



Re-Education

Services, Inc. Providing Special Education & Individualized Programming

Student Service Agreement - Re-Ed ASPIRE

Student Name:

Parent/Guardian Name:

Address:

Placing School District: Revere Local School District

STUDENT A

Terms and Conditions of Purchase Agreement:

Payment: Revere Local School District will pay Re-Ed ASPIRE a per diem rate of \$ 169 for the above named student for each school day not to exceed 182 days in the **2016 - 2017** school year.

Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.

Length of Agreement: The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2016 - 2017** school year (**05/25/2017**). The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).

Rights & Duties: Re-Ed ASPIRE reserves the right to take immediate action in situations where a student, by act or omission, poses a risk of injury, harm or other danger to himself or to others. Such action may include, but is not limited to, immediate dismissal from the Re-Ed ASPIRE program, emergency referral to psychiatric or other institutional healthcare providers, and/or securing assistance from local law enforcement authorities. The Placing School District will be promptly informed in the event such an exigent situation arises.

Termination of Agreement: In the event the above named student is no longer residing in the Placing School District and/or no longer attending Re-Ed ASPIRE, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Ed ASPIRE.

In the event that Re-Ed ASPIRE determines that the student is not benefiting from the programming and services provided by Re-Ed ASPIRE, Re-Ed ASPIRE may terminate this Agreement. The student will be returned to the Placing School District so that educational programs and services can continue to be delivered to the student through the Placing School District.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative:

Frederick A. Jones

Date: / /

Re-Ed ASPIRE Representative:

Date: 4/29/16

REVERE CAMPUS
370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS
6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS
4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777



Re-Education

Services, Inc. Providing Special Education to the World's Most Promising Children

Speech Therapy Service Purchase Agreement

Student Name:

School District: **Revere Local School District**

STUDENT A

This agreement is entered into between **Revere Local School** and Re-Education Services, Inc., for the sole purpose of providing Speech Therapy (hereafter "SLT") in accordance with IEP recommendations. WHEREAS, will be attending the Re-Education Services, Inc Program and will receive Speech Therapy for the **2016 - 2017** school year.

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Education Services, Inc. a rate of \$ **72** per session for the above identified student.
2. The term of this agreement will expire if SLT services are terminated as agreed upon by the IEP team or the Placing District chooses to provide SLT services through the school district.
3. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2016 - 2017** school year (**05/25/2017**).
4. Payment received after due date (30 days) will be assessed a late fee of \$ **100** per month.

In the event the above identified student is no longer residing in the Placing District and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is attending Re-Education Services, Inc.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____ Date: ____/____/____

Re-Education Services, Inc.
Representative: _____

Fredrick A. Gurnea
Date: 4/29/16

GEORGETOWN CAMPUS

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS / MARIETTA

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777



Re-Education

Services, Inc.

**Re-Ed TRANSPORTATION
Service Purchase Agreement**

Student Name:

Address:

District: Revere Local School District

STUDENT A

This agreement is entered into between Revere Local School (hereafter "Placing District") and Re-Ed Transportation, Inc., for the sole purpose of providing **TRANSPORTATION SERVICES** in accordance with placement at Re-Education Services, Inc. WHERE AS, _____ will be attending the Re-Education Services, Inc. Program and Placing School District requires the Student to be transported by Re-Education-Transportation the parties agree as follows:

THE PARTIES AGREE AS FOLLOWS.

1. The placing district will pay Re-Ed Transportation, Inc. a per diem rate of \$ 57 for the above identified student for each school day for the **2016 - 2017** school year. The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).
(A change in student address or campus location may change the daily rate. Should the daily rate change, a new agreement will be offered by Re-Ed Transportation.)
2. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2016 - 2017** school year (**05/25/2017**).
3. **Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.**

In the event the above identified student is no longer residing at the above address and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Education Services, Inc.

(The per diem rate on this contract is based upon fuel prices at the time this contract is signed. In the event that fuel cost increase substantially, Re-Ed Transportation, Inc. reserves the right to add a fuel surcharge to the above stated per diem rate.)

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: 4/29/16

**Re-Education Transportation
Representative:** _____

Date: 4/29/16

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777

New Document



Re-Education

Services, Inc. Providing Quality Education, Technical and Programming

Student Service Agreement - Re-Ed ASPIRE

Student Name:

Parent/Guardian Name:

Address:

Placing School District: Revere Local School District

STUDENT B

Terms and Conditions of Purchase Agreement:

Payment: Revere Local School District will pay Re-Ed ASPIRE a per diem rate of \$ 169 for the above named student for each school day not to exceed 182 days in the 2016 - 2017 school year.

Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.

Length of Agreement: The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the 2016 - 2017 school year (05/25/2017). The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).

Rights & Duties: Re-Ed ASPIRE reserves the right to take immediate action in situations where a student, by act or omission, poses a risk of injury, harm or other danger to himself or to others. Such action may include, but is not limited to, immediate dismissal from the Re-Ed ASPIRE program, emergency referral to psychiatric or other institutional healthcare providers, and/or securing assistance from local law enforcement authorities. The Placing School District will be promptly informed in the event such an exigent situation arises.

Termination of Agreement: In the event the above named student is no longer residing in the Placing School District and/or no longer attending Re-Ed ASPIRE, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Ed ASPIRE.

In the event that Re-Ed ASPIRE determines that the student is not benefiting from the programming and services provided by Re-Ed ASPIRE, Re-Ed ASPIRE may terminate this Agreement. The student will be returned to the Placing School District so that educational programs and services can continue to be delivered to the student through the Placing School District.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: ____/____/____

Re-Ed ASPIRE
Representative: _____

Frederick A. Jones

Date: 4/29/16

BEDFORD CAMPUS

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

W. P. HILL CAMPUS (MAIN OFFICE)

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777



Re-Education

Services, Inc. Providing Special Education Transportation Services

Re-Ed TRANSPORTATION Service Purchase Agreement

Student Name:

Address:

District: Revere Local School District

STUDENT B

This agreement is entered into between Revere Local School (hereafter "Placing District") and Re-Ed Transportation, Inc., for the sole purpose of providing **TRANSPORTATION SERVICES** in accordance with placement at Re-Education Services, Inc. WHERE AS, _____ will be attending the Re-Education Services, Inc. Program and Placing School District requires the Student to be transported by Re-Education Transportation the parties agree as follows:

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Ed Transportation, Inc. a per diem rate of \$ 57 for the above identified student for each school day for the **2016 - 2017** school year. The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).
(A change in student address or campus location may change the daily rate. Should the daily rate change, a new agreement will be offered by Re-Ed Transportation.)
2. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2016 - 2017** school year (**05/25/2017**).
3. **Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.**

In the event the above identified student is no longer residing at the above address and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Education Services, Inc.

(The per diem rate on this contract is based upon fuel prices at the time this contract is signed. In the event that fuel cost increase substantially, Re-Ed Transportation, Inc. reserves the right to add a fuel surcharge to the above stated per diem rate.)

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: ____/____/____

**Re-Education Transportation
Representative:** _____

Frederick A. Jones

Date: 4/29/16

BEDFORD CAMPUS

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777

New Document

Re-Education

Services, Inc. Providing Special Education, Vocational, and Life Skills Programming

Student Service Agreement - Re-Ed ACCESS

Student Name: _____

Parent/Guardian Name: _____

Address: _____

Placing School District: Revere Local School District

*STUDENT C***Terms and Conditions of Purchase Agreement:**

Payment: _____ Revere Local School District _____ will pay Re-Ed ACCESS a per diem rate of \$ 260 for the above named student; for each school day not to exceed 182 days in the 2016- 2017 school year.

Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.

Length of Agreement: The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the 2016- 2017 school year (05/25/2017). The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).

Rights & Duties: Re-Ed ACCESS reserves the right to take immediate action in situations where a student, by act or omission, poses a risk of injury, harm or other danger to himself or to others. Such action may include, but is not limited to, immediate dismissal from the Re-Ed ACCESS program, emergency referral to psychiatric or other institutional healthcare providers, and/or securing assistance from local law enforcement authorities. The Placing School District will be promptly informed in the event such an exigent situation arises.

Termination of Agreement: In the event the above named student is no longer residing in the Placing School District and/or no longer attending Re-Ed ACCESS, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Ed ACCESS.

In the event that Re-Ed ACCESS determines that the student is not benefiting from the programming and services provided by Re-Ed ACCESS, Re-Ed ACCESS may terminate this Agreement. The student will be returned to the Placing School District so that educational programs and services can continue to be delivered to the student through the Placing School District.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: ____/____/____

Re-Ed ACCESS
Representative: _____*Federick A. Jones*Date: *4/29/16*

DORLAND OFFICE

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

MENTOR CAMPUS / MAIN OFFICE

6176 Reynolds Road
Mentor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

PERRY CAMPUS

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777

Re-Education

Services, Inc. Providing Special Education and Related Programming

Re-Ed TRANSPORTATION Service Purchase Agreement

Student Name:

Address: 4463 High Akron OH

District: Revere Local School District

STUDENT C

This agreement is entered into between Revere Local School (hereafter "Placing District") and Re-Ed Transportation, Inc., for the sole purpose of providing **TRANSPORTATION SERVICES** in accordance with placement at Re-Education Services, Inc. WHERE AS, _____ will be attending the Re-Education Services, Inc. Program and Placing School District requires the Student to be transported by Re-Education Transportation the parties agree as follows:

THE PARTIES AGREE AS FOLLOWS:

1. The placing district will pay Re-Ed Transportation, Inc. a per diem rate of \$ 77 for the above identified student for each school day for the **2016 - 2017** school year. The school year is not to exceed 182 days including teacher in-service days, calamity days, truancy and absenteeism. Graduating students will be welcomed on the school's final days and billing will reflect such (up to 182 days).
(A change in student address or campus location may change the daily rate. Should the daily rate change, a new agreement will be offered by Re-Ed Transportation.)
2. The term of this agreement will not exceed one (1) school year and will automatically expire at the end of the **2016 - 2017** school year (**05/25/2017**).
3. **Payment received after due date (30 days) will be assessed a late fee of \$ 100 per month.**

In the event the above identified student is no longer residing at the above address and/or no longer attending Re-Education Services, the parties' respective obligations under this agreement for the student named above will cease as of the last day on which the student is enrolled at Re-Education Services, Inc.

(The per diem rate on this contract is based upon fuel prices at the time this contract is signed. In the event that fuel cost increase substantially, Re-Ed Transportation, Inc. reserves the right to add a fuel surcharge to the above stated per diem rate.)

