Forecast

	Actual	FORECASTED				
Fiscal Year:	2022	2023	2024	2025	2026	2027
Revenue:						
1.010 - General Property Tax (Real Estate)	29,767,639	30,643,214	31,317,909	32,346,835	32,543,432	32,692,272
1.020 - Public Utility Personal Property	1,754,207	1,838,420	1,869,834	1,930,387	1,997,863	2,060,448
1.030 - Income Tax	-	-	-	-	-	-
1.035 - Unrestricted Grants-in-Aid	1,842,139	1,971,873	2,068,467	2,195,222	2,393,553	2,537,722
1.040 - Restricted Grants-in-Aid	285,080	325,871	356,580	356,453	295,982	296,283
1.050 - Property Tax Allocation	3,562,522	3,615,727	3,740,466	3,855,925	3,875,918	3,949,712
1.060 - All Other Operating Revenues	1,751,919	1,882,612	1,860,612	1,810,612	1,760,612	1,710,612
1.070 - Total Revenue	38,963,506	40,277,717	41,213,868	42,495,434	42,867,360	43,247,049
Other Financing Sources:						
2.010 - Proceeds from Sale of Notes	-	-	-	-	-	-
2.020 - State Emergency Loans and Adv	-	-	-	-	-	-
2.040 - Operating Transfers-In	-	-	-	-	-	-
2.050 - Advances-In	400,000	250,000	100,000	100,000	200,000	250,000
2.060 - All Other Financing Sources	19,778	500	500	500	500	500
2.070 - Total Other Financing Sources	419,778	250,500	100,500	100,500	200,500	250,500
2.080 - Total Rev & Other Sources	39,383,284	40,528,217	41,314,368	42,595,934	43,067,860	43,497,549
Expenditures:						
3.010 - Personnel Services	22,505,738	22,660,397	24,010,793	24,914,790	25,804,526	26,727,863
3.020 - Employee Benefits	8,461,264	8,944,020	9,571,302	10,157,380	10,775,323	11,436,181
3.030 - Purchased Services	5,095,304	5,637,199	5,969,943	6,089,341	6,211,128	6,335,351
3.040 - Supplies and Materials	946,727	1,154,985	1,178,085	1,201,647	1,225,680	1,250,193
3.050 - Capital Outlay	324,150	279,312	284,899	290,597	296,409	302,337
Intergovernmental & Debt Service	224,502	224,503	224,503	224,503	224,503	224,503
4.300 - Other Objects	625,536	678,249	691,814	705,651	719,764	734,159
4.500 - Total Expenditures	38,183,221	39,578,666	41,931,338	43,583,908	45,257,332	47,010,586
Other Financing Uses						
5.010 - Operating Transfers-Out	1,827,280	1,520,655	575,000	600,000	650,000	700,000
5.020 - Advances-Out	250,000	100,000	100,000	200,000	250,000	250,000
5.030 - All Other Financing Uses	-	-	-	-	-	-
5.040 - Total Other Financing Uses	2,077,280	1,620,655	675,000	800,000	900,000	950,000
5.050 - Total Exp and Other Financing Uses	40,260,501	41,199,320	42,606,338	44,383,907	46,157,332	47,960,585
6.010 - Excess of Rev Over/(Under) Exp	(877,217)	(671,103)	(1,291,970)	(1,787,973)	(3,089,472)	(4,463,037)
7.010 - Cash Balance July 1 (No Levies)	18,586,215	17,708,999	17,037,895	15,745,925	13,957,952	10,868,480
7.020 - Cash Balance June-30 (No Levies)	17,708,999	17,037,895	15,745,925	13,957,952	10,868,480	6,405,443
		Reservations				
8.010 - Estimated Encumbrances June 30	374,303	350,000	350,000	350,000	350,000	350,000
9.080 - Reservations Subtotal	-	-	-	-	-	-
10.010 - Fund Bal June 30 for Cert of App	17,334,696	16,687,895	15,395,925	13,607,952	10,518,480	6,055,443
Rev from Replacement/Renewal Levies						
11.010 & 11.020 - Renewal Levies		-	-	-	-	-
11.030 - Cumulative Balance of Levies	-	-	-	-	-	-
12.010 - Fund Bal June 30 for Cert of Obligations	17,334,696	16,687,895	15,395,925	13,607,952	10,518,480	6,055,443
Revenue from New Levies						
13.010 & 13.020 - New Levies		-	-	-	-	-
13.030 - Cumulative Balance of New Levies	-	-	-	-	-	-
15.010 - Unreserved Fund Balance June 30	17,334,696	16,687,895	15,395,925	13,607,952	10,518,480	6,055,443

Forecast5 Analytics ReportWriter Software 2019 ©

NEW DOCUMENT

Then and Now
May 16, 2023

Attachment T-4

Check Num	Paid To	Check Date	Check Amount
146862	HUDSON CITY SCHOOLS	04-26-23	3,260.46
146889	BC APPAREL	04-27-23	3,272.00
146886	ALCO PRODUCTS, INC.	04-27-23	3,404.28
146721	TREMCO/WEATHERPROOFING TECHNOL	04-06-23	4,980.00
146671	NASON LANDSCAPING INC.	04-05-23	5,100.00
146662	Harbor Education Services LLC	04-05-23	6,670.00
146832	RIDDELL ALL AMERICAN	04-20-23	10,259.98
969057	HUNTINGTON NATIONAL BANK	04-25-23	11,377.91
146693	ALCO PRODUCTS, INC.	04-06-23	11,579.29
146666	KRG Education Services, Inc.	04-05-23	20,010.00
146713	PRN THERAPY SERVICES INC	04-06-23	25,385.75
146856	ESC OF NORTHEAST OHIO	04-26-23	100,761.47

NEW DOCUMENT

Attachment T-5

Revere Local Schools

Technology Equipment Disposal List, May 2023

Model	Serial Number	Asset Tag
iPad 2 (Wi-Fi)	DMPK14CMDFHW	
iPad 2 (Wi-Fi)	DMQGT5A8DFHW	26623460
iPad 2 (Wi-Fi)	DMQJV4ZTDFHW	10601
iPad 2 (Wi-Fi)	DN6G9B02DFHY	10831
iPad 2 (Wi-Fi)	DN6G9CHZDFHY	10818
iPad 2 (Wi-Fi)	DN6HG0MHDFHW	
iPad 2 (Wi-Fi)	DQTFQBQ9DFHW	
iPad 2 (Wi-Fi)	DYTKV0W2DFHW	
iPad 2 (Wi-Fi)	DYVKL1YMDFHW	
iPad 2 (Wi-Fi)	F5RKC9EZDFHW	
iPad 2 (Wi-Fi)	F5RKCF5QDFHW	
iPad 2 (Wi-Fi)	F5RKCVTBDFHW	
iPad 2 (Wi-Fi)	F5RKCXTZDFHW	
iPad 2 (Wi-Fi)	F5RKCZ51DFHW	
iPad 2 (Wi-Fi)	F5RKCZ6EDFHW	
iPad 2 (Wi-Fi)	F5XKC5EMDFHW	
iPad 2 (Wi-Fi)	F5XKC6CWDFHW	
iPad 2 (Wi-Fi)	F5XKC735DFHW	
iPad 4th Generation (Wi-Fi)	DMRMWA7GF182	12108
iPad 4th Generation (Wi-Fi)	DMRMWAD2F182	102093
iPad 4th Generation (Wi-Fi)	DMRMWATAF182	12101
iPad 4th Generation (Wi-Fi)	DMRMWB3TF182	26844094 OLD BT: 012097
iPad 4th Generation (Wi-Fi)	DMRMWB4FF182	12089
iPad 4th Generation (Wi-Fi)	DMRMWB4UF182	
iPad 4th Generation (Wi-Fi)	DMRMWB6GF182	12095
iPad 4th Generation (Wi-Fi)	DMRMWB6ZF182	12091
iPad 4th Generation (Wi-Fi)	DMRMWBJCF182	12103
iPad 4th Generation (Wi-Fi)	DMRMWBKBF182	12112
iPad 4th Generation (Wi-Fi)	DMRMWBKTF182	12114
iPad 4th Generation (Wi-Fi)	DMRMWBKUF182	12102
iPad 4th Generation (Wi-Fi)	DMRMWBLLF182	
iPad 4th Generation (Wi-Fi)	DMRMWBPPF182	12109
iPad 4th Generation (Wi-Fi)	DMRMWBQEF182	12088
iPad 4th Generation (Wi-Fi)	DMRMWC5KF182	
iPad 4th Generation (Wi-Fi)	DMRMWC7SF182	12100
iPad 4th Generation (Wi-Fi)	DMRMWCAEF182	12115
iPad 4th Generation (Wi-Fi)	DMRMWCC1F182	12113
iPad 5th Generation (Wi-Fi)	DMPTL6S2HLF9	26623301
iPad 5th Generation (Wi-Fi)	DMPTLM8THLF9	26623309
iPad 5th Generation (Wi-Fi)	DMPTLNJDHLF9	
iPad 5th Generation (Wi-Fi)	DMPTLYYNHLF9	26623300
iPad 5th Generation (Wi-Fi)	DMPTLZSRHLF9	26623313
iPad 5th Generation (Wi-Fi)	DMPTLZURHLF9	
iPad 5th Generation (Wi-Fi)	GCGV3B2FHLF9	26623649
iPad 5th Generation (Wi-Fi)	GCGV3F4AHLF9	26623655
iPad 5th Generation (Wi-Fi)	GCGV3G0JHLF9	26623657
iPad 5th Generation (Wi-Fi)	GCGV3G4QHLF9	26623659
iPad 5th Generation (Wi-Fi)	GCGV3HJ9HLF9	26623667
iPad 5th Generation (Wi-Fi)	GCGV3N1XHLF9	26623663
iPad 5th Generation (Wi-Fi)	GCGV3N9KHLF9	
iPad 5th Generation (Wi-Fi)	GCGV3NM0HLF9	26623666
iPad 5th Generation (Wi-Fi)	GCGV3NWLHLF9	26623668
iPad 5th Generation (Wi-Fi)	GCGV3NWQHLF9	

Model	Serial Number	Asset Tag
iPad 6th Generation (Wi-Fi)	DMPY82T5JF8J	27966047
iPad 6th Generation (Wi-Fi)	DMPY82TCJF8J	27883897
iPad 6th Generation (Wi-Fi)	DMPY82TXJF8J	27885065
iPad 6th Generation (Wi-Fi)	DMPY82UHJF8J	27885062
iPad 6th Generation (Wi-Fi)	DMPY82UJJF8J	27883900
iPad 6th Generation (Wi-Fi)	DMPY82V1JF8J	27883832
iPad 6th Generation (Wi-Fi)	DMPY82VAJF8J	27966450
iPad 6th Generation (Wi-Fi)	DMPY82XWJF8J	27883588
iPad 6th Generation (Wi-Fi)	DMPY84Q8JF8M	26648251
iPad 6th Generation (Wi-Fi)	DMPY84SXJF8M	26648068
iPad 6th Generation (Wi-Fi)	DMPY85KVJF8M	26648061
iPad 6th Generation (Wi-Fi)	DMPY86QXJF8M	26648039
iPad 6th Generation (Wi-Fi)	DMPY86UZJF8M	26648055
iPad 6th Generation (Wi-Fi)	DMPY86VZJF8M	26648032
iPad 6th Generation (Wi-Fi)	DMPY87KRJF8M	26648143
iPad 6th Generation (Wi-Fi)	DMPY88ECJF8M	26648008
iPad 6th Generation (Wi-Fi)	DMPY893YJF8J	27884297
iPad 6th Generation (Wi-Fi)	DMPY8976JF8J	27884299
iPad 6th Generation (Wi-Fi)	DMPY8AC3JF8M	26648315
iPad 6th Generation (Wi-Fi)	DMPY8AJGJF8M	26648035
iPad 6th Generation (Wi-Fi)	DMPY8B07JF8M	26648056
iPad 6th Generation (Wi-Fi)	DMPY8B1AJF8M	26648086
iPad 6th Generation (Wi-Fi)	DMPY8B7HJF8M	26648102
iPad 6th Generation (Wi-Fi)	DMPY8B81JF8M	26648015
iPad 6th Generation (Wi-Fi)	DMPY8BCVJF8M	26648297
iPad 6th Generation (Wi-Fi)	DMPY8BD4JF8M	26648084
iPad 6th Generation (Wi-Fi)	DMPY8BGXJF8M	26648152
iPad 6th Generation (Wi-Fi)	DMPY8BLMJF8M	26648132
iPad 6th Generation (Wi-Fi)	DMPY8BQZJF8M	26648312
iPad 6th Generation (Wi-Fi)	DMPY8BSFJF8M	26648060
iPad 6th Generation (Wi-Fi)	DMPY8BU4JF8M	26648059
iPad 6th Generation (Wi-Fi)	DMPY8BX3JF8M	26648011
iPad 6th Generation (Wi-Fi)	DMPY8BZAJF8M	26648012
iPad 6th Generation (Wi-Fi)	DMPY8C0PJF8M	26648187
iPad 6th Generation (Wi-Fi)	DMPY8C0VJF8M	26648302
iPad 6th Generation (Wi-Fi)	DMPY8C1BJF8M	26648148
iPad 6th Generation (Wi-Fi)	DMPY8C2BJF8M	26648017
iPad 6th Generation (Wi-Fi)	DMPY8C2TJF8M	26648146
iPad 6th Generation (Wi-Fi)	DMPY8C4QJF8M	26648065
iPad 6th Generation (Wi-Fi)	DMPY8C5BJF8M	26648357
iPad 6th Generation (Wi-Fi)	DMPY8C7RJF8M	26648319
iPad 6th Generation (Wi-Fi)	DMPY8CFLJF8M	26648194
iPad 6th Generation (Wi-Fi)	DMPY8CHNJF8M	26648053
iPad 6th Generation (Wi-Fi)	DMPY8CZTJF8M	26648007
iPad 6th Generation (Wi-Fi)	DMPY8CZWJF8M	26648249
iPad 6th Generation (Wi-Fi)	DMPY8CZXJF8M	26648317
iPad 6th Generation (Wi-Fi)	DMPY8D00JF8M	26648049
iPad 6th Generation (Wi-Fi)	DMPY8D02JF8M	26648139
iPad 6th Generation (Wi-Fi)	DMPY8D0HJF8M	26648054
iPad 6th Generation (Wi-Fi)	DMPY8D0KJF8M	26648244
iPad 6th Generation (Wi-Fi)	DMPY8D0NJF8M	26648190
iPad 6th Generation (Wi-Fi)	DMPY8D0SJF8M	26648166
iPad 6th Generation (Wi-Fi)	DMPY8D0XJF8M	26648182

iPad 5th Generation (Wi-Fi)	GCGV3Q2HHLF9	26623699
iPad 5th Generation (Wi-Fi)	GCGV3UMCHLF9	26623708
iPad 5th Generation (Wi-Fi)	GCGV3UU2HLF9	26623711
iPad 5th Generation (Wi-Fi)	GCGV3X1WHLF9	26623713
iPad 5th Generation (Wi-Fi)	GCGV3X53HLF9	
iPad 5th Generation (Wi-Fi)	GCGVFGQDHLF9	
iPad 5th Generation (Wi-Fi)	GCJV2QYZHLF9	26623725
iPad 5th Generation (Wi-Fi)	GCJV2SAMHLF9	26623732
iPad 5th Generation (Wi-Fi)	GCJV2SCDHLF9	26623733
iPad 5th Generation (Wi-Fi)	GCJV2SQFHLF9	
iPad 5th Generation (Wi-Fi)	GCJV2T0BHLF9	26623746
iPad 5th Generation (Wi-Fi)	GCJV2T4LHLF9	26623745
iPad 5th Generation (Wi-Fi)	GCJV2T9WHLF9	26623753
iPad 5th Generation (Wi-Fi)	GCJV2VVCHLF9	26623757
iPad 5th Generation (Wi-Fi)	GCJV2ZR6HLF9	
iPad 5th Generation (Wi-Fi)	GCJV2ZW9HLF9	26623768
iPad 5th Generation (Wi-Fi)	GCKV200YHLF9	26623770
iPad 5th Generation (Wi-Fi)	GCKV20LLHLF9	26623780
iPad 5th Generation (Wi-Fi)	GCKV20R1HLF9	26623782
iPad 5th Generation (Wi-Fi)	GCKV20SBHLF9	26623783
iPad 5th Generation (Wi-Fi)	GCKV20UDHLF9	26623784
iPad 5th Generation (Wi-Fi)	GCKV23C4HLF9	
iPad 5th Generation (Wi-Fi)	GCKV23C5HLF9	26623518
iPad 5th Generation (Wi-Fi)	GCKV23CVHLF9	
iPad 5th Generation (Wi-Fi)	GCKV23DYHLF9	26623790
iPad 5th Generation (Wi-Fi)	GCKV23ELHLF9	26623791
iPad 5th Generation (Wi-Fi)	GCKV23F4HLF9	
iPad 5th Generation (Wi-Fi)	GCKV23JWHLF9	
iPad 5th Generation (Wi-Fi)	GCKV23L6HLF9	
iPad 5th Generation (Wi-Fi)	GCKV23N5HLF9	
iPad 5th Generation (Wi-Fi)	GCKV23NSHLF9	
iPad 5th Generation (Wi-Fi)	GCKV23QUHLF9	
iPad 5th Generation (Wi-Fi)	GCKV23S1HLF9	26623801
iPad 5th Generation (Wi-Fi)	GCKV23SGHLF9	
iPad 5th Generation (Wi-Fi)	GCKV23URHLF9	26623772
iPad 5th Generation (Wi-Fi)	GCKV244MHLF9	
iPad 5th Generation (Wi-Fi)	GCKV245HHLF9	
iPad 5th Generation (Wi-Fi)	GCKV248VHLF9	26623811
iPad 5th Generation (Wi-Fi)	GCKV24BLHLF9	
iPad 5th Generation (Wi-Fi)	GCKV24CKHLF9	
iPad 5th Generation (Wi-Fi)	GCTV407UHLF9	26623853
iPad 5th Generation (Wi-Fi)	GCTV40H3HLF9	26623861
iPad 5th Generation (Wi-Fi)	GCTV415PHLF9	26623858
iPad 5th Generation (Wi-Fi)	GCTV42LGHLF9	26623855
iPad 5th Generation (Wi-Fi)	GCTV42N6HLF9	26623852
iPad 5th Generation (Wi-Fi)	GCTV42TZHLF9	26623856
iPad 6th Generation (Wi-Fi)	DMPWKGDSJF8K	26844144
iPad 6th Generation (Wi-Fi)	DMPWW0E6JF8K	26844160
iPad 6th Generation (Wi-Fi)	DMPWW1WJJF8K	26844143
iPad 6th Generation (Wi-Fi)	DMPWW2DDJF8K	26844162
iPad 6th Generation (Wi-Fi)	DMPWW2GPJF8K	26844146
iPad 6th Generation (Wi-Fi)	DMPWX08LJF8K	26844150
iPad 6th Generation (Wi-Fi)	DMPWX0BJJF8K	26844151
iPad 6th Generation (Wi-Fi)	DMPWX0D5JF8K	26844166
iPad 6th Generation (Wi-Fi)	DMPWX0F6JF8K	26844152
iPad 6th Generation (Wi-Fi)	DMPWX0FKJF8K	26844168
iPad 6th Generation (Wi-Fi)	DMPWX0FZJF8K	26844167

iPad 6th Generation (Wi-Fi)	DMPY8D15JF8M	26648163
iPad 6th Generation (Wi-Fi)	DMPY8D1NJF8M	26648014
iPad 6th Generation (Wi-Fi)	DMPY8D21JF8M	26648162
iPad 6th Generation (Wi-Fi)	DMPY8D26JF8M	26648168
iPad 6th Generation (Wi-Fi)	DMPY8D2EJF8M	26648199
iPad 6th Generation (Wi-Fi)	DMPY8D2JJF8M	26648026
iPad 6th Generation (Wi-Fi)	DMPY8D2LJF8M	26648311
iPad 6th Generation (Wi-Fi)	DMPY8D2TJF8M	26648134
iPad 6th Generation (Wi-Fi)	DMPY8D2ZJF8M	26648313
iPad 6th Generation (Wi-Fi)	DMPY8D34JF8M	26648322
iPad 6th Generation (Wi-Fi)	DMPY8D3FJF8M	26648323
iPad 6th Generation (Wi-Fi)	DMPY8D3HJF8M	26648318
iPad 6th Generation (Wi-Fi)	DMPY8D3NJF8M	26648072
iPad 6th Generation (Wi-Fi)	DMPY8D3UJF8M	27966760
iPad 6th Generation (Wi-Fi)	DMPY8D40JF8M	26648081
iPad 6th Generation (Wi-Fi)	DMPY8D45JF8M	26648252
iPad 6th Generation (Wi-Fi)	DMPY8D4EJF8M	26648151
iPad 6th Generation (Wi-Fi)	DMPY8D4FJF8M	26648131
iPad 6th Generation (Wi-Fi)	DMPY8D4HJF8M	26648037
iPad 6th Generation (Wi-Fi)	DMPY8D4KJF8M	26648051
iPad 6th Generation (Wi-Fi)	DMPY8D4RJF8M	26648041
iPad 6th Generation (Wi-Fi)	DMPY8D4VJF8M	26648016
iPad 6th Generation (Wi-Fi)	DMPY8D4YJF8M	26648019
iPad 6th Generation (Wi-Fi)	DMPY8D58JF8M	26648200
iPad 6th Generation (Wi-Fi)	DMPY8D5HJF8M	26648195
iPad 6th Generation (Wi-Fi)	DMPY8D5UJF8M	26648048
iPad 6th Generation (Wi-Fi)	DMPY8D65JF8M	26648052
iPad 6th Generation (Wi-Fi)	DMPY8D67JF8M	26648355
iPad 6th Generation (Wi-Fi)	DMPY8D6BJF8M	26648325
iPad 6th Generation (Wi-Fi)	DMPY8D6CJF8M	26648137
iPad 6th Generation (Wi-Fi)	DMPY8D6HJF8M	26648164
iPad 6th Generation (Wi-Fi)	DMPY8D6PJF8M	26648141
iPad 6th Generation (Wi-Fi)	DMPY8D6WJF8M	26648356
iPad 6th Generation (Wi-Fi)	DMPY8D73JF8M	26648001
iPad 6th Generation (Wi-Fi)	DMPY8D74JF8M	26648033
iPad 6th Generation (Wi-Fi)	DMPY8D78JF8M	26648010
iPad 6th Generation (Wi-Fi)	DMPY8D7BJF8M	26648138
iPad 6th Generation (Wi-Fi)	DMPY8D7EJF8M	26648117
iPad 6th Generation (Wi-Fi)	DMPY8D7JJF8M	26648071
iPad 6th Generation (Wi-Fi)	DMPY8D84JF8M	26648040
iPad 6th Generation (Wi-Fi)	DMPY8D8KJF8M	26648272
iPad 6th Generation (Wi-Fi)	DMPY8D8NJF8M	26648006
iPad 6th Generation (Wi-Fi)	DMPY8D98JF8M	26648170
iPad 6th Generation (Wi-Fi)	DMPY8D9RJF8M	26648013
iPad 6th Generation (Wi-Fi)	DMPY8D9SJF8M	26648321
iPad 6th Generation (Wi-Fi)	DMPY8DA0JF8M	26648119
iPad 6th Generation (Wi-Fi)	DMPY8DA8JF8M	26648183
iPad 6th Generation (Wi-Fi)	DMPY8DC4JF8M	26648324
iPad 6th Generation (Wi-Fi)	DMPY8DCGJF8M	26648083
iPad 6th Generation (Wi-Fi)	DMPY8DD5JF8M	26648167
iPad 6th Generation (Wi-Fi)	DMPY8DE1JF8M	26648135
iPad 6th Generation (Wi-Fi)	DMPY8DEUJF8M	26648298
iPad 6th Generation (Wi-Fi)	DMPY8DFAJF8M	26648181
iPad 6th Generation (Wi-Fi)	DMPY8DG3JF8M	26648188
iPad 6th Generation (Wi-Fi)	DMPY8DG5JF8M	26648196
iPad 6th Generation (Wi-Fi)	DMPY8DGDJF8M	26648316
iPad 6th Generation (Wi-Fi)	DMPY8DH0JF8M	26648147

iPad 6th Generation (Wi-Fi)	DMPWX0KPJF8K	26844158
iPad 6th Generation (Wi-Fi)	DMPWX0NQJF8K	26844149
iPad 6th Generation (Wi-Fi)	DMPWX0Q3JF8K	26844147
iPad 6th Generation (Wi-Fi)	DMPWX0SZJF8K	26844154
iPad 6th Generation (Wi-Fi)	DMPWX0TAJF8K	26844157
iPad 6th Generation (Wi-Fi)	DMPWX0U1JF8K	26844155
iPad 6th Generation (Wi-Fi)	DMPWX0V6JF8K	
iPad 6th Generation (Wi-Fi)	DMPWX0WEJF8K	26844161
iPad 6th Generation (Wi-Fi)	DMPWX13RJF8K	26844148
iPad 6th Generation (Wi-Fi)	DMPWX1VBJF8K	26844142
iPad 6th Generation (Wi-Fi)	DMPWX20JJF8K	26844145
iPad 6th Generation (Wi-Fi)	DMPWX21UJF8K	26844156
iPad 6th Generation (Wi-Fi)	DMPWX221JF8K	26844153
iPad 6th Generation (Wi-Fi)	DMPWX23EJF8K	
iPad 6th Generation (Wi-Fi)	DMPWX23LJF8K	26844163
iPad 6th Generation (Wi-Fi)	DMPWX24EJF8K	26844141
iPad 6th Generation (Wi-Fi)	DMPWX28SJF8K	26844139
iPad 6th Generation (Wi-Fi)	DMPXQKFLJF8M	26648503
iPad 6th Generation (Wi-Fi)	DMPXQM33JF8M	26648504
iPad 6th Generation (Wi-Fi)	DMPXQST4JF8M	26648502
iPad 6th Generation (Wi-Fi)	DMPXVTUBJF8J	27883557
iPad 6th Generation (Wi-Fi)	DMPXVUKJJF8J	27884277
iPad 6th Generation (Wi-Fi)	DMPXVUYBJF8J	27884325
iPad 6th Generation (Wi-Fi)	DMPXVUYLJF8J	27884282
iPad 6th Generation (Wi-Fi)	DMPXVWQLJF8J	27884285
iPad 6th Generation (Wi-Fi)	DMPXVWTQJF8J	27884319
iPad 6th Generation (Wi-Fi)	DMPXVWU5JF8J	27883555
iPad 6th Generation (Wi-Fi)	DMPXVXAZJF8J	27885220
iPad 6th Generation (Wi-Fi)	DMPXVXBDJF8J	27883551
iPad 6th Generation (Wi-Fi)	DMPXVXCRJF8J	27884283
iPad 6th Generation (Wi-Fi)	DMPXVXDZJF8J	27884323
iPad 6th Generation (Wi-Fi)	DMPXVXH8JF8J	27884317
iPad 6th Generation (Wi-Fi)	DMPXVZ8FJF8J	27885224
iPad 6th Generation (Wi-Fi)	DMPXVZ8JJF8J	27884218
iPad 6th Generation (Wi-Fi)	DMPXVZA8JF8J	27885218
iPad 6th Generation (Wi-Fi)	DMPXVZBHJF8J	27884278
iPad 6th Generation (Wi-Fi)	DMPXVZCVJF8J	27884347
iPad 6th Generation (Wi-Fi)	DMPXVZDDJF8J	27884130
iPad 6th Generation (Wi-Fi)	DMPXVZL0JF8J	27884322
iPad 6th Generation (Wi-Fi)	DMPXVZMEJF8J	27883553
iPad 6th Generation (Wi-Fi)	DMPXVZSVJF8J	27883601
iPad 6th Generation (Wi-Fi)	DMPXVZT7JF8J	27884318
iPad 6th Generation (Wi-Fi)	DMPXVZUWJF8J	27884276
iPad 6th Generation (Wi-Fi)	DMPXVZUXJF8J	27884357
iPad 6th Generation (Wi-Fi)	DMPXVZV5JF8J	27884397
iPad 6th Generation (Wi-Fi)	DMPXVZYFJF8J	27883605
iPad 6th Generation (Wi-Fi)	DMPXVZZEJF8J	27884320
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iPad 6th Generation (Wi-Fi)	DMQXX1NWJF8J	27966250
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iPad 6th Generation (Wi-Fi)	F6QDG08EJF8J	
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iPad 6th Generation (Wi-Fi)	F6QZ708MJF8M	26844481
iPad 6th Generation (Wi-Fi)	F6QZ800BJF8J	27966713
iPad 6th Generation (Wi-Fi)	F6QZF0E4JF8J	26844488
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iPad 6th Generation (Wi-Fi)	F6QZJ09UJF8J	26844478
iPad 6th Generation (Wi-Fi)	F6QZM0BGJF8J	26844495
iPad 6th Generation (Wi-Fi)	F6QZN09FJF8J	26844498
iPad 6th Generation (Wi-Fi)	F6QZR0EFJF8J	
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iPad 6th Generation (Wi-Fi)	FPLD90MWJF8J	26844553
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iPad 6th Generation (Wi-Fi)	FPLDD040JF8J	26655001
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iPad 6th Generation (Wi-Fi)	FPLZM0BTJF8J	26844514
iPad 6th Generation (Wi-Fi)	FPLZN03AJF8J	26844500

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iPad 6th Generation (Wi-Fi)	DMPY7T8EJF8J	27884637
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iPad 6th Generation (Wi-Fi)	DMPY7TD3JF8J	27966661
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iPad 6th Generation (Wi-Fi)	DMPY7TN7JF8J	27884889
iPad 6th Generation (Wi-Fi)	DMPY7TNWJF8J	27883998
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iPad 6th Generation (Wi-Fi)	GG7X24SDJMVT	
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iPad 6th Generation (Wi-Fi)	GG8YM76WJF8J	26648524
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iPad 6th Generation (Wi-Fi)	DMPY7V17JF8J	27884067
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iPad 6th Generation (Wi-Fi)	DMPY7V3FJF8J	27884590
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iPad 6th Generation (Wi-Fi)	DMPY7VQBJF8J	27884710
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iPad 6th Generation (Wi-Fi)	DMPY7VQSJF8J	27885457
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iPad 6th Generation (Wi-Fi)	DMPY7VT6JF8J	27883538
iPad 6th Generation (Wi-Fi)	DMPY7VT8JF8J	27883508
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iPad 6th Generation (Wi-Fi)	DMPY7W0JJF8J	27885390

iPad 6th Generation (Wi-Fi)	GQ8YQ6FMJF8J	
iPad Air 2 (Wi-Fi)	DMPT96H7HG5D	
iPad Air 2 (Wi-Fi)	DMQST8K2HG5D	
iPad Air 2 (Wi-Fi)	DMQSTDGZHG5D	
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iPad Air 2 (Wi-Fi)	DMQSTEBQHG5D	26623147
iPad Air 2 (Wi-Fi)	DMQSTECGHG5D	
iPad Air 2 (Wi-Fi)	DMQSTEDAHG5D	
iPad Air 2 (Wi-Fi)	DMQSTEE6HG5D	
iPad Air 2 (Wi-Fi)	DMQSTETBHG5D	
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iPad Air 2 (Wi-Fi)	DMQSTFCJHG5D	
iPad Air 2 (Wi-Fi)	DMQSTFEQHG5D	
iPad mini 2nd Generation (Wi-Fi)	F9FRM7VJFCM6	11969
iPad mini 2nd Generation (Wi-Fi)	F9FST1UVFCM6	14698
iPad mini 2nd Generation (Wi-Fi)	F9FST2EBFCM6	14695
iPad mini 2nd Generation (Wi-Fi)	F9FST2NYFCM6	14696
iPad mini 2nd Generation (Wi-Fi)	F9FST5HPFCM6	14697
iPad mini 2nd Generation (Wi-Fi)	FPLV306AFCM5	
iPad mini 4 (Wi-Fi)	DLXSK4NHHGJ1	26623087
iPad mini 4 (Wi-Fi)	DLXSL080HGJ1	26623100
iPad mini 4 (Wi-Fi)	DLXSL1J8HGJ1	26623091
iPad mini 4 (Wi-Fi)	DLXSLAHKHGJ1	26623089
iPad mini 4 (Wi-Fi)	DLXSLBJQHGJ1	26623098
iPad mini 4 (Wi-Fi)	DLXSLBMRHGJ1	26623098
iPad mini 4 (Wi-Fi)	DLXSLBNQHGJ1	26623085
iPad mini 4 (Wi-Fi)	DLXSLBQXHGJ1	26623082
iPad mini 4 (Wi-Fi)	DLXSLBTDHGJ1	
iPad mini 4 (Wi-Fi)	DLXSLBTQHGJ1	26623083
iPad mini 4 (Wi-Fi)	DLXSLC0VHGJ1	
iPad mini 4 (Wi-Fi)	DLXSLC6PHGJ1	26623086
iPad mini 4 (Wi-Fi)	DLXSLCA8HGJ1	
iPad mini 4 (Wi-Fi)	DLXSLCBWHGJ1	
iPad mini 4 (Wi-Fi)	DLXSLCSRHGJ1	26623142
iPad mini 4 (Wi-Fi)	DLXSLCWUHGJ1	
iPad mini 4 (Wi-Fi)	DLXSLD0KHGJ1	
iPad mini 4 (Wi-Fi)	DLXSLD0LHGJ1	26623090
iPad mini 4 (Wi-Fi)	F9FRG206GHKG	12609
iPad mini 4 (Wi-Fi)	F9FWJ20DGHKL	26844459
iPad mini 4 (Wi-Fi)	F9FWJ21EGHKL	26844458
iPad mini 4 (Wi-Fi)	F9FWJ2VHGHKL	26844457
iPad mini 4 (Wi-Fi)	F9FWJ4RGGHKL	26844455
iPad mini 4 (Wi-Fi)	FFLVR023HGJ1	
iPad Pro (12.9-inch Cellular)	DLXR4FTBGMW3	
iPad Pro 2nd Generation (12.9-inch V	DLXX20ESHND8	26803006613
iPad Pro 2nd Generation (12.9-inch V	DLXX20EZHND8	26844404
MacBook Air (11-inch Early 2015)	C02S366FGFWM	11781
MacBook Air (11-inch Early 2015)	C02S42JKGFWM	
MacBook Air (11-inch Early 2015)	C02S44C5GFWM	13030
MacBook Air (11-inch Early 2015)	C02WF0MEGFWM	
MacBook Air (11-inch Early 2015)	C02WN84PGFWM	26844339
MacBook Air (11-inch Early 2015)	C02WQ33EGFWM	26844280
MacBook Air (11-inch Early 2015)	C02WQ4BHGFWM	26844304

iPad 6th Generation (Wi-Fi)	DMPY7W29JF8J	27883536
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iPad 6th Generation (Wi-Fi)	DMPY7W5WJF8J	27884113
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iPad 6th Generation (Wi-Fi)	DMPY7WTPJF8J	27966668
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iPad 6th Generation (Wi-Fi)	DMPY7WW4JF8J	27884822
iPad 6th Generation (Wi-Fi)	DMPY7WW9JF8J	27966592
iPad 6th Generation (Wi-Fi)	DMPY7WWBJF8J	27884578
iPad 6th Generation (Wi-Fi)	DMPY7WXQJF8J	27883569
iPad 6th Generation (Wi-Fi)	DMPY7WZKJF8J	27883996
iPad 6th Generation (Wi-Fi)	DMPY7WZUJF8J	27884532
iPad 6th Generation (Wi-Fi)	DMPY7X0HJF8J	27884530
iPad 6th Generation (Wi-Fi)	DMPY7X1BJF8J	27966551
iPad 6th Generation (Wi-Fi)	DMPY7X24JF8J	27884519
iPad 6th Generation (Wi-Fi)	DMPY7X48JF8J	27885422
iPad 6th Generation (Wi-Fi)	DMPY7X4MJF8J	27966119
iPad 6th Generation (Wi-Fi)	DMPY7X53JF8J	27884004
iPad 6th Generation (Wi-Fi)	DMPY7X54JF8J	27884544
iPad 6th Generation (Wi-Fi)	DMPY7X5DJF8J	27884739
iPad 6th Generation (Wi-Fi)	DMPY7X5SJF8J	27884963
iPad 6th Generation (Wi-Fi)	DMPY7X5VJF8J	27884949
iPad 6th Generation (Wi-Fi)	DMPY7X6NJF8J	27966688
iPad 6th Generation (Wi-Fi)	DMPY7X8RJF8J	27884671
iPad 6th Generation (Wi-Fi)	DMPY7X8TJF8J	27884602
iPad 6th Generation (Wi-Fi)	DMPY7XDZJF8J	27884866
iPad 6th Generation (Wi-Fi)	DMPY7XF8JF8J	27884697
iPad 6th Generation (Wi-Fi)	DMPY7XGQJF8J	27884814
iPad 6th Generation (Wi-Fi)	DMPY7XJMJF8J	27884039
iPad 6th Generation (Wi-Fi)	DMPY7XN0JF8J	27884175
iPad 6th Generation (Wi-Fi)	DMPY7XN9JF8J	27966077
iPad 6th Generation (Wi-Fi)	DMPY7XNHJF8J	27885324
iPad 6th Generation (Wi-Fi)	DMPY7XNWJF8J	27884850
iPad 6th Generation (Wi-Fi)	DMPY7XPCJF8J	27884581
iPad 6th Generation (Wi-Fi)	DMPY7XPFJF8J	27966074
iPad 6th Generation (Wi-Fi)	DMPY7XPTJF8J	27885442
iPad 6th Generation (Wi-Fi)	DMPY7XQ3JF8J	27884663
iPad 6th Generation (Wi-Fi)	DMPY7XRGJF8J	27966269
iPad 6th Generation (Wi-Fi)	DMPY7XRMJF8J	27884738
iPad 6th Generation (Wi-Fi)	DMPY7XRNJF8J	27884009
iPad 6th Generation (Wi-Fi)	DMPY7XRPJF8J	27966130
iPad 6th Generation (Wi-Fi)	DMPY7XRTJF8J	27966070