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year indicated below.

District Representative: _____

Date: ____/____/____

**Re-Education Transportation
Representative:** _____

Fredrick A. Gurno

Date: 4/29/16

370 Center Road
Bedford, Ohio 44146
PHONE 440 | 252-7172
FAX 440 | 252-7299

6176 Reynolds Road
Menlor, Ohio 44060
PHONE 440 | 257-3131
FAX 440 | 257-3132

4261 Manchester Avenue
Perry, Ohio 44081
PHONE 440 | 259-4707
FAX 440 | 259-4777

New Document



KidsLink Neurobehavioral Center
2132 Case Parkway North, Suite A
Twinsburg, OH 44087
Phone: 330-963-8600
Fax: 330-963-8680
www.kidslinkohio.com

KIDSLINK AGREEMENT FOR PROVISION OF CONSULTATION SERVICES

This district agreement (the "Agreement"), dated as of April 28, 2016, is entered into by and between KidsLink Neurobehavioral Center, Inc., an Ohio corporation ("KidsLink"), having a place of business at 2132 Case Parkway North, Suite A, Twinsburg, Ohio 44087, and Revere Local Schools, (the "School District"), having a place of business at P.O. Box 340, Bath, Ohio 44210. This Agreement is being entered into evidence the following agreements and understandings:

WITNESSETH

WHEREAS, pursuant to the terms of this Agreement, the School District agrees to purchase certain consulting services from KidsLink;

WHEREAS, KidsLink is qualified and willing to provide such services to the School District; and

NOW, THEREFORE, in consideration of the mutual promises contained herein and other good and valuable consideration, the receipt, adequacy and sufficiency of which are hereby acknowledged, KidsLink and the School District agree as follows:

Services

KidsLink and the School District agree, based on mutually agreeable times and dates, that KidsLink and its staff will perform selected services for the School District that may include but not limited to:

- Evaluation of the School District's program for students with autism.
- Evaluation of the School District's classroom environments.
- Creation of a written professional development plan (the "PD Plan") to provide a variety of training activities to School District staff providing services to students with autism.
- Presentations of the PD Plan to School District staff, administrators, students' parents and the School District's board of education.
- Creation of an action plan for the development of an individual classroom environment.
- Oversight of behavioral teaching programs.
- Educational evaluations as necessary determined by the KidsLink staff and outlined in the PD Plan.
- Professional support to individual students in inclusive settings.
- Functional behavior assessments and the development of behavior intervention plans.
- Serve as the district autism expert if needed in due process and/or other legal proceedings relative to the students in which the KidsLink staff has been involved.
- Communicate with another agency's staff to facilitate the transition of a student back to the School District.
- Recommendations for appropriate and specific data collection analysis and usage.

All of the above, collectively, referred to herein as the "Services".

Disclaimers

In providing the Services to the School District, KidsLink will use its best professional efforts and judgment, and will provide the Services in a professional manner; however, the Services are provided with the following disclaimers:

- KidsLink cannot guarantee the outcome or effectiveness of the Services for any individual student.
- KidsLink cannot be accountable for School District staff implementation of the plans contained in this Agreement, and/or programming following KidsLink training of School District staff.
- KidsLink will work within the parameters of the individual educational plan team to support the team in what they consider to be best practices; however, KidsLink has an ethical obligation to inform the team if the services provided by the team are not

adequately meeting the needs of the student.

- At any time before or during the term of this Agreement, if KidsLink or KidsLink staff feels that an alternative educational setting is necessary for a student to make academic and behavior progress, KidsLink will inform the School District's administration of such recommendation.
- When a consultation's purpose is to improve the educational program for a specific student, professional boards and ethical standards dictate that primary obligations of KidsLink and KidsLink staff are to the student, as contrasted with the School District, regardless of the financial responsibilities inscribed in this Agreement.
- Once KidsLink presents recommendations or assessments findings to the School District, they will not be modified.

Communication

School District

Evaluation Team Reporting ("ETR") and Individual Education Program ("IEP")
Considerations:

- ETR, IEP and student related reports are necessary documentation needed by KidsLink in order to provide the Services in this Agreement to a specific student.
- KidsLink staff can attend an IEP meeting when asked to do so by School District personnel.

KidsLink

- KidsLink will communicate with authorized School District staff and provide documentation and reports pertaining to the Services as necessary.
- KidsLink's staff may attend an IEP meeting if requested to do so by the School District.
- KidsLink staff will not communicate with any student's specific family via email or telephone unless specifically authorized in writing to do so by the School District.
- Once KidsLink is engaged by the School District, then they must have a signed release to talk to any student's parent.

Term

- This Agreement is effective upon the execution of both parties below. Either party may terminate this Agreement at any time with thirty (30) days written notice. Payment prior to services being provided is not a guarantee that this Agreement will

continue or cannot be terminated. Upon termination, a final billing or refund will be processed based on the actual services provided.

Compensation:

KidsLink consultant rates are as follows:

- Doctoral Level Psychologist or Board Certified Behavior Analyst (BCBA-D) = \$200 per hour (including direct and indirect consultation and travel).
- Master Level Consultant (SLP, OT, PT, BCBA, or Related Consultant) = \$165 per hour (including direct and indirect consultation and travel).
- BCABA (Board Certified Associate Behavior Analyst) Consultant = \$165 per hour (including direct and indirect consultation and travel).
- KidsLink will invoice the School District monthly according to KidsLink's billing practices, based on services provided hereunder, with such payments being due and payable on the first day of each month for the duration of this Agreement.
- Simple interest shall accrue on any unpaid sums that are past due under this Agreement for more than five (5) days at the rate of ten percent (10.0%) per annum (computed on the basis of a 360-day year of twelve 30-day months) will be charged, commencing from the date of each such unpaid payment.

Miscellaneous

- This Agreement amends, restates and supercedes any and all prior agreements or understandings between KidsLink and the School District regarding the Services, which are of no further force and effect, and is the complete and exclusive statement of the understanding of the parties regarding the subject matter hereof and supersedes all prior or contemporaneous communications. Any and all amendments to this Agreement must be made in writing and signed by all parties.
- This Agreement may not be assigned by either party without the written consent of the other party. This Agreement shall be binding upon each party hereto, as well as their successors in interest and assigns.
- This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Ohio. Any dispute concerning the terms of this Agreement shall be held in a state or federal court in or for Summit County, Ohio.
- If one or more of the provisions in this Agreement are deemed void by law, then the remaining provisions will continue in full force and effect.
- Each of the School District and KidsLink represents and warrants that this Agreement does not conflict with any other agreement or term applicable to or binding to it as of

the date hereof, and each party agrees to promptly notify the other party in the event that any such conflict does arise during the term hereof.

- This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but both of which together shall constitute one and the same instrument.

[NO FURTHER TEXT ON THIS PAGE, SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first written above.

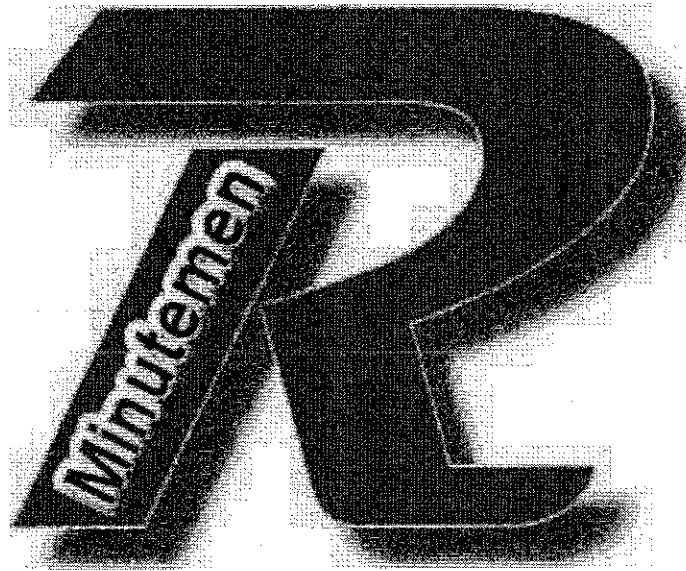
KidsLink Neurobehavioral Center, Inc.,
an Ohio corporation

By: _____
Name: _____
Title: _____

[INSERT FULL LEGAL NAME OF SCHOOL]
a/an _____

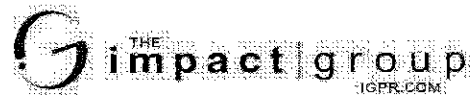
By: _____
Name: _____
Title: _____

New Document



Strategic Plan 2016-2019

Presented by:



Revere Local School District Strategic Plan Goals and Objectives

Goal Area 1: Performance

Continue to enhance and grow excellent performance by utilizing personalized learning experiences that meet the unique needs of students. Continue to differentiate and enhance the student experience through the support of academic, artistic, athletic and additional opportunities to create a well-rounded individual.

Target Areas:

- Create Mapping of Revere Curriculum – Math, Science, Social Studies, English and STEAM with a special emphasis on vertical alignment
- Expand Enrichment Opportunities of STEAM – Science, Technology, Engineering, Arts and Math
- Provide opportunities for students in the middle range of academic ability
- Expand artistic and athletic opportunities for students in elementary and middle school levels
- Expand social studies and writing opportunities for K-12
- Increase student participation in vocational education

Target Area 1: Create Curriculum Mapping – Math, Science, Social Studies, English and STEAM with a special emphasis on vertical alignment

Step 1: Establish a team to evaluate current curriculum mapping K-12

- Assigned: Kathy Nolan
- Timeframe: August 2015

Step 2: Develop recommendations

- Assigned: Kathy Nolan
- Timeframe: June 2016

Step 3: Continue and refine mapping

- Assigned: Kathy Nolan
- Timeframe: January 2017 and every 6 months leading up to Step 4

Step 4: Implement recommendations

- Assigned: Kathy Nolan
- Timeframe: December 2018

Step 5: Measure and report success

- Assigned: Kathy Nolan
- Timeframe: January 2019 report to Board

Target Area 2: Expand Enrichment Opportunities in STEAM for Gifted and all other students, before school, in-school and after school

Step 1: Evaluate existing enrichment opportunities

- Assigned: Chris Kovach
- Timeframe: August 2016

Step 2: Develop recommendations

- Assigned: Chris Kovach
- Timeframe: February 2017

Step 3: Communicate recommendations

- Assigned: Chris Kovach
- Timeframe: March 2017

Step 4: Implement recommendations

- Assigned: Chris Kovach
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Chris Kovach
- Timeframe: May 2018, May 2019