MacBook Air (11-inch Early 2015)	C02WQ525GFWM	26844183
MacBook Air (11-inch Early 2015)	C02WQ5BEGFWM	26844379
MacBook Air (11-inch Early 2015)	C02WQ661GFWM	
MacBook Air (11-inch Early 2015)	C02WQ6BBGFWM	26844295
MacBook Air (11-inch Early 2015)	C02WQ6BVGFWM	26844296
MacBook Air (11-inch Early 2015)	C02WQ6D4GFWM	26844297
MacBook Air (11-inch Early 2015)	C02WQ6E7GFWM	26844251
MacBook Air (11-inch Early 2015)	C02WQ6GVGFWM	26844360
MacBook Air (11-inch Early 2015)	C02WQ6GXGFWM	26844218
MacBook Air (11-inch Early 2015)	C02WQ6H7GFWM	26844284
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MacBook Air (11-inch Early 2015)	C02WQ6J1GFWM	26844396
MacBook Air (11-inch Early 2015)	C02WQ6P1GFWM	26844332
MacBook Air (11-inch Early 2015)	C02WQ6VTGFWM	26844247
MacBook Air (11-inch Early 2015)	C02WQ6Y3GFWM	26844390
MacBook Air (11-inch Early 2015)	C02WQ6YSGFWM	26844382
MacBook Air (11-inch Early 2015)	C02WQ6ZCGFWM	26844269
MacBook Air (11-inch Early 2015)	C02WQ70XGFWM	26844198
MacBook Air (11-inch Early 2015)	C02WQ74GGFWM	26844372
MacBook Air (11-inch Early 2015)	C02WQ74JGFWM	26844209
MacBook Air (11-inch Early 2015)	C02WQ77BGFWM	26844236
MacBook Air (11-inch Early 2015)	C02WQ791GFWM	26844199
MacBook Air (11-inch Early 2015)	C02WQ79FGFWM	26844248
MacBook Air (11-inch Early 2015)	C02WQ7AFGFWM	26844186
MacBook Air (11-inch Early 2015)	C02WQ7AKGFWM	26844348
MacBook Air (11-inch Early 2015)	C02WQ7CGGFWM	26844188
MacBook Air (11-inch Early 2015)	C02WQ7E4GFWM	26844290
MacBook Air (11-inch Early 2015)	C02WQ7EQGFWM	26844189
MacBook Air (11-inch Early 2015)	C02WQ7FEGFWM	26844240
MacBook Air (11-inch Early 2015)	C02WQ7GLGFWM	26844393
MacBook Air (11-inch Early 2015)	C02WQ7J9GFWM	26844312
MacBook Air (11-inch Early 2015)	C02WQ7JLGFWM	26844211
MacBook Air (11-inch Early 2015)	C02WQ7JXGFWM	26844275
MacBook Air (11-inch Early 2015)	C02WQ7KGGFWM	26844271
MacBook Air (11-inch Early 2015)	C02WQ7M8GFWM	26844175
MacBook Air (11-inch Early 2015)	C02WQ7MEGFWM	26844358
MacBook Air (11-inch Early 2015)	C02WQ7MMGFWM	26844338
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MacBook Air (11-inch Early 2015)	C02WQ7PTGFWM	26844212
MacBook Air (11-inch Early 2015)	C02WQ7QRGFWM	26844377
MacBook Air (11-inch Early 2015)	C02WQ7R2GFWM	26844272
MacBook Air (11-inch Early 2015)	C02WQ7R6GFWM	26844327
MacBook Air (11-inch Early 2015)	C02WQ7RHGFWM	26844278
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MacBook Air (11-inch Early 2015)	C02WQ7SGGFWM	26844196
MacBook Air (11-inch Early 2015)	C02WQ7SPGFWM	26844389
MacBook Air (11-inch Early 2015)	C02WQ7STGFWM	26844180
MacBook Air (11-inch Early 2015)	C02WQ7VSGFWM	26844324
MacBook Air (11-inch Early 2015)	C02WQ7VYGFWM	
MacBook Air (11-inch Early 2015)	C02WQ7WHGFWM	26844259
MacBook Air (11-inch Early 2015)	C02WQ7XDGFWM	26844197
MacBook Air (11-inch Early 2015)	C02WQ83SGFWM	26844325
MacBook Air (11-inch Early 2015)	C02X32ETGFWM	26844450
MacBook Air (11-inch Early 2015)	C02X354YGFWM	26844432

iPad 6th Generation (Wi-Fi)	DMPY7XSVJF8J	27884900
iPad 6th Generation (Wi-Fi)	DMPY7XTAJF8J	27884740
iPad 6th Generation (Wi-Fi)	DMPY7XTEJF8J	27884766
iPad 6th Generation (Wi-Fi)	DMPY7XUKJF8J	27884821
iPad 6th Generation (Wi-Fi)	DMPY7XUXJF8J	27885289
iPad 6th Generation (Wi-Fi)	DMPY7XVBJF8J	27884992
iPad 6th Generation (Wi-Fi)	DMPY7XWXJF8J	27884070
iPad 6th Generation (Wi-Fi)	DMPY7XWYJF8J	27884727
iPad 6th Generation (Wi-Fi)	DMPY7XXFJF8J	27884231
iPad 6th Generation (Wi-Fi)	DMPY7XXNJF8J	27884984
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iPad 6th Generation (Wi-Fi)	DMPY7Y07JF8J	27885388
iPad 6th Generation (Wi-Fi)	DMPY7Y0GJF8J	27885434
iPad 6th Generation (Wi-Fi)	DMPY7Y0MJF8J	27884813
iPad 6th Generation (Wi-Fi)	DMPY7Y0XJF8J	27884760
iPad 6th Generation (Wi-Fi)	DMPY7Y10JF8J	27885421
iPad 6th Generation (Wi-Fi)	DMPY7Y1EJF8J	27884990
iPad 6th Generation (Wi-Fi)	DMPY7Y1LJF8J	27885367
iPad 6th Generation (Wi-Fi)	DMPY7Y24JF8J	27885322
iPad 6th Generation (Wi-Fi)	DMPY7Y35JF8J	27884925
iPad 6th Generation (Wi-Fi)	DMPY7Y36JF8J	27885016
iPad 6th Generation (Wi-Fi)	DMPY7Y3DJF8J	27884044
iPad 6th Generation (Wi-Fi)	DMPY7Y5EJF8J	27885257
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iPad 6th Generation (Wi-Fi)	DMPY7Y6EJF8J	27966028
iPad 6th Generation (Wi-Fi)	DMPY7Y7BJF8J	27884007
iPad 6th Generation (Wi-Fi)	DMPY7Y7JJF8J	27884791
iPad 6th Generation (Wi-Fi)	DMPY7Y7KJF8J	27884923
iPad 6th Generation (Wi-Fi)	DMPY7Y83JF8J	27884840
iPad 6th Generation (Wi-Fi)	DMPY7Y8LJF8J	27966444
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iPad 6th Generation (Wi-Fi)	DMPY7YBZJF8J	27966073
iPad 6th Generation (Wi-Fi)	DMPY7YD3JF8J	27884010
iPad 6th Generation (Wi-Fi)	DMPY7YD7JF8J	27884664
iPad 6th Generation (Wi-Fi)	DMPY7YDFJF8J	27884045
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iPad 6th Generation (Wi-Fi)	DMPY7YG0JF8J	27884996
iPad 6th Generation (Wi-Fi)	DMPY7YGHJF8J	27884836
iPad 6th Generation (Wi-Fi)	DMPY7YH7JF8J	27884853
iPad 6th Generation (Wi-Fi)	DMPY7YH8JF8J	27885325
iPad 6th Generation (Wi-Fi)	DMPY7YHBJF8J	27884815
iPad 6th Generation (Wi-Fi)	DMPY7YHRJF8J	27884855
iPad 6th Generation (Wi-Fi)	DMPY7YHSJF8J	27884932
iPad 6th Generation (Wi-Fi)	DMPY7YJ1JF8J	27885464
iPad 6th Generation (Wi-Fi)	DMPY7YJDJF8J	27884941
iPad 6th Generation (Wi-Fi)	DMPY7YKFJF8J	27884914
iPad 6th Generation (Wi-Fi)	DMPY7YKKJF8J	27885312
iPad 6th Generation (Wi-Fi)	DMPY7YKSJF8J	27966117

MacBook Air (11-inch Early 2015)	C02X3585GFWM	26844452
MacBook Air (13-inch Early 2015)	C1MS550EH3QD	12647
MacBook Air (13-inch Early 2015)	C1MS5520H3QD	
MacBook Air (13-inch Early 2015)	C1MS552AH3QD	
MacBook Air (13-inch Early 2015)	C1MS553RH3QD	12621
MacBook Air (13-inch Early 2015)	C1MS554XH3QD	14028
MacBook Air (13-inch Early 2015)	C1MS555LH3QD	
MacBook Air (13-inch Early 2015)	C1MS556NH3QD	12627
MacBook Air (13-inch Early 2015)	C1MS556XH3QD	12633
MacBook Air (13-inch Early 2015)	C1MS5577H3QD	12634
MacBook Air (13-inch Early 2015)	C1MS557BH3QD	12637
MacBook Air (13-inch Early 2015)	C1MS557DH3QD	12640
MacBook Air (13-inch Early 2015)	C1MS557GH3QD	
MacBook Air (13-inch Early 2015)	C1MS557JH3QD	12644
MacBook Air (13-inch Early 2015)	C1MS557KH3QD	12638
MacBook Air (13-inch Early 2015)	C1MS557MH3QD	12641
MacBook Air (13-inch Early 2015)	C1MS557NH3QD	14019
MacBook Air (13-inch Early 2015)	C1MS557RH3QD	12642
MacBook Air (13-inch Early 2015)	C1MS558AH3QD	14025
MacBook Air (13-inch Early 2015)	C1MS558JH3QD	12629
MacBook Air (13-inch Early 2015)	C1MS55A8H3QD	
MacBook Air (13-inch Early 2015)	C1MTV1S7J1WK	26623370
MacBook Air (13-inch Early 2015)	C1MTW4Q6J1WK	26623877
MacBook Air (13-inch Early 2015)	C1MV7GDKJ1WK	26623894
MacBook Air (13-inch Early 2015)	C1MV7GESJ1WK	26623895
MacBook Air (13-inch Early 2015)	C1MV7GFKJ1WK	26623875
MacBook Air (13-inch Early 2015)	C1MV7GFRJ1WK	26623871
MacBook Air (13-inch Early 2015)	C1MV7GG2J1WK	26623874
MacBook Air (13-inch Early 2015)	C1MV7GGCJ1WK	
MacBook Air (13-inch Early 2015)	C1MV7GGEJ1WK	26623872
MacBook Air (13-inch Early 2015)	C1MV7GHBJ1WK	26623873
MacBook Air (13-inch Early 2015)	C1MV7GHFJ1WK	26623896
MacBook Air (13-inch Early 2015)	C1MV7GHKJ1WK	26623897
MacBook Air (13-inch Early 2015)	C1MVCEM1J1WK	26623885
MacBook Air (13-inch Early 2015)	CPWS465XH3QD	12692
MacBook Air (13-inch Early 2015)	CPWS4681H3QD	12693
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MacBook Air (13-inch Early 2015)	CPWS468KH3QD	12719
MacBook Air (13-inch Early 2015)	CPWS469WH3QD	12710
MacBook Air (13-inch Early 2015)	CPWS46BKH3QD	
MacBook Air (13-inch Early 2015)	CPWS46CCH3QD	12699
MacBook Air (13-inch Early 2015)	CPWS46CPH3QD	12688
MacBook Air (13-inch Early 2015)	CPWS46CQH3QD	12701
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MacBook Air (13-inch Early 2015)	CPWS46E7H3QD	12656
MacBook Air (13-inch Early 2015)	CPWS46EZH3QD	
MacBook Air (13-inch Early 2015)	CPWS46F7H3QD	12661
MacBook Air (13-inch Early 2015)	CPWS46FDH3QD	12665
MacBook Air (13-inch Early 2015)	CPWS46FVH3QD	12671
MacBook Air (13-inch Early 2015)	CPWS46G7H3QD	12707
MacBook Air (13-inch Early 2015)	CPWS46G9H3QD	
MacBook Air (13-inch Early 2015)	CPWS46GEH3QD	12676
MacBook Air (13-inch Early 2015)	CPWS46GGH3QD	12716
MacBook Air (13-inch Early 2015)	FVFSY3WPH3QD	26623009
MacBook Air (13-inch Early 2015)	FVFY36X0J1WK	26648482
MacBook Air (13-inch Early 2015)	FVFY39Y6J1WK	
MacBook Air (13-inch Early 2015)	FVFY4LHRJ1WK	26648076

iPad 6th Generation (Wi-Fi)	DMPY7YKXJF8J	27884608
iPad 6th Generation (Wi-Fi)	DMPY7YKYJF8J	27884908
iPad 6th Generation (Wi-Fi)	DMPY7YLWJF8J	27884108
iPad 6th Generation (Wi-Fi)	DMPY7YMEJF8J	27884912
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iPad 6th Generation (Wi-Fi)	DMPY7YMVJF8J	27884730
iPad 6th Generation (Wi-Fi)	DMPY7YMYJF8J	27884733
iPad 6th Generation (Wi-Fi)	DMPY7YN6JF8J	27885163
iPad 6th Generation (Wi-Fi)	DMPY7YNFJF8J	27884759
iPad 6th Generation (Wi-Fi)	DMPY7YNGJF8J	27884816
iPad 6th Generation (Wi-Fi)	DMPY7YNHJF8J	27884997
iPad 6th Generation (Wi-Fi)	DMPY7YP4JF8J	27884929
iPad 6th Generation (Wi-Fi)	DMPY7YP9JF8J	27884930
iPad 6th Generation (Wi-Fi)	DMPY7YPHJF8J	27884945
iPad 6th Generation (Wi-Fi)	DMPY7YPYJF8J	27966111
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iPad 6th Generation (Wi-Fi)	DMPY7YR3JF8J	27884770
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iPad 6th Generation (Wi-Fi)	DMPY7YS2JF8J	27884998
iPad 6th Generation (Wi-Fi)	DMPY7YSUJF8J	27885021
iPad 6th Generation (Wi-Fi)	DMPY7YT7JF8J	27884902
iPad 6th Generation (Wi-Fi)	DMPY7YT8JF8J	27885000
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iPad 6th Generation (Wi-Fi)	DMPY7YW4JF8J	27884537
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iPad 6th Generation (Wi-Fi)	DMPY7YWUJF8J	27884767
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iPad 6th Generation (Wi-Fi)	DMPY7YYFJF8J	27884698
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iPad 6th Generation (Wi-Fi)	DMPY7Z1UJF8J	27884110
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iPad 6th Generation (Wi-Fi)	DMPY7Z3TJF8J	27884545
iPad 6th Generation (Wi-Fi)	DMPY7Z48JF8J	27884804
iPad 6th Generation (Wi-Fi)	DMPY7Z56JF8J	27884887
iPad 6th Generation (Wi-Fi)	DMPY7Z5HJF8J	27885350
iPad 6th Generation (Wi-Fi)	DMPY7Z5PJF8J	27884946
iPad 6th Generation (Wi-Fi)	DMPY7Z71JF8J	27885352
iPad 6th Generation (Wi-Fi)	DMPY7Z9CJF8J	27884918
iPad 6th Generation (Wi-Fi)	DMPY7Z9PJF8J	27884944
iPad 6th Generation (Wi-Fi)	DMPY7ZA5JF8J	27884772
iPad 6th Generation (Wi-Fi)	DMPY7ZAZJF8J	27885363
iPad 6th Generation (Wi-Fi)	DMPY7ZB3JF8J	27883578
iPad 6th Generation (Wi-Fi)	DMPY7ZBYJF8J	27883534
iPad 6th Generation (Wi-Fi)	DMPY7ZC3JF8J	27883548
iPad 6th Generation (Wi-Fi)	DMPY7ZC4JF8J	27884983

MacBook Air (13-inch Early 2015)	FVFY4PVVJ1WK	26648284
MacBook Air (13-inch Early 2015)	FVFY4QX7J1WK	26648232
MacBook Air (13-inch Early 2015)	FVFY50GJJ1WK	26648226
MacBook Air (13-inch Early 2015)	FVFY51Q8J1WK	26648265
MacBook Air (13-inch Early 2015)	FVFY51Q8J1WK	
MacBook Air (13-inch Early 2015)	FVFY51XGJ1WK	26648105
MacBook Air (13-inch Early 2015)	FVFY539FJ1WK	26648259
MacBook Air (13-inch Early 2015)	FVFY53A4J1WK	
MacBook Air (13-inch Early 2015)	FVFY53D7J1WK	26648106
MacBook Air (13-inch Early 2015)	FVFY53FJJ1WK	
MacBook Air (13-inch Early 2015)	FVFY540QJ1WK	26648237
MacBook Air (13-inch Early 2015)	FVFY540RJ1WK	26648253
MacBook Air (13-inch Early 2015)	FVFY540ZJ1WK	26648128
MacBook Air (13-inch Early 2015)	FVFY5411J1WK	26648158
MacBook Air (13-inch Early 2015)	FVFY541HJ1WK	26648096
MacBook Air (13-inch Early 2015)	FVFY541SJ1WK	26648505
MacBook Air (13-inch Early 2015)	FVFY541XJ1WK	26648079
MacBook Air (13-inch Early 2015)	FVFY542EJ1WK	26648209
MacBook Air (13-inch Early 2015)	FVFY542GJ1WK	26648274
MacBook Air (13-inch Early 2015)	FVFY542JJ1WK	26648221
MacBook Air (13-inch Early 2015)	FVFY542PJ1WK	26648238
MacBook Air (13-inch Early 2015)	FVFY542TJ1WK	26648308
MacBook Air (13-inch Early 2015)	FVFY542WJ1WK	26648338
MacBook Air (13-inch Early 2015)	FVFY543FJ1WK	26648270
MacBook Air (13-inch Early 2015)	FVFY543HJ1WK	26648229
MacBook Air (13-inch Early 2015)	FVFY543SJ1WK	26648275
MacBook Air (13-inch Early 2015)	FVFY543VJ1WK	26648342
MacBook Air (13-inch Early 2015)	FVFY543ZJ1WK	26648090
MacBook Air (13-inch Early 2015)	FVFY5448J1WK	26648343
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MacBook Air (13-inch Early 2015)	FVFY544EJ1WK	26648205
MacBook Air (13-inch Early 2015)	FVFY544GJ1WK	26648130
MacBook Air (13-inch Early 2015)	FVFY544PJ1WK	26648104
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MacBook Air (13-inch Early 2015)	FVFY545BJ1WK	26648277
MacBook Air (13-inch Early 2015)	FVFY545CJ1WK	26648230
MacBook Air (13-inch Early 2015)	FVFY545FJ1WK	26648283
MacBook Air (13-inch Early 2015)	FVFY545HJ1WK	26648206
MacBook Air (13-inch Early 2015)	FVFY545WJ1WK	26648285
MacBook Air (13-inch Early 2015)	FVFY5468J1WK	26648276
MacBook Air (13-inch Early 2015)	FVFY546DJ1WK	26648204
MacBook Air (13-inch Early 2015)	FVFY546EJ1WK	26648352
MacBook Air (13-inch Early 2015)	FVFY546PJ1WK	26648075
MacBook Air (13-inch Early 2015)	FVFY547EJ1WK	26648222
MacBook Air (13-inch Early 2015)	FVFY5489J1WK	26648340
MacBook Air (13-inch Early 2015)	FVFY548AJ1WK	26648220
MacBook Air (13-inch Early 2015)	FVFY548CJ1WK	26648114
MacBook Air (13-inch Early 2015)	FVFY548JJ1WK	
MacBook Air (13-inch Early 2015)	FVFY548TJ1WK	26648225
MacBook Air (13-inch Early 2015)	FVFY549YJ1WK	26648224
MacBook Air (13-inch Early 2015)	FVFY54A3J1WK	26648094
MacBook Air (13-inch Early 2015)	FVFY54ABJ1WK	
MacBook Air (13-inch Early 2015)	FVFY54ACJ1WK	26648241
MacBook Air (13-inch Early 2015)	FVFY54AFJ1WK	26648157

iPad 6th Generation (Wi-Fi)	DMPY7ZC5JF8J	27885455
iPad 6th Generation (Wi-Fi)	DMPY7ZDHJF8J	27884369
iPad 6th Generation (Wi-Fi)	DMPY7ZDJJF8J	27884592
iPad 6th Generation (Wi-Fi)	DMPY7ZDSJF8J	27884898
iPad 6th Generation (Wi-Fi)	DMPY7ZDYJF8J	27885286
iPad 6th Generation (Wi-Fi)	DMPY7ZFCJF8J	27884638
iPad 6th Generation (Wi-Fi)	DMPY7ZFQJF8J	27884641
iPad 6th Generation (Wi-Fi)	DMPY7ZFVJF8J	27884785
iPad 6th Generation (Wi-Fi)	DMPY7ZG4JF8J	27884060
iPad 6th Generation (Wi-Fi)	DMPY7ZHFJF8J	27884843
iPad 6th Generation (Wi-Fi)	DMPY7ZHQJF8J	27884700
iPad 6th Generation (Wi-Fi)	DMPY7ZKTJF8J	27884021
iPad 6th Generation (Wi-Fi)	DMPY7ZKXJF8J	27885454
iPad 6th Generation (Wi-Fi)	DMPY7ZMHJF8J	27884168
iPad 6th Generation (Wi-Fi)	DMPY7ZMRJF8J	27885451
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iPad 6th Generation (Wi-Fi)	DMPY7ZNYJF8J	27884783
iPad 6th Generation (Wi-Fi)	DMPY7ZPRJF8J	27884937
iPad 6th Generation (Wi-Fi)	DMPY7ZPUJF8J	27884704
iPad 6th Generation (Wi-Fi)	DMPY7ZQ8JF8J	27884940
iPad 6th Generation (Wi-Fi)	DMPY7ZQBJF8J	27884538
iPad 6th Generation (Wi-Fi)	DMPY7ZSHJF8J	27884818
iPad 6th Generation (Wi-Fi)	DMPY7ZSLJF8J	27884734
iPad 6th Generation (Wi-Fi)	DMPY7ZSNJF8J	27884942
iPad 6th Generation (Wi-Fi)	DMPY7ZSTJF8J	27884612
iPad 6th Generation (Wi-Fi)	DMPY7ZT1JF8J	27884834
iPad 6th Generation (Wi-Fi)	DMPY7ZT2JF8J	27884862
iPad 6th Generation (Wi-Fi)	DMPY7ZTBJF8J	27884741
iPad 6th Generation (Wi-Fi)	DMPY7ZTDJF8J	27883535
iPad 6th Generation (Wi-Fi)	DMPY7ZTEJF8J	27885464
iPad 6th Generation (Wi-Fi)	DMPY7ZTSJF8J	27884512
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iPad 6th Generation (Wi-Fi)	DMPY7ZUAJF8J	27966072
iPad 6th Generation (Wi-Fi)	DMPY7ZUEJF8J	27884721
iPad 6th Generation (Wi-Fi)	DMPY7ZUQJF8J	27884993
iPad 6th Generation (Wi-Fi)	DMPY7ZURJF8J	27885359
iPad 6th Generation (Wi-Fi)	DMPY7ZUXJF8J	27885354
iPad 6th Generation (Wi-Fi)	DMPY7ZV3JF8J	27884762
iPad 6th Generation (Wi-Fi)	DMPY7ZV6JF8J	27884798
iPad 6th Generation (Wi-Fi)	DMPY7ZVBJF8J	27884716
iPad 6th Generation (Wi-Fi)	DMPY7ZVCJF8J	27884757
iPad 6th Generation (Wi-Fi)	DMPY7ZVLJF8J	27885015
iPad 6th Generation (Wi-Fi)	DMPY7ZW1JF8J	27884667
iPad 6th Generation (Wi-Fi)	DMPY7ZW4JF8J	27884008
iPad 6th Generation (Wi-Fi)	DMPY7ZWVJF8J	27885020
iPad 6th Generation (Wi-Fi)	DMPY7ZX4JF8J	27884894
iPad 6th Generation (Wi-Fi)	DMPY7ZX7JF8J	27884935
iPad 6th Generation (Wi-Fi)	DMPY7ZXBJF8J	27884769
iPad 6th Generation (Wi-Fi)	DMPY7ZXDJF8J	27884905
iPad 6th Generation (Wi-Fi)	DMPY7ZXFJF8J	27884006
iPad 6th Generation (Wi-Fi)	DMPY7ZXLJF8J	27885001
iPad 6th Generation (Wi-Fi)	DMPY7ZY1JF8J	27885423
iPad 6th Generation (Wi-Fi)	DMPY7ZYUJF8J	27885368
iPad 6th Generation (Wi-Fi)	DMPY7ZZ9JF8J	27884917
iPad 6th Generation (Wi-Fi)	DMPY7ZZJJF8J	27884203
iPad 6th Generation (Wi-Fi)	DMPY7ZZRJF8J	27884151

MacBook Air (13-inch Early 2015)	FVFY54AXJ1WK	26648021
MacBook Air (13-inch Early 2015)	FVFY54B3J1WK	26648242
MacBook Air (13-inch Early 2015)	FVFY54BFJ1WK	26648093
MacBook Air (13-inch Early 2015)	FVFY54BPJ1WK	26648103
MacBook Air (13-inch Early 2015)	FVFY54BYJ1WK	26648233
MacBook Air (13-inch Early 2015)	FVFY54C1J1WK	26648240
MacBook Air (13-inch Early 2015)	FVFY54C3J1WK	26648293
MacBook Air (13-inch Early 2015)	FVFY54C9J1WK	26648046
MacBook Air (13-inch Early 2015)	FVFY54CGJ1WK	26648077
MacBook Air (13-inch Early 2015)	FVFY54CJJ1WK	26648344
MacBook Air (13-inch Early 2015)	FVFY54CWJ1WK	26648304
MacBook Air (13-inch Early 2015)	FVFY54CXJ1WK	26648303
MacBook Air (13-inch Early 2015)	FVFY54D0J1WK	26648022
MacBook Air (13-inch Early 2015)	FVFY54D3J1WK	26648243
MacBook Air (13-inch Early 2015)	FVFY54D6J1WK	26648351
MacBook Air (13-inch Early 2015)	FVFY54DJJ1WK	26648023
MacBook Air (13-inch Early 2015)	FVFY54DRJ1WK	26648024
MacBook Air (13-inch Early 2015)	FVFY54E2J1WK	26648361
MacBook Air (13-inch Early 2015)	FVFY54E3J1WK	26648358
MacBook Air (13-inch Early 2015)	FVFY54E4J1WK	26648306
MacBook Air (13-inch Early 2015)	FVFY54E8J1WK	26648307
MacBook Air (13-inch Early 2015)	FVFY54EFJ1WK	26648109
MacBook Air (13-inch Early 2015)	FVFY54EMJ1WK	26648113
MacBook Air (13-inch Early 2015)	FVFY54F3J1WK	26648213
MacBook Air (13-inch Early 2015)	FVFY54F8J1WK	
MacBook Air (13-inch Early 2015)	FVFY54FEJ1WK	26648228
MacBook Air (13-inch Early 2015)	FVFY54FMJ1WK	26648235
MacBook Air (13-inch Early 2015)	FVFY54FRJ1WK	26648212
MacBook Air (13-inch Early 2015)	FVFY54G5J1WK	26648107
MacBook Air (13-inch Early 2015)	FVFY54G7J1WK	26648211
MacBook Air (13-inch Early 2015)	FVFY54GGJ1WK	26648336
MacBook Air (13-inch Early 2015)	FVFY54GHJ1WK	26648115
MacBook Air (13-inch Early 2015)	FVFY54GNJ1WK	26648350
MacBook Air (13-inch Early 2015)	FVFY54H1J1WK	26648116
MacBook Air (13-inch Early 2015)	FVFY54H8J1WK	26648239
MacBook Air (13-inch Early 2015)	FVFY54H9J1WK	26648110
MacBook Air (13-inch Early 2015)	FVFY54HBJ1WK	26648108
MacBook Air (13-inch Early 2015)	FVFY54HFJ1WK	26648335
MacBook Air (13-inch Early 2015)	FVFY54HNJ1WK	26648091
MacBook Air (13-inch Early 2015)	FVFY54J1J1WK	26648339
MacBook Air (13-inch Early 2015)	FVFY54J3J1WK	26648203
MacBook Air (13-inch Early 2015)	FVFY54JHJ1WK	26648227
MacBook Air (13-inch Early 2015)	FVFY54L0J1WK	26648271
MacBook Air (13-inch Early 2015)	FVFY54LFJ1WK	26648254
MacBook Air (13-inch Early 2015)	FVFY54M3J1WK	26648102
MacBook Air (13-inch Early 2015)	FVFY54MYJ1WK	26648155
MacBook Air (13-inch Early 2015)	FVFY54NMJ1WK	26648129
MacBook Air (13-inch Early 2015)	FVFY54PDJ1WK	26648202
MacBook Air (13-inch Early 2015)	FVFY54PJJ1WK	26648045
MacBook Air (13-inch Early 2015)	FVFY54RBJ1WK	26648092
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MacBook Air (13-inch Early 2015)	FVFY54V6J1WK	26648273
MacBook Air (13-inch Early 2015)	FVFY54V7J1WK	
MacBook Air (13-inch Early 2015)	FVFY54VAJ1WK	

iPad 6th Generation (Wi-Fi)	DMPY81DVJF8J	27883907
iPad 6th Generation (Wi-Fi)	DMPY81E1JF8J	27883885
iPad 6th Generation (Wi-Fi)	DMPY81FVJF8J	27883586
iPad 6th Generation (Wi-Fi)	DMPY81FWJF8J	27883589
iPad 6th Generation (Wi-Fi)	DMPY81FXJF8J	27883808
iPad 6th Generation (Wi-Fi)	DMPY81FZJF8J	27883899
iPad 6th Generation (Wi-Fi)	DMPY81G5JF8J	27883864
iPad 6th Generation (Wi-Fi)	DMPY81G9JF8J	27884476
iPad 6th Generation (Wi-Fi)	DMPY81GEJF8J	27966425
iPad 6th Generation (Wi-Fi)	DMPY81GKJF8J	27883582
iPad 6th Generation (Wi-Fi)	DMPY81HYJF8J	27966427
iPad 6th Generation (Wi-Fi)	DMPY81J2JF8J	27884485
iPad 6th Generation (Wi-Fi)	DMPY81JMJF8J	27883592
iPad 6th Generation (Wi-Fi)	DMPY81JUJF8J	27885092
iPad 6th Generation (Wi-Fi)	DMPY81JWJF8J	27885203
iPad 6th Generation (Wi-Fi)	DMPY81K2JF8J	27883687
iPad 6th Generation (Wi-Fi)	DMPY81K3JF8J	27883913
iPad 6th Generation (Wi-Fi)	DMPY81K7JF8J	27885190
iPad 6th Generation (Wi-Fi)	DMPY81K9JF8J	27883880
iPad 6th Generation (Wi-Fi)	DMPY81KGJF8J	27883772
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iPad 6th Generation (Wi-Fi)	DMPY81KUJF8J	27885268
iPad 6th Generation (Wi-Fi)	DMPY81LBJF8J	27883904
iPad 6th Generation (Wi-Fi)	DMPY81LPJF8J	27883797
iPad 6th Generation (Wi-Fi)	DMPY81LQJF8J	27884471
iPad 6th Generation (Wi-Fi)	DMPY81LYJF8J	27884435
iPad 6th Generation (Wi-Fi)	DMPY81M0JF8J	27883775
iPad 6th Generation (Wi-Fi)	DMPY81MCJF8J	27883799
iPad 6th Generation (Wi-Fi)	DMPY81MGJF8J	27883883
iPad 6th Generation (Wi-Fi)	DMPY81MNJF8J	27883794
iPad 6th Generation (Wi-Fi)	DMPY81MRJF8J	27883923
iPad 6th Generation (Wi-Fi)	DMPY81MSJF8J	27883891
iPad 6th Generation (Wi-Fi)	DMPY81MTJF8J	27966042
iPad 6th Generation (Wi-Fi)	DMPY81N2JF8J	27883691
iPad 6th Generation (Wi-Fi)	DMPY81NHJF8J	27885034
iPad 6th Generation (Wi-Fi)	DMPY81NNJF8J	27884481
iPad 6th Generation (Wi-Fi)	DMPY81NQJF8J	27883574
iPad 6th Generation (Wi-Fi)	DMPY81NWJF8J	27884484
iPad 6th Generation (Wi-Fi)	DMPY81P8JF8J	27883821
iPad 6th Generation (Wi-Fi)	DMPY81PHJF8J	27966084
iPad 6th Generation (Wi-Fi)	DMPY81PKJF8J	27885035
iPad 6th Generation (Wi-Fi)	DMPY81PQJF8J	27885058
iPad 6th Generation (Wi-Fi)	DMPY81PRJF8J	27883840
iPad 6th Generation (Wi-Fi)	DMPY81PSJF8J	27884343
iPad 6th Generation (Wi-Fi)	DMPY81PTJF8J	27883876
iPad 6th Generation (Wi-Fi)	DMPY81Q7JF8J	27885270
iPad 6th Generation (Wi-Fi)	DMPY81QEJF8J	27966428
iPad 6th Generation (Wi-Fi)	DMPY81RBJF8J	27883767
iPad 6th Generation (Wi-Fi)	DMPY81RKJF8J	27885205
iPad 6th Generation (Wi-Fi)	DMPY81RQJF8J	27884337
iPad 6th Generation (Wi-Fi)	DMPY81RTJF8J	27883922
iPad 6th Generation (Wi-Fi)	DMPY81S1JF8J	27883881
iPad 6th Generation (Wi-Fi)	DMPY81S3JF8J	27885200
iPad 6th Generation (Wi-Fi)	DMPY81SCJF8J	27883686
iPad 6th Generation (Wi-Fi)	DMPY81SGJF8J	27883773