Target Area 3: Provide opportunities for students in the middle range of academic ability including targeted supports (course offerings, instructional practices, strategic teaching)

Step 1: Evaluate current offerings for students in the middle range of academic ability

- Assigned: Chris Kovach
- Timeframe: October 2016

Step 2: Develop recommendations

- Assigned: Chris Kovach
- Timeframe: January 2017

Step 3: Communicate recommendations

- Assigned: Chris Kovach
- Timeframe: February 2017

Step 4: Implement recommendations

- Assigned: Chris Kovach
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Chris Kovach
- Timeframe: May 2018, May 2019

Target Area 4: Expand artistic and athletic opportunities for students in elementary and middle school levels

Step 1: Evaluate current artistic and athletic opportunities at the elementary and middle school levels

- Assigned: Julie Gulley
- Timeframe: January 2017

Step 2: Develop recommendations

- Assigned: Julie Gulley
- Timeframe: May 2017

Step 3: Communicate recommendations

- Assigned: Julie Gulley
- Timeframe: May 2017

Step 4: Implement recommendations

- Assigned: Julie Gulley
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Julie Gulley
- Timeframe: May 2018, May 2019

Target Area 5: Expand social studies and writing opportunities for K-12

Step 1: Evaluate current writing opportunities for K-12

- Assigned: Kathy Nolan
- Timeframe: Complete

Step 2: Develop recommendations

- Assigned: Kathy Nolan
- Timeframe: January 2018

Step 3: Communicate recommendations

- Assigned: Kathy Nolan
- Timeframe: February 2017

Step 4: Implement recommendations

- Assigned: Kathy Nolan
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Kathy Nolan
- Timeframe: May 2018, May 2019

Target Area 6: Increase student participation in vocational education

Step 1: Evaluate current student participation levels at the career center

- Assigned: Phil King
- Timeframe: June 2016

Step 2: Develop recommendations to improve participation

- Assigned: Phil King
- Timeframe: January 2017

Step 3: Communicate recommendations

- Assigned: Phil King
- Timeframe: February 2017

Step 4: Implement recommendations

- Assigned: Phil King
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Phil King
- Timeframe: May 2018, May 2019

Goal Area 2: Financial Stewardship & Accountability

Manage district resources effectively through transparent and accountable methods to deliver an excellent education for students and opportunities for the community we serve.

Target Areas:

- Financial Stewardship
- Continue to deliver clean audit reports as defined by the Auditor of State

Target Area 1: Financial Stewardship

Create financial efficiencies by sharing staff and other resources/services

Step 1: Create a finance committee

- Assigned: Dave Forrest
- Timeframe: Fall 2015

Step 2: Meet on a quarterly basis

- Assigned: Dave Forrest
- Timeframe: Quarterly

Step 3: Measure and report success

- Assigned: Dave Forrest
- Timeframe: May 2017, May 2018, May 2019

Target Area 2: Continue to deliver clean audit reports as defined by the Auditor of State

Measure and report success

- Assigned: Dave Forrest
- Timeframe: Annually

Goal Area 3: Facilities

Create facilities in a fiscally responsible manner to provide a safe and cost effective environment to enhance student success and support the positive growth of the community.

Target Areas:

- Create a Facilities Committee
- Obtain Funding
- Build Facilities Based Upon Master Plan

Target Area 1: Create a Facilities Committee

Step 1: Create a facilities committee

- Assigned: Dave Forrest
- Timeframe: October 2015

Step 2: Develop recommendations

- Assigned: Dave Forrest
- Timeframe: Spring 2016

Step 3: Communicate recommendations

- Assigned: Dave Forrest
- Timeframe: Spring 2016

Step 4: Include recommendations into a facilities master plan

- Assigned: Dave Forrest
- Timeframe: Summer 2016

Target Area 2: Obtain Funding

Step 1: Evaluate funding options and sources

- Assigned: Dave Forrest
- Timeframe: June 2016

Step 2: Develop recommendations

- Assigned: Dave Forrest
- Timeframe: June 2017

Step 3: Communicate recommendations

- Assigned: Dave Forrest
- Timeframe: June 2016

Step 4: Implement recommendations

- Assigned: Dave Forrest
- Timeframe: November 2016

Step 5: Measure and report success

- Assigned: Dave Forrest
- Timeframe: November 2017

Target Area 4: Build Facilities Based upon Master Plan

- Assigned: ????
- Timeframe: Based upon outcome of the others

Goal Area 4: Technology Integration and Infrastructure

Implement and utilize STEAM (science, technology, engineering, arts and math) that will support operations and innovate instruction for communication, collaboration, critical thinking and creativity. Explore and implement the technology plan that will support operations and technology instruction. (Bake the plan into this Goal Area) – Future Ready plan

Target/Gear Areas

- **Gear 1: Curriculum, Instruction, and Assessment**
- **Gear 2: Use of Space and Time**
- **Gear 3: Robust Infrastructure**
- **Gear 4: Data and Privacy**
- **Gear 5: Community Partnerships**
- **Gear 6: Personalized Professional Learning**
- **Gear 7: Budget and Resources**
- **Gear 8: Across the Gears: Collaborative Leadership**

See Addendum for **DRAFT - Revere Technology Committee Action Plan**

Goal Area 5: Staff

Continually attract, retain and develop a high quality staff to produce an excellent educational experience for our students which results in excellent measurable outcomes.

Target Areas

- Hiring and Recruiting
- Mentoring and Training
- Culture of Appreciation, Collaboration and Customer Service
- Staff Wellness



Target Area 1: Hiring and Recruiting Process

Objective 1: Enhance the rigor of the hiring process

Step 1: Evaluate current hiring process

- Assigned: Kathy Nolan Nolan
- Timeframe: June 2016

Step 2: Develop recommendations

- Assigned: Kathy Nolan
- Timeframe: August 2016

Step 3: Communicate recommendations

- Assigned: Kathy Nolan
- Timeframe: January 2017

Step 4: Implement recommendations

- Assigned: Kathy Nolan
- Timeframe: May 2017

Step 5: Measure and report success

- Assigned: Kathy Nolan
- Timeframe: May 2017 report done, 2018 and 2019 report success

Objective 2: Develop innovative methods and partnerships to recruit high quality staff members

Step 1: Evaluate current methods and university partnerships

- Assigned: Jennifer Reece
- Timeframe: June 2016

Step 2: Develop recommendations

- Assigned: Jennifer Reece
- Timeframe: August 2016

Step 3: Communicate recommendations

- Assigned: Jennifer Reece
- Timeframe: September 2016

Step 4: Implement recommendations

- Assigned: Jennifer Reece
- Timeframe: November 2016

Step 5: Measure and report success

- Assigned: Jennifer Reece
- Timeframe: May 2017, May 2018

Target Area 2: Mentoring and Training

Objective 1: Create a consistent and practical mentoring process

Step 1: Evaluate current mentoring process

- Assigned: Kathy Nolan
- Timeframe: May 2016

Step 2: Develop recommendations

- Assigned: Kathy Nolan
- Timeframe: July 2016

Step 3: Communicate recommendations

- Assigned: Kathy Nolan
- Timeframe: July 2016

Step 4: Implement recommendations

- Assigned: Kathy Nolan
- Timeframe: August 2016

Step 5: Measure and report success

- Assigned: Kathy Nolan
- Timeframe: May 2017, May 2018, May 2019

Objective 2: Create staff training that develops leaders with a sense of ownership

Step 1: Evaluate current staff training

- Assigned: Kathy Nolan
- Timeframe: May 2016

Step 2: Develop recommendations

- Assigned: Kathy Nolan
- Timeframe: January 2017

Step 3: Communicate recommendations

- Assigned: Kathy Nolan
- Timeframe: February 2017

Step 4: Implement recommendations

- Assigned: Kathy Nolan
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Kathy Nolan
- Timeframe: May 2018, May 2019

Target Area 3: Create a culture of appreciation and collaboration that fosters a customer service orientation

Objective 1: Create a culture of appreciation and recognition amongst staff

Step 1: Evaluate current recognition processes

- Assigned: Judy Myers and Mike Critchfield
- Timeframe: June 2016

Step 2: Develop recommendations

- Assigned: Judy Myers and Mike Critchfield
- Timeframe: August 2016

Step 3: Communicate recommendations

- Assigned: Judy Myers and Mike Critchfield
- Timeframe: August 2016

Step 4: Implement recommendations

- Assigned: Judy Myers and Mike Critchfield
- Timeframe: Fall 2016

Step 5: Measure and report success

- Assigned: Judy Myers and Mike Critchfield
- Timeframe: May 2017, May 2018, May 2019

Objective 2: Encourage staff to be customer service oriented

Step 1: Evaluate current customer service engagement with the stakeholders (students, parents, etc.)

- Assigned: Dan Fry
- Timeframe: Summer 2016

Step 2: Develop recommendations

- Assigned: Dan Fry
- Timeframe: August 2016

Step 3: Implement recommendations

- Assigned: Dan Fry
- Timeframe: August 2016

Step 4: Measure and report success

- Assigned: Dan Fry
- Timeframe: May 2017

Target Area 4: Staff Wellness

Objective 1: Encourage wellness and healthy living for all staff members

Step 1: Create a wellness committee

- Assigned: Dave Forrest
- Timeframe: Complete

Step 2: Develop recommendations

- Assigned: Dave Forrest
- Timeframe: April 2017

Step 3: Communicate recommendations

- Assigned: Dave Forrest
- Timeframe: May 2017

Step 4: Implement recommendations

- Assigned: Dave Forrest
- Timeframe: August 2017

Step 5: Measure and report success

- Assigned: Dave Forrest
- Timeframe: May 2018, May 2019

Goal Area 6: Student Well Being & Safety

Provide an environment that is safe and encourages smart behavioral choices. Offer resources that support the emotional well-being of all students and staff.