MacBook Air (13-inch Early 2015)	FVFY54VDJ1WK	26648127
MacBook Air (13-inch Early 2015)	FVFY54VEJ1WK	26648258
MacBook Air (13-inch Early 2015)	FVFY54VWJ1WK	26648111
MacBook Air (13-inch Early 2015)	FVFY54VXJ1WK	26648360
MacBook Air (13-inch Early 2015)	FVFY54W5J1WK	26648160
MacBook Air (13-inch Early 2015)	FVFY54W9J1WK	26648156
MacBook Air (13-inch Early 2015)	FVFY54WNJ1WK	26648354
MacBook Air (13-inch Early 2015)	FVFY7NKMJ1WK	26648379
MacBook Air (13-inch Early 2015)	FVFY7NL2J1WK	26648372
MacBook Air (13-inch Early 2015)	FVFY7NPCJ1WK	26648397
MacBook Air (13-inch Early 2015)	FVFY7NVSJ1WK	26648399
MacBook Air (13-inch Early 2015)	FVFY7U48J1WK	26648388
MacBook Air (13-inch Early 2015)	FVFY7U4TJ1WK	26648260
MacBook Air (13-inch Early 2015)	FVFY7U5AJ1WK	26648365
MacBook Air (13-inch Early 2015)	FVFY7U5BJ1WK	26648363
MacBook Air (13-inch Early 2015)	FVFY7U6MJ1WK	26648370
MacBook Air (13-inch Early 2015)	FVFY7U6NJ1WK	26648216
MacBook Air (13-inch Early 2015)	FVFY7U6RJ1WK	26648217
MacBook Air (13-inch Early 2015)	FVFY7U6TJ1WK	26648279
MacBook Air (13-inch Early 2015)	FVFY7U6YJ1WK	26648278
MacBook Air (13-inch Early 2015)	FVFY7U73J1WK	
MacBook Air (13-inch Early 2015)	FVFY7U85J1WK	26648292
MacBook Air (13-inch Early 2015)	FVFY7U8XJ1WK	26648282
MacBook Air (13-inch Early 2015)	FVFY7U92J1WK	26648377
MacBook Air (13-inch Early 2015)	FVFY7UAHJ1WK	26648097
MacBook Air (13-inch Early 2015)	FVFY7UAPJ1WK	26648280
MacBook Air (13-inch Early 2015)	FVFY7UETJ1WK	26648099
MacBook Air (13-inch Early 2015)	FVFY7UF0J1WK	26648378
MacBook Air (13-inch Early 2015)	FVFY7UFDJ1WK	26648376
MacBook Air (13-inch Early 2015)	FVFY7UFQJ1WK	26648219
MacBook Air (13-inch Early 2015)	FVFY7UFRJ1WK	26648403
MacBook Air (13-inch Early 2015)	FVFY7UFWJ1WK	26648390
MacBook Air (13-inch Early 2015)	FVFY7UGEJ1WK	26648281
MacBook Air (13-inch Early 2015)	FVFY7UGQJ1WK	26648393
MacBook Air (13-inch Early 2015)	FVFY7UGUJ1WK	26648289
MacBook Air (13-inch Early 2015)	FVFY7UGYJ1WK	26648101
MacBook Air (13-inch Early 2015)	FVFY7UGZJ1WK	26648366
MacBook Air (13-inch Early 2015)	FVFY7UH0J1WK	26648391
MacBook Air (13-inch Early 2015)	FVFY7UHEJ1WK	26648373
MacBook Air (13-inch Early 2015)	FVFY7UHFJ1WK	26648392
MacBook Air (13-inch Early 2015)	FVFY7UHPJ1WK	26648347
MacBook Air (13-inch Early 2015)	FVFY81TAJ1WK	26648408
MacBook Air (13-inch Early 2015)	FVFY81TPJ1WK	26648409
MacBook Air (13-inch Early 2015)	FVFY81TRJ1WK	26648098
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MacBook Air (13-inch Early 2015)	FVFY81TXJ1WK	26648396
MacBook Air (13-inch Early 2015)	FVFY81TZJ1WK	26648346
MacBook Air (13-inch Early 2015)	FVFY81U1J1WK	26648405
MacBook Air (13-inch Early 2015)	FVFY81U9J1WK	26648380
MacBook Air (13-inch Early 2015)	FVFY81UGJ1WK	26648375
MacBook Air (13-inch Early 2015)	FVFY81URJ1WK	26648262
MacBook Air (13-inch Early 2015)	FVFY81UZJ1WK	26648389
MacBook Air (13-inch Early 2015)	FVFY81V2J1WK	26648374
MacBook Air (13-inch Early 2015)	FVFY81VQJ1WK	26648264
MacBook Air (13-inch Early 2015)	FVFY81VSJ1WK	26648395
MacBook Air (13-inch Early 2015)	FVFY81VUJ1WK	26648387
MacBook Air (13-inch Early 2015)	FVFY81W0J1WK	26648383

iPad 6th Generation (Wi-Fi)	DMPY81SZJF8J	27885038
iPad 6th Generation (Wi-Fi)	DMPY81T0JF8J	27883905
iPad 6th Generation (Wi-Fi)	DMPY81TBJF8J	27884467
iPad 6th Generation (Wi-Fi)	DMPY81TCJF8J	27966276
iPad 6th Generation (Wi-Fi)	DMPY81TFJF8J	27883774
iPad 6th Generation (Wi-Fi)	DMPY81TMJF8J	27883879
iPad 6th Generation (Wi-Fi)	DMPY81TVJF8J	27966048
iPad 6th Generation (Wi-Fi)	DMPY81TWJF8J	27884477
iPad 6th Generation (Wi-Fi)	DMPY81VHJF8J	27885094
iPad 6th Generation (Wi-Fi)	DMPY81VLJF8J	27884470
iPad 6th Generation (Wi-Fi)	DMPY81W6JF8J	27885100
iPad 6th Generation (Wi-Fi)	DMPY81WXJF8J	27884479
iPad 6th Generation (Wi-Fi)	DMPY81X0JF8J	27883591
iPad 6th Generation (Wi-Fi)	DMPY81XHJF8J	27966273
iPad 6th Generation (Wi-Fi)	DMPY81XVJF8J	27883770
iPad 6th Generation (Wi-Fi)	DMPY81XZJF8J	27883856
iPad 6th Generation (Wi-Fi)	DMPY81Y1JF8J	27966082
iPad 6th Generation (Wi-Fi)	DMPY81Y4JF8J	27883924
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iPad 6th Generation (Wi-Fi)	DMPY820VJF8J	27885072
iPad 6th Generation (Wi-Fi)	DMPY820ZJF8J	27883916
iPad 6th Generation (Wi-Fi)	DMPY8212JF8J	27883621
iPad 6th Generation (Wi-Fi)	DMPY821ZJF8J	27883594
iPad 6th Generation (Wi-Fi)	DMPY8224JF8J	27883836
iPad 6th Generation (Wi-Fi)	DMPY8226JF8J	27966426
iPad 6th Generation (Wi-Fi)	DMPY822MJF8J	27884466
iPad 6th Generation (Wi-Fi)	DMPY8233JF8J	27885498
iPad 6th Generation (Wi-Fi)	DMPY8235JF8J	27883807
iPad 6th Generation (Wi-Fi)	DMPY8238JF8J	27966424
iPad 6th Generation (Wi-Fi)	DMPY823AJF8J	27883823
iPad 6th Generation (Wi-Fi)	DMPY823CJF8J	27883818
iPad 6th Generation (Wi-Fi)	DMPY823SJF8J	27883841
iPad 6th Generation (Wi-Fi)	DMPY8240JF8J	27883918
iPad 6th Generation (Wi-Fi)	DMPY8242JF8J	27885104
iPad 6th Generation (Wi-Fi)	DMPY8243JF8J	27883800
iPad 6th Generation (Wi-Fi)	DMPY824BJF8J	27883837
iPad 6th Generation (Wi-Fi)	DMPY824FJF8J	27885178
iPad 6th Generation (Wi-Fi)	DMPY824KJF8J	27883838
iPad 6th Generation (Wi-Fi)	DMPY824NJF8J	27883906
iPad 6th Generation (Wi-Fi)	DMPY824RJF8J	27885039
iPad 6th Generation (Wi-Fi)	DMPY824TJF8J	27966088
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iPad 6th Generation (Wi-Fi)	DMPY826BJF8J	27885194
iPad 6th Generation (Wi-Fi)	DMPY826GJF8J	27883898
iPad 6th Generation (Wi-Fi)	DMPY8272JF8J	27884469
iPad 6th Generation (Wi-Fi)	DMPY8274JF8J	27884340
iPad 6th Generation (Wi-Fi)	DMPY8278JF8J	27883854
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iPad 6th Generation (Wi-Fi)	DMPY827JJF8J	27885202
iPad 6th Generation (Wi-Fi)	DMPY827KJF8J	27883816
iPad 6th Generation (Wi-Fi)	DMPY827QJF8J	27966087
iPad 6th Generation (Wi-Fi)	DMPY827SJF8J	27966040
iPad 6th Generation (Wi-Fi)	DMPY828LJF8J	27966275
iPad 6th Generation (Wi-Fi)	DMPY828UJF8J	27883810
iPad 6th Generation (Wi-Fi)	DMPY828ZJF8J	27883850

MacBook Air (13-inch Early 2015)	FVFY81W2J1WK	26648386
MacBook Air (13-inch Early 2015)	FVFY81W5J1WK	26648407
MacBook Air (13-inch Early 2015)	FVFY81WRJ1WK	26648400
MacBook Air (13-inch Early 2015)	FVFY81WUJ1WK	26648334
MacBook Air (13-inch Early 2015)	FVFY81WXJ1WK	26648288
MacBook Air (13-inch Early 2015)	FVFY81XAJ1WK	26648348
MacBook Air (13-inch Early 2015)	FVFY81XCJ1WK	26648367
MacBook Air (13-inch Early 2015)	FVFY81XWJ1WK	26648406
MacBook Air (13-inch Early 2015)	FVFY81XXJ1WK	26648290
MacBook Air (13-inch Early 2015)	FVFY81XZJ1WK	26648331
MacBook Air (13-inch Early 2015)	FVFY81Y5J1WK	26648291
MacBook Air (13-inch Early 2015)	FVFY81Y6J1WK	26648402
MacBook Air (13-inch Early 2015)	FVFY81Y8J1WK	26648332
MacBook Air (13-inch Early 2015)	FVFY81Z2J1WK	26648384
MacBook Air (13-inch Early 2015)	FVFY81Z7J1WK	26648261
MacBook Air (13-inch Early 2015)	FVFY81Z8J1WK	
MacBook Air (13-inch Early 2015)	FVFY81Z9J1WK	26648381
MacBook Air (13-inch Early 2015)	FVFY81ZYJ1WK	26648404
MacBook Air (13-inch Early 2015)	FVFY8201J1WK	26648401
MacBook Air (13-inch Early 2015)	FVFY820BJ1WK	26648218
MacBook Air (13-inch Early 2015)	FVFY820XJ1WK	26648371
MacBook Air (13-inch Early 2015)	FVFY821DJ1WK	26648385
MacBook Air (13-inch Early 2015)	FVHV6QHFJ1WK	26623882
MacBook Air (13-inch Mid 2012)	C17JR0T7DRVC	
Smart Board (SBM680)	C022JW13B0402	26623586
Smart Board (SBM680)	G012HW42P0402	11798
Smart Board	SB680-R2-A79155	9196
Smart Board (SBM680)	G012HW06P0088	12570
Smart Board (SBM680)	G012HW06P0084	12572
Smart Board	SB660-R1-177256	7999
Smart Board	SB680-R2-603829	8528
Smart Board	SB660-114241	7654
Smart Board	SB660-114250	7655
Smart Board	SB660-R2-256732	8147
Smart Board	SB660-R2-256715	8153
Smart Board	SB680-R2-603781	8529
Smart Board	SB680-R2-603789	8531
Smart Board	SB680-R2-604882	8530
Smart Board	SB660-R1-177255	8144
Smart Board	SB660-R1-177275	8145
Smart Board	SB680-R2-A79153	9193
Smart Board	SB680-R2-A79164	9194
Smart Board	SB680-R2-603790	8524
Smart Board (SBM680)	G012GW49P0755	12573
Smart Board	SB660-R2-270858	8151
Smart Board (SBM680)	G012HW42P0432	11867
Smart Board	SB680-R2-604982	8525
Smart Board	SB680-R2-A79154	9195
Smart Board	SB680-R2-604983	8526
Smart Board	SB680-R2-992462	9645
Smart Board	SB680-R2-604981	8523
Smart Board	SB660-R2-270857	8152
Smart Board	SB680-R2-604980	8527
Smart Board	SB660-R2-270856	8149
Smart Board	SB660-114254	7653
Smart Board (SBM680)	G012GW38P0093	12283
Smart Board	SB660-R2-270862	8146

iPad 6th Generation (Wi-Fi)	DMPY82BLJF8J	27883595
iPad 6th Generation (Wi-Fi)	DMPY82CUJF8J	
iPad 6th Generation (Wi-Fi)	DMPY82CWJF8J	27966278
iPad 6th Generation (Wi-Fi)	DMPY82DKJF8J	27883763
iPad 6th Generation (Wi-Fi)	DMPY82DLJF8J	27885271
iPad 6th Generation (Wi-Fi)	DMPY82E1JF8J	27883877
iPad 6th Generation (Wi-Fi)	DMPY82E5JF8J	27966044
iPad 6th Generation (Wi-Fi)	DMPY82E6JF8J	27883585
iPad 6th Generation (Wi-Fi)	DMPY82EFJF8J	27883812
iPad 6th Generation (Wi-Fi)	DMPY82ENJF8J	27883798
iPad 6th Generation (Wi-Fi)	DMPY82EXJF8J	27883756
iPad 6th Generation (Wi-Fi)	DMPY82F4JF8J	27883790
iPad 6th Generation (Wi-Fi)	DMPY82F9JF8J	27883814
iPad 6th Generation (Wi-Fi)	DMPY82FAJF8J	27883593
iPad 6th Generation (Wi-Fi)	DMPY82FDJF8J	27883887
iPad 6th Generation (Wi-Fi)	DMPY82FLJF8J	27883796
iPad 6th Generation (Wi-Fi)	DMPY82FNJF8J	27883865
iPad 6th Generation (Wi-Fi)	DMPY82FUJF8J	27883894
iPad 6th Generation (Wi-Fi)	DMPY82FYJF8J	27966271
iPad 6th Generation (Wi-Fi)	DMPY82G3JF8J	27883791
iPad 6th Generation (Wi-Fi)	DMPY82GMJF8J	27883915
iPad 6th Generation (Wi-Fi)	DMPY82GYJF8J	27883858
iPad 6th Generation (Wi-Fi)	DMPY82H9JF8J	27884482
iPad 6th Generation (Wi-Fi)	DMPY82HJJF8J	27966089
iPad 6th Generation (Wi-Fi)	DMPY82HLJF8J	27966270
iPad 6th Generation (Wi-Fi)	DMPY82HUJF8J	27883805
iPad 6th Generation (Wi-Fi)	DMPY82K9JF8J	27883886
iPad 6th Generation (Wi-Fi)	DMPY82KDJF8J	27883809
iPad 6th Generation (Wi-Fi)	DMPY82KNJF8J	27966045
iPad 6th Generation (Wi-Fi)	DMPY82KRJF8J	27883793
iPad 6th Generation (Wi-Fi)	DMPY82KVJF8J	27883895
iPad 6th Generation (Wi-Fi)	DMPY82KZJF8J	27884468
iPad 6th Generation (Wi-Fi)	DMPY82L0JF8J	27883862
iPad 6th Generation (Wi-Fi)	DMPY82L8JF8J	27883903
iPad 6th Generation (Wi-Fi)	DMPY82LGJF8J	27885197
iPad 6th Generation (Wi-Fi)	DMPY82M2JF8J	27884428
iPad 6th Generation (Wi-Fi)	DMPY82MFJF8J	27883811
iPad 6th Generation (Wi-Fi)	DMPY82MMJF8J	27966049
iPad 6th Generation (Wi-Fi)	DMPY82MNJF8J	27883845
iPad 6th Generation (Wi-Fi)	DMPY82MUJF8J	27966041
iPad 6th Generation (Wi-Fi)	DMPY82N7JF8J	27883801
iPad 6th Generation (Wi-Fi)	DMPY82N9JF8J	27883688
iPad 6th Generation (Wi-Fi)	DMPY82NAJF8J	27883853
iPad 6th Generation (Wi-Fi)	DMPY82NGJF8J	27883590
iPad 6th Generation (Wi-Fi)	DMPY82PLJF8J	27883764
iPad 6th Generation (Wi-Fi)	DMPY82PPJF8J	27884483
iPad 6th Generation (Wi-Fi)	DMPY82PRJF8J	27883689
iPad 6th Generation (Wi-Fi)	DMPY82PWJF8J	27883815
iPad 6th Generation (Wi-Fi)	DMPY82PXJF8J	27884342
iPad 6th Generation (Wi-Fi)	DMPY82Q0JF8J	27884430
iPad 6th Generation (Wi-Fi)	DMPY82Q1JF8J	27883890
iPad 6th Generation (Wi-Fi)	DMPY82QRJF8J	27884432
iPad 6th Generation (Wi-Fi)	DMPY82R3JF8J	27966277
iPad 6th Generation (Wi-Fi)	DMPY82R7JF8J	27885040
iPad 6th Generation (Wi-Fi)	DMPY82REJF8J	27885066
iPad 6th Generation (Wi-Fi)	DMPY82RFJF8J	27883844
iPad 6th Generation (Wi-Fi)	DMPY82RKJF8J	27884341

Smart Board	SB660-114256	7656
Smart Board	SB680-M2-D25894	9441
Smart Board	SB660-R2-270865	8148
Smart Board	SB680-M2-D25887	9442
Smart Board	SB660-R2-270829	8150
Smart Board	SB660-108855	7443
Smart Board	SB660-R1-162587	7936
Smart Board (SBM680)	G012HW42P0437	11864
Smart Board (SBM680)	G012GW45P0039	12288
Smart Board	SB680-M2-D25893	9440
Smart Board (SBM680)	C022FW51B1725	NBT
Smart Board	SB660-R1-162628	7935
Smart Board	SB660-R2-270834	7997
Smart Board	SB660-R2-270825	8000
Smart Board	SB680-R2-825831	8900
Smart Board	SB680-M2-009781	9694
Smart Board (SBM680)	G012GW4P1315	12581
NEC NP-M322X	4X00568RD	12284
NEC NP-UM361X	6500213EF	NBT
NEC NP-ME331W	8400391RE	26648537
NEC NP-UM361X	5200376EA	12569
NEC NP-UM361X	5200374EA	12571
NEC NP-U300X	1700588CE	9675
NEC NP-ME331X	8600016RE	26623152
NEC NP-M323X	6601645RD	11918
NEC NP-ME331X	7200441RC	26623324
NEC NP-U300X	2300488CJ	10243
NEC NP-UM361X	7600368EJ	26623904
NEC NP-ME331X	8400775RE	26623003
NEC NP-M322X	4400735EB	12037
NEC NP-M322X	5700684RJ	11857
NEC NP-U300X	2900177CL	10244
NEC NP-UM330X	3900003FC	10612
Samsung SP-L300	C330HVDZ900152A	9172
NEC NP-M322X	5900397RJ	11858
NEC NP-ME331X	7400846RC	26623258
NEC NP-UM361X	5200375EA	12574
NEC NP-U300X	2500371CJ	
NEC-NP-UM361X	7700456EK	26623976
NEC NP-M322X	5200860RF	11859
NP-ME331W	8400384RE	26648538
NEC NP-M311X	3900821FB	8522
NEC NP-M323X	6200185RA	11961
Nec NP-M311X	3501643FA	10616
NEC NP-UM330X	3900482FC	10613
NEC NP-M323X	6701030RD	14688
NEC NP-UM330X	4900273FC	12282
NEC NP-M323X	6200186RA	11966
NEC NP-M322X	4X00567RD	11856
NP-UM361X	5200508EA	11767
NEC NP-M322X	5900222RJ	11855
NEC NP-M323X	6200189RA	11965
NEC NP-M323X	6701028RD	11980
NEC NP-ME331X	8600011RE	26623007
NEC NP-ME331X	7200446RC	26623325
NEC NP-M322X	5900219RJ	11584
NEC NP-ME331W	8400397RE	27966741

iPad 6th Generation (Wi-Fi)	DMPY82RTJF8J	27966274
iPad 6th Generation (Wi-Fi)	DMPY82RUJF8J	27883925
iPad 6th Generation (Wi-Fi)	DMPY82S5JF8J	27884426
iPad 6th Generation (Wi-Fi)	DMPY82SFJF8J	27885060
iPad 6th Generation (Wi-Fi)	DMPY82SJJF8J	27883573
iPad 6th Generation (Wi-Fi)	DMPY82SRJF8J	27883847
iPad 6th Generation (Wi-Fi)	DMPY82SVJF8J	27885033
iPad 6th Generation (Wi-Fi)	DMPY82T1JF8J	27883852
iPad 6th Generation (Wi-Fi)	DMPY82T3JF8J	27885103

NEC NP-UM361X	7X00298EN	26623905
NEC NP-M322X	4700974ED	12287
NEC NP-M322X	5900220RJ	11746
NEC NP-M323X	6900208	26623008
NEC NP-M322X	4400737EB	12038
NEC NP-UM361X	5500344EB	11768
NEC NP-ME331X	7200437RC	26623013
NEC NP-ME331X	7400782RC	26623255
NEC NP-ME331X	8600026RE	26623151
NEC NP-UM361X	5500349EB	12580

Brenda Moll

From: Richard Berdine <rberdine@revereschools.org> on behalf of Richard Berdine
Sent: Tuesday, May 9, 2023 8:17 AM
To: Tacke, Phil; Michael Critchfield; Jacqueline Pursley; Lisa Evans; Don Seeker; Helen Lechman
Cc: Brenda Moll; Richard Berdine
Subject: RE: Old scorers table and scoreboard

I have copied Brenda on this reply so that we can add these to the Board agenda for May if not too late, or put this on June agenda, for Board approval to dispose. Once the Board approves this, we can then discard. Thanks Phil! Rick

From: Tacke, Phil <ptacke@revereschools.org>
Sent: Tuesday, May 9, 2023 8:15 AM
To: Michael Critchfield <mcritchfield@revereschools.org>; Richard Berdine <rberdine@revereschools.org>; Jacqueline Pursley <jpursley@revereschools.org>; Lisa Evans <levans@revereschools.org>; Don Seeker <dseeker@revereschools.org>; Lechman, Helen <hlechman@revereschools.org>
Subject: Old scorers table and scoreboard

Good morning!

We are looking to get board approval to dispose of/relocate the old scorers table and scoreboard that were from the old building. These two items have not been used since the move to the new building, we have no use for them and we have nowhere to store these items.

Any help in this matter would be greatly appreciated!

Have a great day!

-Phil

NEW DOCUMENT

Attachment T-6

LIST OF DONATIONS
RECEIVED BY THE REVERE LOCAL SCHOOL DISTRICT
May 16, 2023

CASH DONATIONS

1. To: Richfield Elementary School for the mini community
   From: Julie Boyle $1,000.00

2. To: Revere Local Schools to benefit the Zachary Wilson Memorial Scholarship
   From: Lara and Richard Wilson $2,600.00

3. To: Bath Elementary School to purchase the following items:
   Music Department-2 x bass racks & 4 x cello racks $4,094.00
   Playground-2 6 ft by 12 ft soccer posts $3,391.83
   Main School-10x folding tables $ 751.04
   From: Bath PTA

4. To: Bath Elementary to be used as needed
   From: The H.E. Graves, Jr. Family Foundation $ 1,000.00

5. To: Revere Local Schools to benefit the R Leadership Scholarship
   From: Stephen and Holly Wido $ 537.00

6. To: Revere Local Schools a total of $1500 to benefit the Lisa Sutton Loper Memorial Scholarship
   From: Lucyll Loper $ 500.00
   Protein Partner of Ohio LLC $ 500.00
   Chloe Bair $ 500.00

7. To: Revere Local Schools to benefit the Friends of Richfield Library (2) $1000 Scholarships
   From: Friends of Richfield Library $2,000.00

8. To: Revere Middles School to benefit the Washington DC trip to Benefit those with financial difficulties
   From: Heart of Revere $ 500.00

EQUIPMENT / OTHER DONATIONS

NA

* Donation values for contributions other than cash are provided by donor and not established by the District.

NEW DOCUMENT

Limited Contract List 2023-2024

Attachment 1

Courtney Abbott	**Sierra Pabon**
Angela Andreatta	**Sarah Pine**
Julie Bird	**Samantha Price**
Anastasia Bohush	**Amanda Ralston**
Kim Borcoman	**Rebecca Ray**
Maggie Bowers	**Angeline Redman**
Joshua Bowman	**Rebecca Rhodes**
Nikki Bratt	**Robert Richardson**
Eric Browne	**Kathy Shaffer**
Megan Cronick	**Piper Short**
Shannon Davey (Edwards)	**Makenzie Smith (Lehman)**
Rebecca DeLauder	**Sarah Smith**
Brittany Fallon (Bertoia)	**Traci Spaeth**
Ryan Fletcher	**Emily Sokolowski**
Colleen Fry	**Kevin Somerville**
Andrew Gaug	**Rebecca Tacchite**
Kelly Heider	**Allison Truax-Loescher**
Jodi Hetman	**Rachel Vanderground**
Amy Hiller	**Kevin Verde**
Tanya Holztrager	**Jade Vianueva**
Emma Imrie	**Ryan Warner**
Shannon Kahoe	**Michael Wiley(.5 FTE)**
Allison Kilway	**Melissa Zahuranec**
Megan Kistner	**Sarah Zustin**
Alexandra Krakowiak	
Katie Laakso	
Anne (Annie) Lochridge	
Kaelee McCausland	
Kara Maloney	
Natalie Neistadt	
Robert Nickol	

NEW DOCUMENT

Attachment S-1

STUDENT TRANSPORTATION AGREEMENT

This Student Transportation Agreement (the "Agreement") is entered into on _____, 2023, between **Revere Local School District** (the "District"), an Ohio public school, charted under Chapter 3311 of the Ohio Revised Code, and **EDUCATION ALTERNATIVES**, an Ohio nonprofit 501(c)(3) corporation, ("EA").

BACKGROUND

WHEREAS, EA is in the business of providing transportation services for students of school districts throughout northeast Ohio;

WHEREAS, this Agreement engages EA to provide transportation services for the District during the 2022-2023 school year;

THE PARTIES AGREE AS FOLLOWS:

1. **Scope Of Services:** EA shall:

    a. Provide transportation services for the Districts' students, based upon the District's transportation needs during the Term of this Agreement; EA's transportation services include pickup and drop-off of the students at their homes, or other locations mutually agreed upon by the parties;

    b. Organize the transportation routes including pick-up and drop-off times and schedules;

    c. Promptly communicate with the parents, guardians and the District when transportation issues arise. Transportation issues may include, but are not limited to the following: issues regarding pick-up/drop-off times, scheduling, immediate safety of students, and behavioral incidents;

    d. Comply with the applicable current federal, state, and local laws, rules, and regulations for the special education transportation of students in the state of Ohio, including but not limited to the Family Educational Rights and Privacy Act the Individuals with Disabilities in Education Act and Ohio Department of Education requirements.

2. **Representations And Warranties.** EA represents and warrants that:

    a. EA's vehicles satisfy the safety requirements of the Ohio Department of Education, including following a structured preventative maintenance schedule for all vehicles;

    b. EA drivers are trained and certified through the Ohio Department of Education, and meet the Ohio Department of Education's ongoing requirements of having a current driver's license;

    c. EA employees providing services under this Agreement have satisfied applicable criminal records, background checks and hiring restrictions, imposed by law, including the requirements of ORC §§ 3319.39 and 3319.392; and

3. **Term Of The Agreement.** This Agreement will commence July 1, 2022 and expire on June 30, 2023 (the "Term"). This Agreement will not automatically renew at the expiration of the Term.

4. **Daily Rates, Billing And Payment.**

   a. The District shall compensate EA **$168 per van, round trip,** for routes the District requires (the "Daily Rate"). If EA provides a monitor for the route, The District shall compensate an additional **$65.00 per day**.

   b. The District shall compensate EA an additional **$25.00 per day**, per student, for any mid-school day routes, for which the student is transported alone (the "Additional Rate").

   c. The District shall pay EA the Daily Rate and any Additional Rates, for the transportation of each student enrolled by the District, including calamity days, truancy, and absenteeism, not to exceed 180 days;

   d. EA shall bill the District on a monthly basis, and the District shall pay each invoice within thirty days of receipt of the invoice.

5. **Insurance.**

   a. General Corporate Liability. During the Term of this Agreement, EA shall procure and maintain commercial general liability insurance with policy limits of not less than a combined single limit of $1,000,000 per occurrence and $3,000,000 in the aggregate.

   b. Automobile Liability. EA will at all times during the term of this Agreement, maintain a vehicle insurance policy. Such coverage shall be in an amount of $1,000,000, with an umbrella policy of $5,000,000.

6. **Independent Contractor Relationship.** All persons directly or indirectly employed by EA to perform the services under this Agreement shall at all times during the performance of the services be and remain employees or agents of EA, and at no time shall they be employees or agents of the District. Accordingly, EA shall be solely responsible for payment of any and all contributions, taxes or penalties now or hereafter imposed under any local, county, state or federal law due on account of EA's employees or agents, including but not limited to taxes and/or contributions for social security, Medicare, worker's compensation, unemployment and retirement.

7. **Waiver.** No waiver of any condition, covenant or breach of this Agreement by either party will imply or constitute a further waiver of the same or any other condition or covenant.

8. **Severability.** All agreements and covenants contained in this Agreement are severable and in the event that any of them are held invalid by any competent court, this Agreement shall be interpreted as if such invalid agreements and covenants were not contained herein.

9. **Entire Understanding**. This Agreement sets forth the entire understanding between the parties with respect to all matters referred to herein, and may not be changed or modified except by an instrument in writing, signed by both parties.

10. **Exhibits.** All exhibits, amendments, addenda, or attachments, attached to this Agreement are fully incorporated and made a part by this reference.

11. **Captions.** The captions used as headings for the various sections of this Agreement are used as a matter of convenience for reference purposes only.

12. **Governing Law.** The construction, validity and performance of this Agreement shall be governed in all respects by the law of the State of Ohio, without regard to its conflicts of laws provision.

13. **Approval.** This contract shall be subject to the written approval of the District's authorized representative and shall not be binding until so approved.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year stated in the Preamble.

EDUCATION ALTERNATIVES

By: _____
Gerald Swartz, Executive Director

THE DISTRICT

By: _____

Name: _____

NEW DOCUMENT

Attachment OB-1A

PROCUREMENT AND ADMINISTRATION OF OVERDOSE REVERSAL DRUGS

The Board of Education may procure overdose reversal drugs for use in emergency situations.

Employees, volunteers, or contractors of the Board ("authorized individuals") may administer overdose reversal drugs to an individual who is apparently experiencing an opioid-related overdose, in accordance with the written protocol established by a physician for the Board, if all of the following conditions are met:

1. The overdose reversal drugs are obtained from the Board;

2. The authorized individual complies with the protocol established by the authorizing physician; and

3. The authorized individual summons emergency services as soon as practicable, either before or after administering the overdose reversal drugs.

The Board is not liable for or subject to damages in any civil action, prosecution in any criminal proceeding, or professional disciplinary action for injury, death, or loss to person or property that allegedly arises from an act or omission associated with procuring, maintaining, accessing, or using overdose reversal drugs pursuant to this policy. This policy does not eliminate, limit, or reduce any other immunity or defense that the Board or an employee, volunteer, or contractor of the Board may be entitled to under Chapter 2305 or any other provision of the Ohio Revised Code or under the common law of Ohio.

LEGAL REFS: O.R.C. §§4729.514; 4731.943

Adopted: _____

STUDENT DISCIPLINE
(Expulsion, Suspension, Emergency Removal, Permanent Exclusion, and Alternate Discipline)

During the time of suspension, expulsion, or removal, the student (if he/she is 18 years of age or older) and/or the parents, guardians, or custodian are responsible for the conduct of the individual. While suspended, expelled, or removed from school, students are not permitted to attend or participate in curricular or extracurricular activities, or be on school property for any reason unless a prior appointment has been made with school officials. If a student is removed only from a particular class or activity, the student may not attend the class or participate in the activity for the duration of the removal.

A suspension or expulsion shall result in the student's total removal from the education program. For an in-school suspension, credit will be given for all classroom assignments that can be completed during the in-school suspension, or as homework if the student collects the assignments.

Teachers, school bus drivers, and other employees of this Board of Education having authority over students may take such action as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Discipline on Board vehicles shall be the responsibility of the driver on regular bus runs. When Board vehicles are used for field trips and other Board activities, the teacher, coach, advisor, or other Board employee shall be responsible for student discipline.

A student who is suspended or expelled from the Joint Vocational School District may be temporarily denied admission for the remaining period of the suspension or expulsion after being offered the opportunity for a hearing.

The District may deny credit for post-secondary courses, any portion of which were taken during the period of an expulsion imposed by the Superintendent or Board.

A. Definitions

1. Suspension is defined as the denial to a student for a period of at least one but not more than ten school days of permission to attend school and to take part in any school function.

2. Expulsion is defined as the denial to a student of permission to attend school and to take part in any school function, for a period exceeding ten school days but not

exceeding the greater of 80 school days, or one year in certain circumstances, or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place, unless the expulsion is extended pursuant to O.R.C. §3313.66(F).

3. Emergency Removal is defined as the denial of permission to be on school premises or at curricular activities to a student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises.

4. Disciplinary Removal is an action less severe than suspension, expulsion, or emergency removal and defined as the denial to a student of permission to attend the classes in which he/she is enrolled, or participate in an extracurricular activity in which he/she has been involved, for a period of less than one school day.

5. Permanent Exclusion means the prohibition of a student forever from attending any public school in this state that is operated by a city, local, exempted village, or joint vocational school district.

6. In-School Suspension means a suspension served in a supervised learning environment within a school setting in the District.

B. Expulsion

1. The Superintendent is the only school administrator who may expel a student.

2. Whenever an incident occurs that may lead to an expulsion, the principal may suspend a student prior to the expulsion hearing.

3. The Superintendent shall give the student and his/her parent, guardian, or custodian written notice of the intention to expel the student and provide the student and his/her parent, guardian, custodian, or representative an opportunity to appear before the Superintendent or designee to challenge the reasons for the intended expulsion or otherwise explain his/her actions. The notice must include:

   a. The reason(s) for the intended expulsion.

   b. Notification of the right of the student and the parent, guardian, custodian or representative to appear on request before the Superintendent or designee to challenge the reason(s) for the intended expulsion or to otherwise explain the student's action. This hearing cannot be compelled

by the administrator. The Superintendent or designee may utilize the service of counsel if deemed appropriate.

c. The date, time and place to appear must not be earlier than three nor later than five school days after the notice is given unless the Superintendent grants an extension of time. Whenever a student has attained 18 years of age, the right accorded to the parent of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian his/her refusal will be noted in the presence of a witness.

d. If the proposed expulsion is based on a violation listed in O.R.C. §3313.662(A) and the student is 16 years of age or older, the notice shall include a statement that the Superintendent may seek the permanent exclusion of the student if he/she is convicted or adjudicated a delinquent child for that violation.

4. The Superintendent or designee may grant an extension of time if requested on behalf of the student. If granted, the Superintendent must notify all parties of the new date, time, and place of the hearing.

5. The Superintendent or designee shall conduct the hearing at the appointed time and place. The purpose of the hearing is for both sides to give their side of the story.

6. The student may waive his/her right to a hearing. This waiver is to be in writing and signed by both student and parents. Additionally, the student can waive the hearing by not appearing or by his/her representative not appearing at the scheduled hearing.

7. If the Superintendent decides to expel, within one school day of the decision to expel, the Superintendent must notify the parent, guardian, or custodian of the student and the Treasurer of the Board of the action to expel in writing. If at the time an expulsion is imposed there are fewer school days remaining in the school year in which the incident that gives rise to the expulsion takes place than the number of days the student is to be expelled, the Superintendent may apply any remaining part or all of the period of the expulsion to the following school year. The notice of expulsion must include:

a. The reason(s) for the expulsion.

b. Notification of the right of the student, parent, guardian, or custodian to appeal to the Board or its designee within 14 days after the date of the

expulsion notice by sending notice by mail or email to the Board or its designee. The notice shall indicate that the notice of intent to appeal must be postmarked no later than 14 days after the date of the notice of expulsion.

c. The right of representation at the appeal.

d. The right to be granted a hearing before the Board or its designee and request the hearing be held in executive session.

e. Notification that the expulsion may be subject to extension pursuant to O.R.C. §3313.66(F) if the student is 16 years of age or older.

f. Notification that the Superintendent may seek the student's permanent exclusion if the expulsion is based on a violation listed in O.R.C. §3313.662(A) that was committed when the child was 16 years of age or older, if the child is convicted or adjudicated a delinquent child for that violation.

g. If the Superintendent expels a student for more than 20 school days or for any period of time if the expulsion will extend into the following trimester or school year, the notice of expulsion shall also include the names, addresses, and phone numbers of any public or private agencies that may offer services or programs that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion.

8. An appeal of the expulsion must be made within 14 days of receipt of the notice of expulsion.

9. A student or his/her parent, guardian, or custodian may appeal the expulsion to the Board or its designee. The student or the parent, guardian, or custodian may be represented in all such appeal proceedings and shall be granted a hearing before the Board or its designee, which may be in executive session upon the request of the student, parent, guardian, custodian or representative.

10. A verbatim record shall be made of the hearing.

11. The Board or its designee can act only after a hearing, if requested, has been held. The Board or its designee may affirm, reverse, vacate, or modify the expulsion.

12. The action of the Board or its designee on the expulsion must be in a public meeting.

13. The Treasurer or the Board's designee shall promptly notify the student, parent, guardian, custodian, or representative in writing of the decision.

14. The decision of the Board or its designee may be further appealed to the Court of Common Pleas under O.R.C. Chapter 2506.

15. The Superintendent, at his/her discretion, may require/allow a student to perform community (including the District) services in conjunction with or in place of an expulsion. This may also be required/allowed to extend beyond the end of the school year in lieu of applying the expulsion into the following school year. This provision does not apply to students expelled for bringing a firearm to a school operated by the Board or onto property owned or controlled by the Board.

16. The Superintendent shall initiate expulsion proceedings with respect to any student who has committed an act warranting expulsion under the Code of Student Conduct even if the student withdraws from the schools for any reason after the incident that gave rise to the hearing but prior to the hearing or decision to expel. If, following the hearing, the student would have been expelled had he/she still been enrolled in the school, the Superintendent shall impose the expulsion for the same length of time as a student who has not withdrawn from school.

C. Suspension

1. The Superintendent, principal, assistant principal, or Superintendent's designee are the only school administrators who may suspend a student.

2. Whenever an incident occurs that may lead to a suspension, an administrator shall investigate the nature of the alleged offense.

3. Prior to suspension or a hearing, the Superintendent or principal must give the student written notice of the intention to suspend. This notice must include the reason(s) for the intended suspension, and if the proposed suspension is based on a violation listed in O.R.C. §3313.662(A) and the student is 16 years of age or older, the notice may include a statement that the Superintendent may seek to permanently exclude the student if he/she is convicted or adjudicated a delinquent child for the violation.

a. The student shall be provided an opportunity to appear at an informal hearing before the Superintendent, principal, assistant principal, or Superintendent's designee to challenge the reason(s) for the intended suspension or to otherwise explain his/her actions. This hearing may take place immediately upon notification of the intention to suspend.

b. Whenever a student has attained 18 years of age the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student. If a student refuses to sign the form for the notice to parents or guardian, the refusal will be noted in the presence of a witness.

c. The principal is not required to permit the presence of counsel or follow any prescribed judicial rules in conducting the hearing.

4. If the administrator decides to suspend, within one school day of the decision to suspend, the Superintendent, principal, assistant principal, or Superintendent's designee must notify the parent, guardian, or custodian of the student of the action to suspend in writing. If at the time an out of school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the Superintendent shall not apply any remaining part or all of the period of the suspension to the following school year. The Superintendent may instead require the student to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin the student's community service or alternative consequence during the first full week day of summer break. The District, in its discretion, may develop an appropriate list of alternative consequences. In the event that a student fails to complete community service or the assigned alternative consequence, the District may determine the next course of action, which shall not include requiring the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year.

   A notice of suspension must include:

   a. The reason(s) for the suspension.

   b. The duration of the suspension.

   c. Notification of the right of the student, parent, guardian, or custodian to appeal to the Board or its designee within fourteen (14) days after the suspension notice by sending notice by mail or email to the Board or its designee. The notice shall indicate that the notice of intent to appeal must

be postmarked no later than fourteen (14) days after the date of the notice of suspension.

d. The right of representation at the appeal.

e. The right to be granted a hearing before the Board or its designee and request the hearing be held in executive session.

f. Notification that the Superintendent may seek the student's permanent exclusion if the suspension is based on a violation listed in O.R.C. §3313.662(A) that was committed when the child was 16 years of age or older, if the child is convicted or adjudicated a delinquent child for that violation.

5. A verbatim record of the appeal hearing shall be made.

6. The Board or its designee can act only after a hearing, if requested, has been held. The Board or its designee may affirm, reverse, vacate, or modify the suspension.

7. The action of the Board or its designee on the suspension must be in a public meeting.

8. The Treasurer or the Board's designee shall promptly notify the student, parent, guardian, custodian, or representative in writing of the decision.

9. The decision of the Board or its designee may be further appealed to the Court of Common Pleas under O.R.C. Chapter 2506.

10. The Superintendent, at his/her discretion, may require/allow a student to perform community (including the District) services in conjunction with or in place of a suspension. This may also be required/allowed to extend beyond the end of the school year in lieu of applying the suspension into the following school year.

11. <u>Parameters for Completing and Grading Assignments Missed Due to Suspension</u>

a. A student who has been suspended from school shall have the opportunity to do both of the following:

i. Complete any classroom assignments missed because of the suspension; and

ii. Receive at least partial credit for a completed assignment.

b. A student's grade for completed work shall not be reduced solely on account of the student's suspension. Teachers may excuse students from assignments missed due to a suspension which are not replicable outside of class, and which cannot reasonably be completed at a later date in time, as exclusively determined by the teacher. In such cases, the missed assignment(s) will not be factored into the student's overall grade in the course.

D. Emergency Removal

1. By Teacher

a. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, a teacher may remove a student from curricular activities under his/her supervision, but not from the premises.

b. During school hours the student must be sent to the office.

c. If a teacher makes an emergency removal, the reasons(s) for the removal must be submitted to the principal or assistant principal in writing as soon after the removal as practicable.

d. If the emergency removal exceeds one school day then a due process hearing must be held on the next school day after removal is ordered.

i. Written notice of the hearing and of the reason(s) for the removal shall be given to the student as soon as practicable prior to the hearing.

ii. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

iii. The hearing and notice requirements shall be conducted in accordance with suspension procedures if it is probable that the student may be subject to suspension. If it is probable that the student may be subject to expulsion, the hearing and notice requirements will be in accordance with expulsion procedures.

e. If the Superintendent or principal reinstates a student prior to the hearing, the teacher, upon request, will receive written reasons for the action. The teacher cannot refuse to reinstate a student even though reasons are not given.

f. In an emergency removal, a student can be kept from class until the matter of his/her misconduct is disposed of either by reinstatement, suspension, or expulsion.

2. By Administrator

a. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the Superintendent or a principal may remove a student from the school premises.

b. If it is intended that the student be removed for more than one school day, a due process hearing must be held on the next school day after the removal is ordered.

i. Written notice of the hearing and of the reason(s) for the removal shall be given to the student as soon as practicable prior to the hearing.

ii. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

iii. The hearing and notice requirements shall be conducted in accordance with suspension procedures if it is probable that the student may be subject to suspension. If it is probable that the student may be subject to expulsion, the hearing and notice requirements will be in accordance with expulsion procedures.

c. In an emergency removal a student can be kept from class or off school premises until the matter of the student's misconduct is disposed of either by reinstatement, suspension, or expulsion.

d. Less than One (1) School Day Removal

In all cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity or school premises for less than one school day and is not subject to suspension or expulsion, the due process requirements of this policy do not apply.

E. Students in Grades Pre-Kindergarten Through Three

1. Emergency Removal

a. A student in any of grades pre-kindergarten through three may be removed only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the

day in which the student was removed. If returned to curricular and extracurricular activities the following school day, a hearing regarding the removal need not occur.

b. A suspension or expulsion proceeding shall not be initiated against a student in any of grades pre-kindergarten through three who was removed from a curricular or extracurricular activity, unless the student has committed an act described in O.R.C. §3313.668(B)(1)(a) or (b).

2. Out-of-School Suspension and Expulsion

The District shall not implement an out-of-school suspension or expulsion of a student in any of grades pre-kindergarten through three, except in accordance with the following:

a. The District may issue an out-of-school suspension or expulsion to a student who has engaged in any of the behaviors described in O.R.C. §3313.66(B)(2) to (5).

b. The District may issue an out-of-school suspension not to exceed ten days or an expulsion to a student who has not engaged in any of the behaviors described in O.R.C. §3313.66(B)(2) to (5) only as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

c. Whenever possible, the principal shall consult with a mental health professional under contract with the District prior to suspending or expelling a student in any of grades pre-kindergarten through three. If the events leading up to suspension or expulsion indicate a need for additional mental health services, the student's principal or the District's mental health professional shall, in any manner that does not result in a financial burden to the District, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.

d. A student who is suspended or expelled shall be afforded the same notice and hearing, procedural, and educational opportunities as prescribed for a suspension or expulsion of District students in grades four through twelve.

e. Students in grades pre-kindergarten through three may be issued in-school suspensions, provided the in-school suspension is served in a supervised learning environment.

F. Permanent Exclusion

1. A student may be permanently excluded from attending any of the public schools of this state if the student is convicted of or adjudicated a delinquent child for committing, when he/she was 16 years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:

   a. O.R.C. §2923.122 which includes a person knowingly conveying or attempting to convey or possessing any deadly weapon or dangerous ordnance or any object which is indistinguishable from a firearm whether or not the object is capable of being fired and represents the object to be a firearm into a school safety zone;

   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 conceal ready-at-hand, any deadly weapon or dangerous ordnance on property owned or controlled by, or at an activity held under the auspices of a board of education;

   c. O.R.C. §2925.03 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 a board of education;

   d. O.R.C. §2925.11 which makes it illegal to obtain, possess, or use a controlled substance, other than a minor drug possession offense, if on property owned or controlled by, or at an activity held under the auspices of a board of education;

   e. A violation of the following sections if the violation was committed on property owned or controlled by or at an activity held under the auspices of a board of education, if the victim at the time of the commission of the act was an employee of that board of education:

      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) former 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 a board of education.

2. If the Superintendent obtains or receives proof that a student has been convicted of committing a violation listed in the section on reasons for permanent exclusion when he/she was 16 years of age or older or was adjudicated a delinquent child for the commission, when he/she was 16 years of age or older, of a violation listed in the section on reasons for permanent exclusion, the Superintendent may issue to the Board a request that the student be permanently excluded from public school attendance in accordance with O.R.C. §3313.662.

G. Disabled Students

It shall be the policy of this Board that a child with a disability shall be disciplined only in accordance with state and federal law.

H. Corporal Punishment

The use of corporal punishment as a means of discipline is prohibited in the District. This policy shall not prohibit the use of force or restraint in accordance with O.R.C. §3319.41(C).

I. Posting

A copy of this policy, together with the Code of Student Conduct, shall be posted in a central location in each school in the District and made available to students upon request.

J. Student Handbooks

Disciplinary procedures and codes of conduct may be developed by building administrators, appear in their respective handbooks, and be approved by the Board.

K. Student Seeking Admission From Another Ohio District

After a hearing, the Superintendent may temporarily deny admittance to a student seeking to enroll in the District if the student has been expelled or suspended from another Ohio district and the period of the expulsion or suspension has not expired. A student who is temporarily denied admission shall be admitted once the period of the suspension or expulsion has expired.

L. Student Seeking Admission From an Out-of-State School District

After a hearing, the Superintendent may also temporarily deny admittance to a student seeking to enroll in the District if the student has been expelled or otherwise removed for disciplinary reasons from a public school in another state and the period of the expulsion or removal has not expired. A student who is temporarily denied admission shall be admitted upon either:

1. The expiration of the expulsion or removal period imposed by the out-of-state district; or

2. The expiration of a period of time established by the Superintendent that begins with the date of expulsion or removal from the out-of-state school, but that is no greater than the period of the expulsion that the student would have received had the student committed the offense while the student was enrolled in this District.

M. Community Service in Conjunction With or in Place of a Suspension or Expulsion

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension or expulsion imposed pursuant to this Board Policy and O.R.C. §3313.66, except for an expulsion imposed pursuant to O.R.C. §3313.66(B)(2) for bringing a firearm to school or any other property owned or controlled by the Board. The community service requirement may be imposed by the Superintendent under the following guidelines:

1. The organization operating the community service program must be approved by the Board for student participation.

2. The community service requirement may be imposed beyond the end of the school year in lieu of applying an expulsion into the following school year.

N. In-School Suspension

If a student is issued an in-school suspension, the student shall be permitted to complete any classroom assignments missed because of the in-school suspension. Furthermore, the Superintendent or principal shall ensure the student is serving the in-school suspension in a supervised learning environment.

LEGAL REFS: O.R.C. §§3313.66; 3313.661; 3313.613; 3313.668

Adopted: March 19, 2019

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled by the District and off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District, and misconduct by a student that, regardless of where it occurs, is directed at a District official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event, whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

1. ACADEMIC DISHONESTY – Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams (paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's computer code, spreadsheets, documents, or handwritten material.

2. AIDING & ABETTING – An involvement (active or passive) with another student or students engaged in prohibited activities.

3. ARSON/FIREARMS OR OTHER WEAPONS/FALSE ALARMS AND/OR THREATS – An act of arson or unauthorized use, possession, transfer, or disposal of firearms, knives, or other weapons as defined under law or Board Policy, or initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.

4. BUS CONDUCT – Any violation of the rules of conduct on the school bus.*

5. COMPUTER USAGE – Violation of the school's computer policy and/or the District's acceptable use policy. **

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes.

7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

8. DISRESPECT – Rude or disrespectful behavior, or failure to cooperate with school personnel.

9. DISRUPTIVE BEHAVIOR – Disruption or continuous disruption of the classroom, school, school grounds, or school activities or functions.

10. EXPLOSIVE DEVICES - The use, threatened use, possession or distribution of explosives including matches and lighters or any item which could explode, burn, detonate, cause bodily harm or have the appearance to do so.

11. FIGHTING/ASSAULT/PHYSICAL VIOLENCE – The act of intentionally causing or threatening to cause physical or emotional harm to another person or behaving in such a manner as to present an eminent risk of such harm.

12. GAMBLING – Students shall not engage in or promote games of chance, placing bets or wagers, or risk anything of value on school grounds.

13. HARASSMENT – Harassment includes, but is not limited to, any action which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature, and any act that injures, degrades, or disgraces or attempts to injure, degrade, or disgrace another person. Harassment includes any act defined as harassment under Board Policy or state or federal law. Examples include, but are not limited to the following: bullying, intimidation, coercion, hazing, spreading rumors, name calling, and menacing.

14. INAPPROPRIATE LANGUAGE/MATERIALS – The use of profane, indecent, vulgar, or other improper language, gestures, comments, or material, whether written or oral, or the possession of any profane, vulgar, obscene, or other improper objects or material.

15. INCITING – Inciting to riot or to disrupt or attempt to disrupt the operation of the school.

16. ILLEGAL SUBSTANCES/CONTROLLED SUBSTANCES – The sale, possession, intent to sell, concealment, use of, or being under the influence or emitting an discernable odor of any substance containing betel nut, narcotics or illegal drugs or controlled substances, including but not limited to marijuana, hemp and hemp products, as defined in R.C. 928.01, as well as any counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, near beer or alcoholic beverages or the unauthorized use and/distribution of over-the-counter medication or prescription medication.

17. INAPPROPRIATE PHYSICAL OR NON PHYSICAL BEHAVIOR – Any behavior deemed inappropriate in school, including but not limited to unwelcome touching, play fighting, unwanted advances, physical intimidation, sexual contact, public displays of affection, throwing items, and excessively loud hallway or classroom behavior.

18. INSUBORDINATION – The failure to comply with directions of school personnel or acting in defiance of authority, including intentional interference with the performance of a teacher's duties or failure to identify oneself to school personnel when requested. Also included within is the failure to accept or comply with discipline or punishment from appropriate school personnel.

19. LOITERING/TRESPASSING – The action of being present on any school grounds, including a school bus, or any occupation of, or loitering on, near, or around school property without authorization.

20. REPEATED VIOLATIONS – Repeated violations of the Code of Student Conduct, Board Policy, or directives from school personnel.

21. RULES – Violation of rules and policies of the classroom, school, and the Revere Board of Education, including any applicable dress code.

22. SEXUAL CONTACT – Defined as any touching of an erogenous zone of another or public display of affection.

23. SCHOOL PERSONNEL – The harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.

24. THEFT – The act of confiscating, possessing, or stealing private or public property of the school or another individual.

25. TOBACCO/VAPING/OTHER DEVICES – The use, possession, transmission, or concealment of either tobacco products or nicotine products or paraphernalia in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place. This prohibition includes alternative tobacco/nicotine products, and nicotine cessation products, as well as electronic, vapor and other smoking devices.

26. UNAUTHORIZED TOUCHING – Touching another person without permission or consent.

27. UNAUTHORIZED MATERIALS – The publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.

28. VANDALISM – The intentional, purposeful, or reckless destruction or defacing, or attempt to do so, of public or private property within the school.

29. WEAPONS – Possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-a-like weapon. A weapon is defined as either an item designed to inflict injury or an item designed for another purpose then converted to a weapon through its use.

30. GANG MEMBERSHIP AND/OR GANG ACTIVITY – For purposes of this policy, a gang is an organization, association, or group of three or more people, using a common name or one or more common identifying signs, symbols, or colors, whose members individually or collectively engage in criminal activity.

31. REPEATED TARDINESS – arriving after the start of a scheduled class or activity without a valid excuse.

32. EXTORTION – obtaining something from a person by force, intimidation, or undue/ inappropriate use of authority.

33. UNSAFE DRIVING – operating an automobile in an illegal or unsafe manner, or in violation of any rules applicable to such use on District property.

34. ATTEMPT – purposefully attempting to violate any provision of the Code of Student Conduct.

Students found in violation of any section of this code of conduct may be immediately removed from school and recommended to the Superintendent for expulsion.

Parents of students suspended out-of-school for ANY length of time may be asked to personally return the child to school and meet with the principal/designee and/or guidance personnel before he/she is readmitted.

*The bus code of conduct can be found in school handbooks
** The technology acceptable use policy can be found in the district's electronic student registration system

LEGAL REFS: O.R.C. §§3109.09, 3109.10, 3313.661

Adopted: _____

NEW DOCUMENT

COLLEGE CREDIT PLUS PROGRAM

A secondary grade student who is a resident of this state may enroll at a college, on a full- or part-time basis, and complete nonsectarian, nonremedial courses for high school and college credit. This arrangement is known as the College Credit Plus Program ("Program"). Upon successful completion of college-level, nonremedial coursework applicable to at least one degree or professional certification at a partnering college, such student shall receive transcripted credit from the college, except for an advanced placement course or international baccalaureate diploma course, as described in O.R.C. §3313.6013(A)(2) and (3).

Eligibility Restrictions

To be eligible to participate in the Program, a student must be in the ninth, tenth, eleventh, or twelfth grade, and must satisfy the following requirements:

1. The student or the student's parent shall inform the principal, or equivalent, of the student's school by the first day of April of the student's intent to participate in the Program during the following school year. Any student who fails to provide the notification by the required date may not participate in the Program during the following school year without the written consent of the principal, or equivalent. If a student seeks consent from the principal after failing to provide notification by the required date, the principal shall notify the Ohio Department of Education of the student's intent to participate within ten days of the date on which the student seeks consent. If the principal does not provide written consent, the student may appeal the principal's decision to the Superintendent. Not later than 30 days after the notice of the appeal, the Superintendent shall hear the appeal and shall make a decision to either grant or deny that student's participation in the program. The decision of the Superintendent shall be final.

2. The student shall:

    a. Apply to a public or a participating private college, or an eligible out-of-state college participating in the Program, in accordance with the college's established procedures for admission, pursuant to O.R.C. §3365.05;

    b. Satisfy one of the following:

        (i) Be remediation free, in accordance with one of the assessments established under O.R.C. §3345.061(F);

(ii) Meet an alternative remediation-free eligibility option, as defined by the Chancellor of Higher Education, in consultation with the Superintendent of Public Instruction, in rules adopted under O.R.C. §3365.02; or

(iii) Have participated in the program prior to June 30, 2021 and qualified to participate in the program by scoring within one standard error of measurement below the remediation-free threshold for one of the assessments established under 3345.061(F) satisfying one of the conditions specified under division (A)(1)(b)(ii)(I) or (II) of O.R.C. §3365.02 as those divisions existed prior to June 30, 2021.

(iv) Have a cumulative unweighted high school grade point average of at least 3.00.

(v) Have a cumulative unweighted high school grade point average of at least 2.75 but less than 3.00 and received an "A" or "B" grade in a relevant high school course, as defined under O.AC. 3333-1-65.14.

c. Meet the college's and relevant academic program's established standards for admission, enrollment, and course placement, including course-specific capacity limitations, pursuant to O.R.C. §3365.05.

3. The student shall elect at the time of enrollment to participate under either Option A or Option B of this paragraph for each course under the Program.

a. OPTION A: The student may elect, at the time of enrollment, to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. A student electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.

(i) The student may elect to receive only college credit for the course, in which case the Board shall not award high school credit to the student.

(ii) The student may elect to receive both high school credit and college credit for the course. If the student successfully completes the course, the Board shall award the student high school credit, unless the student took the college courses during his or her expulsion from the District.

b. OPTION B: The student may elect, at the time of enrollment, for each course to have the college reimbursed under O.R.C. §3365.07. If the student successfully completes the course, the Board shall award the student high school credit, unless the student took the college courses during his or her expulsion from the District.

4. The student and the student's parent shall sign a form, provided by the District, stating that they have received the counseling required under O.R.C. §3365.04(B) and that they understand the responsibilities they must assume in the program. Counseling information shall include:

a. Program eligibility;

b. The process for granting academic credits;

c. Any necessary financial arrangements for tuition, textbooks, and fees;

d. Criteria for any transportation aid;

e. Available support services;

f. Scheduling;

g. Communicating the possible consequences and benefits of participation, including all of the following:

(i) The consequences of failing or not completing a course under the Program, including the effect on the student's ability to complete the secondary school's graduation requirements;

(ii) The effect of the grade attained in a course under the Program being included in the student's grade point average;

(iii) The benefits to the student for successfully completing a course under the Program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.

h. The academic and social responsibilities of students and parents under the Program;

i. Information about and encouragement to use the counseling services of the college in which the student intends to enroll;

j. The standard packet of information for the program developed by the chancellor of higher education pursuant to O.R.C. §3365.

Limitations on Enrollment

A student in grade nine may not enroll in courses for which the student elects to receive credit toward high school graduation for more than the equivalent of four academic school years. A student may not enroll in courses in which the student elects to receive credit toward high school graduation for more than the equivalent of:

1. Three academic school years, if the student so enrolls for the first time in grade ten;

2. Two academic school years, if the student so enrolls for the first time in grade eleven;

3. One academic school year, if the student so enrolls for the first time in grade twelve.

These restrictions shall be reduced proportionately for any such student who enrolls in the program during the course of a school year.

Participation by Non-Secondary School Students

Students in grades seven and eight may participate in the Program if they meet the eligibility criteria required of secondary grade students for participation and shall be subject to the same requirements as secondary grade participants. **For participating seventh and eighth grade students for whom a cumulative unweighted high school grade point average is not available to determine eligibility, the student is eligible if the student satisfies all other applicable requirements, and has received an "A" or "B" grade in a relevant high school course, as defined under O.AC. 3333-1-65.14.**

The parent or guardian of a seventh or eighth grade student participating in the Program shall be responsible for any transportation related to participation in the Program.

Academic Consequences of Expulsion

The Board may deny high school credit for post-secondary courses, any portion of which were taken during the period of an expulsion imposed by the Superintendent or Board. If a college withdraws its acceptance of an expelled student who elected to have the college reimbursed for each course under O.R.C. §3365.07, the Board shall not award high school credit for the college courses in which the student was enrolled at the time the college withdrew its acceptance.

Awarding Grades and Calculating Class Standing

The awarding of grades and the calculation of class standing for courses taken under the Program shall be equivalent to the District's policy for courses taken under an advanced standing program or for other courses designated as honors courses by the District.

Applicability of Credit

High school credit awarded for courses successfully completed under the Program shall count toward the graduation requirements and subject area requirements of the District. If a course comparable to one a student completed at a college is offered by the District, the Board shall award comparable credit for the course completed at the college. If no comparable course is offered by the District, the Board shall grant an appropriate number of elective credits to the participant.

Evidence of successful completion of each course and the high school credits awarded by the school shall be included in the student's record. The record shall indicate that the credits were earned as a participant under O.R.C. Chapter 3365 and shall include the name of the college at which the credits were earned.

Consequences of Withdrawal and Failure to Attain Passing Grades

If a college withdraws its acceptance of an expelled student who elected Option B, any reimbursement under O.R.C. §3365.07 for the student's attendance prior to the withdrawal shall be the same as would be paid for a student who voluntarily withdrew from the college at the same time in the term. If the withdrawal results in the college's receiving no reimbursement, the college or Board may require the student to return or pay for any textbooks and materials it provided the student free of charge.

If the Superintendent determines that the student has not attained a passing final grade in a college course in which the student enrolled under the Program, the Superintendent may seek reimbursement from the student or the student's parent for the amount of state funds paid to the college on behalf of the student for that college course. In accordance with O.R.C. §3313.642(C), the Board may withhold grades and credits received by the student for high school courses taken by the student until the student or the student's parent provides reimbursement.

Unless the student was expelled, the Superintendent shall not seek reimbursement from a student or a student's parent if the student is identified as economically disadvantaged according to rules adopted by the Ohio Department of Education.

The District shall permit "children of military families," as defined in R.C. 3301.60, participating in the Program, who must withdraw from school because of a permanent change of station order out of the state to transition from one military installation to another, to do either of the following:

1. **Complete participation in the course the student is taking through the Program for the duration of the semester in which the student is enrolled in an online format, if possible; or**

2. **Withdraw from the course the student is taking through the Program without academic or financial penalty.**

Underperforming Students

An "underperforming student" is a student who meets at least one of the following conditions:

1. Has a cumulative grade point average of lower than 2.0 in the college courses taken through the college credit plus program;

2. Withdraws from, or receives no credit for, two (2) or more courses in the same term.

An "ineligible student" means a student who meets the definition of an underperforming student for two (2) consecutive terms of enrollment.

Probation

The District is responsible for placing an underperforming student on college credit plus ("CCP") probation within the CCP program. The District shall promptly notify the student, the student's parent, and each institution of higher education in which the student is enrolled of the student's status. The District shall advise the student and the student's parent on requirements for continuing in the program.

While a student is on CCP probation, the following shall apply:

1. The student shall enroll in no more than one college course in any term.

2. The student shall not enroll in a college course in the same subject as a college course in which the student earned a grade of "D" or "F" or for which the student received no credit.

If a student had registered for more than one college course for the next term prior to being placed on CCP probation, the student shall request each applicable institution of higher education

to dis-enroll the student from courses as necessary to comply with OAC 3333-1-165.13(C)(2). If the student elects to remain enrolled in one course for the next term, the student shall notify the applicable institution of the course in which the student would like to remain enrolled. The institution will confirm the course enrollment and all course dis-enrollments in the pre-term notice of admission. In the event the student fails to dis-enroll from courses, the District shall promptly notify the student and the student's parent that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student shall be declared an ineligible student and dismissed from the program for the next term.

If a student takes a college course after being placed on CCP probation and the course grade raises the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the student shall be removed from CCP probation and may participate in the CCP program without restrictions, unless the student again becomes subject to this rule. If the student takes a college course while on CCP probation and the course grade does not raise the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the District will dismiss the student from the program.

Dismissal

The District is responsible for dismissing an ineligible student from the college credit plus program. The District shall promptly notify the student, the student's parent, and each institution of higher education in which the student is enrolled of the student's dismissal.

A student who has been dismissed from the CCP program shall not take any college courses through the program. If the student had registered for any college courses for the next term prior to being dismissed from the program, the student shall request each applicable institution of higher education to dis-enroll the student from those courses. In the event the student fails to dis-enroll from courses as required by this paragraph, the District shall promptly notify the student and the student's parent that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student's dismissal from the program shall continue for an additional term.

Failure to make academic progress, as defined in this policy will result in an extension of CCP dismissal.

After one term of CCP dismissal, a student may request that the District allow the student to participate in the CCP program. The District shall review the student's full high school and college academic record to determine the student's academic progress. The District shall continue the student's dismissal, place the student on CCP probation, or allow the student to participate in the program without restrictions in accordance with this policy. . For purposes of this paragraph, summer shall count as a term of dismissal from the program only if the student is enrolled in one or more high school courses during the summer.

Appeals

A student who is dismissed from the CCP program, or is prohibited from taking a course in a subject may appeal the decision to the Superintendent. The Superintendent shall consider any extenuating circumstances separate from academic performance that may have affected the student's CCP status and may do any of the following:

1. Allow the student to participate in the program without restrictions;

2. Allow the student to take a course otherwise prohibited by this policy;

3. Allow the student to participate in the program on CCP probation;

4. Maintain the student's dismissal from the program.

The student must request an appeal within five (5) business days after being notified of the CCP dismissal or the CCP probation that prohibits the student from taking a course in a particular subject. The District shall promptly notify any institution of higher education in which the student is enrolled that the student has requested an appeal. The Superintendent shall issue a decision on the student's appeal within ten (10) business days after the date the appeal is made. The decision shall be final. The District shall promptly notify any institution of higher education in which the student is enrolled of the decision.

LEGAL REF.: Ohio Revised Code Chapter 3365
OAC 3333-1-65.13

Adopted: _____

NEW DOCUMENT

Attachment OB-2

Revere Local School District's Official Brand Standards Guide

Revere Pride, Live it!

Follow us @Revere Local

Visit: www.revereschools.org

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Table of Contents

- Introduction
- Use of Logos
- Approved Logos
  - Logo Uses
  - Official Logos
  - Logo Modifications
- Approved Colors
  - Identity Colors
  - Logo Against Background Colors
  - One Color Logos
  - Color Variations/Logo Enhancements
- Typography
  - Fonts

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The following manual provides you with specifications to accurately utilize the Revere Local School District brand elements. It is critical that all parties utilizing any of the Revere Local School District's brand elements follow this manual with attention to detail in order to preserve and protect the Revere Local Schools brand image.

Thank you in advance for reviewing this manual, thoroughly understanding its contents, and abiding by the specifications provided.

Use of Logos

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Creation, application or any use of the Revere Local School District's brand elements must conform to approved standards as authorized by Revere Local School District. Additionally, it is imperative that Revere Local School District brand elements are used properly on all merchandise, web, printed materials, signage, etc. in a quality manner.

When using the Revere Local School District brand elements, whether the item on which the element is applied is for internal use, departmental use, organization use, being publicly displayed, sold or otherwise distributed in commerce, all specification for usage must be met and visually approved by an authorized party within Revere Local School District.

Use of Logos

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PRIMARY LOGOS

Can be used on official school documents and displays such as on the front of the school, diplomas, stationery, business cards, website home page, etc.

WORDMARKS AND SECONDARY

Can be used on general fashion gear, uniforms, general club designs, general sport designs, stadiums, gym floor, signage, informal letterhead, etc.

INITIAL(S) or INTERLOCK

Interchangeable with Wordmarks and Activity Mark, but is more appropriate for embroidery or applications requiring less detail. (eg. Left Chest Polo Shirt)

ELECTRONIC FILES

Electronic Files in EPS or AI format are available. Original art should always be used when possible.

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Approved Logos - Uses

1. Primary Mark
2. Primary Wordmark
3. Secondary Mark
4. Secondary Wordmark
5. Tertiary Mark
6. Mascot
7. Initial

Note: Lady Minutemen may be added to any of these approved logos for Revere female sport and extra-curricular teams.



1



2



3



4



5


6

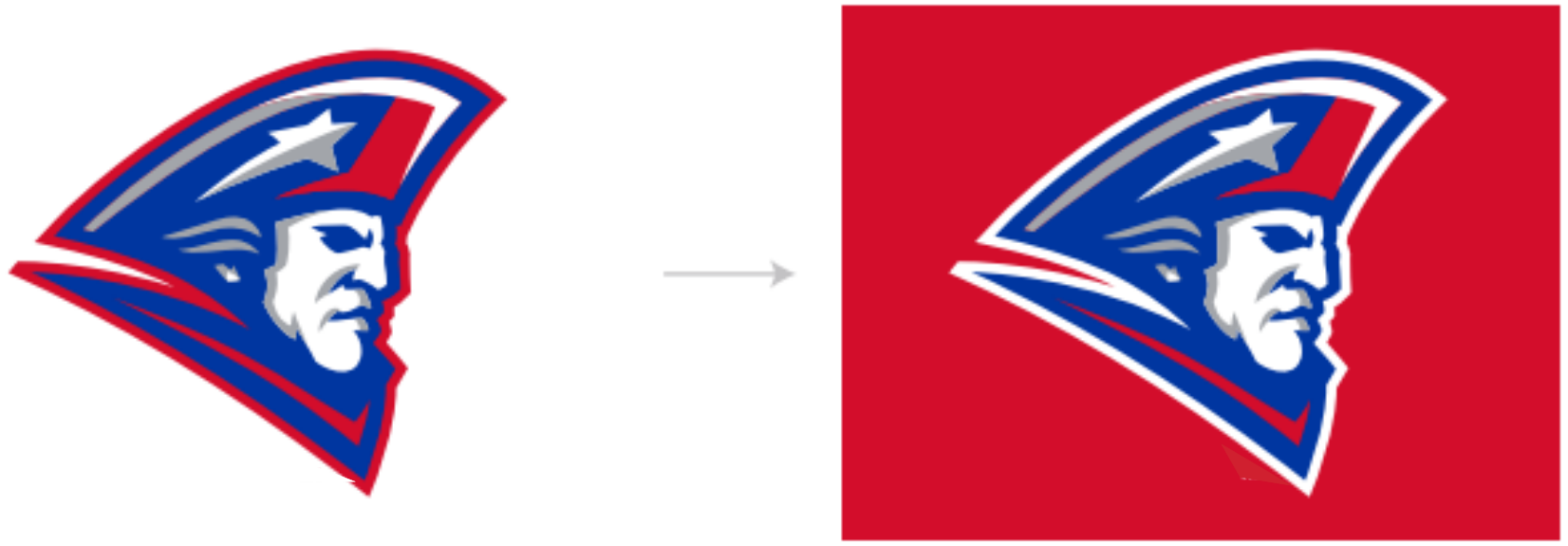

7

Approved Logos - Official

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School Approval

When possible, it is preferred to use the full color versions of all logos. Use of any other non-official colors in the logo mark must be approved by the school administration.



The outline shown in white, in the right image, is necessary for red colored backgrounds. The color of the outline can be altered, modified, or removed in order to enhance the overall aesthetics of the image as shown in the other examples.

See Page 3.2



If present, highlights and shadows may be omitted to enhance the logos in various printing applications and where limited color variations are needed.

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Approved Logos - Modifications

All logos were created using the PANTONE+ Solid Coated color book.

Pantone Uncoated shares the same PMS number as Pantone Coated.



The colors shown on this page have not been evaluated by PANTONE, Inc. for accuracy and may not match the PANTONE color standards. Refer to the current edition of the PANTONE Color Formula Guide for accurate colors. PANTONE® is a registered trademark of PANTONE, Inc.

	Royal Blue	Scarlet Red	White
Pantone	PMS 286 C	PMS 186 C	White
Web	#0033A0	#C8102E	#FFFFFF
CMYK	C: 100 M: 75 Y: 0 K: 0	C: 2 M: 100 Y: 85 K: 6	C: 0 M: 0 Y: 0 K: 0
RGB	R: 0 G: 51 B: 160	R: 200 G: 16 B: 46	R: 255 G: 255 B: 255

Royal Blue, Scarlet Red, and White are the official approved colors of Revere High School and play a major role in supporting the core visual identity of the brand.

Royal Blue and Scarlet Red are the primary foundation colors and should always be the first colors used in any application where a single color predominates. White should only be used as a secondary accent color.

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Approved Colors - Identity Colors

LOGO GUIDELINES AGAINST BACKGROUND COLORS

The logo is recommended to be used against Royal Blue, Scarlet Red, transparent or neutrals such as Grey/Silver. Please contact the athletic director for approval on use of any other non-official school color backgrounds (eg. light blue, pink, black, dark grey, etc.)

The logo should always be used on a solid color (or transparent) background (vs. against an image, pattern or texture).



Approved Colors - Logo Against Background Colors

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Approved Colors - One Color Logos

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In one color designs, the eyes will always be dark.





Simply inverting the color will result in a photo negative look that is <u>not acceptable</u> for the brand.

Approved Colors - Acceptable Color Variations

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The approved fonts are Champions and Nissan. Champions and Nissan should always be used for your school name and used when identifying a sport, department, club or other secondary priority associated with the district.

The primary text has been customized specifically for the Revere Local School District.

Champions

ABCDEFGHIJKLMNOPQRSTUVWXYZ

ABCDEFGHIJKLMNOPQRSTUVWXYZ



Nissan

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

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Typography


MINUTEMEN
REVERE LOCAL SCHOOLS

NEW DOCUMENT

FINALSITE

Attachment OB-3

Customer: Revere Local School District
Created By: Bridget Sutherland
New Contract
4/11/2023
Proposal Valid for 30 days

FINALSITE ORDER

This Finalsite Order (the "**Order**") is entered into by and between Active Internet Technologies, dba Finalsite ("**Finalsite**") and Revere Local School District ("Customer") and sets forth the terms of Customer's use of the products and services set forth below ("**Pricing Summary**"). This Order, together with the Master Terms and Conditions for Services (the "**Master Terms**") located at http://www.finalsite.com/masterterms/useducationagencies and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or Finalsite, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The "**Effective Date**" of this Order is the date on which both parties have signed this Order as reflected in the signature lines below.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Pricing Summary

Creative and Deployment Services Package
Blackboard WCM Composer Upgrade The Statement of Work ('SOW') for this Creative Services Package can be reviewed here https://www.finalsite.com/sow-wcm-conv

Composer CMS Platform
Core Communications Platform - Blackboard WCM Conversion View a detailed description of what's included in your software package here https://www.finalsite.com/wcm-conv-pkg

Products Included in Communications Core Platform - Blackboard WCM Conversion	
Finalsite Composer Content Management System	Granular Permissions
Admin Users. Editors (15)	HTTPS Implementation
Admins with ticketing rights (5)	Knowledge Base and Product Training Resources
Basic Integrated Site Search	Mobile Friendly, Responsive Designs
Calendar Manager	News / Blogs via Posts (20 boards pooled)
Website cloud storage / 120 GB	Page Based Notifications (Unlimited)
Comprehensive Training Program	Published Pages (Unlimited)
Content Migration for Tiers 1, 2, 3	Resources (Media, Galleries, Document Library)
District Site and 4 Additional Sites	Secure Hosting & CDN
Drag - and - Drop Page Elements	Single Sign-On
Faculty / Staff Directory (public facing)	Social Media Feeds for Districts - Standard (5)
Faculty / Staff Portal	Standard Support Plan
Forms Manager (20 forms pooled)	

Additional Products or Services:

Community Engagement Products:
[x] indicates product removed * Indicates products added

Connect 5	
CONNECT STND -300SMS	CONNECT SERVICE PER USER K-12

Mobile Communications App	
MOBILE COMMUNICATIONS APP	APP STORE MAINTENANCE SERVICE

Web Community Manager	
WCM ESSENTIAL	

Services: Initial Term and Fees:
The initial term of this Order is for the (5) year period beginning from the Effective Date, unless otherwise outlined in the schedule below (the "Initial Term").

Fees for the Initial Term for the Services specified in the table above are set forth below:

Total Setup Cost (USD)
$ 0

Schedule	Amount
Period 1 - Jul 01 2023	$ 17,011
Period 2 - Jul 01 2024	$ 17,341
Period 3 - Jul 01 2025	$ 17,691
Period 4 - Jul 01 2026	$ 18,051
Period 5 - Jul 01 2027	$ 18,421

B. Payment Terms

1. **All fees for the initial year of this Order shall be due as follows: (i) Set Up fees shall be invoiced on the Effective Date of this Order and shall be due and payable upon receipt of invoice; (ii) fees for Year 1 (described in the fee table above) shall be invoiced on the Effective Date of this Order or the first day of Year 1, whichever is later, and shall be due and payable upon receipt of invoice; (iii) fees for each subsequent Year of the Initial Term, and for each Renewal Term, shall be invoiced on the commencement of such Year or Renewal Term (as applicable) and shall be due and payable upon receipt of invoice. Fees for any other Services, and for reimbursable expenses, shall be invoiced in accordance with the Master Terms or this Order and shall be due and payable upon receipt of invoice.**
2. **Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (5) years (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Client provides AIT, or AIT provides Client, with a written notice to the contrary ninety (90) days prior to the end of the Initial Term or Renewal Term, as applicable.**
3. **Unless otherwise specified, all dollars ($) are United States currency.**
4. **Sales/VAT Tax: If applicable, a copy of Customer's Sales/VAT Tax Direct Pay Certificate or its Sales/VAT Tax Exemption Certificate must be returned with this Order Form. Otherwise, Finalsite will invoice Customer for applicable sales, use and other transactional taxes due in connection with the Services or the fees due therefor.**
5. **Except as otherwise specified in this Order, fees are subject to increase in accordance with the applicable provisions of the Master Terms.**

By signing below, Finalsite and Customer each agree to the terms and conditions of this Order and the Master Terms.

Client: Revere Local School District	**Active Internet Technologies ("AIT")**
Signature	**Signature**
Name (printed)	**Name (printed)**
Title (printed)	**Title (printed)**
Date	**Date**

☐ **As the Customer Contact, by initialing in this box, I agree on behalf of Customer that I have read the Statement of Work ('SOW') and understand the expected deliverables for Finalsite as well as for Customer's project team. I understand that the project timeline is a good faith estimate which is dependent on, among other factors, Customer's ability to meet respective Customer tasks and deadlines.**

C. Client Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

Billing Contact
Title
Address Po Box 340
City, State Zip Bath, OH 44210-0340
Phone
Email

Project Contact
Title
Phone
Email

***Executive Sponsor (Superintendent, Head of School, CFO, etc.)**
Title
Email

*The Executive Sponsor should be separate from the Project Contact and is typically the Superintendent, Head of School, Business Manager, CFO, etc.