Target Areas:

- K-12 programming focused on substance abuse awareness and smart life choices
- Facilities and technology safety plans

Target Area 1: Substance Abuse Awareness and Smart Life Choices

Objective 1: Develop K-12 programming focused on substance abuse awareness and smart life choices

Step 1: Evaluate current programming related to substance abuse awareness

- Assigned: Phil King/Bonnie Simonelli
- Timeframe: Spring 2016

Step 2: Develop recommendations

- Assigned: Phil King/Bonnie Simonelli
- Timeframe: Summer 2016

Step 3: Communicate recommendations

- Assigned: Phil King/Bonnie Simonelli
- Timeframe: August 2016

Step 4: Implement recommendations

- Assigned: Phil King/Bonnie Simonelli
- Timeframe: Fall 2016

Step 5: Measure and report success

- Assigned: Phil King/Bonnie Simonelli
- Timeframe: Fall 2017, Fall 2018, Fall 2019

Objective 2: Encourage an environment where peers support each other related to smart choices

Step 1: Create a student committee to focus on this effort

- Assigned: Jennifer Kerchner
- Timeframe: October 2016

Step 2: Establish a baseline

- Assigned: Jennifer Kerchner
- Timeframe: January 2017

Step 3: Develop recommendations

- Assigned: Jennifer Kerchner
- Timeframe: May 2017

Step 4: Communicate recommendations

- Assigned: Jennifer Kerchner
- Timeframe: June 2017

Step 5: Implement recommendations

- Assigned: Jennifer Kerchner
- Timeframe: August 2017

Step 6: Measure and report success

- Assigned: Jennifer Kerchner
- Timeframe: May 2018, May 2019

Objective 3: Continue to partner with community resources to support students, e.g., local law enforcement and mental health agencies

Step 1: Evaluate current relationships with community organizations

- Assigned: Julie Gulley
- Timeframe: May 2017

Step 2: Develop recommendations

- Assigned: Julie Gulley
- Timeframe: August 2017

Step 3: Communicate recommendations

- Assigned: Julie Gulley
- Timeframe: August 2017

Step 4: Implement recommendations

- Assigned: Julie Gulley
- Timeframe: TBD

Step 5: Measure and report success

- Assigned: Julie Gulley
- Timeframe: TBD

Target Area 2: Facilities and Technology Safety Plans

Objective 1: Develop safety and crisis procedure plans

Step 1: Create a Risk Assessment Taskforce

- Assigned: Matt Montgomery and Dave Forrest
- Timeframe: Completed

Step 2: Develop recommendations

- Assigned: Matt Montgomery and Dave Forrest
- Timeframe: Fall 2016

Step 3: Communicate recommendations

- Assigned: Matt Montgomery and Dave Forrest
- Timeframe: Fall 2016

Step 4: Implement recommendations

- Assigned: Matt Montgomery and Dave Forrest
- Timeframe: Fall 2016

Step 5: Measure and report success

- Assigned: Matt Montgomery and Dave Forrest
- Timeframe: May 2016, May 2017, May 2018

Goal Area 7: Communication, Collaboration & Partnerships:

To Communicate, Collaborate and Partner with Revere Local School District stakeholders to create a community-wide ownership of the 2016-2019 Strategic Plan.

Target Areas:

- Internal Communication
- External Communication

Target Area 1: Internal Communication:

Maintain a level of open dialogue and exchange amongst the staff and students to ensure a positive and welcoming environment.

Step 1: Evaluate existing communications tools and efforts

- Assigned: Jennifer Reece
- Timeframe: June 2016

Step 2: Develop recommendations

- Assigned: Jennifer Reece
- Timeframe: August 2016

Step 3: Implement recommendations

- Assigned: Jennifer Reece
- Timeframe: August 2016

Step 4: Measure and report success

- Assigned: Jennifer Reece
- Timeframe: May 2017, May 2018, May 2019

Internal Communication - Students and Families

Objective 1: Communicate with students and families through electronic engagement

- Blackboard Connect (Phone/Email)
- All Call
- Website
- Social Media
- Revere App
- Monthly E-news

Objective 2: Communicate with students and families through printed materials

- Quarterly Newsletter
- Flyers

Objective 3: Communicate with students and families through partnerships and events

Step 1: Provide recommendations (June 2016) to communicate district-wide

- Communicate through announcements at district-wide events, e.g. sports, arts, etc. through announcements
- Revere Spirit – spirit wear (Bill)
- Key Communicators Organization
- PTA/PTSA District Council
- Superintendent Think Tank

Internal Communication – Staff

Objective 1: Communicate with staff through electronic engagement

- Weekly building email
- Superintendent weekly staff message
- Post Board of Education update (Jen: May 2016)
- Website



THE IMPACT GROUP

address

5100 Darrow Rd. Hudson, Ohio 44236

phone

330.655.5522

fax

330.655.5552

web

www.igpr.com

Objective 2: Communicate with staff through face-to-face meetings and events

- Association meetings
- SAC meetings
- Superintendent one-on-one staff meetings
- Finance committee
- Facility committee
- District-wide social events

Objective 3: Communicate with staff through training

- Professional Development
- Communications training

Objective 4: Communicate with staff through print materials

- District-level newsletter
 - Quarterly beginning Fall 2016
- Innovative communication vehicles, e.g. Message in payroll
 - Review - August
 - Recommendation - January 2017

Target Area 2: External Communication

Maintain an open line of communication from the Revere Local School District and Board of Education that encourages community collaboration to support, engage and partner in the success and activities of the Revere Local School District.

Step 1: Evaluate existing communications and partnerships

- Assigned: Jennifer Reece
- Timeframe: June 2016

Step 2: Develop recommendations

- Assigned: Jennifer Reece
- Timeframe: August 2016

Step 3: Communicate recommendations

- Assigned: Jennifer Reece
- Timeframe: August 2016

Step 4: Implement recommendations

- Assigned: Jennifer Reece
- Timeframe: August 2016

Step 5: Measure and report success

- Assigned: Jennifer Reece
- Timeframe: May 2017, 2018, 2019

Objective 1: Communicate with the community through partnerships and events

- Finance committee
- Facility committee
- Chamber meetings
- Expand events with community members, e.g. senior citizen events and adult education
- Connect with youth sports organizations

Objective 2: Communicate with the community through printed materials

- Newsletter
- Media - Local newspapers

Objective 3: Communicate with the community through electronic engagement

- Website
- Flyer central

Objective 4: Develop tools to communicate the district's accountability, responsibility and transparency regarding financial Matt Montgomeryers

Objective 5: Advocate legislative activities on both state and national levels

Step 1: Create a legislative advocacy committee

- Assigned: Matt Montgomery
- Timeframe: In process

Step 2: Develop recommendations

- Assigned: Matt Montgomery
- Timeframe: August 2016

Step 3: Communicate recommendations

- Assigned: Matt Montgomery
- Timeframe: August

Step 4: Implement recommendations

- Assigned: Matt Montgomery
- Timeframe: Fall 2016

Step 5: Measure and report success

- Assigned: Matt Montgomery
- Timeframe: Spring 2017

Goal Area 8: Accountability

Oversee the implementation of the Strategic Plan

Objective 1: Create a process by which the Strategic Plan implemented

Step 1: Evaluate existing communication mechanisms, e.g. State of the Schools, Quality Profile and Quarterly meeting with executive Staff and Biennial reporting to the Board of Education

- Assigned: Matt Montgomery
- Timeframe: May 2016

Step 2: Develop recommendations

- Assigned: Matt Montgomery
- Timeframe: August 2016

Step 3: Communicate recommendations

- Assigned: Matt Montgomery
- Timeframe: August 2016

Step 4: Implement recommendations

- Assigned: Matt Montgomery
- Timeframe: September 2016

Step 5: Measure and report success

- Assigned: Matt Montgomery
- Timeframe: May 2017

Addendum

ACTION PLAN: Revere Technology Committee

This action plan was created within the Future Ready Schools dashboard by school District representatives on Monday, October 19, 2015 and exported on Thursday, April 14, 2016. Formatting in this document has been intentionally kept to a minimum to enable the District to edit as they deem appropriate.

Gear 1: Curriculum, Instruction, and Assessment

Goal 1: The District will review 21st Century Skills/Deeper Learning Competencies and identify a set of skills that resonate with all stakeholders and integrate those skills into all curricula.

Action 1: Have a group of key stakeholders review the 21st Century Skills/Deeper Learning Competencies that best align with your District's goals and identify those that are, or should be, top priorities in the District. In the enGauge Model, for example, there are over 20 skills; this is far too many for a new initiative. The stakeholders will select five to seven skills and/or competencies that align with the District's strategic plan and mission as the top priorities. The group will create a framework that defines these skills/competencies and the instructional practices known to develop each skill. Based on the research done in the investigative stage, they will document the value of each selected skill to students in the school community.

Status: Not Started

Person(s) responsible: Kathy Nolan

Start date: July 2016

Completion date: September 2016

Notes:

- Select 5-7 of the 20 enGauge Model skills/competencies
- Create a framework that defines the skills/competencies
- Identify instructional practices to use in developing each of the skills/competencies

Goal 2: The District will investigate how to best assess and report student

attainment of 21st Century skills.

Action 1: Charge the cross-functional District team, or create another team, to map the District's set of 21st Century Skills assessments with curriculum and instruction. Using the list of assessments created in the investigative stage, envision how the assessment for the 21st Century Skills will look at all grade levels and content areas. In some cases, the optimal assessments will be rubrics the teacher and students use to assess performances in project-based learning. Others will require teacher observations of students during classroom interactions, particularly with very young students. Still others will require students to post evidence that they have accomplished a specific skill, together with the justifications as to how the evidence represents their growth. The team should also consider how the District's formal assessments, including benchmark assessments or even statewide tests, can be used to assess the skills.

Status: Not Started

Person(s) responsible: Kathy Nolan and Grade Level Leaders/Department Chairs

Start date: Fall 2016

Completion date: June 2017

Notes:

- Envision and create assessments for 21st Century assessments to determine performance in project-based learning
- Utilize (where possible) existing state and local tests
- Map District's 21st Century Skills assessments with curriculum and instruction

Gear 2: Use of Space and Time

Goal 1: The committee must begin to research and explore personalized, flexible learning options for students and staff to determine what is appropriate for Revere. This should include visiting Districts who are successfully utilizing non-traditional learning spaces.

Goal 2: We must evaluate and determine resource needs (personnel, equipment, software, vendor requirements, infrastructure, buildings, schedules, etc.) within the District to ensure the most efficient use of space and time.

Action 1: Continue with returning Technology Committee members. If necessary, invite new applicants for resigned positions. (September 2016)

Action 2: Committee members are responsible for researching and seeking out concrete examples from national organizations and school Districts that support and have successfully begun to implement 1:1 and flexible, anytime, anywhere, personalized learning. (September/October 2016)

Action 3: Committee members visit classrooms and/or interview leaders from researched school Districts. Also assess Revere staff member's needs, desires, and barriers for new technology implementation. (November/December 2016, January 2017)

Action 4: Meet as a committee to review observations/discussions from site visits/interviews, discuss pros and cons, and what potential barriers may be facing Revere for each adoption. Also discuss resource needs, i.e. buildings, schedules, equipment, infrastructure, etc. (January/February 2017)

Action 5: Define and develop a new technology framework, considering the K-12 scope, with potential dates/timelines of implementation (March/April 2017)

Status: Not Started

Person(s) responsible: Technology Committee

Start date: Fall 2016

Completion date: June 2017

Gear 3: Robust Infrastructure

Goal 1: Improving student academic performance through the integration of curriculum and technology

Action 1: Acquire digital content/applications that are accessible to both students and teachers. Explore online course opportunities for students.

Goal 2: Use technology to support the professional growth of all staff, which will result in maximum learning to all students



THE IMPACT GROUP

address

5100 Darrow Rd Hudson, Ohio 44236

phone

330.655.5522

fax

330.655.5552

web

www.igpr.com

Action 1: Increase professional development opportunities for teachers and staff in the use of technology. Consider ways to recognize teachers that have achieved proficiency on meeting technology standards. Develop a technology needs assessment for new teacher hires.

Goal 3: Support and expand District-wide wireless connectivity, device access, and provide adequate network bandwidth to the Internet

Action 1: The District will work with technology consultants, developers and vendors to ensure universal Wi-Fi access and appropriate network infrastructure.

Goal 4: Provide a reliable and secure infrastructure on which to base current and future District technology systems

Action 1: The District will work with a consultant during all scheduled and future construction projects to insure appropriate network infrastructure and future District technology needs.

Action 2: Research and implement device management systems. Provide a teacher dashboard that can view and push out real-time messages to student screens. Record and archive student browsing history.

Goal 5: Explore options related for implementing device usage for digital learning, i.e. 1:1, BYOD, hybrid, platforms, lifespan and long-term application, etc.

Action 1: School-provided or specified device and software

Action 2: Choose from a school list or meet school specifications for devices

Action 3: Bring your own anything (use any device and software)

Action 4: Research budget and technology change-conscious program options for obtaining devices, considering product life cycle, trade-in, etc. to ascertain students' future-ready skills.

Status: Not Started
Person(s) responsible: Technology Department
Start date: May 2016
Completion date: June 2018
Notes:

Gear 4: Data and Privacy

Goal 1: Conduct a District-wide assessment to determine how District leaders, school administrators, and classroom teachers currently make decisions.

Gather information about which data they currently use (if any), which data they would like to use, what resources they currently have and use, what processes they follow, and how they assess the effectiveness of their decision making process.

Action 1: Engage stakeholders including teachers, school leaders, parents, and community partners in conversations about what questions the District wants to answer with data. This can be done using surveys that and asking questions that help define the purpose of using data. Organizing questions by themes can help guide the District for future use.

Status: Not Started
Person(s) responsible: Executive Staff
Start date: August 2016
Completion date: June 2018

Action 2: Ensure there is District leadership (such as a Chief Privacy Officer) who can provide guidance as the District moves forward with planning for widespread data use and the selection of online tools and resources. This District leader should be able to guide the District through the planning process, respond to questions about data privacy from staff and the community, be an advocate on the use of data in decision-making, and be knowledgeable about federal and state laws relevant to education data privacy and security.

Status: Not Started
Person(s) responsible: Executive Staff
Start date: August 2016
Completion date: June 2018

Goal 2: Review data policies and procedures, clearly document the roles and responsibilities of individuals related to data, data systems, data security, data privacy, data storage, data stewardship, and for the responsible and effective uses of data in the school District.

Action 1: The Data Quality Campaign and CoSN convened a diverse coalition to address pressing concerns about student data privacy and created a list of 10 principles regarding student data. The principles can be found at <http://studentdatapinciples.org/>. It may be beneficial for the District to consider this list as you write your data policies in order to maintain the focus on the underlying uses for the data, and the ways that data can benefit educators and students.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Goal 3: Become familiar with the Family Educational Rights and Privacy Act (FERPA) and, the Children's Internet Protection Act (CIPA) and determine how these laws apply to your schools.

Action 1: FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records, and gives parents (or students over the age of 18) the right to review their child's education records and request that inaccurate records be amended. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the U. S. Department of Education. It is important for District leaders to be familiar with the restrictions imposed by these laws, as well as the limitations of these laws. More information can be obtained from the U.S. Department of Education and the Federal Communications Commission.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Action 2: Investigate the components of strong state and District data



THE IMPACT GROUP

address

5100 Darrow Rd. Hudson, Ohio 44236

phone

330.655.5522

fax

330.655.5552

web

www.igpr.com

policies and discuss how these provisions might be modified and adopted for the District's context. Establish a regular review process, assign a staff member or committee to conduct this activity at least annually, and use the information to inform District policies and processes.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Action 3: Provide training for staff members to keep them informed of these laws.

<http://www2.ed.gov/policy/gen/guid/lpco/ferpa/index.html>

<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

Status: Not Started

Person(s) responsible: Executive Staff and District Staff Members

Start date: August 2016

Completion date: June 2018

Gear 5: Community Partnerships

Goal 1: We will identify the needs for community partnerships, then compile a list of potential viable resources available in our area.

Action 1: Meet with community groups to gain an understanding of the needs of the community. In these meetings, focus on listening in order to gather informal information to determine what the community's priorities are, what resources exist, and who the key leaders are.

Status: Not Started

Person(s) responsible: Community Partnership Sub-Committee

Start date: August 2016

Completion date: August 2018

Action 2: Once partnerships are formed, regular meetings should be scheduled where updates can be exchanged, and ideas shared for specific events and projects.

Status: Not Started



THE IMPACT GROUP

address

5100 Darrow Rd. Hudson, Ohio 44236

phone

330.655.5522

fax

330.655.5552

web

www.igpr.com

Person(s) responsible: Community Partnership Sub-Committee

Start date: August 2016

Completion date: August 2018

Goal 2: We will create a list of essential components toward the District's brand.

Action 1: Branding is grounded in a commitment to an important, urgent vision. A task force should be convened to investigate effective 21st Century digital learning. Review websites and informational materials from neighboring school Districts to determine how brands are being communicated. Contact Districts with an effective brand to learn about the policies and practices that contributed to their brand. Consult local agencies that provide advertising or branding services for advice. Throughout the research process, create a list of the practices that lead to effective brands, and then analyze the District's status related to each practice. Create a list of items that the District brand should communicate or represent.

Action 2: Organize a team of stakeholders that includes teachers, administrators, staff members, students, parents, and community members. The team should display the necessary leadership aptitude traits such as "thinking outside the box," courage, confidence, tact, and diversity of thought and opinion. As a group, brainstorm scenarios of what effective 21st Century digital learning looks like at various age levels and within various content areas. Extend that work to describing what the District's brand would look like if it were an effective 21st Century Learning environment. Create a list of essential components of the District's brand.

Status: Not Started

Person(s) responsible: Technology Committee and Executive Staff

Start date: May 2016

Completion date: December 2016

Notes:

Goal 3: We will explore other area Districts and discuss community partnerships they have in place. We will establish similar partnerships based on best-practice.

Action 1: Work with local county offices of education or regional service

centers to learn how other Districts are leveraging local and global partnerships. District staff might visit other school Districts when they have events targeted to building local and global partnerships. Build on these ideas by exploring similar options and opportunities with the District's local community or across communities.

Status: Not Started

Person(s) responsible: Community Sub-Committee

Start date: April 12, 2016

Completion date: August 2018

Action 2: Assemble or utilize a community resource guide for the District to identify local experts and cultural resources that are available to school staff, students, and parents. Provide opportunities for District and school leaders to attend presentations by local leaders or visit local cultural organizations. Provide the community resource guide in a searchable, online format that allows for individuals to search by keywords and include vetted comments regarding their experiences. The comments can be used to refine the guide by expanding upon descriptions or removing entries.

Status: Not Started

Person(s) responsible: Community sub-committee

Start date: April 12, 2016

Completion date: August 2018

Gear 6: Personalized Professional Learning

Goal 1: The District will convey to all stakeholders what the evolving 21st Century skill set is and provide evidence as to why and how it must be implemented in the classrooms. The District will provide professional learning days/opportunities for all staff at all levels based solely on integrating technology and 21st Century Skills into their classrooms.

Action 1: Compile list of 21st Century skill sets to be used in the classroom. Give examples on how to use these. Set expectations and target dates for implementation.

Status: Not Started

Person(s) responsible: Kathy Nolan and Department Chairs/Grade



THE IMPACT GROUP

address:

5100 Darrow Rd. Hudson, Ohio 44236

phone:

330.655.5522

fax:

330.655.5552

web:

www.igpr.com

Level Leaders

Start date: Fall 2016

Completion date: Fall 2018

Goal 2: The District will ensure that staff members have 24/7 access to technology, materials, and resources to provide collaborative opportunities using online tools. Ideally, devices will be provided for each staff member that are similar to devices used by students in the classroom.

Action 1: Determine technology to be used by K-12 staff and administration and students. Provide services and all necessary technology to staff. Provide adequate training as needed.

Status: Not Started

Person(s) responsible: Executive Staff/Technology Committee

Start date: Spring 2016 (device determination)

Completion date:

Goal 3: The District will move forward technologically by converting existing systems (i.e., email, H drive, S drive, etc.) to that which is expected of the students to use. Likewise, the District will enforce these changes by setting a date for when existing systems will no longer be available for use. Any materials not transferred over to the new system by the determined date will be deleted.

The District will explore incentives for technology training.

To further the development of staff computer knowledge, a minimum of 2 of the 6 credits needed for each 5-year license renewal will need to be technology-based classes. Teachers will get to select the courses that are best suited to their interests and abilities. In return, the District will provide a stipend to cover \$250 (or 50% of the total, whichever is less) to cover the cost of said classes.

Action 1: a) Transfer to one set platform for storage and communication (i.e. Google Drive and Gmail) and determine a start date for transfer to be complete.

Start Date: October 1, 2016

Status: Not Started

Person(s) responsible: Executive Staff/Technology Committee

Start date: Spring 2016 (device determination)

Completion date:

Goal 4: Teacher and administrator goals for professional learning should be identified in each year's individual evaluation instrument. The goals should be reviewed at the beginning of the evaluation year, at the mid-point (with permissions for revisions of some goals or targets) and at the end of the year summative evaluation review.