NEW DOCUMENT

Attachment OB-4

2024-2025 CALENDAR

Revere Local School District

AUGUST 2024				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	**20**	**21**	**22**	23
26	27	28	29	30

20 Convocation/Room Set-up
21 Wellness/PD
22 First Day for Students

SEPTEMBER 2024				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	**20**
23	24	25	26	27
30				

2 Labor Day
20 Professional Dev. Day

OCTOBER 2024				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	**11**
14	15	16	17	18
21	22	23	24	**25**
28	29	30	31	

11 NEOEA Day
25 In-Service/Records

NOVEMBER 2024				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	**27**	**28**	**29**

27-29 Thanksgiving Break

DECEMBER 2024				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	**24**	**25**	**26**	**27**
30	**31**			

2 Conference Pay-Back
23-31 Winter Break

JANUARY 2025				
M	T	W	TH	F
		1	**2**	**3**
6	7	8	9	10
13	14	15	16	**17**
20	21	22	23	24
27	28	29	30	31

1-3 Winter Break
17 In-Service/Records
20 Martin Luther King Day

FEBRUARY 2025				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

17 Presidents' Day

MARCH 2025				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	**25**	**26**	**27**	**28**
31				

24-28 Spring Break
31 In-Service/Records

APRIL 2025				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	**18**
21	22	23	24	25
28	29	30		

18 Good Friday

MAY / JUNE 2025				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
2	3	**4**	**5**	6

26 Memorial Day
4 Last Day for Students
5 In-Service/Records

Staff In-service: No School for Students

Holiday or Other: No School

Teacher Conference Comp. Day: No School

176 STUDENT DAYS
184 TEACHER DAYS

GRADING PERIODS K-12

Q1	8/22 - 10/24	43 DAYS
Q2	10/28 - 1/16	45 DAYS
Q3	1/21 - 3/21	43 DAYS

NEW DOCUMENT

Attachment OB-5

FIRST	LAST	SCHOOL	GRADE	CHECK PAYABLE TO
M	Albers	Archbishop Hoban	11	Ken Albers
A	Alfirevic	Western Reserve Academy	10	Martina Alfirevic
A	Arnold	CVCA	10	Brian R Arnold
J	Arnold	CVCA	9	Brian R Arnold
I	Batal	Heritage Classical Academy	2	Davina Batal
E	Battenhouse	St. Vincent St. Mary	10	Carrie Battenhouse
L	Benedetti	Sacred Heart of Jesus	6	Jessica Benedetti
V	Benedetti	Sacred Heart of Jesus	8	Jessica Benedetti
A	Bohrer	Our Lady of the Elms	12	Laurie Bohrer
A	Bohrer	Our Lady of the Elms	9	Laurie Bohrer
C	Bohrer	CVCA	11	John Bohrer
E	Borchert	Holy Name HS	12	Erin Borchert
E	Bowman	Walsh Jesuit	10	Mindy Bowman
V	Breckner	University School	10	Amanda Farrell
J	Buckner	Archbishop Hoban	10	Tobin Buckner
B	Burke	St. Francis Xavier	8	Timothy Burke
J	Burke	Walsh Jesuit	12	Timothy Burke
S	Burke	St. Francis Xavier	6	Timothy Burke
Z	Cao	Birchwood School	10	Liping Cao
B	Carlin	St. Francis Xavier	7	Kelly Carlin
T	Carlin	St. Francis Xavier	6	Kelly Carlin
D	Chand	Spring Garden Waldorf	10	Addie Chand
M	Cipriani	Padua Franciscan High	12	Susan Cipriani
C	Ciresi	St. Michael Catholic School	7	Patricia Ciresi
S	Ciresi	St. Michael Catholic School	3	Patricia Ciresi
D	Colaco	Medina Christian Academy	7	Elizabeth Ciaralli-Colaco
B	Crozier	St. Peregrine Academy	4	Mary Crozier
M	Crozier	St. Peregrine Academy	7	Mary Crozier
R	Crozier	St. Peregrine Academy	3	Mary Crozier
R	Dasari	Akron Montessori School	1	Jayaprakash Dasari
K	Durst	St. Edward High School	9	Lisa Durst
R	Edmonds	St. Michael Catholic School	2	Christina Wadsworth
S	Edmonds	St. Michael Catholic School	1	Christina Wadsworth

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R	Farrell	University School	8	Amanda Farrell
C	Farro	Walsh Jesuit	11	Jody Farro
E	Flosdorf	Chapel Hill Christian School	4	Elizabeth Flosdorf
G	Flosdorf	Chapel Hill Christian School	6	Elizabeth Flosdorf
A	Freeman	St. Vincent St. Mary	10	Kathleen Matthews
A	Gliozzo	CVCA	8	Lauren Gliozzo
C	Harger	St. Michael Catholic School	7	Edward Mickey
K	Harabedian	CVCA	12	John Harabedian
J	Harabedian	CVCA	10	John Harabedian
A	Haran	Archbishop Hoban	9	Craig Haran
M	Haran	Walsh Jesuit	12	Craig Haran
M	Harris	Spring Garden Waldorf	4	Candace Kaptain
A	Hayes	St. Sebastian Parish School	10	Garimah Hayes
J	Heckman	Walsh Jesuit	10	Melissa Heckman
L	Helderman	CVCA	8	Sandy Lord
M	Helderman	CVCA	9	Sandy Lord
M	Herrera	St. Vincent St. Mary	10	Christine Herrera
M	Herrera	St. Vincent St. Mary	12	Christine Herrera
E	Hogue	South Suburban Montessori	7	Richard Hogue Jr.
E	Hogue	South Suburban Montessori	5	Richard Hogue Jr.
A	Hong	Incarnate Word Academy	8	Raymond Hong
A	Hong	Incarnate Word Academy	4	Raymond Hong
A	Hong	Incarnate Word Academy	4	Raymond Hong
R	Huber	St. Albert The Great	12	Kristen Huber
J	Kaminski	St. Albert The Great	6	Jaroslaw Kaminski
J	Kaminski	St. Albert The Great	3	Jaroslaw Kaminski
A	Karhoff	St. Sebastian Parish School	10	Laura Karhoff
Z	Karhoff	St. Sebastian Parish School	9	Laura Karhoff
N	Keisling	Julie Billiart Schools	5	Danielle Keisling
C	Kesterson	St. Vincent St. Mary	11	John Kesterson
A	Khoury	Birchwood School	8	Aneta Khoury
B	Khoury	St. Ignatius High	10	Aneta Khoury
N	Korwin	Archbishop Hoban	12	Douglas Korwin
B	Kulhawick	Northside Christian School	5	Emily Kulhawick

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K	LeVan	CVCA	9	Kara LeVan
K	Magleby	Archbishop Hoban	10	Kristin Petty-Magleby
O	Marchetta	Walsh Jesuit	12	Lisa Marchetta
G	Martin	St. Peregrine Academy	2	Ryan Martin
J	Martin	St. Peregrine Academy	5	Ryan Martin
L	Martin	St. Peregrine Academy	7	Ryan Martin
M	Martin	St. Peregrine Academy	4	Ryan Martin
M	Martucci	St. Vincent St. Mary		Paul Martucci
B	Massaro	Walsh Jesuit	12	Mindi Ackermann
L	McIlvaine	Hawken School	12	Stephanie McIlvaine
J	McPherran	Immaculate Heart of Mary	KG	Brian McPherran
M	Mendeluk	St. Albert The Great	7	Katherine Dolan
D	Mercurio	Walsh Jesuit	11	Kristen Mercurio
N	Moeller	Menlo Park Academy	KG	Malonie Moeller
E	Morales	CVCA	9	Wendy Morales
M	Mosher	CVCA	12	Kathryn Mosher
C	Mosher	CVCA	10	Kathryn Mosher
A	Mosher	CVCA	8	Kathryn Mosher
K	Mostoller	St. Vincent St. Mary	11	Tara Mostoller
R	Mostoller	St. Vincent St. Mary	9	Tara Mostoller
G	Mutersbaugh	Archbishop Hoban	12	Lisa Mollica
M	Najjar	CVCA	11	Mervat Najjar
J	Novak	Walsh Jesuit	9	Keith Novak
S	Panasenko	Medina Christian Academy	5	Helen Manousogiannakis
D	Parashchak	Providence Academy	2	Ruslan Parashchak
E	Parashchak	Providence Academy	5	Ruslan Parashchak
N	Parashchak	CVCA	7	Ruslan Parashchak
A	Pasternak	Fuchs Mizrachi School	1	Devorah Pasternak
E	Pasternak	Fuchs Mizrachi School	4	Devorah Pasternak
R	Pasternak	Fuchs Mizrachi School	6	Devorah Pasternak
T	Pasternak	Fuchs Mizrachi School	6	Devorah Pasternak
R	Petek	Padua Franciscan High	11	Summyr Petek
N	Quisenberry	University School	11	Kerry Quisenberry
B	Ralph	Walsh Jesuit	11	Laura Ralph

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I	Ralph	Archbishop Hoban	9	Laura Ralph
S	Ralph	Lippman School	3	Laura Ralph
D	Reidl	Medina Christian Academy	8	Daniel Reidl
P	Reidl	Medina Christian Academy	10	Daniel Reidl
T	Reidl	Medina Christian Academy	7	Daniel Reidl
W	Reidl	Medina Christian Academy	12	Daniel Reidl
A	Reimund	Walsh Jesuit	11	Stephanie Reimund
K	Ritzman	CVCA	11	Stacy Ritzman
K	Ritzman	CVCA	12	Stacy Ritzman
K	Ritzman	CVCA	9	Stacy Ritzman
A	Robinson	CVCA	10	Mike Robinson
Q	Robinson	CVCA	11	Mike Robinson
K	Schimmoeller	Seton Catholic School	12	Peter Schimmoeller
R	Sheffield	Western Reserve Academy	10	Denise Sheffield
B	Slaght	Walsh Jesuit	9	Philip Slaght
L	Slaght	Walsh Jesuit	10	Philip Slaght
C	Slawienski	Walsh Jesuit	10	Liesl Bigge
K	Spodnik	Chapel Hill Christian School	11	Lisa Spodnik
A	Stephens	University School	11	Donald Stephens
K	Stephens	Hathaway Brown	5	Donald Stephens
M	Stephens	Hathaway Brown	10	Donald Stephens
R	Stephens	University School	2	Donald Stephens
S	Stephens	Hathaway Brown	4	Donald Stephens
C	Stiffler	Archbishop Hoban	9	Lisa Stiffler
N	Stiffler	Lawrence School	7	Lisa Stiffler
L	Tonsing	Archbishop Hoban	12	Kris Tonsing
E	Vail	South Suburban Montessori	10	Catherine Park
H	Voth	St. Ignatius High	10	Susan Voth
R	Voth	St. Ignatius High	12	Susan Voth
L	Wagner	Hawken School	10	Lisa Wagner
W	Wargo	St. Barnabas Catholic School	2	Lindsey Wargo
M	Winkelmann	Archbishop Hoban	11	Sandy Winkelmann
H	Wood	Spring Garden Waldorf	9	Steve Wood
E	Yeung	Summit Christian School	4	Todd Yeung

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J	Yoder	St. Ignatius High	12	Jaclyn Yoder
C	Zerallos	CVCA	10	Rachel Zerallos
L	Zerallos	CVCA	12	Rachel Zerallos
Z	Zimmerman	Archbishop Hoban	12	Alyssa Zimmerman

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NEW DOCUMENT

Attachment OB-6

Revere Local School District

Whereas section 3313.90 of the Ohio Revised Code stipulates that local school districts may adopt a resolution that specifies the district's intent to not provide career-technical education at grade eight for the 2023-24 school year

AND

Whereas, Section 3313.90 further provides that if any district submits that resolution to the Ohio Department of Education by September 30th of that year, the department shall waive the requirements for that district to provide career-technical education to students enrolled in grade eight for that particular school year.

Therefore, be it resolved that the Revere Board of Education hereby waives the requirement to provide career-technical education in grade eight for the school year 2023-2024 as allowed by section 3313.90.

_____ _____

Board President Date

_____ _____

Treasurer Date

NEW DOCUMENT

Memorandum of Understanding 2023-2024
College Credit Plus Program Tuition Rates
Between Walsh University and
Ohio Public and Private School Districts

The purpose of this Alternative Funding Structure between Ohio public and private school districts and Walsh University (Institution of Higher Education, IHE) is to outline the responsibilities and funding arrangements pertaining to College Credit Plus courses taught by college faculty. College Credit Plus for this agreement is defined as providing high school students the opportunity to be enrolled in a college-level course or series of courses taught by the college by the IHE faculty. Upon successful completion of the course, the student will receive both high school graduation credit and college credit from the cooperating IHE. Walsh University and the school district will comply with all the laws, rules and timelines associated with College Credit Plus. Upon approval by the Chancellor of the Ohio Board of Regents, Walsh University agrees to the per credit hour costs as defined in this agreement. The district and Walsh University agree to the following:

Student Requirements

1. For acceptance into the program the college will review the following application materials provided by the student

    - Completed college application.
    - High school transcripts.
    - Students must comply with all Walsh University entrance requirements including appropriate scores on ACT or designated discipline-specific placement tests.

2. Possess basic computer skills such as sending email, attaching files to email, accessing the Internet, and word processing skills for online courses.

3. The student is responsible for gaining access to a computer and internet that meet the IHE requirements for students to complete assignments outside the normal school day.

Program Requirements

4. All College Credit Plus courses must be non-remedial.

5. All College Credit Plus courses should be transferable with a grade of C or better.

6. The district will use the IHE text, materials, equipment, course syllabus and assessments.

7. The cost of the textbooks and other course materials will be incurred by the district. However, any required materials such as goggles, art supplies, and so forth are the responsibility of the IHE.

8. The school district and the IHE will jointly provide student support such as counseling and tutoring. The IHE will assign each student an academic advisor and inform the student of the academic no-fault drop course date using the IHE's Learning Management System and academic calendar of university dates.

9. Once students have completed the course(s) the IHE will submit official grades to the school district in a timely manner.

10. IHE and district agree that they will provide any necessary information needed for required College Credit Plus data collection.

11. The IHE and the school district will annually collaborate on College Credit Plus informational meetings for parents and students through the Office of Undergraduate Admissions.

12. Teachers must meet Ohio Board of Regents and college guidelines for adjunct status.

13. The IHE will provide a faculty or the division chair/program director to serve as a mentor to the adjunct professor to assure college level work is maintained. The University mentor will supply the adjunct professor with all the required instructional materials and will schedule classroom observations, as required by College Credit Plus guidelines.

14. College Credit Plus adjunct professors will be invited to attend Walsh University faculty orientation and professional development activities of at least 3-hours, as required by College Credit Plus guidelines.

15. The IHE will provide adjunct professors course evaluation packets at the end of the semester to be administered to students upon completion of the college course.

Financial Structure

16. The IHE or district will not charge any fees or tuition to students.

17. Tuition for student withdrawn from College Credit Plus courses will be prorated according to the IHE timeline. Districts will have College Credit Plus per credit costs deducted from their foundation funds based on this agreement and College Credit Plus guidelines and timeline.

18. Districts will be charged tuition based on the default rates in the Ohio Administrative Code. Based on the anticipated 2023-2024 foundation rate, the following charges will apply:

A. Classes taken at a location operated by the IHE and taught by university faculty will be assessed at the **Ceiling Rate**.

B. Classes taken at a location operated by the school district and taught by a university faculty member (*who is not also a faculty member of the school district*) will be assessed at the **Mid-Level Rate**.

C. Classes taken at a location operated by the school district and taught by an adjunct faculty member of the high school will be assessed at the **Floor Rate**.

19. For courses taught by an IHE faculty member who is not a faculty member of the school district, the University reserves the right to cancel the class if a minimum number of students is not enrolled, which will vary depending on the number of credit hours in the course and contact load hours for the faculty member. Note: This agreement supersedes any former agreements.

Term of Agreement

The term of this agreement shall be for the 2023-2024 school year. This agreement cannot be used by either party to limit participation of a student in enrolling in courses not part of this agreement. The parties listed below agree with the above-stated conditions.

IHE: Walsh University

Walsh University President Tim Collins Date 3/3/23

School District _____

District Superintendent _____ Date_____

REV. 2/20/2022

NEW DOCUMENT

STUDENT HANDBOOK

Richfield Elementary School

2023 - 2024



Attachment OB-8

Richfield Elementary Guidelines

Absence/Attendance

The educational program offered by this District is predicated upon the presence of the student at school. Regular school attendance is essential for the educational development of students. It is also essential for the continuity of instruction and interaction between teachers and students. Attendance is required of all students enrolled in the schools during the days and hours that school is in session.

A parent/guardian must call the attendance office each day that a student is absent. If unable to call, parents are expected to write notes covering the days of absence.

Attendance Lines:
Richfield: 330-523-3604
Bath: 330-523-3811

Notification of parents/guardians: In order to assure regular attendance in school, it is our policy to call the home of each absentee to verify the student's absence. The District reserves the right to investigate the cause of each single absence or prolonged absence.

Students will be marked "absent unexcused" if notes or other documentation is not presented upon their return. Parents have 24 hours after the absence occurs to provide documentation for the absence; otherwise, the absence will be deemed "absent unexcused."

There are two (3) types of absences at Revere Local Schools. They are:
1. Absent Excused
2. Absent Unexcused
3. Medically Excused
4. Partial Excused.
5. Partial Unexcused

Absent Excused: An absence of a student from school or class for the following reasons:

1. Personal illness
2. Illness in the family necessitating the presence of the child
3. Medical and dental appointments that cannot be arranged during non-school hours.
4. Quarantine or Stay at Home Order
5. Death in the family/Funeral
6. Natural Disaster
7. Necessary work at the home due to absence or incapacity of parent(s) / guardian
8. Observation or celebration of a bona fide religious holiday or other religious activity.
9. Approved college visits.
10. Authorized school-sponsored activities and/or 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 on extracurricular activity, defined as a student activity operated by the district, but not included in a graded course of study.
11. Such good cause as may be acceptable to the Superintendent
12. Service as a precinct officer at a primary, special or general election

13. 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 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.
14. Other circumstances which, in the judgment of the Superintendent, constitute a good and sufficient cause for absence from school, including, but not limited to to circumstances which are out of the 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.

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

Absence shall include full days of absence, partial days of absence, and any hours missed due to cut classes or other unauthorized absence from school. All excuses from parents, as well as other documents pertaining to a student's enrollment, attendance, and withdrawal from the District, shall become part of the official attendance record and shall be maintained regardless of format or condition.

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

In all cases where a student reaches ten (10) days of excused absence in any school year or the equivalent number of hours of excused absence in any school year. (42 hours monthly or 72 hours yearly) A medically excused absence does not count toward those days or number of hours. School administration shall require written documentation or other information to verify whether a student's absence qualifies as Absent Excused for any of the permitted reasons addressed above.

If a parent/guardian fails to submit promptly any written documentation or other information requested by school administration, the student's absence will be deemed to be Absent Unexcused.

Planned absences means an absence due to a set of circumstances judged by the school administration to constitute a good and sufficient cause for absence from school. Reasons for such absence may include accompanying parents on a trip, participation in non-school athletic events, family matters out-of-town, college visitation or other trips approved by the parent. Students must submit a written request accompanied by a parental note for a Planned absence to the school office five days prior to the absence.

In order for a planned absence to be considered an Absent Excused, a student must first:

a. Notify the school administration in writing five school days in advance of the vacation
b. Obtain the signature of classroom teachers on the form and obtain all assignments from each teacher.
c. All work must be made up.
d. A student not complying with the aforementioned policies may receive failing grades

Medically Excused: Any absence of a student from school for medically related reasons AND when a medical note is provided.

Absent Unexcused: Any absence of a student from school (full or partial days) that does not meet the criteria for Absent Excused.

Out-of-school suspension will be treated as Absent Unexcused.

General Restrictions: Students who are absent from school due to illness but are seen in or around the school or in the community during the school day may have their absence marked as an Unexcused Absence. If a student is too ill to come to school, he/she should be at home.

Participation: Students must be in attendance at school for half day in order to be eligible for extracurricular, co-curricular, and curricular participation. This includes but is not limited to athletics and field trips. Exceptions to this policy will be reviewed by the administration. A student must be in attendance at school for half of the school day in order to participate in any school-sponsored activities that are conducted on that day; in the case of emergency the principal or his or her designee may grant an exception to this limitation.

Make-Up Privileges: Students whose absences are deemed either Absent Excused or Absent Unexcused will have the opportunity to make-up all missed class assignments, examinations, quizzes and/or tests. The student shall have the number of days of absence to make-up missed class assignments, examinations, quizzes and/or tests. Work not completed during that time period will not be eligible for subsequent make-up or evaluation. On his/her first day back to school after an Absent Excused or Absent Unexcused the student must contact his/her teachers in each course for make-up of missed class assignments, examinations, quizzes and/or tests. Students will be permitted to make up missed assignments for unexcused absences up to 10 days. For unexcused absences in excess of 10 days, the student may not make-up missed assignments. During a student's first Out-of-School Suspension, the student will have the opportunity to earn full credit for any assignments, projects, quizzes or tests that fall during the suspension dates. For any subsequent suspensions, a student will not receive credit for missed class work during a period of suspension.

Absence due to Student's Chronic Condition: Students are advised that if there is a chronic physical condition that will cause an unusual number of days of absence, this circumstance must be on file in the school office in the form of a note signed by a physician.

Late/Tardy to School: Students who arrive at school after the beginning of the educational day are required to report to the main office. A student may be excused for being late to school for the same reasons as allowed for Excused Absence from school. If a student is late to school for unexcused reasons, the student is considered tardy.

K-2 students who arrive late to school are required to be escorted into the building and signed in at the office by a parent or guardian.

Students who arrive at school after 10:30am are counted absent for that half-day. Students who leave school before 1:00pm are counted absent for that half-day.

School Truancy: Any student leaving the building without one of the above stated forms of permission will be considered "out of the building - unauthorized" and/or truant. A student leaving the building for a legitimate reason but without permission will have the absence marked as unexcused.

A student will be deemed "habitually truant" if the student is Absent Unexcused for:

1. 30 consecutive hours of instruction or
2. 42 hours of instruction during one calendar month or
3. 72 hours of instruction during one school year.

The parent/s and/or legal guardian of a student who is deemed “habitually truant” will be required to comply with school adopted policies and procedures to address the student’s truant behavior. In each case, reasonable and meaningful attempts will be made by the school to notify and engage the student and parents in resolving the truant behavior.

If a student is habitually truant and the student’s parent/legal guardian failed to cause the student to resume attendance, the Superintendent will file a complaint with the Juvenile Court and/or take other appropriate intervention actions as set forth in Board policy.

School or Class Truancy: Credit for missed assignments may be given to a student who is deemed habitually truant at the discretion of the administration. NOTE: Students who are tardy or missing from class for 20 minutes or more without a legitimate excuse will have this count as an “absence unexcused” from class.

Drop Off and Pick Up Procedures

Morning Drop Off

Students are encouraged to ride the bus to school. If you choose to bring your child, there is a designated area and procedures that parents must follow for the safety of all students.

All students are to be dropped off at the front of the school building. There are adults present from 8:00 to 8:30AM to assure the safety of each child. Any child coming in after 8:35am is tardy and must be signed in at the main office by a parent.

If a parent has a need to enter the school with their child, he or she should park in a parking spot and come into the main office. All visitors in Richfield must sign in and be prepared to show a picture ID.

Afternoon Pick Up

Students are encouraged to ride the bus home from school. If you choose to pick up your child, there are designated areas and procedures the parents must follow for the safety of all students.

The person who is picking up the student must be an adult/guardian or a person 18 years old or over who is listed on your emergency form. Do not send in students or other parents to pick up your child. If another person is picking up your child and is not on the emergency card, there must be a parent note sent in that morning which the child has given to the teacher granting permission for that pick up change.

At the beginning of the year, you will choose your transportation option (parent pick up, after-care or bus). This will be your option for the remainder of the year. Students will not be permitted to switch between bus and parent pick-up or bus aftercare. The transportation option you choose, will be the schedule your child will follow daily. If there needs to be a change please contact the Transportation Department at 330-523-3118.

Cellular Phones Electronic Communication Devices

Cell phones and electronic communication devices are to be turned off and kept in book bag while school is in session. Student use of cell phones or non-district issued electronic communication devices is prohibited while school is in session. Text messaging is not permitted. Any device that is deemed turned on, makes a noise or vibrates, or otherwise called attention to itself will be considered a disruption and subject to confiscation by

staff. Each offense of this policy requires retrieval of the device by the parent from administration. The student may also face additional disciplinary action by administration.

Classroom Expectations

All students are expected to comply with the Code of Student Behavior during classroom instruction. Violations of the Code of Student Behavior will not be tolerated and may require further disciplinary action by administration.

Technology Usage

Policies governing the use and or misuse of computers and technology are included in the Revere Board of Education Policy Guidelines and Code of Student Behavior. Use of school computers is dependent upon the receipt of a computer technology usage form signed by the parent/guardian and student.

Dress Code

We are committed to a safe and orderly learning environment for students that is free from distraction. Attire should not detract from the educational process, reasonable standards in dress and grooming apply. Compliance with a dress code is expected and noncompliance may be considered insubordination. Any formal dress or hairstyle that is considered contrary to good hygiene or that is deemed distractive, disruptive, or detrimental to the routine operation of school is prohibited.

School attire should be weather appropriate. Students go outside for recess every school day unless it is extremely cold or raining. Please have children wear appropriate clothing and shoes for recess. When there is snow on the ground students must be wearing snow boots, coats, snow pants, and gloves to play in the snow. Please be sure to label all belongings with your child's first and last name.

Final determination of appropriate school attire rests with the school administration.

Fines and Fees

All financial obligations incurred by students must be paid in full. Specific to the school library, fines are charged on overdue or damaged items. Students are expected to follow library regulations or they may forfeit access to the library.

District Grading Policy

Grades K-2
P: Proficient
I: In Progress
N: Not Yet Evident

Illness

The facilities of our school clinic are available for any student who becomes ill or injured during the school day. Care must be taken at all times to report all illnesses and injuries to the office. If a student has a need for the clinic service, the student should make sure the teacher in charge knows where he/she is going and then report immediately to the office and then the clinic. If unable to return to the classroom, he/she may be excused

to go home. Parents will be contacted by the office or clinic. If your student has a fever, vomits or symptoms requiring them to go home, they must be symptom free for 24 hours to return to school.

Medication

The administration of any medication to a student by school personnel requires the completion of necessary forms by the parent /guardian. Forms are distributed at the beginning of the year and are available in the Main Office. Both a parent /guardian and a physician must complete and sign the form. Medicine to be dispensed at school must be in its original prescription bottle. The school or its employees cannot provide aspirin or any other over-the-counter medication.

Progress Book

Academic progress is reported through the Progress Book. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3107

Public Records

A request for public records must go through the Treasurer's Office, as the Treasurer is the designated Records Officer for the Revere School District.

School Safety & Drills

Student safety is the responsibility of all students and staff. All injuries and accidents on school grounds must be reported to a staff member. State law requires that all students complete an emergency medical authorization form, signed by a parent and or guardian, and filed in the school's main office.

All drills are conducted periodically in accordance with state law. Safety routes are posted in each classroom and in various locations in the building. It is expected students will follow the direction of staff during drills and assist in the orderly completion of any drill. Anyone involved in causing a false fire alarm is subject to the penalties defined in Ohio Revised Code section 2917.32.

School Closings

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced via the Alert Now notification system. If no report is heard, it can be assumed that school will be in session. Check out social media platforms and handles: Facebook @ Revere Local Schools, Twitter @RevereLocal, Instagram @reverelocal.

Vacations During School Days

Regular, uninterrupted attendance is crucial to full academic achievement. Parents are urged to make every effort, whenever possible, to plan vacations when school is not in session. The length of time for completion of make-up work shall be commensurate with the length of absence.

Visitors & Volunteers At Richfield

All adults are required to sign in at the office and wear a visitor sticker/badge at all times. During the school day all adults must enter the building through the main entrance by the flagpole on the east Revere Road. To protect instructional time and the safety of all students, visitors are not permitted to go to classrooms without an appointment unless they are scheduled to volunteer.

Any parent or guardian interested in volunteering at Richfield Elementary must complete a background check at their expense in order to volunteer in the classroom or in other facets of the building that include, but are not limited to: PTA sponsored events, library volunteers, coaches, etc.

Disclaimer

This handbook may not include every item or incident that may occur in the building or on school grounds. Final resolution of each of these situations will be made by the school administration. Additional information about student conduct is found in the code of student conduct. The handbook is not intended to be a manual of all the policies of the Revere Board of Education.

Revere Board Policies

School Bus Procedures

Safe school transportation is considered an integral part of the total educational program within the Revere School System. Riding a school bus is a privilege. The primary purpose of the school bus is to transport pupils to and from school safely. The Revere School District recognizes that a safe school bus requires the cooperation of our parents, students, and school staff. Please read the following duties and responsibilities of school bus passengers carefully, and do your part to stress the importance of an accident-free school bus transportation program to your child.

Riding the school bus is a privilege extended to students that can be taken away anytime for disruptive or unsatisfactory behavior. All children being transported are under the authority of the bus driver and must obey the driver's directions. The school bus drivers are in charge while students are on buses. If your child is to go home any way other than by bus, the student is to bring a written note from home stating this. Otherwise, the child goes home on the bus.

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus. Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.

2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus. No key chains of any kind can be on the backpacks.

3. While on the bus, the pupil is under authority of, and directly responsible to the bus driver.

4. Upon entering the school bus, the pupils shall take their assigned seats. Pupils shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall

extend into the aisle way at any time. This is a state law. All backpacks and bags must be held on their laps. Nothing is to be stored under the seat. Any over-sized project for school may not be transported by bus.

5. Pupils should conduct themselves on the school bus as they would in the classroom except that a reasonable amount of quiet conversation is permissible. Yelling to one another is not permitted.

6. Eating or drinking on the bus is not permitted at any time.

7. Pupils shall not smoke or light matches or cigarette lighters, or cause any other flammable material to burn on or near the bus.

8. Pupils causing damage of any type to the school bus will be held liable for the cost of repairing the damage to the bus. Students causing willful and malicious damage will be denied the privilege of riding the bus to school.

9. Permission must be given by the bus driver before any windows may be opened. No throwing of any objects out of the windows is allowed. No pencils, pens or any sharp objects are permitted out of book bags while the student is on the bus.

10. Carrying of any dangerous objects or materials (such as knives, guns or fireworks) is an automatic suspension of bus riding privileges. The following items may not be transported on the bus: glass containers, skateboards, lawn chairs, balloons, large boxes, lacrosse or hockey sticks, golf clubs, skis, plastic sleds, baseball bats. All soccer balls, footballs, basketballs, etc. may be transported if they are contained either in a closed bag or backpack.

11. The Board of Education is required by state regulations to designate all bus stops. Bus stops have been placed in locations throughout the district that have, through the years, proven safe for loading and unloading students. Due to the number of students transported, an effort has been made to locate stops so that no student has to walk more than one half mile to a bus stop. The exception to this would be students living on spur roads not traveled by Revere school buses. Parental assistance is requested in seeing that the children arrive safely to and from the stop.

12. All pupils will load and unload from the buses only at designated stops. When on schedule, the bus cannot wait for tardy pupils. Pupils are to be at their designated bus stop five minutes before the bus is scheduled to arrive. When ahead of schedule the driver shall wait until the bus is on schedule for the 17 stop. Transfer of a pupil from his regular bus will be permitted only in case of hardship. A signed note from the parent must be presented to the principal’s office in advance.

13. Bus drivers are to report discipline cases on the bus to the Transportation Supervisor. The Transportation Supervisor will consult with the pupil’s school principal after a reported infraction of the bus rules. Continued disorderly conduct or refusal to submit to authority of the bus driver shall be sufficient reason for refusing transportation service to any pupil. The administration shall follow the procedures outlined for suspending a pupil from school.

If the Superintendent and/or designee determine that a student's behavior on a school vehicle violates school rules, he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Prior to such suspension, the Superintendent shall notify the student of the intended bus suspension and afford the student the opportunity to respond to the intended suspension or otherwise defend himself.

Harassment, Intimidation, and Bullying

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on school property, on a school bus, or during any school sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the schools, the following procedures shall be followed:

A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;

B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;

C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;

D. School administrators shall investigate and document any written or oral reports;

E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying In accordance with this policy, “harassment, intimidation, or bullying” means either of following:

A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:

1. Causes mental or physical harm to the other student; and

2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other
student; or

B. Violence within a dating relationship.

“Electronic act” means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

A. Physical violence and/or attacks.

B. Taunts, name-calling, and put-downs.

C. Threats and intimidation (through words and/or gestures).

D. Extortion or stealing of money and/or possessions.

E. Exclusion from the peer group or spreading rumors.

F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:

1. Posting slurs on Websites where students congregate on Web logs (personal online journals or diaries);

2. Sending abusive or threatening instant messages;

3. Using camera phones to take embarrassing photographs of students and posting them online;

4. Using Web sites to circulate gossip and rumors to other students;

5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct

alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action. Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of “harassment, intimidation, or bullying.”

4. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

5. Confidentiality The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District’s legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

6. Investigation

A. The investigator should remember that the investigation requires a balancing of the accused’s rights, the complainant’s right to an

environment free of harassment, 12 intimidation, or bullying, and the Board of Education’s interest in a prompt and fair investigation.

B. 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.

C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or

bullying 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 harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.

B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.

C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

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 harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be

counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

12. Strategies for Protecting Victims or Other Persons From New or Additional Acts

A. Supervise and discipline offending students fairly and consistently;

B. Maintain contact with parents and guardians of all involved parties;

C. Provide counseling for the victim if assessed that it is needed;

D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;

E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.

F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;

B. Planned professional development programs addressing bully/targeted individuals' problems;

C. Data collection to document bully/victim problems to determine the nature and scope of the problem;

D. Use of peers to help ameliorate the plight of victims and include them in group activities;

E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);

F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;

G. An attitude that promotes communication, friendship, assertiveness skills, and character education;

H. Modeling by staff of positive, respectful, and supportive behavior toward students;

I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or

K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement,
and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws. LEGAL REFS: O.R.C. §§3313.666; 3313.667 Adopted: October 17, 2017

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled

by the District and off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District, and misconduct by a student that, regardless of where it occurs, is directed at a District official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event, whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

1. ACADEMIC DISHONESTY – Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams (paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's computer code, spreadsheets, documents, or handwritten material.

2. AIDING & ABETTING – An involvement (active or passive) with another student or students engaged in prohibited activities.

3. ARSON/FIREARMS OR OTHER WEAPONS/FALSE ALARMS AND/OR THREATS – An act of arson or unauthorized use, possession, transfer, or disposal of firearms, knives, or other weapons as defined under law or Board Policy, or initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.

4. BUS CONDUCT – Any violation of the rules of conduct on the school bus.*

5. COMPUTER USAGE – Violation of the school's computer policy and/or the District's acceptable use policy. **

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes.
7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

8. DISRESPECT – Rude or disrespectful behavior, or failure to cooperate with school personnel.

9. DISRUPTIVE BEHAVIOR – Disruption or continuous disruption of the classroom, school, school grounds, or school activities or functions.

10. EXPLOSIVE DEVICES - The use, threatened use, possession or distribution of explosives including matches and lighters or any item which could explode, burn, detonate, cause bodily harm or have the appearance to do so.

11. FIGHTING/ASSAULT/PHYSICAL VIOLENCE – The act of intentionally causing or threatening to cause

physical or emotional harm to another person or behaving in such a manner as to present an eminent risk of such harm.

12. GAMBLING – Students shall not engage in or promote games of chance, placing bets or wagers, or risk anything of value on school grounds.

13. HARASSMENT – Harassment includes, but is not limited to, any action which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature, and any act that injures, degrades, or disgraces or attempts to injure, degrade, or disgrace another person. Harassment includes any act defined as harassment under Board Policy or state or federal law. Examples include, but are not limited to the following: bullying, intimidation, coercion, hazing, spreading rumors, name calling, and menacing.

14. INAPPROPRIATE LANGUAGE/MATERIALS – The use of profane, indecent, vulgar, or other improper language, gestures, comments, or material, whether written or oral, or the possession of any profane, vulgar, obscene, or other improper objects or material.

15. INCITING – Inciting to riot or to disrupt or attempt to disrupt the operation of the school.

16. ILLEGAL SUBSTANCES/CONTROLLED SUBSTANCES – The sale, possession, intent to sell, concealment, use of, or being under the influence or emitting an discernible odor of any substance containing betel nut, narcotics or illegal drugs or controlled substances, including but not limited to marijuana, hemp and hemp products, as defined in R.C. 928.01, as well as any counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, near beer or alcoholic beverages or the unauthorized use and/distribution of over-the-counter medication or prescription medication.

17. INAPPROPRIATE PHYSICAL OR NON PHYSICAL BEHAVIOR – Any behavior deemed inappropriate in school, including but not limited to unwelcome touching, play fighting, unwanted advances, physical intimidation, sexual contact, public displays of affection, throwing items, and excessively loud hallway or classroom behavior.

18. INSUBORDINATION – The failure to comply with directions of school personnel or acting in defiance of authority, including intentional interference with the performance of a teacher's duties or failure to identify oneself to school personnel when requested. Also included within is the failure to accept or comply with discipline or punishment from appropriate school personnel.

19. LOITERING/TRESPASSING – The action of being present on any school grounds, including a school bus, or any occupation of, or loitering on, near, or around school property without authorization.

20. REPEATED VIOLATIONS – Repeated violations of the Code of Student Conduct, Board Policy, or directives from school personnel.

21. RULES – Violation of rules and policies of the classroom, school, and the Revere Board of Education, including any applicable dress code.

22. SEXUAL CONTACT – Defined as any touching of an erogenous zone of another or public display of affection.

23. SCHOOL PERSONNEL – The harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.

24. THEFT – The act of confiscating, possessing, or stealing private or public property of the school or another individual.

25. TOBACCO/VAPING/OTHER DEVICES – The use, possession, transmission, or concealment of either tobacco products or nicotine products or paraphernalia in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place. This prohibition includes alternative tobacco/nicotine products, and nicotine cessation products, as well as electronic, vapor and other smoking devices.

26. UNAUTHORIZED TOUCHING – Touching another person without permission or consent.

27. UNAUTHORIZED MATERIALS – The publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.

28. VANDALISM – The intentional, purposeful, or reckless destruction or defacing, or attempt to do so, of public or private property within the school.

29. WEAPONS – Possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-a-like weapon. A weapon is defined as either an item designed to inflict injury or an item designed for another purpose then converted to a weapon through its use.