The District will gather and examine a variety of exemplary evaluation models from school Districts that serve as models for collaborative, participative, growth-based educator evaluation. Key features of these will be shared with all District staff as discussions begin about creating a new vision for teacher evaluation in the District.

The District will strive to create a culture of collaboration, rather than isolation, in which teachers support each other. For example, by conducting peer observations, offering to invite a colleague into each other's classrooms to both learn what is working and provide feedback in areas of expressed need.

Action 1: a) Provide examples at each level of evaluation for all staff (Developing, Skilled, and Accomplished). b) Set aside a monthly District-wide for peer evaluation. Go over results (come up with a provided form which will be collected) in staff meetings. Provide for cross building observations if desired.

Status: Not Started

Person(s) responsible: Building principals

Start date: Fall 2016

Completion date: June 2018

Gear 7: Budget and Resources

Goal 1: A District Technology Budget Team will be created that is composed of academic, technical and finance leaders, and other stakeholders who collectively represent the District's interests in preparation for designing a more student-centered budgetary process.



THE IMPACT GROUP

address

5100 Darrow Rd. Hudson, Ohio 44236

phone

330.655.5522

fax

330.655.5552

web

www.igpr.com

Action 1: Form a cross-functional District Budget Development Team that is composed of academic, technical and finance leaders, and other stakeholders who collectively represent the District's interests in preparation for designing a more student-centered budgetary process. The shared leadership can be leveraged to better understand and communicate school system funding policies and procedures as they study how to apply innovative funding options within the constraints of current finance structures (i.e., weighted funding allocations according to student need, competency based models that are not restricted by seat time).

Status: Not Started

Person(s) responsible: Budget Team

Start date: April 13, 2016

Completion date: May 2016

Goal 2: Investigate "Learning Return on Investment" through research and examples/case studies from successful digital learning programs that clearly illustrate how technology enables personalized learning and the development of 21st Century skills. A first step is to review the District's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.).

Action 1: Gather expertise and examples. Form a cross-functional District Budget Development Team to research and collect examples from successful/unsuccessful digital learning programs that clearly illustrate how technology enables personalized learning and the development of 21st Century Skills. Research methods used to measure Return on Investment (ROI) in other industries (i.e., higher education, workforce training programs, etc.) to determine how they can be applied to K12 education.

Status: Not Started

Person(s) responsible: Budget Team

Start date: April 13, 2016

Completion date: May 2017

Notes:

Action 2: Collect case studies and sample metrics on Learning Return on



THE IMPACT GROUP

address

5100 Darrow Rd. Hudson, Ohio 44236

phone

330.655.6522

fax

330.655.5552

web

www.igpr.com

Investment (L-ROI) specific to digital learning and 21st Century skill development. Meet with budget development teams from other Districts who have successfully embedded L-ROI metrics into their continuous improvement planning and budget review process. Attend conferences where experts on L-ROI are presenting case studies or doing training. Compile examples of evaluation measures used to illustrate that students are meeting their learning goals.

Status: Not Started
Person(s) responsible: Budget Team
Start date: April 13, 2016
Completion date: May 2017

Notes:

Action 3: Do a comprehensive analysis to link data to technology-enabled learning resources and instructional practice that supports 21st Century Skill development. District leaders and subject matter experts begin with identifying where they will find indicators of student learning. A first step is to review the District's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.).

Status: Not Started
Person(s) responsible: Budget Team
Start date: April 13, 2016
Completion date: May 2017
Notes:

Gear 8: Across the Gears: Collaborative Leadership

Goal 1: Organize a team comprised of all stakeholders that is tasked with establishing District-wide learning goals focused on successful learning for every student. Review practices within the District and in other Districts in light of current educational research to inform the team's efforts.

Action 1: Using the research-base and District needs assessments, develop a plan for ongoing professional development for all current and new employees so that the digital vision is highlighted and sustained. Consider alternative models, such as offering "credit" for professional learning



THE IMPACT GROUP

address

5100 Darrow Rd Hudson, Ohio 44236

phone

330.655.6522

fax

330.655.5552

web

www.igpr.com

community study groups. The “credit” can be actual in-service credit, time, or even payment.

Status: Not Started

Person(s) responsible: Kathy Nolan

Start date: June, 2016

Completion date: August, 2016

Notes:

- Develop a professional development plan for ongoing practice among current and new employees
- Offer professional development for credit/stipend and offer job-embedded opportunities

Action 2: Develop a logic model that identifies the long-term, intermediate, and short-term outcomes the District expects to attain through digital learning. Develop the metrics for assessing these outcomes and then fund and implement a system for measuring the progress of all outcomes as well as indicators of success.

Status: Not Started

Person(s) responsible: Kathy Nolan

Start date: Summer, 2016

Completion date: Fall, 2016

Notes:

- Identify long-term, intermediate, and short-term, District-wide digital outcomes
- Create and implement a funded plan to measure the outcomes, provide feedback, and communicate to all stakeholders

New Document

Revere Local Schools Technology Plan • 2016

Schools must do more to keep pace with rapid technology, research, and societal changes. Three significant things need to occur to ensure that students will be ready to thrive in today's knowledge-based, global society:

- The public must acknowledge 21st Century Skills as essential to the education of today's learner
- Schools must embrace new designs for learning based on emerging research about how people learn, effective uses of technology, and 21st Century Skills in the context of current academic standards
- Policymakers must base school accountability on assessments that measure both academic achievement and 21st Century Skills

Under the leadership of our Superintendent, Matthew L. Montgomery, Revere Local School District began a District-wide study of technology purchases and use throughout the District. The committee utilized the Future Ready Dashboard as a guide to help develop the District Technology Plan. This plan resulted in 8 areas of focus, or "Gears", under which were organized as a series of goals, action steps, dates, and role/responsibilities. Over the next two years, action will be taken to move the District forward in light of the following Gears:

1. *Curriculum, Instruction, and Assessment*
2. *Use of Space and Time*
3. *Robust Infrastructure*
4. *Data and Privacy*
5. *Community Partnerships*
6. *Personalized Professional Learning*
7. *Budget and Resources*
8. *Across the Gears: Collaborative Leadership*

The intended outcome of this plan is to put into motion a cohesive approach to the integration of technology and technological practices used by staff and students as they demonstrate collaboration, communication, creativity, and critical thinking in the digital age.

The Revere Technology Committee was made up of members from the administration, teaching staff, community, and Board of Education. The following proposal is the result of the work of this committee.

ACTION PLAN: Revere Technology Committee

This action plan was created within the Future Ready Schools dashboard by school District representatives on Monday, October 19, 2015 and exported on Thursday, April 14, 2016. Formatting in this document has been intentionally kept to a minimum to enable the District to edit as they deem appropriate.

Gear 1: Curriculum, Instruction, and Assessment

Goal 1: The District will review 21st Century Skills/Deeper Learning Competencies and identify a set of skills that resonate with all stakeholders and integrate those skills into all curricula.

Action 1: Have a group of key stakeholders review the 21st Century Skills/Deeper Learning Competencies that best align with your District's goals and identify those that are, or should be, top priorities in the District. In the enGauge Model, for example, there are over 20 skills; this is far too many for a new initiative. The stakeholders will select five to seven skills and/or competencies that align with the District's strategic plan and mission as the top priorities. The group will create a framework that defines these skills/competencies and the instructional practices known to develop each skill. Based on the research done in the investigative stage, they will document the value of each selected skill to students in the school community.

Status: Not Started

Person(s) responsible: Kathy Nolan

Start date: July 2016

Completion date: September 2016

Notes:

- Select 5-7 of the 20 enGauge Model skills/competencies
- Create a framework that defines the skills/competencies
- Identify instructional practices to use in developing each of the skills/competencies

Goal 2: The District will investigate how to best assess and report student attainment of 21st Century skills.

Action 1: Charge the cross-functional District team, or create another team, to map the District's set of 21st Century Skills assessments with curriculum and instruction. Using the list of assessments created in the investigative stage, envision how the assessment for the 21st Century Skills will look at all grade levels and content areas. In some cases, the optimal assessments will be rubrics the teacher and students use to assess performances in project-based learning. Others will require teacher observations of students during classroom interactions, particularly with very young students. Still others will require students to post evidence that they have accomplished a specific skill, together with the justifications as to how the evidence represents their growth. The team should also consider how the District's formal assessments, including benchmark assessments or even statewide tests, can be used to assess the skills.

Status: Not Started

Person(s) responsible: Kathy Nolan and Grade Level Leaders/Department Chairs

Start date: Fall 2016

Completion date: June 2017

Notes:

- Envision and create assessments for 21st Century assessments to determine performance in project-based learning
- Utilize (where possible) existing state and local tests
- Map District's 21st Century Skills assessments with curriculum and instruction

Gear 2: Use of Space and Time

Goal 1: The committee must begin to research and explore personalized, flexible learning options for

students and staff to determine what is appropriate for Revere. This should include visiting Districts who are successfully utilizing non-traditional learning spaces.

Goal 2: We must evaluate and determine resource needs (personnel, equipment, software, vendor requirements, infrastructure, buildings, schedules, etc.) within the District to ensure the most efficient use of space and time.

Action 1: Continue with returning Technology Committee members. If necessary, invite new applicants for resigned positions. (September 2016)

Action 2: Committee members are responsible for researching and seeking out concrete examples from national organizations and school Districts that support and have successfully begun to implement 1:1 and flexible, anytime, anywhere, personalized learning.
(September/October 2016)

Action 3: Committee members visit classrooms and/or interview leaders from researched school Districts. Also assess Revere staff member's needs, desires, and barriers for new technology implementation. (November/December 2016, January 2017)

Action 4: Meet as a committee to review observations/discussions from site visits/interviews, discuss pros and cons, and what potential barriers may be facing Revere for each adoption. Also discuss resource needs, i.e. buildings, schedules, equipment, infrastructure, etc.
(January/February 2017)

Action 5: Define and develop a new technology framework, considering the K-12 scope, with potential dates/timelines of implementation (March/April 2017)

Status: Not Started

Person(s) responsible: Technology Committee

Start date: Fall 2016

Completion date: June 2017

Gear 3: Robust Infrastructure

Goal 1: Improving student academic performance through the integration of curriculum and technology

Action 1: Acquire digital content/applications that are accessible to both students and teachers. Explore online course opportunities for students.

Goal 2: Use technology to support the professional growth of all staff, which will result in maximum learning to all students

Action 1: Increase professional development opportunities for teachers and staff in the use of technology. Consider ways to recognize teachers that have achieved proficiency on meeting technology standards. Develop a technology needs assessment for new teacher hires.

Goal 3: Support and expand District-wide wireless connectivity, device access, and provide adequate network bandwidth to the Internet

Action 1: The District will work with technology consultants, developers and vendors to ensure universal Wi-Fi access and appropriate network infrastructure.

Goal 4: Provide a reliable and secure infrastructure on which to base current and future District technology systems

Action 1: The District will work with a consultant during all scheduled and future construction projects to insure appropriate network infrastructure and future District technology needs.

Action 2: Research and implement device management systems. Provide a teacher dashboard that can view and push out real-time messages to student screens. Record and archive student browsing history.

Goal 5: Explore options related for implementing device usage for digital learning, i.e. 1:1, BYOD, hybrid, platforms, lifespan and long-term application, etc.

Action 1: School-provided or specified device and software

Action 2: Choose from a school list or meet school specifications for devices

Action 3: Bring your own anything (use any device and software)

Action 4: Research budget and technology change-conscious program options for obtaining devices, considering product life cycle, trade-in, etc. to ascertain students' future-ready skills.

Status: Not Started

Person(s) responsible: Technology Department

Start date: May 2016

Completion date: June 2018

Notes:

Gear 4: Data and Privacy

Goal 1: Conduct a District-wide assessment to determine how District leaders, school administrators, and classroom teachers currently make decisions.

Gather information about which data they currently use (if any), which data they would like to use, what resources they currently have and use, what processes they follow, and how they assess the effectiveness of their decision making process.

Action 1: Engage stakeholders including teachers, school leaders, parents, and community partners in conversations about what questions the District wants to answer with data. This can be done using surveys that and asking questions that help define the purpose of using data. Organizing questions by themes can help guide the District for future use.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Action 2: Ensure there is District leadership (such as a Chief Privacy Officer) who can provide guidance as the District moves forward with planning for widespread data use and the selection of online tools and resources. This District leader should be able to guide the District through the planning process, respond to questions about data privacy from staff and the community, be an advocate on the use of data in decision-making, and be knowledgeable about federal and state laws relevant to education data privacy and security.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Goal 2: Review data policies and procedures, clearly document the roles and responsibilities of individuals related to data, data systems, data security, data privacy, data storage, data stewardship, and for the responsible and effective uses of data in the school District.

Action 1: The Data Quality Campaign and CoSN convened a diverse coalition to address pressing concerns about student data privacy and created a list of 10 principles regarding student data. The principles can be found at <http://studentdatapinciples.org/>. It may be beneficial for the District to consider this list as you write your data policies in order to maintain the focus on the underlying uses for the data, and the ways that data can benefit educators and students.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Goal 3: Become familiar with the Family Educational Rights and Privacy Act (FERPA) and, the Children's Internet Protection Act (CIPA) and determine how these laws apply to your schools.

Action 1: FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records, and gives parents (or students over the age of 18) the right to review their child's education records and request that inaccurate records be amended. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the U. S. Department of Education. It is important for District leaders to be familiar with the restrictions imposed by these laws, as well as the limitations of these laws. More information can be obtained from the U.S. Department of Education and the Federal Communications Commission.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Action 2: Investigate the components of strong state and District data policies and discuss how these provisions might be modified and adopted for the District's context. Establish a regular review process, assign a staff member or committee to conduct this activity at least annually, and use the information to inform District policies and processes.

Status: Not Started

Person(s) responsible: Executive Staff

Start date: August 2016

Completion date: June 2018

Action 3: Provide training for staff members to keep them informed of these laws.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

Status: Not Started

Person(s) responsible: Executive Staff and District Staff Members

Start date: August 2016

Completion date: June 2018

Gear 5: Community Partnerships

Goal 1: We will identify the needs for community partnerships, then compile a list of potential viable resources available in our area.

Action 1: Meet with community groups to gain an understanding of the needs of the community. In these meetings, focus on listening in order to gather informal information to determine what the community's priorities are, what resources exist, and who the key leaders are.

Status: Not Started

Person(s) responsible: Community Partnership Sub-Committee
Start date: August 2016
Completion date: August 2018

Action 2: Once partnerships are formed, regular meetings should be scheduled where updates can be exchanged, and ideas shared for specific events and projects.

Status: Not Started
Person(s) responsible: Community Partnership Sub-Committee
Start date: August 2016
Completion date: August 2018

Goal 2: We will create a list of essential components toward the District's brand.

Action 1: Branding is grounded in a commitment to an important, urgent vision. A task force should be convened to investigate effective 21st Century digital learning. Review websites and informational materials from neighboring school Districts to determine how brands are being communicated. Contact Districts with an effective brand to learn about the policies and practices that contributed to their brand. Consult local agencies that provide advertising or branding services for advice. Throughout the research process, create a list of the practices that lead to effective brands, and then analyze the District's status related to each practice. Create a list of items that the District brand should communicate or represent.

Action 2: Organize a team of stakeholders that includes teachers, administrators, staff members, students, parents, and community members. The team should display the necessary leadership aptitude traits such as "thinking outside the box," courage, confidence, tact, and diversity of thought and opinion. As a group, brainstorm scenarios of what effective 21st Century digital learning looks like at various age levels and within various content areas. Extend that work to describing what the District's brand would look like if it were an effective 21st Century Learning environment. Create a list of essential components of the District's brand.

Status: Not Started
Person(s) responsible: Technology Committee and Executive Staff
Start date: May 2016
Completion date: December 2016
Notes:

Goal 3: We will explore other area Districts and discuss community partnerships they have in place. We will establish similar partnerships based on best-practice.

Action 1: Work with local county offices of education or regional service centers to learn how other Districts are leveraging local and global partnerships. District staff might visit other school Districts when they have events targeted to building local and global partnerships. Build on these ideas by exploring similar options and opportunities with the District's local community or across communities.

Status: Not Started
Person(s) responsible: Community Sub-Committee
Start date: April 12, 2016
Completion date: August 2018

Action 2: Assemble or utilize a community resource guide for the District to identify local experts and cultural resources that are available to school staff, students, and parents. Provide opportunities for District and school leaders to attend presentations by local leaders or visit local cultural organizations. Provide the community resource guide in a searchable, online format that allows for individuals to search by keywords and include vetted comments regarding their experiences. The comments can be used to refine the guide by expanding upon descriptions or removing entries.

Status: Not Started
Person(s) responsible: Community sub-committee
Start date: April 12, 2016
Completion date: August 2018

Gear 6: Personalized Professional Learning

Goal 1: The District will convey to all stakeholders what the evolving 21st Century skill set is and provide evidence as to why and how it must be implemented in the classrooms. The District will provide professional learning days/opportunities for all staff at all levels based solely on integrating technology and 21st Century Skills into their classrooms.

Action 1: Compile list of 21st Century skill sets to be used in the classroom. Give examples on how to use these. Set expectations and target dates for implementation.

Status: Not Started
Person(s) responsible: Kathy Nolan and Department Chairs/Grade Level Leaders
Start date: Fall 2016
Completion date: Fall 2018

Goal 2: The District will ensure that staff members have 24/7 access to technology, materials, and resources to provide collaborative opportunities using online tools. Ideally, devices will be provided for each staff member that are similar to devices used by students in the classroom.

Action 1: Determine technology to be used by K-12 staff and administration and students. Provide services and all necessary technology to staff. Provide adequate training as needed.

Status: Not Started
Person(s) responsible: Executive Staff/Technology Committee
Start date: Spring 2016 (device determination)
Completion date:

Goal 3: The District will move forward technologically by converting existing systems (i.e., email, H drive, S drive, etc.) to that which is expected of the students to use. Likewise, the District will enforce these changes by setting a date for when existing systems will no longer be available for use. Any materials not transferred over to the new system by the determined date will be deleted.

The District will explore incentives for technology training.

To further the development of staff computer knowledge, a minimum of 2 of the 6 credits needed for each 5-year license renewal will need to be technology-based classes. Teachers will get to select the courses that are best suited to their interests and abilities. In return, the District will provide a stipend to cover \$250 (or 50% of the total, whichever is less) to cover the cost of said classes.

Action 1: a) Transfer to one set platform for storage and communication (i.e. Google Drive and Gmail) and determine a start date for transfer to be complete.

Start Date: October 1, 2016
Status: Not Started
Person(s) responsible: Executive Staff/Technology Committee
Start date: Spring 2016 (device determination)
Completion date:

Goal 4: Teacher and administrator goals for professional learning should be identified in each year's individual evaluation instrument. The goals should be reviewed at the beginning of the evaluation year, at the mid-point (with permissions for revisions of some goals or targets) and at the end of the year summative evaluation review.

The District will gather and examine a variety of exemplary evaluation models from school Districts that serve as models for collaborative, participative, growth-based educator evaluation. Key features of these will be shared with all District staff as discussions begin about creating a new vision for teacher evaluation in the District.

The District will strive to create a culture of collaboration, rather than isolation, in which teachers support each other. For example, by conducting peer observations, offering to invite a colleague into each other's classrooms to both learn what is working and provide feedback in areas of expressed need.

Action 1: a) Provide examples at each level of evaluation for all staff (Developing, Skilled, and Accomplished). b) Set aside a monthly District-wide for peer evaluation. Go over results (come up with a provided form which will be collected) in staff meetings. Provide for cross building observations if desired.

Status: Not Started

Person(s) responsible: Building principals

Start date: Fall 2016

Completion date: June 2018

Gear 7: Budget and Resources

Goal 1: A District Technology Budget Team will be created that is composed of academic, technical and finance leaders, and other stakeholders who collectively represent the District's interests in preparation for designing a more student-centered budgetary process.

Action 1: Form a cross-functional District Budget Development Team that is composed of academic, technical and finance leaders, and other stakeholders who collectively represent the District's interests in preparation for designing a more student-centered budgetary process. The shared leadership can be leveraged to better understand and communicate school system funding policies and procedures as they study how to apply innovative funding options within the constraints of current finance structures (i.e., weighted funding allocations according to student need, competency based models that are not restricted by seat time).

Status: Not Started

Person(s) responsible: Budget Team

Start date: April 13, 2016

Completion date: May 2016

Goal 2: Investigate "Learning Return on Investment" through research and examples/case studies from successful digital learning programs that clearly illustrate how technology enables personalized learning and the development of 21st Century skills. A first step is to review the District's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.).

Action 1: Gather expertise and examples. Form a cross-functional District Budget Development Team to research and collect examples from successful/unsuccessful digital learning programs that clearly illustrate how technology enables personalized learning and the development of 21st Century Skills. Research methods used to measure Return on Investment (ROI) in other industries (i.e., higher education, workforce training programs, etc.) to determine how they can be applied to K12 education.