30. GANG MEMBERSHIP AND/OR GANG ACTIVITY – For purposes of this policy, a gang is an organization, association, or group of three or more people, using a common name or one or more common identifying signs, symbols, or colors, whose members individually or collectively engage in criminal activity.

31. REPEATED TARDINESS – arriving after the start of a scheduled class or activity without a valid excuse.

32. EXTORTION – obtaining something from a person by force, intimidation, or undue/ inappropriate use of authority.

33. UNSAFE DRIVING – operating an automobile in an illegal or unsafe manner, or in violation of any rules applicable to such use on District property.

34. ATTEMPT – purposefully attempting to violate any provision of the Code of Student Conduct.

Students found in violation of any section of this code of conduct may be immediately removed from school and recommended to the Superintendent for expulsion.

Parents of students suspended out-of-school for ANY length of time may be asked to personally return the child to school and meet with the principal/designee and/or guidance personnel before he/she is readmitted.

*The bus code of conduct can be found in school handbooks
** The technology acceptable use policy can be found in the district's electronic student registration system

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental

knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act (“IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e. disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL”). **These documents, *and any others,* will *be translated upon* request or *as* needed to *assist* any *LEP* Parent, regardless *whether they* speak a *FEL***. District all-calls and other District-wide or building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;
- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

Injury Protocol:

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member.

If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member.

The nurse will keep a log of all students who are seen.

Parents are notified and an incident report is completed and kept on file at the school.

A copy of the completed incident report is sent to Central Administration
(Parents are given a copy of the incident report upon request)

STUDENT HANDBOOK

Bath Elementary School

2023 - 2024



2023 – 2024
BATH ELEMENTARY SCHOOL

NAME: _____

TEACHER: _____

Welcome to Bath Elementary School. We are about to begin an exciting new year. This handbook is provided so that all students and parents will have a ready reference to information necessary to the understanding of the daily operations of our school as well as serving as your assignment notebook.

The goal of Bath Elementary School is **excellence,** and striving to reach this goal must be a cooperative effort on the part of everyone.

We urge all students to get involved. Take pride in your school, become actively involved in your studies, and in the extracurricular activities. It is up to each of you to **make it happen** for you!

Dan Fry, Principal
Andrew Wilson, Assistant Principal

Bath Student Day: 8:25 PM – 3:05 PM

Please visit us at: www.revereschools.org

REVERE LOCAL SCHOOL DISTRICT

The following buildings comprise the Revere Local School District:

Richfield Elementary School, PK-2
3080 Revere Road
Richfield, Ohio 44286
330-523-3604

Bath Elementary School, 3-5
1246 N. Cleve-Mass. Road
Akron, Ohio 44333
330-523-3802

Transportation Dept.
3622 Everett Road
Richfield, Ohio 44286
330-523-3119

Revere Middle School, 6-8
3195 Spring Valley Road
P.O. Box 339
Bath, Ohio 44210
330-523-3404

Revere High School, 9-12
3420 Everett Road
Akron, Ohio 44333
330-523-3202

Board Office
3496 Everett Road
P.O. Box 340
Bath, Ohio 44210
330-523-3100

ABSENCES AND PARTICIPATION

Students **must be in attendance at school half of the day** in order to be eligible for extracurricular, co-curricular, and curricular participation. This includes but is not limited to athletics, band, choir, drama, and field trips. Exceptions to this policy will be reviewed by the administration.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. Students who violate this policy may receive zero credit. This includes the unauthorized use of data to gain an academic advantage. Students may also be referred to administration for further disciplinary action.

ACCIDENTS

Student safety is the responsibility of both students and staff. All injuries and accidents on school grounds must be reported to a staff member. State law requires that all students complete an Emergency Medical Authorization form, signed by a parent and or/guardian, and filed in the school's main office.

ATTENDANCE

Bath Attendance Number

330-523-3811

1. A phone call from a parent or guardian is expected before 9:00 a.m. on the day the absence occurs.
2. A note is requested from a parent or guardian when the student returns to school. ***All work for all absences can and is expected to be made up by the student.***

Each parent, guardian, or custodian having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. Because of this, in December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 30 or more consecutive hours, 42 or more hours in one month, 72 or more hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. The student and family may be required to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

- Personal illness.
- Serious illness or death of a family member.
- Funeral.
- Medical and dental appointments that cannot be arranged during non-school hours.
- Unusual or emergency situations at home.
- Religious holidays and activities.
- Authorized school-sponsored activities.
- Approved college visits.
- Natural Disasters.
- Quarantine.
- 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.
- 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.

An absence for any reason other than those listed above shall be [illegible]

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 the number of days missed 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.

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
Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017)
Adopted: December 19, 2017

CELLULAR PHONES/ELECTRONIC COMMUNICATION DEVICES

Cell phones and electronic communication devices are to be turned off and kept out of sight while school is in session, unless permission is granted by the teacher for specific classroom use. Student use of cell phones or non-district issued electronic communication devices is prohibited while school is in session. Text messaging is not permitted. Any device that is deemed turned on, makes a noise or vibrates, or otherwise calls attention to itself will be considered a disruption and subject to confiscation by staff. Each offense of this policy requires retrieval of the device by the parent from administration. The student may also face additional disciplinary action by administration.

CLASSROOM EXPECTATIONS

All students are expected to comply with the Code of Student Behavior during classroom instruction. Violations of the Code of Student Behavior will not be tolerated and may require further disciplinary action by administration.

COMPUTERS

Policies governing the use and/or misuse of computers and technology are included in the Revere Board of Education policy guidelines and Code of Student Behavior. Use of school computers is dependent upon annual receipt of a Computer Technology Usage Form signed by the parent /guardian and student.

DRESS CODE

We are committed to a safe and orderly learning environment for students that is free from distraction. Attire should not detract from the educational process and reasonable standards in dress and grooming apply. Compliance with the dress code is expected and non-compliance may be considered insubordination. Any form of dress that is considered contrary to good hygiene is prohibited.

School Appropriate is defined as:

1. No drugs, alcohol, or weapons references
2. No profane or hate speech
3. No revealing clothing
4. No hats or non-religious head coverings unless approved by the administration

Final determination of appropriate school attire rests with the school administration.

Clothing must be worn as designed. Clothing prohibited includes the following items and conditions; clothing that is skin-tight, ripped, cut-off, torn, having holes and/or frayed; pants worn below the waist/hip and are low hanging; sheer or mesh garments; tube tops; shirts that have less than a 3-inch strap; shirts that do not cover the midriff when standing and seated; hats, sun glasses, slippers, outer coats, pajamas, bandannas/ head coverings, headbands/sweatbands; chains, any item advertising alcoholic beverages, drugs, tobacco, or weapons; or any item with obscene or questionable printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

Shorts and skirts must be finger-tip length or longer from their shortest points and must meet other conventional standards of dress. Tight shorts and shirts with messages across the front or back are not permitted. Exposure of cleavage or undergarments is prohibited. Shoes must be worn throughout the day. **Final determination of appropriate school attire rests with the school administration.**

FIELD TRIPS
A completed student field trip permission form with teacher and parent/guardian signatures is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern.

FINES AND FEES
All financial obligations incurred by students must be paid in full.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS
All drills are conducted periodically in accordance with state law. Safety routes are posted in each classroom and in various locations in the building. It is expected students will follow the direction of staff during drills and assist in the orderly completion of any drill. Anyone involved in causing a false fire alarm is subject to the penalties defined in Ohio Revised Code section 2917.32.

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on school property, on a school bus, or during any school sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the schools, the following procedures shall be followed:

A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;

B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;

C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;

D. School administrators shall investigate and document any written or oral reports;

E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian

of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, "harassment, intimidation, or bullying" means either of following:

A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:

1. Causes mental or physical harm to the other student; and

2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or

B. Violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

A. Physical violence and/or attacks.

B. Taunts, name-calling, and put-downs.

C. Threats and intimidation (through words and/or gestures).

D. Extortion or stealing of money and/or possessions.

E. Exclusion from the peer group or spreading rumors.

F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as "cyber bullying"), such as the following:

1. Posting slurs on Web sites where students congregate on Web logs (personal online journals or diaries);

2. Sending abusive or threatening instant messages;

3. Using camera phones to take embarrassing photographs of students and posting them online;

4. Using Web sites to circulate gossip and rumors to other students;

5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

4. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

5. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

6. Investigation

A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Education's interest in a prompt and fair investigation.

B. 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.

C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying 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 harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.

B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.

C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

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 harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

12. Strategies for Protecting Victims or Other Persons From New or Additional Acts

A. Supervise and discipline offending students fairly and consistently;

B. Maintain contact with parents and guardians of all involved parties;

C. Provide counseling for the victim if assessed that it is needed;

D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;

E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.

F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;

B. Planned professional development programs addressing bully/targeted individuals' problems;

C. Data collection to document bully/victim problems to determine the nature and scope of the problem;

D. Use of peers to help ameliorate the plight of victims and include them in group activities;

E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);

F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;

G. An attitude that promotes communication, friendship, assertiveness skills, and character education;

H. Modeling by staff of positive, respectful, and supportive behavior toward students;

I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or

K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667
Adopted: October 17, 2017

GRADING

The grade earned at the end of the trimester is the grade that appears on the student's report card.

District Grading Policy

Percentage	Grade	Regular	Honors RHS	AP RHS*
93% - 100%	**A**	**4.0**	**4.5**	**5.0**
90% - 92.99%	**A-**	**3.7**	**4.2**	**4.7**
87% - 89.99%	**B+**	**3.3**	**3.8**	**4.3**
83% - 86.99%	**B**	**3.0**	**3.5**	**4.0**
80% - 82.99%	**B-**	**2.7**	**3.2**	**3.7**
77% - 79.99%	**C+**	**2.3**	**2.8**	**3.3**
73% - 76.99%	**C**	**2.0**	**2.5**	**3.0**
70% - 72.99	**C-**	**1.7**	**1.7**	**1.7**
67% - 69.99	**D+**	**1.3**	**1.3**	**1.3**
63% - 66.99	**D**	**1.0**	**1.0**	**1.0**
60% - 62.99	**D-**	**0.7**	**0.7**	**0.7**
0% - 59.99	**F**	**0.0**	**0.0**	**0.0**

***Weighted grades will only be given to students completing an entire AP course. Weighted grades will not be given for grades below a C.**

ILLNESS AT SCHOOL

The facilities of our school clinic are available for any student who becomes ill or injured during the school day. Care must be taken at all times to report all illnesses and injuries to the clinic. If a student has a need for the clinic service, the student should make sure the teacher in charge knows where he/she is going and then report immediately to the office and then the clinic. If un

excused to go home. Parents will be contacted by the office or clinic. If your student has a fever or symptoms requiring them to go home, they must by symptom free for 24 hours to return to school.

LIBRARY

Fines are charged on overdue or damaged items. Students are expected to follow library regulations or they may forfeit access to the library.

MAKE-UP ASSIGNMENTS

Whenever a child has been ill or away from school, the student will be helped to make-up some of the work missed. Obviously, not all can be made up. The teacher will work with the child and, if necessary, the parent, to minimize the absence and its effect of the student's education. In some cases of extended absences, due to illness, tutoring may be available.

MEDICATION

The administration of any medication to a student by school personnel requires the completion of necessary forms by the parent /guardian. Forms are available in the clinic. Both a parent /guardian and a physician must complete and sign the form. Medicine to be dispensed at school must be in its original prescription bottle. The school or its employees cannot provide aspirin or any other over-the-counter medication.

OUT OF SCHOOL SUSPENSION

The student may make up any available missed assignments or tests during out of school suspensions. It is strictly the student's responsibility to determine what work is missed by checking Progress Book or contacting a fellow classmate for information. Teachers are not responsible for providing make-up information or assignments. It may not be possible to make-up class participation activities. All missed assignments are due the day the student returns to school from the out-of-school suspension. The student must make arrangements through their classroom teachers to complete any tests or quizzes.

PROGRESS BOOK AND REPORT CARDS

Academic progress is reported through various methods such as Progress Book, Interim Reports, and Report Cards. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3407.

PUBLIC RECORDS

A request for public records must go through the Treasurer's Office, as the Treasurer is the designated Records Officer for the Revere School District.

SCHOOL BUS PROCEDURES

Safe school transportation is considered an integral part of the total educational program within the Revere School System. Riding a school bus is a privilege. The primary purpose of the school bus is to transport students to and from school safely. The Revere School District recognizes that a safe school bus requires the cooperation of our parents, students, and school staff. Please read the following duties and responsibilities of school bus passengers carefully, and do your part to stress the importance of an accident-free school bus transportation program to your child.

Riding the school bus…….. is a privilege extended to students that can be taken away anytime for disruptive or unsatisfactory behavior. All students being transported are under the authority of the bus driver and must obey the driver's directions. The school bus drivers are in charge while students are on buses. ***If your child is to go home any way other than by bus, the student is to bring a written note from home stating this. Otherwise, the child goes home on the bus.***

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus. Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.

2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus. **No key chains of any kind can be on the backpacks.**
3. While on the bus, the student is under authority of, and directly responsible to the bus driver.
4. Upon entering the school bus, the students shall take their assigned seats. Students shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall extend into the aisle way at any time. **This is a state law.** All backpacks and bags must be held on their laps. Nothing is to be stored under the seat. Any over-sized project for school may not be transported by bus.
5. Students should conduct themselves on the school bus as they would in the classroom **except** that a reasonable amount of quiet conversation is permissible. Yelling to one another is not permitted.
6. **Eating or drinking on the bus is not permitted at any time.**
7. Students shall not smoke or light matches or cigarette lighters, or cause any other flammable material to burn on or near the bus.
8. Students causing damage of any type to the school bus will be held liable for the cost of repairing the damage to the bus. Students causing willful and malicious damage will be denied the privilege of riding the bus to school.
9. Permission must be given by the bus driver before any windows may be opened. No throwing of any objects out of the windows is allowed. No pencils, pens or any sharp objects are permitted out of book bags while student is on the bus.
10. **Carrying of any dangerous objects or materials (such as knives, guns or fireworks) is an automatic suspension of bus riding privileges. The following items may not be transported on the bus: glass containers, skateboards, lawn chairs, balloons, large boxes, lacrosse or hockey sticks, golf clubs, skis, plastic sleds, baseball bats. All soccer balls, footballs, basketballs, etc. may be transported if they are contained either in a closed bag or backpack.**
11. The Board of Education is required by state regulations to designate all bus stops. Bus stops have been placed in locations throughout the district that have, through the years, proven safe for loading and unloading students. Due to the number of students transported, an effort has been made to locate stops so that no student has to walk more than one half mile to a bus stop. The exception to this would be students living on spur roads not traveled by Revere school buses. Parental assistance is requested in seeing that the children arrive safely to and from the stop.
12. All students will load and unload from the buses only at designated stops. When on schedule, the bus cannot wait for tardy students. Students are to be at their designated bus stop five minutes before the bus is scheduled to arrive. When ahead of schedule the driver shall wait until the bus is on schedule for the stop. Transfer of a student from his regular bus will be permitted only in case of hardship. A signed note from the parent must be presented to the principal's office in advance.
13. Bus drivers are to report discipline cases on the bus to the Transportation Supervisor. The Transportation Supervisor will consult with the student's school principal after a reported infraction of the bus rules. Continued disorderly conduct or refusal to submit to authority of the bus driver shall be sufficient reason for refusing transportation service to any student. The administration shall follow the procedures outlined for suspending a student from school.

SCHOOL TRANSPORTATION PRIVILEGES

If the Superintendent and/or designee determine that a student's behavior on a school vehicle violates school rules, he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Prior to such suspension, the Superintendent shall notify the student of the intended bus suspension and afford the student the opportunity to respond to the intended suspension or otherwise defend himself.

SCHOOL CLOSINGS

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced multiple ways via the all call notification system, district website, local television/radio, and social media outlets. If no report is heard, it can be assumed that school will be in session.

TELEPHONES

Students should ask to use the telephones only in case of an emergency. Permission must be granted by the classroom teacher. Arrangements for after school activities should be made before coming to school.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

Unauthorized use of the yearbook and website content or photographs is prohibited. None of the material may be copied, modified, reproduced, posted, published, transmitted, and/or distributed in any form without prior written permission from Revere Local Schools.

VACATIONS DURING SCHOOL DAYS

Regular, uninterrupted attendance is crucial to full academic achievement. Parents are urged to make every effort, whenever possible, to plan vacations when school is not in session. The length of time for completion of make-up work shall be commensurate with the length of absence.

VIDEO AND AUDIO RECORDING DEVICES

Video and/or audio recording devices are not to be used at school without permission from school personnel. **This includes the use of these functions on cell phones.**

VISITORS TO BATH

All adults are required to sign in at the office and wear a visitor sticker/badge at all times while in the building. During the school day all adults **must** enter the building through the main entrance. No adults will be permitted to enter any of the other doors. Those doors will be for students only.

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled by the District and off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District, and misconduct by a student that, regardless of where it occurs, is directed at a District official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event, whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

1. ACADEMIC DISHONESTY – Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams (paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's

computer code, spreadsheets, documents, or handwritten material.

2. AIDING & ABETTING – An involvement (active or passive) with another student or students engaged in prohibited activities.

3. ARSON/FIREARMS OR OTHER WEAPONS/FALSE ALARMS AND/OR THREATS – An act of arson or unauthorized use, possession, transfer, or disposal of firearms, knives, or other weapons as defined under law or Board Policy, or initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.

4. BUS CONDUCT – Any violation of the rules of conduct on the school bus.*

5. COMPUTER USAGE – Violation of the school's computer policy and/or the District's acceptable use policy. **

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes.
7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

8. DISRESPECT – Rude or disrespectful behavior, or failure to cooperate with school personnel.

9. DISRUPTIVE BEHAVIOR – Disruption or continuous disruption of the classroom, school, school grounds, or school activities or functions.

10. EXPLOSIVE DEVICES - The use, threatened use, possession or distribution of explosives including matches and lighters or any item which could explode, burn, detonate, cause bodily harm or have the appearance to do so.

11. FIGHTING/ASSAULT/PHYSICAL VIOLENCE – The act of intentionally causing or threatening to cause physical or emotional harm to another person or behaving in such a manner as to present an eminent risk of such harm.

12. GAMBLING – Students shall not engage in or promote games of chance, placing bets or wagers, or risk anything of value on school grounds.

13. HARASSMENT – Harassment includes, but is not limited to, any action which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature, and any act that injures, degrades, or disgraces or attempts to injure, degrade, or disgrace another person. Harassment includes any act defined as harassment under Board Policy or state or federal law. Examples include, but are not limited to the following: bullying, intimidation, coercion, hazing, spreading rumors, name calling, and menacing.

14. INAPPROPRIATE LANGUAGE/MATERIALS – The use of profane, indecent, vulgar, or other improper language, gestures, comments, or material, whether written or oral, or the possession of any profane, vulgar, obscene, or other improper objects or material.

15. INCITING – Inciting to riot or to disrupt or attempt to disrupt the operation of the school.

16. ILLEGAL SUBSTANCES/CONTROLLED SUBSTANCES – The sale, possession, intent to sell, concealment, use of, or being under the influence or emitting an discernible odor of any substance containing betel nut, narcotics or illegal drugs or controlled substances, including but not limited to marijuana, hemp and hemp products, as defined in R.C. 928.01, as well as any counterfeit controlled substances, look-a-like substances, drug paraph

or alcoholic beverages or the unauthorized use and/distribution of over-the-counter medication or prescription medication.

17. INAPPROPRIATE PHYSICAL OR NON PHYSICAL BEHAVIOR – Any behavior deemed inappropriate in school, including but not limited to unwelcome touching, play fighting, unwanted advances, physical intimidation, sexual contact, public displays of affection, throwing items, and excessively loud hallway or classroom behavior.

18. INSUBORDINATION – The failure to comply with directions of school personnel or acting in defiance of authority, including intentional interference with the performance of a teacher's duties or failure to identify oneself to school personnel when requested. Also included within is the failure to accept or comply with discipline or punishment from appropriate school personnel.

19. LOITERING/TRESPASSING – The action of being present on any school grounds, including a school bus, or any occupation of, or loitering on, near, or around school property without authorization.

20. REPEATED VIOLATIONS – Repeated violations of the Code of Student Conduct, Board Policy, or directives from school personnel.

21. RULES – Violation of rules and policies of the classroom, school, and the Revere Board of Education, including any applicable dress code.

22. SEXUAL CONTACT – Defined as any touching of an erogenous zone of another or public display of affection.

23. SCHOOL PERSONNEL – The harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.

24. THEFT – The act of confiscating, possessing, or stealing private or public property of the school or another individual.

25. TOBACCO/VAPING/OTHER DEVICES – The use, possession, transmission, or concealment of either tobacco products or nicotine products or paraphernalia in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place. This prohibition includes alternative tobacco/nicotine products, and nicotine cessation products, as well as electronic, vapor and other smoking devices.

26. UNAUTHORIZED TOUCHING – Touching another person without permission or consent.

27. UNAUTHORIZED MATERIALS – The publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.

28. VANDALISM – The intentional, purposeful, or reckless destruction or defacing, or attempt to do so, of public or private property within the school.

29. WEAPONS – Possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-a-like weapon. A weapon is defined as either an item designed to inflict injury or an item designed for another purpose then converted to a weapon through its use.

30. GANG MEMBERSHIP AND/OR GANG ACTIVITY – For purposes of this policy, a gang is an organization, association, or group of three or more people, using a common name or one or more

common identifying signs, symbols, or colors, whose members individually or collectively engage in criminal activity.

31. REPEATED TARDINESS – arriving after the start of a scheduled class or activity without a valid excuse.

32. EXTORTION – obtaining something from a person by force, intimidation, or undue/ inappropriate use of authority.

33. UNSAFE DRIVING – operating an automobile in an illegal or unsafe manner, or in violation of any rules applicable to such use on District property.

34. ATTEMPT – purposefully attempting to violate any provision of the Code of Student Conduct.

Students found in violation of any section of this code of conduct may be immediately removed from school and recommended to the Superintendent for expulsion.

Parents of students suspended out-of-school for ANY length of time may be asked to personally return the child to school and meet with the principal/designee and/or guidance personnel before he/she is readmitted.

*The bus code of conduct can be found in school handbooks
** The technology acceptable use policy can be found in the district's electronic student registration system



Revere Reunification Method – Parent/Guardian Information Sheet

Student/Parent/Guardian/Authorized Person Reunification

Circumstances may occur at the school that will require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat, or if a crisis occurs at the school. The Standard Revere Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use Blackboard Connect and/or social media. In some cases, students may be asked to send a text message or make a phone call to their parents. A reunification text message from a student may look something like this: "*The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID*."

Parent/Guardian/Authorized Person Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent, guardian or authorized person.

What if a Parent /Guardian Can't Pick-up Their Student?

When a parent/Guardian can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents/guardians or authorized person can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

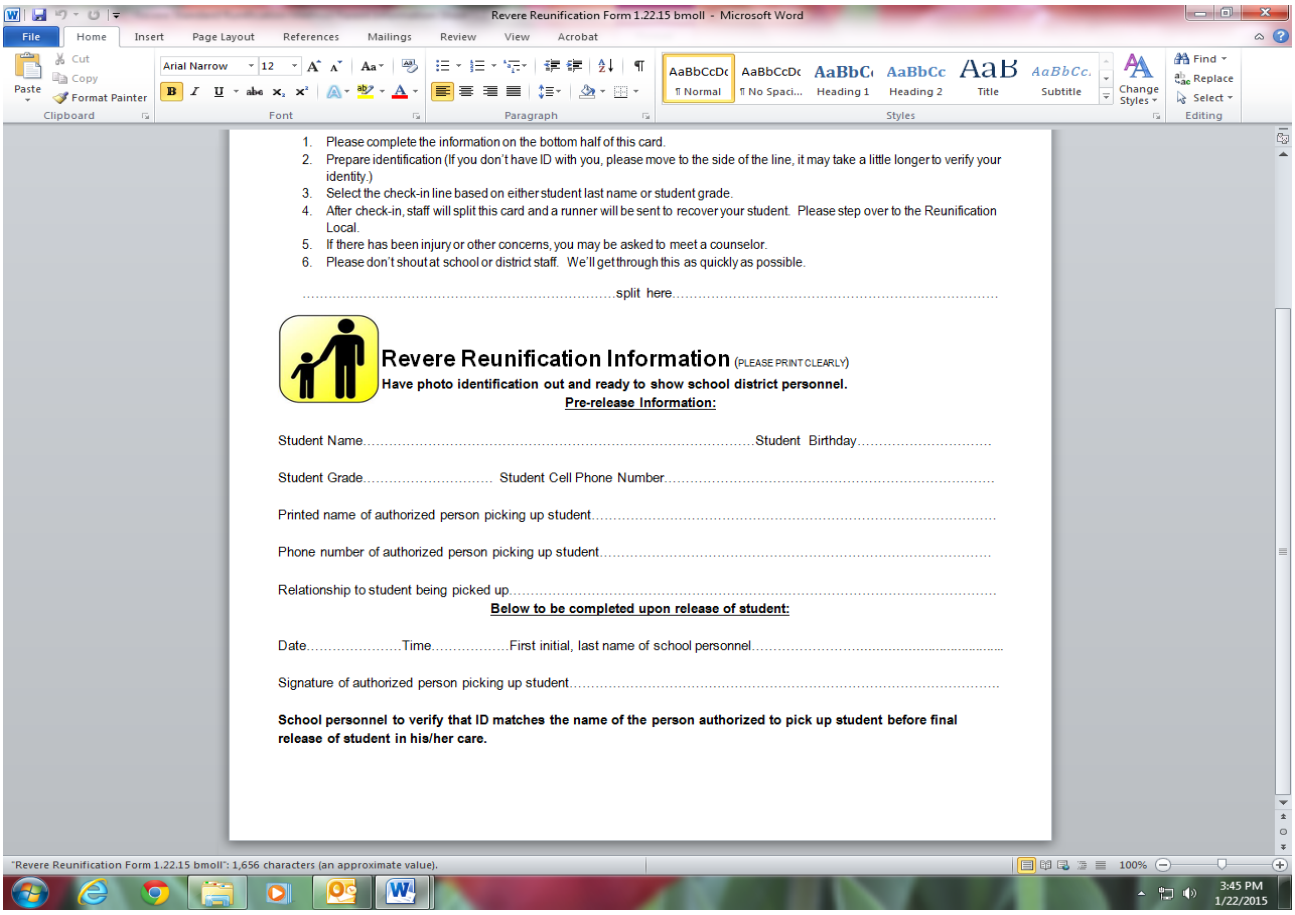
How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardian. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians/authorized persons, there are a couple steps. If a parent/guardian/authorized persons is driving to the school, greater awareness of traffic and emergency vehicles is advised. Once at the school, you should park where indicated and not abandon your vehicle. You will then be asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, you will be asked to fill out a Revere Reunification Form. This form is perforated and will be separated during the process. In the case of multiple students being reunified, a separate form will need to be completed for each individual student.

Example image of Revere's Reunification Form is below



Bring Valid ID to Check In

During check in, identification and custody rights are confirmed. From the "Check In" area parents/guardians/authorized persons are directed to the "Reunification" area once ID is validated. There, a runner will take the bottom half of the form and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents/guardians or authorized persons may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents/guardians or authorized persons may be pulled aside for emergency or medical information.

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act (“IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e. disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL”). **These documents, *and any others,* will *be translated upon* request or *as* needed to *assist* any *LEP* Parent, regardless *whether they* speak a *FEL***. District all-calls and other District-wide or building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;

- The District's identified FELs;
- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

Injury Protocol:

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member.

If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member.

The nurse will keep a log of all students who are seen.

Parents are notified and an incident report is completed and kept on file at the school.

A copy of the completed incident report is sent to Central Administration
(Parents are given a copy of the incident report upon request)

STUDENT HANDBOOK

Revere Middle School

2023 - 2024



This book belongs to:

Name: _____

RISE/Homeroom Number: _____ **Grade:** _____

ABSENCES AND PARTICIPATION

Students **must be in attendance at school for half a day** in order to be eligible for extracurricular, co-curricular, and curricular participation. This includes, but is not limited to; athletics, band, choir, drama and field trips. Exceptions to this policy will be reviewed by the administration.

ACADEMIC EXTRACURRICULAR ELIGIBILITY

Students are required to meet all eligibility requirements set forth by the Ohio High School Athletic Association and the Revere Local School District Board of Education to participate in extracurricular activities. Among these requirements are passing grades in at least 5 subjects in which they were enrolled in the immediately preceding grading period and having earned a minimum GPA of 2.0 in the previous grading term. Students meeting the passing grades in at least 5 subjects, but having a GPA of 1.00 to 1.99 will be placed on Academic Probation.

Student-athletes must receive a passing grade in five classes during the last grading period to remain eligible. The five classes must be indicated on the student's academic record.

Summer school courses cannot be used to restore a student's eligibility for fall sports.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. Students who violate this policy may receive zero credit. This includes the unauthorized use of data to gain an academic advantage. Students may also be referred to administration for further disciplinary action.

ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions or at any event sponsored by the school must be reported immediately to the person in charge and to the Main Office.

ATTENDANCE

Each parent, guardian, or custodian having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. Because of this, in December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 30 or more consecutive hours, 42 hours of absence per month or 72 hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. Absences accompanied with a medical note will be excluded from the accumulated hours of absence. The student and family may be required

to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.

AUTHORIZED EXCUSED ABSENCES

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 and dental appointments that cannot be arranged during non-school hours.
E. Unusual or emergency situations at home.
F. Religious holidays and activities.
G. Authorized school-sponsored activities.
H. Approved college visits.
I. Acts of God.
J. Quarantine.
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.

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 the number of days missed 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.

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
Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017)
Adopted: December 19, 2017

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Attendance Procedures

1. Student absences are verified daily by the attendance secretary.
1. Absences - Any absence that is not reported to the Main Office by the student's parent, guardian or custodian will be listed as unexcused. To avoid this, please call **330-523-3404** on the day of the absence. Unless a phone call or note from the student's parent or guardian accompanies the student on the day of his/her return, this absence will be considered as truancy from school and zero credit for class work on that day will be issued.
1. Make-up work - It is the responsibility of students who are absent for any reason to obtain their make-up work. Students are permitted one day of make-up for every day missed. A day's absence does not excuse a student from the responsibility for all previously announced assignments or tests on the day of his/her return.
1. Students who leave the building because of illness, appointment or other emergency must first report to the Main Office. For early dismissal, the student must bring a note from his/her parent with the student's name, date, time of dismissal, reason and who will be picking the student up. The student needs to bring this note to the Main Office before school starts. The student will receive an early release slip and present it to his/her teacher at the time of his/her departure. The parent must sign the student out in the attendance office. The clinic will be available for part of a period if a student wishes to lie down due to illness. It is the Main Office policy to obtain permission from a parent, guardian or alternate authority before releasing a student from school. Students must rearrange tests or quizzes or any other assignment due that day and then sign out in the Main Office and receive a pass to leave the building. Failure to do so may result in zeroes issued at the discretion of the teacher. Students must sign-in immediately upon their return and go to class.
5. Tardiness to School - Any student arriving after 7:30 a.m. must report to the Main Office. Only students who are late due to a medical appointment or an emergency will not be disciplined as tardy. A note from the doctor must accompany the student upon their arrival. Oversleeping or transportation difficulties are not excused tardies. Students who are excused and miss a class due to arriving late to school must consult with their teachers prior to leaving school that day to rearrange for tests or quizzes and to obtain the homework assignment. Failure to do so may result in zeroes issued at the discretion of the teacher. Chronic tardiness will not be tolerated and will result in disciplinary action beyond detention. A student is considered tardy **if they are not in first period class by 7:30 a.m.** A student will be considered absent from a class if he/she arrives more than twenty minutes into the class period. All tardiness will be counted as such and is cumulative over the quarter. (Note: an unusual circumstance is left to the discretion of the administration.) Punctuality to class is expected as well. Students who are chronically tardy to class may be reported to the administration.

Consequences for tardiness to school in a quarter are as follows:

Second Tardy	Warning
Fourth Tardy	One detention
Sixth Tardy	One Saturday detention

Eighth Tardy	One day Alternative Learning Center

Note: Each two subsequent tardies will result in additional disciplinary action that may include out-of-school suspension.

Note: Because of the potential multitude of circumstances related to attendance matters, the administration reserves the right to render judgments in individual cases.

BULLETINS AND ANNOUNCEMENTS

All announcements for the P.A. must be written in advance and signed by an activity advisor. Students are not to come to the PA room during announcements with special messages. All posters and signs placed in the building must receive prior approval by an administrator.

CELLULAR PHONES/ELECTRONIC COMMUNICATION DEVICES

Cell phones are to be kept in locker during the school day. No use of cell phones in the halls or restrooms. First offense is a verbal warning and the phone goes in the locker. Second offense is a verbal warning and the phone goes to the office and may be picked up by the student after school. Third offense, the student will be issued a detention, the phone will go to the office until the parents/guardians pick up the phone.

CLASSROOM EXPECTATIONS

All students are expected to comply with the Code of Student Behavior during classroom instruction. Violations of the Code of Student Behavior will not be tolerated and may require further disciplinary action by administration.

COMPUTERS

Policies governing the use and/or misuse of computers and technology are included in the Revere Board of Education policy guidelines and Code of Student Behavior. Use of school computers is dependent upon annual receipt of a Technology Acceptable Use Policy signed by the parent /guardian and student.

DETENTIONS

Office detentions will be assigned for Monday and Thursday afternoons from 2:45 p.m. - 3:20 p.m. in Room 301. A one-day notice is always given before the detention is to be served. Students must be on time, work on school assignments, and be quiet during detention. Failure to comply with rules or failure to serve a detention on the day assigned will result in additional disciplinary action.

First missed detention	Two detentions assigned
Second missed detention	One Saturday detention assigned

Note: Each subsequent missed detention will result in additional disciplinary action.

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DISCLAIMER

The handbook may not include every item or incident that may occur in the building or on school grounds. Final resolution of each of these situations will be made by the school administration. Additional information about student conduct is found in the Code of Student Behavior. The handbook is not intended to be a manual of all the policies of the Revere Board of Education.

DISTRACTIONS

Because music players, electronic devices and laser pointers serve to distract others, these items are not permitted to be used during school or at school events. We have a responsibility to maintain our building with a level of quiet conducive to learning. School personnel are authorized to confiscate these items and turn them in to the Assistant Principal.

DRESS CODE

We are committed to a safe and orderly learning environment for students that is free from distraction. Attire should not detract from the educational process; reasonable standards in dress and grooming apply. Compliance with the dress code is expected and non-compliance may be considered insubordination.

Any form of dress or hair style that is considered contrary to good hygiene or that is deemed distractive, disruptive, or detrimental to the routine operation of school is prohibited.

Clothing must be worn as designed. Clothing prohibited includes the following items and conditions; Clothing that is skin-tight, cut-off, torn, having holes and/or frayed above the knees; pants worn below the waist/hip and are low hanging; sheer or mesh garments; tube tops; tank tops that have less than 2-inch strap; T-back/open back or exposure of any undergarments; wide arm opening muscle shirts (unless worn with an appropriate tank top underneath); shirts off the shoulder unless worn with appropriate tank top underneath; shirts that do not cover the midriff when standing and seated; hats, sun glasses, slippers, outer coats, pajamas, bandannas/head coverings, sweatbands; chains, any item advertising alcoholic beverages, drugs, tobacco, or weapons; or any item with obscene or questionable printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

Shorts and skirts must be finger-tip length all the way around the body or longer from their shortest points and must meet other conventional standards of dress. Tight shorts and shirts with messages across the front or back are not permitted. Exposure of cleavage or undergarments is prohibited. Shoes must be worn throughout the day. Gym clothes are not to be worn during academic classes**.** Yoga pants cannot be worn unless with a shirt that falls well below the hips, all the way around the body. **Final determination of appropriate school attire rests with the school administration.**

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DROP DATE

Students interested in changing their class schedule must do so within 10 school days of the offering. All changes or switches are at the discretion of the administrators and/or counselors.

EMERGENCY HALL PASSES

Students are not permitted in the halls during class periods or lunchtime unless they have a hall pass from an authorized staff member. Sufficient time to attend to necessary matters is provided between classes. If a pass is issued, no loitering will be allowed in the hallways or in the restrooms.

FIELD TRIPS

Field trips enhance the educational experience of students. A completed student field trip permission form with teacher and parent/guardian signatures is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern.

FINES AND FEES

All financial obligations incurred by students must be paid in full. Any unpaid fees will follow a student to the high school and must be paid before he or she can graduate.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

All drills are conducted periodically in accordance with state law. Safety routes are posted in each classroom and in various locations in the building. It is expected students will follow the direction of staff during drills and assist in the orderly completion of any drill. Anyone involved in causing a false fire alarm is subject to the penalties defined in Ohio Revised Code section 2917.32.

FOOD AND BEVERAGES

All food and beverages must be consumed in the Cafeteria or the courtyard adjacent to the Cafeteria unless a teacher gives permission in their classroom. Food and drinks are not to be consumed in the hallways. Only clear, non-carbonated, bottled water will be permitted in the classrooms at the teacher's discretion. Gum chewing in the classroom is at the teacher's discretion. Food is not permitted in the gymnasium.

GRADING

The grade earned at the end of the quarter is the grade that appears on the student's report card.

District Grading Policy

Percentage	Grade	Regular	Honors RHS	*AP RHS
93% - 100%	A	4.0	4.5	5.0
90% - 92.99%	A-	3.7	4.2	4.7
87% - 89.99%	B+	3.3	3.8	4.3
83% - 86.99%	B	3.0	3.5	4.0
80% - 82.99%	B-	2.7	3.2	3.7
77% - 79.99%	C+	2.3	2.8	3.3
73% - 76.99%	C	2.0	2.5	3.0
70% - 72.99	C-	1.7	1.7	1.7
67% - 69.99	D+	1.3	1.3	1.3
63% - 66.99	D	1.0	1.0	1.0
60% - 62.99	D-	0.7	0.7	0.7
0% - 59.99	F	0.0	0.0	0.0

***Weighted grades will only be given to students completing an entire AP course. Weighted grades will not be given for grades below a C.**

8th Grade students earning a "C" or higher in Spanish I, French I, Latin I, Geometry or Algebra will receive High School credit for the course. The grade will not be calculated into the student's G.P.A. The letter grade earned will be reflected on the student's transcript. All Flex Credit courses or courses taken in the summer between 8th and 9th grade will be calculated into the student's G.P.A.

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on school property, on a school bus, or during any school sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the schools, the following procedures shall be followed:

A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;

B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;

C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;

D. School administrators shall investigate and document any written or oral reports;

E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, "harassment, intimidation, or bullying" means either of following:

A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:

1. Causes mental or physical harm to the other student; and

2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or

B. Violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

A. Physical violence and/or attacks.

B. Taunts, name-calling, and put-downs.

C. Threats and intimidation (through words and/or gestures).

D. Extortion or stealing of money and/or possessions.

E. Exclusion from the peer group or spreading rumors.

F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as "cyber bullying"), such as the following:

1. Posting slurs on Web sites where students congregate on Web logs (personal online journals or diaries);

2. Sending abusive or threatening instant messages;

3. Using camera phones to take embarrassing photographs of students and posting them online;

4. Using Web sites to circulate gossip and rumors to other students;

5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff

member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

4. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

5. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

6. Investigation

A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Education's interest in a prompt and fair investigation.

B. 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.

C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying 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 harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.

B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.

C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the

harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

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 harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

12. Strategies for Protecting Victims or Other Persons From New or Additional Acts

A. Supervise and discipline offending students fairly and consistently;

B. Maintain contact with parents and guardians of all involved parties;

C. Provide counseling for the victim if assessed that it is needed;

D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;

E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.

F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;

B. Planned professional development programs addressing bully/targeted individuals' problems;

C. Data collection to document bully/victim problems to determine the nature and scope of the problem;

D. Use of peers to help ameliorate the plight of victims and include them in group activities;

E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);

F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;

G. An attitude that promotes communication, friendship, assertiveness skills, and character education;

H. Modeling by staff of positive, respectful, and supportive behavior toward students;

I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or

K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667
Adopted: October 17, 2017

INJURY PROTOCOL

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member.

If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member. The nurse will keep a log of all students who are seen. Parents are notified and an incident report is completed and kept on file at the school.
A copy of the completed incident report is sent to Central Administration
(Parents are given a copy of the incident report upon request)

LIBRARY

Fines are charged on overdue or damaged items. Students are expected to follow library regulations or they may forfeit access to the library.

LOCKERS

RISE/Homeroom teachers will assign a locker and lock to every student. Students should not share their combinations with anyone. **Lockers are the property of the school and the administration reserves the right to search any locker.** Since students are not permitted to carry book bags or backpacks, all personal items and books, when not in use, are to be kept in the locker. Decals, inappropriate pictures, etc. are not allowed. Defective lockers should be reported immediately to the Office. Intentionally damaging the locker or lock mechanism or damage incurred by presetting the lock will result in a fine for replacement. While using the locker room during or after school, students should lock their belongings in a locker.

LOST AND FOUND

Students who find lost articles are asked to take them to the lunch room where they can be claimed by the owner. Unclaimed items will be donated to local charities.

LUNCH PERIOD

All students must eat lunch in the Cafeteria or the courtyard adjacent to the Cafeteria whether they purchase or carry their lunches. All food and beverages must be consumed in these two areas. Students are to take pride in the lunch facilities and are responsible for

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clearing tables of trays, litter, and debris before they leave the Cafeteria. Lunchroom conduct should conform to general rules of courteous behavior. Cutting in line, throwing food, placing trays in trash cans, and boisterous behavior are unacceptable and will result in discipline. Lunch periods are closed. This means that students are not permitted to leave school during their lunch period. Students who do so are subject to disciplinary action. As a rule, students are not permitted to leave the Cafeteria during their lunch period except to use the restroom.

MEDICATION

The administration of any medication to a student by school personnel requires the completion of necessary forms by the parent /guardian. Forms are distributed at the beginning of the year and are available in the Main Office. Both a parent /guardian and a physician must complete and sign the form. Medicine to be dispensed at school must be in its original prescription bottle. The school or its employees cannot provide aspirin or any other over-the-counter medication.

OUT OF SCHOOL SUSPENSION

The student may make up any available missed assignments or tests during out of school suspensions. It is strictly the student's responsibility to determine what work is missed by checking Progress Book or contacting a fellow classmate for information. Teachers are not responsible for providing make-up information or assignments. It may not be possible to make up class participation activities. All missed assignments are due the day the student returns to school from the out-of-school suspension. The student must make arrangements through their classroom teachers to complete any tests or quizzes.

PROGRESS BOOK AND REPORT CARDS

Academic progress is reported through various methods such as Progress Book, Interim Reports, and Report Cards. All Report Cards Interims and grades will all be electronic on Progress Book. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3403.

PUBLIC RECORDS

A request for public records must go through the Treasurer's Office, as the Treasurer is the designated Records Officer for the Revere School District.

SATURDAY MORNING DETENTIONS

The guidelines for students serving Saturday Detention are:

1. Sessions will be held at Revere Middle School from 9:00 a.m. until 12:00 p.m. Anyone arriving after the session starts will not be allowed to enter and will be considered unexcused and absent. (No exceptions.)
2. Students will enter the building at the front door and will be in their seats by 9:00 a.m.
3. Students who fail to show up for Saturday detention will be subject to additional disciplinary action.
4. Students are to bring books and materials to complete their assignments. No one will be permitted to go to his/her lockers.
5. No food, audio equipment or any recreational/leisure activities will be permitted.
6. Students are responsible for having work to do to cover the complete three (3) hour time period.
7. Failure to follow the stated rules will result in the students being removed from the session and being subject to additional disciplinary action.

SCHOOL BUS PROCEDURES

Safe school transportation is considered an integral part of the total educational program within the Revere School System. Riding a school bus is a privilege. The primary purpose of the school bus is to transport pupils to and from school safely. The Revere School District recognizes that a safe school bus requires the cooperation of our parents, students and school staff. Please read the following duties and responsibilities of school bus passengers carefully and do your part to stress the importance of an accident-free school bus transportation program to your child.

Riding the school bus is a privilege extended to students that can be taken away anytime for disruptive or unsatisfactory behavior. All children being transported are under the authority of the bus driver and must obey the driver's directions. The school bus drivers are in charge while students are on buses.

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus.
   Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.
2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus. **No key chains of any kind can be on the backpacks.**
3. While on the bus, the pupil is under authority of, and directly responsible to the bus driver.
4. Upon entering the school bus, the pupils shall take their assigned seats. Pupils shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall extend into the aisle way at any time. **This is a state law.** All backpacks and bags must be held on their laps. Nothing is to be

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stored under the seat. Any over-sized project for school may not be transported by bus.

5. Pupils should conduct themselves on the school bus as they would in the classroom **except** that a reasonable amount of quiet conversation is permissible. Yelling to one another is not permitted.
6. **Eating or drinking on the bus is not permitted at any time.**
7. Pupils shall not smoke or light matches or cigarette lighters, or cause any other flammable material to burn on or near the bus.
8. Pupils causing damage of any type to the school bus will be held liable for the cost of repairing the damage to the bus. Students causing willful and malicious damage will be denied the privilege of riding the bus to school.
9. Permission must be given by the bus driver before any windows may be opened. No throwing of any objects out of the windows is allowed. No pencils, pens or any sharp objects are permitted out of book bags while student is on the bus.
10. **Carrying of any dangerous objects or materials (such as knives, guns or fireworks) is an automatic suspension of bus riding privileges. The following items may not be transported on the bus: glass containers, skateboards, lawn chairs, balloons, large boxes, lacrosse or hockey sticks, golf clubs, skis, plastic sleds, baseball bats. All soccer balls, footballs, basketballs, etc. may be transported if they are contained either in a closed bag or backpack.**
11. The Board of Education is required by state regulations to designate all bus stops. Bus stops have been placed in locations throughout the district that have, through the years, proven safe for loading and unloading students. Due to the number of students transported, an effort has been made to locate stops so that no student has to walk more than one half mile to a bus stop. The exception to this would be students living on spur roads not traveled by Revere school buses. Parental assistance is requested in seeing that the children arrive safely to and from the stop.
12. All pupils will load and unload from the buses only at designated stops. When on schedule, the bus cannot wait for tardy pupils. Pupils are to be at their designated bus stop five minutes before the bus is scheduled to arrive. When ahead of schedule the driver shall wait until the bus is on schedule for the stop. Transfer of a pupil from his regular bus will be permitted only in case of hardship. A signed note from the parent must be presented to the principal's office in advance.
13. Bus drivers are to report discipline cases on the bus to the Transportation Supervisor. The Transportation Supervisor will consult with the pupil's school principal after a reported infraction of the bus rules. Continued disorderly conduct or refusal to submit to authority of the bus driver shall be sufficient reason for refusing transportation service to any pupil. The administration shall follow the procedures outlined for suspending a pupil from school.

SCHOOL TRANSPORTATION PRIVILEGES

If the Superintendent and/or designee determine that a student's behavior on a school vehicle violates school rules, he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Prior to such suspension, the Superintendent shall notify the student of the intended bus

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suspension and afford the student the opportunity to respond to the intended suspension or otherwise defend himself.

SCHOOL CLOSINGS

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced via the Alert Now notification system. If no report is heard, it can be assumed that school will be in session.

WAKR	1590 AM	WTAM	1100 AM	WQMX 94.9 FM
WKDD	98.1 FM	WCRF	103.3 FM	
WONE	97.5 FM	WGAR	99.5 FM	

STUDENT ACTIVITIES

The following is a list of clubs and activities available at Revere Middle School. Any questions concerning the following should be discussed with a guidance counselor, administrator or club advisor.

Student Council	**Cross Country**
Spelling Bee	**Football**
Panda	**Volleyball**
Yearbook	**Cheerleading**
Science Olympiad	**Basketball**
Gaming Club	**Wrestling**
Math Counts	**Track**
Chess Club	**Speech and Debate**
Academic Challenge	

STUDENT IDENTIFICATION CARDS

Students will be issued one identification badge at the beginning of the school year. If they lose their badge, students are responsible for replacing it. Replacement cost to the student will be the current cost for each badge.

STUDENT VALUABLES

Students are cautioned not to bring large amounts of money or other valuables to school. Students, not the school, are responsible for their personal property.

TELEPHONES

Office telephones may be used in the cases of emergency with the permission of school personnel. Using the phone is not a reason to be absent from or tardy to class.

TEXTBOOKS

All basic texts are loaned to students for their use during the school year. The student pays for workbooks and other supplies. Textbooks are to be kept clean and handled carefully. Students are to use book covers to prevent damage to their books. Students should write their name and grade on the book label in case the book is misplaced. Pupils will be required to pay for lost or damaged books.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

Unauthorized use of the yearbook and website content or photographs is prohibited. *None of the materials may be copied, modified, reproduced, posted, published, transmitted and/or distributed in any form or by any means without prior written permission.*

VACATIONS DURING SCHOOL DAYS

Regular, uninterrupted attendance is crucial to full academic achievement. Parents are urged to make every effort, whenever possible, to plan vacations when school is not in session. The length of time for completion of make-up work shall be commensurate with the length of absence. Pre-arranged absence forms may be picked up in the main office.

VIDEO AND AUDIO RECORDING DEVICES

Video and/or audio recording devices are not to be used at school without permission from school personnel. **This includes the use of these functions on cell phones.**

VISITORS

All visitors must report to the office immediately and secure a pass. Students from other schools are not encouraged to visit unless they plan to compare to enroll. These student visitors must present a pass and be escorted by a Revere Middle School student throughout the day. Prior approval by the principal is required.

WITHDRAWALS, TRANSFERS AND CHANGE OF ADDRESS

A parent/student should notify the Guidance Office a few days in advance of transferring or withdrawing from school. The student must obtain a withdrawal form from the Guidance Office. All subject teachers must sign this form after textbooks are returned. All financial obligations must be satisfied. The form is returned to the Guidance Office when it is completed. No transfers or withdrawals will be issued until the form is returned. Students who change their address, telephone number or emergency information must update in Oneview. All technology items must be returned and all library books returned.

CODE OF STUDENT CONDUCT

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The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled by the District and off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District, and misconduct by a student that, regardless of where it occurs, is directed at a District official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event, whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

1. ACADEMIC DISHONESTY – Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams (paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's computer code, spreadsheets, documents, or handwritten material.

2. AIDING & ABETTING – An involvement (active or passive) with another student or students engaged in prohibited activities.

3. ARSON/FIREARMS OR OTHER WEAPONS/FALSE ALARMS AND/OR THREATS – An act of arson or unauthorized use, possession, transfer, or disposal of firearms, knives, or other weapons as defined under law or Board Policy, or initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.

4. BUS CONDUCT – Any violation of the rules of conduct on the school bus.*

5. COMPUTER USAGE – Violation of the school's computer policy and/or the District's acceptable use policy. **

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes.

7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

8. DISRESPECT – Rude or disrespectful behavior, or failure to cooperate with school personnel.

9. DISRUPTIVE BEHAVIOR – Disruption or continuous disruption of the classroom, school, school grounds, or school activities or functions.

10. EXPLOSIVE DEVICES - The use, threatened use, possession or distribution of explosives including matches and lighters or any item which could explode, burn, detonate, cause bodily harm or have the appearance to do so.

11. FIGHTING/ASSAULT/PHYSICAL VIOLENCE – The act of intentionally causing or threatening to cause physical or emotional harm to another person or behaving in such a manner as to present an eminent risk of such harm.

12. GAMBLING – Students shall not engage in or promote games of chance, placing bets or wagers, or risk anything of value on school grounds.

13. HARASSMENT – Harassment includes, but is not limited to, any action which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature, and any act that injures, degrades, or disgraces or attempts to injure, degrade, or disgrace another person. Harassment includes any act defined as harassment under Board Policy or state or federal law. Examples include, but are not limited to the following: bullying, intimidation, coercion, hazing, spreading rumors, name calling, and menacing.

14. INAPPROPRIATE LANGUAGE/MATERIALS – The use of profane, indecent, vulgar, or other improper language, gestures, comments, or material, whether written or oral, or the possession of any profane, vulgar, obscene, or other improper objects or material.

15. INCITING – Inciting to riot or to disrupt or attempt to disrupt the operation of the school.

16. ILLEGAL SUBSTANCES/CONTROLLED SUBSTANCES – The sale, possession, intent to sell, concealment, use of, or being under the influence or emitting an discernible odor of any substance containing betel nut, narcotics or illegal drugs or controlled substances, including but not limited to marijuana, hemp and hemp products, as defined in R.C. 928.01, as well as any counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, near beer or alcoholic beverages or the unauthorized use and/distribution of over-the-counter medication or prescription medication.

17. INAPPROPRIATE PHYSICAL OR NON PHYSICAL BEHAVIOR – Any behavior deemed inappropriate in school, including but not limited to unwelcome touching, play fighting, unwanted advances, physical intimidation, sexual contact, public displays of affection, throwing items, and excessively loud hallway or classroom behavior.

18. INSUBORDINATION – The failure to comply with directions of school personnel or acting in defiance of authority, including intentional interference with the performance of a teacher's duties or failure to identify oneself to school personnel when requested. Also included within is the failure to accept or comply with discipline or punishment from appropriate school personnel.

19. LOITERING/TRESPASSING – The action of being present on any school grounds, including a school bus, or any occupation of, or loitering on, near, or around school property without authorization.

20. REPEATED VIOLATIONS – Repeated violations of the Code of Student Conduct, Board Policy, or directives from school personnel.

21. RULES – Violation of rules and policies of the classroom, school, and the Revere Board of Education, including any applicable dress code.

22. SEXUAL CONTACT – Defined as any touching of an erogenous zone of another or public display of affection.

23. SCHOOL PERSONNEL – The harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.

24. THEFT – The act of confiscating, possessing, or stealing private or public property of the school or another individual.

25. TOBACCO/VAPING/OTHER DEVICES – The use, possession, transmission, or concealment of either tobacco products or nicotine products or paraphernalia in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place. This prohibition includes alternative tobacco/nicotine products, and nicotine cessation products, as well as electronic, vapor and other smoking devices.

26. UNAUTHORIZED TOUCHING – Touching another person without permission or consent.

27. UNAUTHORIZED MATERIALS – The publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.

28. VANDALISM – The intentional, purposeful, or reckless destruction or defacing, or attempt to do so, of public or private property within the school.

29. WEAPONS – Possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-a-like weapon. A weapon is defined as either an item designed to inflict injury or an item designed for another purpose then converted to a weapon through its use.

30. GANG MEMBERSHIP AND/OR GANG ACTIVITY – For purposes of this policy, a gang is an organization, association, or group of three or more people, using a common name or one or more common identifying signs, symbols, or colors, whose members individually or collectively engage in criminal activity.

31. REPEATED TARDINESS – arriving after the start of a scheduled class or activity without a valid excuse.

32. EXTORTION – obtaining something from a person by force, intimidation, or undue/ inappropriate use of authority.

33. UNSAFE DRIVING – operating an automobile in an illegal or unsafe manner, or in violation of any rules applicable to such use on District property.

34. ATTEMPT – purposefully attempting to violate any provision of the Code of Student Conduct.

Students found in violation of any section of this code of conduct may be immediately removed from school and recommended to the Superintendent for

Confidential Information - For Board Use Only - Do not Redistribute Page 226 of 291

expulsion.

Parents of students suspended out-of-school for ANY length of time may be asked to personally return the child to school and meet with the principal/designee and/or guidance personnel before he/she is readmitted.

*The bus code of conduct can be found in school handbooks
** The technology acceptable use policy can be found in the district's electronic student registration system



Revere Reunification Method Parent/Guardian Information Sheet

Student/Parent/Guardian/Authorized Person Reunification

Circumstances may occur at the school that will require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat, or if a crisis occurs at the school. The Standard Revere Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use Blackboard Connect and/or social media. In some cases, students may be asked to send a text message or make a phone call to their parents. A reunification text message from a student may look something like this: "*The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID*."

Parent/Guardian/Authorized Person Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the

student and provides for an accountable change of custody from the school to a recognized custodial parent, guardian or authorized person.

What if a Parent /Guardian Can't Pick-up Their Student?

When a parent/Guardian can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents/guardians or authorized person can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

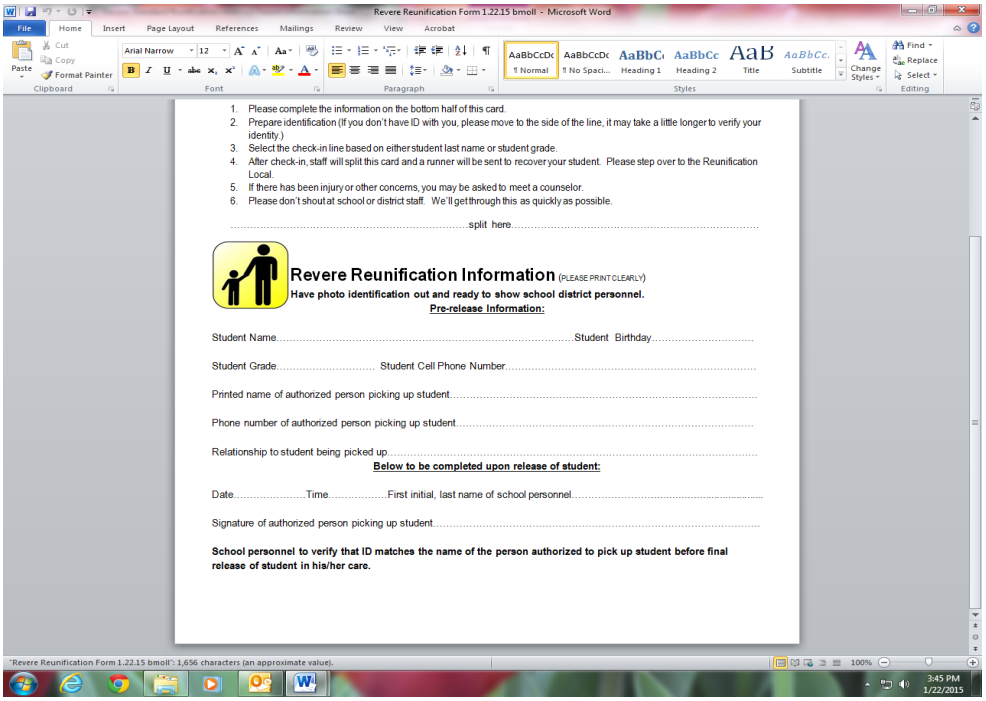
How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardian. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians/authorized persons, there are a couple steps. If a parent/guardian/authorized persons is driving to the school, greater awareness of traffic and emergency vehicles is advised. Once at the school, you should park where indicated and not abandon your vehicle. You will then be asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, you will be asked to fill out a Revere Reunification Form. This form is perforated and will be separated during the process. In the case of multiple students being reunified, a separate form will need to be completed for each individual student.

Example image of Revere's Reunification Form is below



1. Please complete the information on the bottom half of this card.
2. Prepare identification (If you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Local.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

.....split here.....

Revere Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Pre-release Information:

Student Name.....Student Birthday.....

Student Grade..... Student Cell Phone Number.....

Printed name of authorized person picking up student.....

Phone number of authorized person picking up student.....

Relationship to student being picked up.....

Below to be completed upon release of student:

Date.....Time.....First initial, last name of school personnel.....

Signature of authorized person picking up student.....

School personnel to verify that ID matches the name of the person authorized to pick up student before final release of student in his/her care.

Bring Valid ID to Check In

During check in, identification and custody rights are confirmed. From the "Check In" area parents/guardians/authorized persons are directed to the "Reunification" area once ID is validated. There, a runner will take the bottom half of the form and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents/guardians or authorized persons may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents/guardians or authorized persons may be pulled aside for emergency or medical information.

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact

with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act (“IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e.) disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL”). **These documents, *and any others,* will *be translated upon* request or *as* needed to *assist* any *LEP* Parent, regardless *whether they* speak a *FEL***. District all-calls and other District-wide or

building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;
- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

STUDENT HANDBOOK

Revere High School

2023 - 2024



WE R REVERE LOCAL SCHOOLS

CONFIDENT & EMPATHETIC ★ PERSEVERES & ADAPTS ★ COMMUNICATES TRUTH ★ ENGAGES WITH PURPOSE ★ CREATES SOLUTIONS ★ LEARNER'S MINDSET

VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

CREATES SOLUTIONS
Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.

DEMONSTRATES A LEARNER'S MINDSET
Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.

EMBODIES CONFIDENCE & EMPATHY
In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.

PERSEVERES & ADAPTS
Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.

ENGAGES WITH PURPOSE
Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.

COMMUNICATES TRUTH
Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.

#WeRRevere

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GREETINGS FROM THE PRINCIPAL

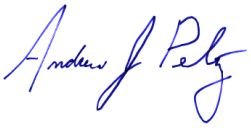
Dear Revere High School Students,

Welcome to the 2023-24 school year! Each school year begins with a sense of hope and promise. This year, more than ever, we are excited about a new start. I cannot wait to begin this journey together. To our freshmen and new students to the district, we welcome you into our family. To our sophomores, juniors, and seniors, we call on you to be the leaders and role models that we know you can be. With each challenge and new experience, we grow stronger. Pass on what you have learned to each other. The entire Revere High School staff is here to assist you along the way. Together, we will make this a great year!

Please take time to read this student handbook and review the contents. There is a wealth of information that is helpful for you to know. All of the items included are very important. The student code of conduct is important to understand and review. Along with your parent(s) or guardian(s), part of your responsibility is indicating via digital signature on Final Forms that you have read and understand all aspects of this handbook. Please take this seriously.

I hope that you use your time here to maximize your potential, make some amazing memories, and prepare yourself for the road ahead. The Vision of a Minuteman is here to guide you and the choices you make. If you remember to create solutions, demonstrate a learner's mindset, embody confidence & empathy, persevere & adapt, engage with purpose, and communicate the truth, then you will be successful in all that you do. We are here to help you, but it will be your efforts that determine the outcome. Let us make 2023-24 a year to remember!

Sincerely,



Andrew Peltz
Principal of Revere High School

Quick Reference

Administrative Assistants

RHS Main Office - Mrs. Baird
(330) 523-3202
jbaird@revereschools.org

RHS Attendance Office - Mrs. Zendlo
(330) 523-3206
dzendlo@revereschools.org

24-HOUR ATTENDANCE REPORT LINE
Parents and guardians can report an absence from school, a tardy to school or an early dismissal from school by using the direct 24-hour attendance line.

RHS Counseling Office - Mrs. Reinhold
(330) 523-3210
treinhold@revereschools.org

RHS Athletic Office - Ms. Lechman
(330) 523-3205
hlechman@revereschools.org

RHS Data Assistant - Mrs. Sampson
(330) 523-3240
jsampson@revereschools.org

RHS School Fax
(330) 659-0051 - Main Office
(330) 659-0058 - Counseling Office

General Information

Revere High School Address:
3420 Everett Rd
Richfield, OH 44286

Visit us at www.revereschools.org

BUILDING ADMINISTRATION

Dr. Andrew Peltz
Principal
apeltz@revereschools.org

Mr. Doug Faris
Assistant Principal
dfaris@revereschools.org

Mr. Don Seeker
Athletic Director
dseeker@revereschools.org

SCHOOL COUNSELING DEPARTMENT

Nick DePompei
School Counselor (A - F)
ndepompei@revereschools.org

Emily Rion
School Counselor: (G - M)
erion@revereschools.org

Elizabeth Long
School Counselor: (N - Z)
elong@revereschools.org

SCHOOL RESOURCE OFFICER

Officer Scott Dressler
sdressler@revereschools.org

Safe School Hotline
www.safeschoolhelpline.com
1-800-418-6423 (EXT 359)

ACADEMIC EXTRACURRICULAR ELIGIBILITY

Students are required to meet all eligibility requirements set forth by the Ohio High School Athletic Association and the Revere Local School District Board of Education to participate in extracurricular activities. Requirements are passing a minimum of five (5) one-credit classes and having earned a minimum GPA of 2.0 in the previous grading term. Students meeting the credit requirements but having a GPA of 1.00 to 1.99 will be placed on Academic Probation. Study tables are available for students year round.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. This includes the unauthorized use of data to gain an academic advantage. Students who violate this policy are subject to the consequences set forth by the classroom teacher. Students may also be referred to administration for further disciplinary action which could result in loss of National Honor Society recommendation.

ACCIDENTS

Student safety is the responsibility of both students and staff. All injuries and accidents on school grounds must be reported to a staff member. State law requires that all students complete an Emergency Medical Authorization form, signed by a parent and or/guardian, and filed in the school's main office.

ATHLETICS

The Revere Local School District believes that participation in school athletics is a privilege, not a right, and can have a direct positive impact on a student's overall high school experience. Revere Local Schools offer numerous opportunities for our young men and women to explore and develop their personal skills as part of a team. We believe that participation on a team brings with it certain responsibilities that are above and beyond those that are expected of individuals who are not participants. **This belief is based upon the fact that participation in athletics is a privilege and not a right.**

There is a need for students to learn respect for authority in the classroom, on the court or playing field, as well as in society. There is a need for students to learn that there are rules and regulations that one must follow to be a member of society. Athletes are expected to follow the rules and regulations in the RHS Code of Student Behavior as well as the rules and regulations established by their coaches and other authorities or governing bodies. These authorities or governing bodies include but are not limited to the athletic director, principals, superintendent, board of education, or the Ohio High School Athletic Association (OHSAA).

All athletes and at least one parent and/or guardian must view the online OHSAA Preseason Meeting video/powerpoint and sign off to be eligible to compete. Players need to have a complete set of athletic forms on file. The RHS Athletic Department uses an online system called Final Forms to achieve this. During this process, all athletes will be asked to digitally sign they have read and understand all aspects of the Revere High School Code of Conduct and the Extracurricular Code of Conduct. Final Forms must be completed before an athlete is allowed to participate on an athletic team.

❖ ATHLETICS AND OHSAA

Student Athletes and Parents should familiarize themselves with the following OHSAA Bylaws:

- All beginning ninth graders must have passed five (5) one-credit classes in which they were enrolled during the immediately preceding grading period. (Ex: 4th grading period of 8th grade year to be eligible for participation during fall of 9th grade year.)

- Eligibility for each grading period is determined by grades received the preceding grading period.

- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in a member school and, again, have received passing grades in a minimum of **five one-credit courses, or the equivalent**, in the immediately preceding grading period. (**Note:** Students taking post-secondary options must comply with these standards).

- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

❖ INTERSCHOLASTIC ATHLETICS

Boys/Girls Basketball	Boys/Girls Golf
Football	Boys/Girls Cross Country
Boys/Girls Soccer	Baseball
Boys/Girls Tennis	Dance Team
Softball	Boys/Girls Track
Wrestling	Volleyball
Boys/Girls Swimming	Cheerleading
Boys/Girls Lacrosse	

The following websites are listed for the convenience of student-athletes and parents. Students and parents will be able to research eligibility, rules, regulations, and a variety of other topics.

www.revereminutemen.org www.ohsaa.org
www.ncaa.org

ATTENDANCE

Each parent or guardian, having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. **In December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 38 hours of absence per month or 65 hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. The student and family may be required to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.**

When a student submits an excused medical note pertaining to an absence, this absence remains a part of their permanent record but will not be counted towards the above bolded House Bill 410 hours.

AUTHORIZED EXCUSED ABSENCES

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 and dental appointments that cannot be arranged during non-school hours.
E. Unusual or emergency situations at home.
F. Religious holidays and activities.
G. Authorized school-sponsored activities.
H. Approved college visits.
I. Natural Disaster.
J. Quarantine or Stay at Home order.
K. 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.
L. 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.

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 Revere Local School 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 the number of days missed 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.

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. This includes but is not limited to athletics, band, choir, drama, and field trips. Exceptions or in cases of emergency this policy will be determined by the administration.

LEGAL REFS: O.R.C. §§3301.60; 3321.041; 3321.13
Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017) Adopted: December 19, 2017

❖ REPORTING ABSENCES FROM SCHOOL

It is the responsibility of the parent and/or guardian to report all absences from school to the attendance office on the day of the absence. The attendance phone line is available 24 hours a day at (330) 523-3206. Parents/guardians must call by 8:00 AM the day of the absence. Failure to report a student's absence may result in truancy. The attendance secretary will verify absences daily, and place an automated call home to unconfirmed absent students within 2 hours after the school day begins. **This is required by the State of Ohio according to guidelines of Alianna's Alert.**

❖ REPORTING TO SCHOOL UPON ARRIVAL (TARDIES)

Students who arrive at school after 7:34 AM are considered tardy. Upon arrival, students must immediately report to the Attendance Office for a pass. Failure to do so will be considered truancy. Oversleeping or transportation difficulties are not excuses for tardiness. Students who are excused and miss classes due to arriving late to school must consult with their teachers prior to leaving school that day to rearrange for tests or quizzes and to obtain homework assignments. Failure to do so may result in zeroes issued at the discretion of the teacher. Chronic tardiness

will not be tolerated and will result in disciplinary action and/or result in loss of student driving privileges or ability to obtain a student parking permit. All tardiness will be counted as such and is cumulative over each quarter.

❖ MAKE-UP WORK

It is the responsibility of absent students to obtain their make-up work. Students are permitted one day of make-up for every missed day. A day's absence does not excuse a student from the responsibility for all previously announced assignments or tests on the day of their return. Students who have been suspended may make up any available missed assignments or tests.

❖ OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension means the student may not come to school, attend classes, or any school events. Students coming onto school property while they are under suspension may be charged by police for trespassing. The suspension begins on the date designated by the administrator and ends the morning of the student's return. Students remain suspended throughout any appeals process. The student may make up any available missed assignments or tests. Students should work with their teachers to determine missing work and/or assignments. Teachers are not responsible for providing alternative classroom materials for the time missed. It may not be possible to make up class participation activities. All missed assignments are due the day the student returns to school from the out-of-school suspension. The student must make arrangements through their classroom teachers to complete any tests or quizzes. Suspension may extend beyond the current school year, if at the time a suspension is imposed; fewer days remain in the school year than the term of the suspension. The Superintendent may apply any or all of the period of suspension to the following year.

BACKPACKS & BOOKBAGS

Students are permitted to carry larger backpacks/bookbags into and out of the school. During the school day, however, the larger backpacks/bookbags must remain in the student's assigned locker unless permission is granted from administration due to a medical or personal situation. Students may carry smaller drawstring bags during the day from class to class if they choose. All contents within the backpacks,

bookbags, and drawstring bags must be school appropriate and in line with the student code of conduct.

BELL SCHEDULES

Period	Regular Bell Schedule	Minutemen Time (MMT) Schedule	1-Hour Delay (PLC) Schedule
0 (PLC)	N/A	N/A	PLC Time: 7:24 – 8:24
1	7:34 – 8:25	7:34 – 8:21	8:34 – 9:16
2	8:30 – 9:20	8:26 – 9:12	9:21 – 10:02
3	9:25 – 10:15	9:17 – 10:03	10:07 – 10:51
MMT	N/A	10:03 - 10:32	N/A
4	10:20 – 11:10	10:37 - 11:23	10:56 – 11:37
5	11:15 – 12:45	11:28 - 12:53	11:42 – 1:04
6	12:50 – 1:40	12:55 – 1:44	1:09 – 1:50
7	1:45 – 2:37	1:49 – 2:37	1:55 – 2:37

Lunch Period	Regular Bell Schedule	Minutemen Time (MMT) Schedule	1-Hour Delay (PLC) Schedule
A	11:15 – 11:45	11:23 – 11:53	11:39 – 12:09
B	11:45 – 12:15	11:53 – 12:23	12:07 – 12:37
C	12:15 – 12:45	12:23 – 12:53	12:34 – 1:04

BULLETINS AND ANNOUNCEMENTS

All P.A. & morning video announcements require prior approval by an activity advisor. All posters and signs for activities placed in the building must receive prior approval by the administration.

BUS RULES AND PROCEDURES

1. Students must remain seated at all times. Seat changes are not permitted while the bus is in motion.
2. Excessive noise, boisterous conduct, calling to others outside the bus, and talking at intersections and railroad crossings is prohibited.
3. Students must keep all body parts inside the bus and feet must remain on the floor.
4. There will be no eating on the bus.
5. The use of profane, vulgar, or improper language and/or gestures is prohibited.
6. Any action that includes throwing items in the bus, at the bus, or the windows is prohibited. The use of water guns, lighters,

electronic communication devices, matches, or cigarettes is prohibited. Any violation may result in the loss of riding privileges and further disciplinary action by the administration.
7. Fighting and/or scuffling is prohibited.
8. Students are expected to promptly obey the instructions of the bus driver or will face disciplinary action by the building administrators.
9. Any other misconduct detrimental to the safe operation of the bus is prohibited.

CELLULAR PHONES & ELECTRONIC COMMUNICATION DEVICES

Cell phones and electronic communication devices are to be kept out of sight while school is in session, unless granted permission by a staff member. Any device that is deemed turned on, makes a noise or vibrates, or otherwise calls attention to itself, without prior approval of the teacher, will be considered a disruption and subject to confiscation by RHS staff. The student may also face additional disciplinary action by administration and parent(s) or guardian(s) will be informed.

CLASSROOM EXPECTATIONS

All students are expected to comply with the RHS Code of Student Behavior during classroom instruction. Violations of the Code of Student Behavior will not be tolerated and may require further disciplinary action by administration.

COLLEGE CREDIT PLUS

Ohio's College Credit Plus is a program that will allow you to earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students in grades 7-12. Contact colleges for information, application forms, and criteria for acceptance into College Credit Plus. Some materials are available from your counselor and at the college's website. For additional information, refer to the Information Sheets/Presentations on the Revere High School website and schedule a meeting with your school counselor. A failed CCP course will be charged to the family and the grade will appear on the students high school and college transcript.

COMMENCEMENT & COMMENCEMENT REHEARSAL

Attendance at commencement rehearsal is a requirement for participation in Commencement. The Senior Class will be recognized at Commencement as Summa Cum Laude (4.0+ GPA); Magna Cum Laude (3.75 – 3.99 GPA); or Cum Laude (3.50 – 3.74 GPA).

COMPUTERS

Policies governing the use and/or misuse of computers and technology are included in the Revere Board of Education policy guidelines and Code of Student Behavior. Use of school computers is dependent upon annual receipt of a Computer Technology Usage Form signed by the parent /guardian and student.

CREDIT FLEXIBILITY

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of our global and technological age. Ohio's plan for Credit Flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. The overall effect is to increase student engagement and sense of ownership of learning. Please check the counseling website for additional details and requirements.

CVCC ADMISSIONS

A student who wishes to qualify for CVCC admission should discuss this option with their counselor. The following factors affect CVCC admission status:

1. Good academic standing (on track to graduate)
2. No attendance compliance issues (HB 410)
3. Attendance at the CVCC Parent and Student Information Night in January.
4. Attendance at the CVCC field trip in January
5. Complete applications will be given priority status based on the date received and the above considerations.

DETENTIONS

Detentions are issued as a form of consequence for violations of the student code of conduct. Students are expected to serve their detention at the assigned time. Students must be prompt, must work on school

assignments, and must adhere to all rules of the Code of Student Conduct during the detention. Failure to serve assigned detentions will result in additional disciplinary action by the administration.

DISCLAIMER

The handbook may not include every item or incident that may occur in the building or on school grounds. Final resolution of each of these situations will be made by the school administration. Additional information about student conduct is found in the Code of Student Behavior. The handbook is not intended to be a manual of all the policies of the Revere Board of Education.

DRESS CODE

We are committed to a safe and orderly learning environment for students that is free from distraction. Attire should not detract from the educational process and reasonable standards in dress and grooming apply. Compliance with the dress code is expected and non-compliance may be considered insubordination. Any form of dress that is considered contrary to good hygiene is prohibited.

School Appropriate is defined as:

1. No drugs, alcohol, or weapons references
2. No profane or hate speech
3. No revealing clothing
4. No hats or non-religious head coverings unless approved by the administration

Final determination of appropriate school attire rests with the school administration.

DRIVING TO SCHOOL

Driving to school is a privilege at Revere High School and eligibility is dependent on many factors. A permit is required and obtained through an application process. Payment of the required parking fee in addition to all school fees and fines is required. Excessive tardiness and absences may prevent the issuance or cause suspension of driving privileges at RHS. Suspension and/ or non- issuance of driving privileges may occur as a result of a violation listed in this handbook or the Code of Student Behavior. The Revere Local School District assumes no responsibility for

damage or theft of any student vehicle. Student drivers are expected to comply with the following procedures or may face disciplinary action by the administration. **Vehicles may be subject to towing at the owner's expense for any violation.**

❖ PARKING RULES AND PROCEDURES

- Students must register his or/her vehicle annually.
- Parking permits must be on display on the rear-view mirror.
- The permit is valid only for the assigned parking spot of the vehicle.
- All rules of the Code of Student Conduct may apply to student cars.
- Traffic laws are to be obeyed on any school property and/or school events.
- Driving inappropriately or in an unsafe manner within the school zone may result in forfeiture of parking and/or other school disciplinary action.
- Permits may not be shared or borrowed.
- Students are not permitted to loiter in or near their vehicles or in the parking lot during school hours.
- Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Revere Board of Education if there is reasonable suspicion that the student is in violation of the Code of Student Behavior. Failure to comply with a reasonable search will be considered insubordination.

EARLY DISMISSAL

Early dismissal opportunities are available to students enrolled in work study, post-secondary or volunteer options only. Students must have a signed approval form in the school office to participate. All students scheduled for early dismissal must leave the building at the time of sign-out.

EARLY GRADUATION

Early completion of graduation requirements is not advised. There are many advantages and opportunities for students to expand their academic and social development by completing four full years of high school. However, there may be circumstances in which early graduation is desired and will be considered for approval. The guidelines listed below must be followed:

1. The student must declare their intention to graduate by May 1st of the year prior to graduation.
2. A student/parent/principal conference may be required prior to June 1st of the year before graduation. An educational plan detailing the request for early graduation and its relationship to the student's overall education must be completed and submitted prior to this conference. Assistance in preparing the educational plan may be obtained from the Counseling Department.
3. Completion of the "Early Graduation Approval Form" must be submitted by the student and parents prior to final approval by the principal.

FIELD TRIPS

Field trips enhance the educational experience of students. A completed student field trip permission form with teacher and parent/guardian signatures is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern. All emergency contact information in Final Forms must be completed prior to permission to attend field trips.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

All drills are conducted periodically in accordance with state law. Safety routes are posted in each classroom and in various locations in the building. It is expected students will follow the direction of staff during drills and assist in the orderly completion of any drill. Anyone involved in causing a false fire alarm is subject to the penalties defined in Ohio Revised Code section 2917.32.

FINES AND FEES

All financial obligations incurred by students must be paid in full. All students are assessed a general student fee for the current school year. The amount of the fee will be determined and communicated prior to the beginning of the school year. Some courses may require additional fees. Diplomas and final transcripts may be held for unpaid fees.

FLEXIBLE SCHEDULING

If a student wishes to take a course that is part of the RHS curriculum, but cannot take that course during a regularly scheduled class period according to the Master Schedule, he or she may do so according to the following guidelines:

1. They must have the approval of the teacher, department chairperson, counselor, and principal.
2. They must enroll for the course during another class period or meet with the teacher during his/her preparation time.
3. The presence of the student in the classroom cannot cause a disruption or increase class size beyond recommended limits.
4. Please see your school counselor regarding Credit Flexibility Policies in addition to the above guidelines.

FOOD, BEVERAGES, AND LUNCH

Delivery orders and foods from any restaurants are not permitted in the cafeteria. Food and beverages in the classroom is at the discretion of the teacher and/or activity supervisor. All visitors to the lunchroom must be approved by the administration.

GRADING

The semester grade earned at the end of the course is the grade that determines credit and appears on the student's transcript. Advanced Placement courses are weighted by one point.

Failure to complete course requirements may result in a failing grade for the course. Students removed from a class for disciplinary or attendance violations will receive a Withdrawal Failure. The WF will appear on the student's permanent transcript. The student will remain in the course on a non-credit basis.

District Grading Policy

Percentage	Grade	Regular	RHS Honors	RHS AP*
93% - 100%	A	4.0	4.5	5.0
90% - 92.99%	A-	3.7	4.2	4.7
87% - 89.99%	B+	3.3	3.8	4.3
83% - 86.99%	B	3.0	3.5	4.0
80% - 82.99%	B-	2.7	3.2	3.7
77% - 79.99%	C+	2.3	2.8	3.3
73% - 76.99%	C	2.0	2.5	3.0
70% - 72.99	C-	1.7	1.7	1.7
67% - 69.99	D+	1.3	1.3	1.3
63% - 66.99	D	1.0	1.0	1.0
60% - 62.99	D-	0.7	0.7	0.7
0% - 59.99	F	0.0	0.0	0.0

***Weighted grades will only be given to students completing an entire AP course and taking the AP Exam. AP students must finalize their decision to take or not take the AP Exam by the end of the 1st grading period. Weighted grades will not be given for grades below a C.**

8th Grade students will receive high school credit for any high school course taken at the middle school when earning a C or better. The grade will not be calculated into a student's GPA. All Flex Credit Courses or courses taken in the summer between 8th and 9th grade will be calculated into a student's GPA.

Juniors and Seniors may choose up to one (1) credit per year as a No Grade/No GPA Credit Option from the Elective course offerings. The purpose of this option is to afford students an opportunity to experience a course that they may enjoy without adversely affecting the GPA. If a student earns less than a "C" in the course, the actual grade will be calculated into the GPA, and appear on the report card and transcript. For a grade of "C" or higher, a "P" Pass grade will appear. Students interested in this option must make an appointment with their school counselor prior to the start of the school year. Not all courses qualify for this option.

HALL PASSES

Permission for hall privileges is required from each teacher. Students must complete necessary tasks during hall pass in a reasonable amount of time.

HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on school property, on a school bus, or during any school sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school

employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the schools, the following procedures shall be followed:

A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;
B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;

D. School administrators shall investigate and document any written or oral reports;
E. School administrators shall notify the parent(s) or guardian(s) of a student who commits acts of harassment, intimidation, or bullying and the parent(s) or guardian(s) of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, “harassment, intimidation, or bullying” means either of following:

A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:

1. Causes mental or physical harm to the other student; and

2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or

B. Violence within a dating relationship.

“Electronic act” means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

A. Physical violence and/or attacks.
B. Taunts, name-calling, and put-downs.
C. Threats and intimidation (through words and/or gestures).
D. Extortion or stealing of money and/or possessions.
E. Exclusion from the peer group or spreading rumors.
F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other online sites or phone apps (also known as “cyber bullying”), such as the following:
    a. Posting slurs on Websites where students congregate on Web logs (personal online journals or diaries);
    b. Sending abusive or threatening instant messages;
    c. Using camera phones to take embarrassing photographs of students and posting them online;
    d. Using Web sites to circulate gossip and rumors to other students;

e. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers: and

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff
member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such a written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

4. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

5. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

6. Investigation

A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Education's interest in a prompt and fair investigation.
B. 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.
C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation,

or bullying 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 harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.

B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.

C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

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 harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended

to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

12. Strategies for Protecting Victims or Other Persons From New or Additional Acts

A. Supervise and discipline offending students fairly and consistently;

B. Maintain contact with parents and guardians of all involved parties;

C. Provide counseling for the victim if assessed that it is needed;

D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;

E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.

F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;

B. Planned professional development programs addressing bully/targeted individuals' problems;

C. Data collection to document bully/victim problems to determine the nature and scope of the problem;

D. Use of peers to help ameliorate the plight of victims and include them in group activities;

E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);

F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;

G. An attitude that promotes communication, friendship, assertiveness skills, and character education;

H. Modeling by staff of positive, respectful, and supportive behavior toward students;

I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or

K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their parent(s) or guardian(s). Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's parent(s) or guardian(s) a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667
Adopted: October 17, 2017

INDEPENDENT COURSES

Independent study is defined as coursework that a student may wish to take that is not part of the RHS or Board adopted curriculum. Any independent study coursework must be approved by the counselor and principal, and must meet all Revere Local School District Board policies and guidelines. Students who take coursework that is approved for independent study will be granted credit toward graduation on a pass/fail basis. Additional information may be found in the Credit Flexibility Policies and Guidelines.

INTERNATIONAL EXCHANGE STUDENTS

Revere High School welcomes international exchange students on a limited basis and enrollment is not guarenteed each year. It is our privilege to support the students in their year long experience in the United States. International exchange students need to have the proper documentation through their sponsoring organization. The sponsoring organization must be sanctioned with the OHSAA in order for an exchange student to be eligible to participate in athletics. Exchange students will receive a certificate of attendance and not be eligible for graduation from Revere High School.

LIBRARY/MEDIA CENTER

Bookmarks with subscription database passwords are available in the library. Students are expected to follow library rules or they may forfeit access to the library. Fines are charged on overdue or damaged items.

LOCKERS AND LOCKS

Each student is assigned a lock and locker at the beginning of the school year. Lockers and locks are the sole property of the school. Lockers may be searched at any time by the administration. Appropriate care of school property is required. Locks are expected to be in use at all times. Lock combinations are confidential and should not be shared with others. The school is not responsible for lost property or valuables. Book bags and backpacks remain in lockers while school is in session. Students are not permitted to display inappropriate pictures, decals, or displays on the lockers. Any damage to the lock or locker by a student may result in disciplinary action by the administration. A $6.00 fee is assessed for a replacement lock. **While using the locker room during or after school, students must lock their belongings in a locker.**

LOST AND FOUND

Miscellaneous articles may be placed on the Lost and Found table. Valuable items should be taken directly to the main office and reported to school personnel.

MEDICATION

The administration of any medication, including over-the-counter, to a student by school personnel requires the completion of necessary forms by the parent /guardian. Forms are available online and in the school clinic. Both a parent/guardian and a physician must complete and sign the form. Medicine to be dispensed at school must be in its original prescription bottle. The school or its employees cannot provide aspirin or any other over-the-counter medication without the necessary completed forms.

MINIMUM COURSE LOAD

All students must be enrolled in at least six (6) classes per semester. Students enrolled in College Credit Plus (CCP) or Career Technical Education (CTE) will work with their respective counselor to schedule the appropriate class load.

NATIONAL HONOR SOCIETY

The National Honor Society, created by the National Association of Secondary School Principals, honors students who excel in five ways: scholarship, knowledge, leadership, service, and character. The society is governed by national rules. Membership in the NHS is one of the highest honors that can be given to a high school student and is a privilege, not a right. The selection process at RHS begins with sophomores and juniors who have met the scholastic GPA requirement and are active in service and school related activities. A selection process established by both the national and local organizations determines membership in the National Honor Society. The final step in the selection process involves a committee of faculty members who review the applications and make recommendations for membership. The decision of the committee is final.

PLANNED ABSENCE

We recognize that circumstances may arise that could necessitate a student accompanying his/her parent(s) or guardian(s) on a planned absence. Students are responsible for the completion of the Planned Absence form from the Main Office. On this form the student must obtain the signatures of all teachers and a parent/guardian and then return the form to the Main Office prior to the planned absence. These absent hours will count towards the student's permanent record and are included in the hours reported to the State of Ohio according to House Bill 410. All make-up work is the responsibility of the student. Any tests/exams missed shall be made up upon the student's return to school (including the end of the school year).

PROGRESS BOOK AND REPORT CARDS

Academic progress is reported throughout each semester through various methods such as Progress Book and Report Cards. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3407.

PUBLIC RECORDS

A request for public records must go through the Treasurer's Office, as the Treasurer is the designated Records Officer for the Revere School District.

SATURDAY SCHOOL DETENTION

A three hour Saturday detention session (9:00 am - Noon) is held bi-monthly at Revere Middle School and is supervised by school personnel. Sessions are assigned by the administration as a result of violations of the Code of Student Behavior. Students are expected to bring school books and materials to Saturday Detention, as well as school assignments to work on during the 3 hour detention. Various procedures are followed and further explanation is provided to students when such an assignment is made.

SCHOOL CLOSINGS

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced multiple ways via the all call notification system, district website, local television/radio, and social media outlets. If no report is heard, it can be assumed that school will be in session.

SCHOOL COUNSELING POLICIES

The assignment of a school counselor is determined by the student's last name. Students retain the same counselor throughout the student's high school career. School counselors work to support the whole student in the areas of academics, social/emotional needs, and college/career readiness. Students are encouraged to establish rapport with their counselor as they attend RHS.

SCHEDULE CHANGES

Since all students have registered for course selections with parent/guardian approval, any change after the start of the school year will only occur as a result of extenuating circumstances. Requests for changes will be reviewed by the administration and must include a conference with the teacher and parent/guardian.

SECURITY

In our continued efforts to increase security, Revere Local Schools employs a School Resource Officer. Please contact SRO Dressler with any concerns about school safety. His contact email is sdressler@revereschools.org.

SENIOR INTERNSHIP

The Senior Internship Project at Revere High School is an optional, three week program open to all eligible seniors who meet program criteria. Program criteria include students that demonstrate good character, have excellent attendance records, and have maintained a passing average in all classes required for graduation. In addition to grades and absenteeism, other considerations could impact eligibility, such as outstanding fees. The Senior Internship Project serves as an excellent transition from the familiar high school experience to a future dealing with lifelong interests or career goals. Details will be provided at the beginning of a student's senior year. The dates of the program will be announced but take place at the end of the second semester.

STUDENT ACTIVITIES

There are over 50 clubs and activities available to students at RHS. For access to a live document that includes names and email addresses of the supervisors, see the high school web site.

If a student wishes to propose a club or group the following has to happen before approval will be granted by the administration:

1. The student(s) proposing the club or group has to schedule a meeting with the building principal to discuss the reasons why the club or group should exist.
2. The student(s) has to supply a petition with at least 10 signatures of students who would consider joining the club or group.
3. The student(s) has to provide the name of an employee of Revere Schools who will be responsible for the supervision of the club or group with the understanding this is an unpaid (non-stipend) position.
4. The student(s) has to provide a schedule of meeting dates, times, and location.
5. The club or group cannot be for profit. Any fundraising completed must be approved by the building principal and treasurer's office.

6. Once approved by the building principal, the club or group can begin meeting as an official RHS Student Activities organization.

STUDENT IDENTIFICATION CARDS

Students will be issued one identification card (badge) at the beginning of the school year. Students will be required to use this card throughout the school year and will be responsible for replacing it if it is lost. Replacement cost to the student will be $5.00 per ID card. The student ID badge must be presented at all extracurricular events to receive free admission.

SUMMER SCHOOL & OUTSIDE CREDITS

Outside credits may include summer school, correspondence courses, night school, online courses, volunteer credits, work study credits, and other alternative or remedial education credits. It is recommended that students check with their school counselor before enrolling to make sure the credits meet our requirements for graduation.

TEXTBOOKS

All textbooks are the property of the school district and are on loan to the student. Proper care of school property is expected and book covers recommended. Students should write their names and grades on the book labels for identification purposes. Students are responsible for lost or damaged books.

TRANSCRIPTS

Students may request and receive an unofficial transcript from the Counseling Office. Official transcripts required for college admissions and/or scholarships will be mailed directly to the appropriate institution. Please allow ten (10) school days to process these requests.

RHS Alumni may obtain transcript request forms online by visiting the Revere Local Schools website, selecting Revere High School, then selecting Counselors.

TRANSPORTATION

For questions regarding transportation, contact the department at (330) 523-3118 or (330) 523-3119.

School bus transportation is a privilege and not a right. Students are expected to adhere to the Code of Student Behavior at all times, violations of which may result in disciplinary action by the administration. Video cameras are installed on buses for the purpose of monitoring student behavior. Students must comply with the directions of the bus driver. Drivers report all misconduct to the transportation supervisor who then consults with building administrators. The following items are prohibited on the buses: Pets, large boxes, sleds, balloons, lawn chairs, skateboards, golf clubs, lacrosse sticks, dangerous weapons, costumes, masks, and baseball bats. Please note: This is not a comprehensive list.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

Unauthorized use of the yearbook and website content or photographs is prohibited. None of the material may be copied, modified, reproduced, posted, published, transmitted, and/or distributed in any form without prior written permission from Revere Local Schools.

VALUABLES

Students are cautioned not to bring large amounts of money or other valuables to school. Students, not the school, are responsible for their personal property. Lockers must remain secured and combinations are confidential and not to be shared with others. **Lock valuables in lockers at all times.**

VIDEO AND AUDIO RECORDING DEVICES

Video and/or audio recording devices are not to be used at school without permission from school personnel. **This includes the use of these functions on cell phones.**

VISITORS

ALL VISITORS must report to the main office upon arrival, sign-in, and secure a pass. Students from other schools are not permitted to visit unless they plan to enroll at RHS. Arrangement must be made with the Counseling Office or administration prior to the day of the planned visit. These student visitors must present a pass and be escorted by a Revere High School student throughout the day. Prior arrangements reduce disruptions and increase security.

VOLUNTEER HOURS FOR CREDIT

Revere High School students are encouraged to give back to others through service. Arrangements for volunteer credit must be made through the volunteer office prior to beginning the volunteer hours. We offer credit for volunteerism according to these guidelines: 30 hours = 1/4 credit, 60 hours = 1/2 credit, 90 hours = 3/4 credit, and 120 hours = 1 credit. A maximum of 3 credit hours can be earned.

WORK PERMITS

Any student under the age of 18 years of age and employed regular hours may obtain a work permit through the Main Office.

WITHDRAWALS, TRANSFERS AND CHANGE OF ADDRESS

A student should notify the Counseling Office in advance of transferring or withdrawing from school and obtain a withdrawal form. All teachers must sign this form after textbooks are returned and all financial obligations are satisfied. The form is returned to the Counseling Office when it is completed. No transfers or withdrawals will be issued until the form is returned and a request of records has been submitted from the new school. Families of students who change their addresses, telephone numbers or emergency information must do so through our FinalForms parent portal system.



Revere Reunification Method

Parent/Guardian Information Sheet

Student/Parent/Guardian/Authorized Person Reunification

Circumstances may occur at the school that will require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat, or if a crisis occurs at the school. The Standard Revere Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use Blackboard Connect and/or social media. In some cases, students may be asked to send a text message or make a phone call to their parents. A reunification text message from a student may look something like this: "*The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID*."

Parent/Guardian/Authorized Person Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent, guardian or authorized person.

What if a Parent /Guardian Can't Pick-up Their Student?

When a parent/Guardian can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents/guardians or authorized person can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardian. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians/authorized persons, there are a couple steps. If a parent/guardian/authorized person is driving to the school, greater awareness of traffic and emergency vehicles is advised. Once at the school, you should park where indicated and not abandon your vehicle. You will then be asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, you will be asked to fill out a Revere Reunification Form. This form is perforated and will be separated during the process. In the case of multiple students being reunified, a separate form will need to be completed for each individual student.

Example image of Revere's Reunification Form is below



Revere Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Pre-release Information:

Student Name.....Student Birthday.....

Student Grade..... Student Cell Phone Number.....

Printed name of authorized person picking up student.....

Phone number of authorized person picking up student.....

Relationship to student being picked up.....

Below to be completed upon release of student:

Date.....Time.....First initial, last name of school personnel.....

Signature of authorized person picking up student.....

School personnel to verify that ID matches the name of the person authorized to pick up student before final release of student in his/her care.

Bring Valid ID to Check In

During check in, identification and custody rights are confirmed. From the "Check In" area parents/guardians/authorized persons are directed to the "Reunification" area once ID is validated. There, a runner will take the bottom half of the form and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents/guardians or authorized persons may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents/guardians or authorized persons may be pulled aside for emergency or medical information.

Revere Local Schools Code of Student Conduct



*In January 2021, the Revere Board of Education adopted the Revere Local Schools **"Vision of a Minuteman"** which, as an educational community, encompasses our hopes and aspirations for our students. The Revere Local Schools Code of Student Conduct will help all students reach their fullest potential in their journey to achieve each of these competencies.*

WE R REVERE LOCAL SCHOOLS

CONFIDENT & EMPATHETIC ★ PERSEVERES & ADAPTS ★ COMMUNICATES TRUTH ★ ENGAGES WITH PURPOSE ★ LEARNER'S MINDSET ★ CREATES SOLUTIONS

VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

CREATES SOLUTIONS
Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.

DEMONSTRATES A LEARNER'S MINDSET
Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.

EMBODIES CONFIDENCE & EMPATHY
In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.

PERSEVERES & ADAPTS
Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.

ENGAGES WITH PURPOSE
Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.

COMMUNICATES TRUTH
Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.

#WeRRevere

INTRODUCTION

One of the primary goals of the Revere Local School District is to support students through their individual educational journey and help encourage positive relationships with peers and staff. In order to foster trust and respect within the school community, the Revere Local School District Code of Student Conduct has been developed to establish high expectations for students as they grow and develop in our schools. We are confident that students will be able to meet these expectations through ongoing support from our school community.

Revere Local Schools believes that positive discipline is rooted in a philosophy that the whole child must be considered and that consequences must lead to opportunities for the student to correct behavior and learn. Parents or guardians hold the primary responsibility for setting positive discipline standards for their children. While students are in school, however, members of the school staff must act in the place of parents in maintaining a high level of student conduct. It is the goal of the school to work together with parents and guardians to support the learning of the student in situations that are related to violations of the code of conduct.

Each of the buildings in the Revere Local School District strive to maintain an educational and engaging learning environment. The codes of conduct and procedures established in this document serve as a guide to promote a positive school culture and to identify opportunities to assist students in their educational journey.

STUDENTS RIGHTS AND RESPONSIBILITIES

The role each student plays in our educational environments is critical to the success of the overall district. It is the collective responsibility of the school community to maintain high levels of trust, pride, and decorum. The Revere staff will work to equip students with the essential skills needed to succeed while also providing them with opportunities to explore their passions and interests. It is expected that Revere students have a comprehensive understanding of the consequences of violating the expectations of the Code of Conduct and assume responsibility for their actions. In turn, Revere students have the right to a fair and equitable investigation into an alleged violation of the Code of Conduct as well as the opportunity to receive their due process as a member of the school community.

ATTENDANCE

Daily attendance at school is critical to the success of every student. Revere

Local Schools is governed by House Bill 410 with regard to the overall policy. Each school's attendance policy is listed in their individual handbooks.

SCHOOL DISCIPLINE

The following guidelines have been developed for the purpose of providing fair and just treatment for students who allegedly violate the rules listed in this Code of Conduct. However, Revere Local Schools recognizes there is a distinction between students of differing ages and maturity, and it is within reason to expect that, at times, a decision impacting the denial of educational participation may be tempered by reference to such distinction.

A. To protect the rights of students, staff, and other members of our school community, all offenses shall be thoroughly investigated and properly recorded. This may include a conference with the student(s) involved in an incident and a search of the student, the student's belongings, student's assigned school locker(s), vehicle(s), or other school property based upon "reasonable suspicion" that a dangerous situation exists. Reasonable suspicion exists when there is information to indicate a search will reveal evidence that a student has violated, or is violating, the law or the rules of the school. If a search is deemed appropriate, it will only be performed by the school administration.

B. In seeking a solution of the offenses, there shall be appropriate alternatives such as one, or a combination of the following actions, but not necessarily in the order appearing below:

    a. Conference with the student to clarify the problem and to ensure full understanding of consequences of future misbehavior.
    b. Assignment of additional task(s), which may or may not interfere with the academic or after-school programs.
    c. Assignment of detentions.
    d. Conference with parents to secure cooperation of the home in supporting appropriate student behavior.
    e. Referral to counselor, school psychologist or other school staff member for guidance, testing or recommended therapy.
    f. Referral to Juvenile Court.
    g. Emergency removal in accordance with State of Ohio law, including curricular and extracurricular activities.
    h. Assignment to a Saturday School Detention. This assignment will be in accordance with the policies set forth by the Saturday School supervisor. The detention will last no more than three (3) hours.
    i. Selection of an In-School Assignment (ISA) option. This will

act as an in-school suspension where the student will attend school but be isolated to a room and supervised by an adult both of which will be determined by the administration.

j. Assignment of Out of School Suspension (OSS) in accordance with the State of Ohio law.
k. Expulsion from school in accordance with State of Ohio law.

C. Students enrolled in alternative program options are subject to all rules and regulations covered under the Code of Student Conduct and adopted by the Revere Board of Education.

SUSPENSION PROCEDURE

A. **Definition**: Out-of-School Suspension (OSS) is defined as the denial of attending school for the period of at least one (1) but not more than ten (10) school days. Students suspended may not take part in or attend any school activities, including extracurricular activities, or be on school property at any time during the suspension period. Any visit to the school for any reason during a period of suspension must be arranged with the school administration and will take place after typical school hours have concluded.

B. **Procedure:** In case of a student's intended removal from school for purposes of suspension, the following procedures shall apply:

a. Only a building level administrator or superintendent may issue a suspension.
b. An attempt shall be made to notify his/her parent(s), guardian or custodian by telephone of the suspension and the reason for it.
c. The student and/or his parent(s) shall be provided an opportunity for an informal hearing to discuss the reason for the intended suspension and/or otherwise explain his/her actions.
d. The student shall be informed in writing of the intended suspension and reasons for the proposed action.
e. If a suspension is imposed, a copy of the suspension paperwork will be provided via mail to the parent(s) and/or guardian(s).
f. A notice of suspension shall include the procedures applicable to an appeal.

C. Notification of Appeal:

a. A written notification of appeal must be made to the Superintendent and the Treasurer of the Board of Education and

be postmarked no later than fourteen (14) days after the date of the Notice of Suspension. The notice shall include the right to an informal hearing by personnel not prejudiced by association with the decision to suspend or recommend suspension of the student from school. It shall also include notification of the right of the student and his/her parent(s), guardian or custodian to appeal the suspension, in writing, to the Superintendent/or his designee, to be represented in the appeal proceedings, to be granted a hearing before the superintendent (or his designee), in order to be heard against the suspension, and to request that such hearing be held in private.

b. The hearing shall be scheduled as soon as possible, but no later than five (5) school days after receipt of the appeal request, unless extended by mutual agreement. A verbatim record of the hearing shall be made. After reviewing all the information, the superintendent/or his designee may affirm the suspension, may reinstate the pupil, or otherwise reverse, vacate or modify the order of the suspension. Written copies of the decision shall be distributed to all concerned parties within one (1) school day. If the suspension is vacated, all references to it in school records will be purged.

D. Should a Revere student enrolled at the Cuyahoga Valley Career Center (CVCC) be suspended from that school for a conduct code violation, which would also be grounds for suspension in the Revere Local School District, the suspension of such student also will be in effect at Revere. The student shall be notified of that suspension by the Revere Local School District in accordance with the normal suspension procedure.

E. Simultaneous written notice of the suspension shall be sent to:
   a. Student's discipline file
   b. Superintendent

EMERGENCY REMOVAL

A. **Definition**: The term "emergency removal" means the removal of a student from curricular or extracurricular activities or from the school premises because the student's presence poses a continuing danger to persons or property or is an ongoing threat or disruption to the academic process.

B. **Procedure:** Only a building level administrator or superintendent may implement an emergency removal from school premises. A teacher may remove a student from a curricular setting. For extracurricular activities,

a coach or an advisor may remove a student from that setting in line with their procedures and policies of the team or group. In each instance, the following procedures shall take place:

a. A student's parent(s) or guardian(s) will be contacted via phone to explain the reasoning behind the emergency removal.
b. An attempt will be made to arrange for that student to be transported home. If the student is able to drive, verbal consent will be obtained by the parent(s) or guardian(s) to allow that student to drive themselves home.
c. Follow-up conversations will take place determining the outcome of any emergency removal. If a coach or advisor initiates the removal during an extracurricular activity, a written account of that action will be submitted to the building administration and athletic director (if applicable).

C. If it is intended that the student is removed from a curricular or extracurricular activity for more than twenty-four (24) hours, a due process hearing must be held within seventy-two (72) hours after a removal is ordered.

a. An attempt should be made to notify the student's parents, guardian, or custodian immediately by telephone of the pending action and applicable reasons.
b. Written notice of the hearing and reasons for the removal and any intended disciplinary action must be given to the student as soon as possible prior to the hearing.
c. The person who ordered or requested the hearing must be present at the hearing.
d. If suspension or expulsion is intended, the due process requirement of the law must be carried out.

EXPULSION

A. **Definition**: The term "expulsion" means exclusion of a student from all school attendance and related activities for the remainder of the current semester, or for a period of up to eighty (80) school days, or in cases involving weapons, firearms or bomb threats, an expulsion may be imposed for one (1) calendar year. Only the Superintendent of Revere Schools may expel a student in accordance with procedure outlined by Ohio statute.

B. **Procedure:** The building administrator shall afford due process to the student before such administrator recommends expulsion to the

Superintendent. The building administrator will follow all the procedures outlined in the suspension section of the Code of Conduct. Prior to expulsion, the Superintendent shall follow the following procedures:

Written Notice: The student and his/her parent, guardian or custodian shall be provided written notice of the intention to expel. The notice must advise the student and his/her parent, guardian or custodian or other representatives of their right to appear in person before the Superintendent or his designee to challenge the reasons for the expulsion. The notification must include the location and time of the hearing, which must take place no earlier than three (3) school days and not later than five (5) days after the notice is sent. The Superintendent may grant an extension of time only upon request from the student, parent or guardian. The Superintendent will then provide notice to all parties involved of the revised date and time for the hearing.

Scheduled Hearing: A hearing will be conducted by the Superintendent or his designee under the guidelines established by the individual conducting the hearing. Within one (1) school day after the time of the expulsion hearing, the Superintendent shall send written notice to the student and his/her parent, guardian or custodian, and the Treasurer of the Board of Education regarding the decision. The notice shall specify the duration of the expulsion and the reasons therefore. It also shall include notification of the rights of the student, his/her parent, guardian or custodian, to appeal the expulsion to the Board of Education or to its designee within the fourteen (14) days of receipt of the notification in order to be heard against such expulsion, to be represented in the appeal proceeding, to be granted a hearing before the Board or its designee in order to be heard against the expulsion, and to request that such a hearing be held in executive sessions.

C. Notification of Appeal:

a. Within fourteen (14) days of notification of the student expulsion, the parent, guardian or custodian may appeal the expulsion. The request for appeal must be submitted to the Board of Education. A hearing shall be scheduled within five (5) days of receipt of the request, unless the time for the hearing is

extended by mutual agreement. The student or his parent, guardian or custodian may be represented in the appeal proceedings.

b. The Board may affirm the order of expulsion or may reinstate such pupil or otherwise reverse, vacate or modify the order of expulsion. The Board shall determine the procedures to be followed during the hearing. A verbatim record shall be made.

D. Should a student enrolled at the Cuyahoga Valley Career Center (CVCC) be expelled from the Career Center for a conduct code violation, which would be grounds for expulsion in the Revere Local School District, the student will be expelled from the Revere Local School District in accordance with the normal expulsion procedure.

LIMITATIONS ON THE DISCIPLINING STUDENTS WITH DISABILITIES

A. A student with a disability is one whose education is governed by an Individualized Education Program (IEP) under the Individuals with Disabilities Education Improvement Act of 2004 or a 504 Plan under Section 504 of the Rehabilitation Act of 1973, as amended. Students with disabilities may not be suspended for more than ten (10) days per school year without first conducting a manifestation determination review hearing. All students with disabilities are subject to removal on an emergency basis described in this code of conduct. Repeated behavior concerns and/or conduct code violations must be addressed by a student's IEP team or 504 team.

PERMANENT EXCLUSION

A. Any student who has been found guilty of committing, when sixteen (16) years of age or older, any of the specific offenses identified by state statute while on school grounds or at a school-sponsored activity may be subject to permanent exclusion by the Board of Education.

B. The Board of Education's statement of policy on permanent exclusion is posted in each school and is available to students and their parents, upon request, at each school office.

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled by the District and off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District, and misconduct by a student that, regardless of where it occurs, is directed at a District official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event, whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

1. ACADEMIC DISHONESTY – Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams (paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's computer code, spreadsheets, documents, or handwritten material.

2. AIDING & ABETTING – An involvement (active or passive) with another student or students engaged in prohibited activities.

3. ARSON/FIREARMS OR OTHER WEAPONS/FALSE ALARMS AND/OR THREATS – An act of arson or unauthorized use, possession, transfer, or disposal of firearms, knives, or other weapons as defined under law or Board Policy, or initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.

4. BUS CONDUCT – Any violation of the rules of conduct on the school bus.*

5. COMPUTER USAGE – Violation of the school's computer policy and/or the District's acceptable use policy. **

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes.

7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

8. DISRESPECT – Rude or disrespectful behavior, or failure to cooperate with school personnel.

9. DISRUPTIVE BEHAVIOR – Disruption or continuous disruption of the classroom, school, school grounds, or school activities or functions.

10. EXPLOSIVE DEVICES - The use, threatened use, possession or distribution of explosives including matches and lighters or any item which could explode, burn, detonate, cause bodily harm or have the appearance to do so.

11. FIGHTING/ASSAULT/PHYSICAL VIOLENCE – The act of intentionally causing or threatening to cause physical or emotional harm to another person or behaving in such a manner as to present an eminent risk of such harm.

12. GAMBLING – Students shall not engage in or promote games of chance, placing bets or wagers, or risk anything of value on school grounds.

13. HARASSMENT – Harassment includes, but is not limited to, any action which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature, and any act that injures, degrades, or disgraces or attempts to injure, degrade, or disgrace another person. Harassment includes any act defined as harassment under Board Policy or state or federal law. Examples include, but are not limited to the following: bullying, intimidation, coercion, hazing, spreading rumors, name calling, and menacing.

14. INAPPROPRIATE LANGUAGE/MATERIALS – The use of profane, indecent, vulgar, or other improper language, gestures, comments, or material, whether written or oral, or the possession of any profane, vulgar, obscene, or other improper objects or material.

15. INCITING – Inciting to riot or to disrupt or attempt to disrupt the operation of the school.

16. ILLEGAL SUBSTANCES/CONTROLLED SUBSTANCES – The sale, possession, intent to sell, concealment, use of, or being under the influence or emitting an discernible odor of any substance containing betel nut, narcotics or illegal drugs or controlled substances, including but not limited to marijuana, hemp and hemp products, as defined in R.C. 928.01, as well as any counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, near beer or alcoholic beverages or the unauthorized use and/distribution of over-the-counter medication or prescription medication.

17. INAPPROPRIATE PHYSICAL OR NON PHYSICAL BEHAVIOR – Any behavior deemed inappropriate in school, including but not limited to unwelcome touching, play fighting, unwanted advances, physical intimidation, sexual contact, public displays of affection, throwing items, and excessively loud hallway or classroom behavior.

18. INSUBORDINATION – The failure to comply with directions of school personnel or acting in defiance of authority, including intentional interference with the performance of a teacher's duties or failure to identify oneself to school personnel when requested. Also included within is the failure to accept or comply with discipline or punishment from

appropriate school personnel.

19. LOITERING/TRESPASSING – The action of being present on any school grounds, including a school bus, or any occupation of, or loitering on, near, or around school property without authorization.

20. REPEATED VIOLATIONS – Repeated violations of the Code of Student Conduct, Board Policy, or directives from school personnel.

21. RULES – Violation of rules and policies of the classroom, school, and the Revere Board of Education, including any applicable dress code.

22. SEXUAL CONTACT – Defined as any touching of an erogenous zone of another or public display of affection.

23. SCHOOL PERSONNEL – The harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.

24. THEFT – The act of confiscating, possessing, or stealing private or public property of the school or another individual.

25. TOBACCO/VAPING/OTHER DEVICES – The use, possession, transmission, or concealment of either tobacco products or nicotine products or paraphernalia in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place. This prohibition includes alternative tobacco/nicotine products, and nicotine cessation products, as well as electronic, vapor and other smoking devices.

26. UNAUTHORIZED TOUCHING – Touching another person without permission or consent.

27. UNAUTHORIZED MATERIALS – The publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.

28. VANDALISM – The intentional, purposeful, or reckless destruction or defacing, or attempt to do so, of public or private property within the school.

29. WEAPONS – Possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-a-like weapon. A weapon is defined as either an item designed to inflict injury or an item designed for another purpose then converted to a weapon through its use.

30. GANG MEMBERSHIP AND/OR GANG ACTIVITY – For purposes of this policy, a gang is an organization, association, or group of three or more people, using a common name or one or more common identifying signs, symbols, or colors, whose members individually or collectively engage in criminal activity.

31. REPEATED TARDINESS – arriving after the start of a scheduled class or activity without a valid excuse.

32. EXTORTION – obtaining something from a person by force, intimidation, or undue/ inappropriate use of authority.

33. UNSAFE DRIVING – operating an automobile in an illegal or unsafe manner, or in violation of any rules applicable to such use on District property.

34. ATTEMPT – purposefully attempting to violate any provision of the Code of Student Conduct.

Students found in violation of any section of this code of conduct may be immediately removed from school and recommended to the Superintendent for expulsion.

Parents of students suspended out-of-school for ANY length of time may be asked to personally return the child to school and meet with the principal/designee and/or guidance personnel before he/she is readmitted.

*The bus code of conduct can be found in school handbooks

** The technology acceptable use policy can be found in the district's electronic student registration system

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or

all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues

of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act (“IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e. disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL”). **These documents, *and any others,* will *be translated upon* request or *as* needed to *assist* any *LEP* Parent, regardless *whether they* speak a *FEL***. District all-calls and other District-wide or building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;

- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

Injury Protocol:

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member.

If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member.

The nurse will keep a log of all students who are seen.

Parents are notified and an incident report is completed and kept on file at the school.

A copy of the completed incident report is sent to Central Administration (Parents are given a copy of the incident report upon request)