Status: Not Started

Person(s) responsible: Budget Team

Start date: April 13, 2016

Completion date: May 2017

Notes:

Action 2: Collect case studies and sample metrics on Learning Return on Investment (L-ROI) specific to digital learning and 21st Century skill development. Meet with budget development teams from other Districts who have successfully embedded L-ROI metrics into their continuous improvement planning and budget review process. Attend conferences where experts on L-ROI are presenting case studies or doing training. Compile examples of evaluation measures used to illustrate that students are meeting their learning goals.

Status: Not Started

Person(s) responsible: Budget Team

Start date: April 13, 2016

Completion date: May 2017

Notes:

Action 3: Do a comprehensive analysis to link data to technology-enabled learning resources and instructional practice that supports 21st Century Skill development. District leaders and subject matter experts begin with identifying where they will find indicators of student learning. A first step is to review the District's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.).

Status: Not Started

Person(s) responsible: Budget Team

Start date: April 13, 2016

Completion date: May 2017

Notes:

Gear 8: Across the Gears: Collaborative Leadership

Goal 1: Organize a team comprised of all stakeholders that is tasked with establishing District-wide learning goals focused on successful learning for every student. Review practices within the District and in other Districts in light of current educational research to inform the team's efforts.

Action 1: Using the research-base and District needs assessments, develop a plan for ongoing professional development for all current and new employees so that the digital vision is highlighted and sustained. Consider alternative models, such as offering "credit" for professional learning community study groups. The "credit" can be actual in-service credit, time, or even payment.

Status: Not Started

Person(s) responsible: Kathy Nolan

Start date: June, 2016

Completion date: August, 2016

Notes:

- Develop a professional development plan for ongoing practice among current and new employees
- Offer professional development for credit/stipend and offer job-embedded opportunities

Action 2: Develop a logic model that identifies the long-term, intermediate, and short-term outcomes the District expects to attain through digital learning. Develop the metrics for assessing these outcomes and then fund and implement a system for measuring the progress of all outcomes as well as indicators of success.

Status: Not Started

Person(s) responsible: Kathy Nolan

Start date: Summer, 2016

Completion date: Fall, 2016

Notes:

- Identify long-term, intermediate, and short-term, District-wide digital outcomes
 - Create and implement a funded plan to measure the outcomes, provide feedback, and communicate to all stakeholders
-
-

**Revere Local School District
Technology Plan
Educational Vocabulary**

21st Century Skills (the 4 Cs) – being skillful in students' ability to communicate effectively, to work together in collaborative groups as well as on their own, to think and act creatively and critically in applying information learned in new and novel ways.

Benchmark Assessments – mid-point assessments that drive instruction and provide feedback to the student and teacher on the growth of the concept(s) which are taught and mastered.

BYOD – bring your own device; a method of providing one-to-one technology for all students with no direct costs to the district.

Deeper Learning Skills – shifting from memorization of information to use of information learned. Students move from knowing to doing.

Flexible Learning – teaching and learning that permits the use of varied strategies, technologies, locations, time, and are personalized based on students' needs.

Formal Assessments – assessment that is summative in nature and represents an endpoint to a concept learned (i.e., letter grades).

Hybrid – a combination of technologies used paired with traditional delivery systems of curriculum and instruction.

Personalized Learning – learning that is specific to the current and long-term needs of the student and accessed in ways that are supportive of the students' styles and methods of learning.

Platforms – the hard wired component of the technology used in a district (i.e., Apple, Microsoft, Chrome, etc.).

Project-based Learning – teaching and learning that culminates in outcomes or projects that demonstrate the use of the knowledge gained.

Push out – information coming to a person being shared with them from a technology source; online textbooks 'push out' information to students and teachers.

Statewide Tests – accountability measures provided through the state of Ohio to measure student, teacher, and district growth over time.

Teacher Dashboard – a one-stop shop of information and links to other information on the internet and provided through a personal device.

New Document

Summer Transportation Requests

Akron General Lifestyles Camp

1. June 9
 - a. Cleveland Zoo
2. June 16
 - a. Cleveland Aquarium
3. June 23
 - a. Cleveland Museum of Natural History
4. June 30
 - a. Cuyahoga Valley Scenic Railroad
5. July 7
 - a. Water Works
6. July 14
 - a. Sky Zone
7. July 21
 - a. Fun N' Stuff
8. July 25, 26, 28, 29
 - a. Green Leaf Park
9. July 27
 - a. Akron Rubber Ducks Game
10. August 3
 - a. Blue Bird Lake
11. August 11
 - a. Great Lakes Science Center
12. August 18
 - a. Stow – Kent Bowling Lanes

Bethel Preschool

1. June 8
 - a. Riviera Lanes
2. June 15
 - a. Cleveland Aquarium
3. June 22
 - a. Regal Theatres
4. June 29
 - a. Brandywine Falls
5. July 13
 - a. Akron Zoo
6. July 27
 - a. Cleveland Indians Game
7. August 8
 - a. Water Works
8. August 10
 - a. Bath Baseball Park
9. August 17
 - a. Buzzard Cove

Bath Safety Town

1. June 17
 - a. Safety Town

Richfield Safety Town

1. June 21
 - a. Safety Town

Richfield Day Camp

1. June 14
 - a. Jump Yard
2. June 16
 - a. Ledge Pool
3. June 21
 - a. Macedonia Cinemark
4. June 23
 - a. Ledge Pool
5. June 28
 - a. Girl Scout Camp
6. June 30
 - a. Portage Lakes
7. July 12
 - a. Macedonia Cinemark
8. July 14
 - a. Ledge Pool
9. July 19
 - a. Akron Fossil Center
10. July 21
 - a. Ledge Pool
11. July 26
 - a. Portage Lakes
12. July 28
 - a. Skate Station
13. August 2
 - a. Cleveland Library
14. August 4
 - a. Ledge Pool

New Document

2016-2017
HILLCREST ELEMENTARY SCHOOL

NAME: _____

TEACHER: _____

Welcome to Hillcrest 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 Hillcrest 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!

Julie Gulley, Principal
Kim Hussing, Assistant Principal

Margaret Birdwisa, Administrative Assistant
Tami Flenner, Administrative Assistant

Please visit us at: www.revereschools.org

REVERE LOCAL SCHOOL DISTRICT

The following buildings schools comprise the Revere Local School District:

Hillcrest Elementary School, K-3
3080 Revere Road
Richfield, Ohio 44286
330-523-3604

Bath Elementary School, 4-5
1246 N. Cleve-Mass. Road
Akron, Ohio 44333
330-523-3802

Transportation Dept
3205 Spring Valley Drive
Akron, Ohio 44333
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 the entire school 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.

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 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

Hillcrest Attendance Number

330-523-3604 or 330-523-3603

1. A phone call from a parent or guardian is expected before 10:00 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.*

Revere Board of Education has adopted a policy regarding compulsory attendance that conforms to the minimum standards prescribed by the State Board of Education (ORC 3321.01). 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). Poor attendance disrupts the continuity of the instructional process. The school shares the responsibility of school attendance with the student and his/her parents. Administration will reserve the right to review attendance issues on a case-by-case basis.

AUTHORIZED EXCUSED ABSENCES

All absences, regardless of reason, will be charged against the student's attendance record, except when a student is required to represent the Revere Local School District in an approved activity. Parents are to provide a written note or medical note to explain any absence on the day of the student's return to school. Absences are recorded as excused or unexcused.

Any absences that are not included in the list below will be considered unexcused.

1. Personal Illness
2. Illness in the family necessitating the presence of the child
3. Quarantine of the home
4. Death in the family
5. Observation or celebration of bona fide religious holiday
6. Such good cause as may be acceptable to the Superintendent such as medical or dental appointments
7. College visitation (limited to 4 per year) RHS only
8. Service as a precinct officer at a primary, special or general election in accordance with the program set forth in Board policy (5725). RHS only

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. 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.

CODE OF STUDENT BEHAVIOR, GRADES K– 12

DISCIPLINE

In order to foster a trust and respect between staff and students, guidelines must be developed for the purpose of providing fair and just treatment for students who violate the offenses listed in this handbook. When breaches of school rules and regulations occur, it is the responsibility of the involved teachers and administrators ~~to work with the student, his parents and other personnel to help the student correct his behavior.~~ All disciplinary actions should help to protect the welfare of the school community as well as help the student to develop self-discipline.

The following guidelines have been developed for the purpose of providing fair and just treatment for students who violate the rules listed in this handbook.

- A. To protect the rights of students, staff and public, all offenses shall be thoroughly investigated and properly recorded. This may include a conference with the students involved in an incident and a search of the student, student's belongings, student's assigned school locker(s), car or other school property based upon "reasonable suspicion" that a dangerous situation exists.
- 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:
 - 1. Conference with the student to clarify the problem and to insure full understanding of consequences of future misbehavior.
 - 2. Assignment of additional task(s), which may or may not interfere with the academic or after-school programs.
 - 3. Assignment of detentions.
 - 4. Conference with parents to secure cooperation at the home in regaining student behavior.
 - 5. Referral to counselor, school psychologist or Intervention Assistance Team for guidance, testing or therapy.
 - 6. Referral to Juvenile Court.
 - 7. Emergency removal in accordance with State law, including curricular and extracurricular activities.
 - 8. Suspension: To refer to "out-of-school" in accordance with State law covering both curricular and extra-curricular activities. Suspension is the removal from all academic, extra-curricular and social events affiliated with the school.
 - 9. Expulsion from school in accordance with State law.
- C. Students enrolled in alternative program options are subject to all rules and regulations covered under the Code of Student Behavior and adopted by the Revere Board of Education.

SUSPENSION PROCEDURE

A. Out-of-School Suspension:

Suspension (out-of-school) 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, or be on school property. 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.

- B. In case of a student's intended removal from school for purposes of suspension, the following procedures shall be enacted:
1. Only the principal, assistant principal, superintendent or any other authorized administrator may suspend.
 2. The student shall be informed in writing of the intended suspension and reasons for the proposed action.
 3. The pupil 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.
 4. An attempt shall be made to notify his/her parent(s), guardian or custodian by telephone of the suspension and the reason for it.
 5. Within one (1) school day of the suspension the Superintendent, principal, or other administrator will notify the parents, guardians, or custodians of the student by certified mail and the Treasurer of the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within five (5) calendar days after the date of the notice to suspend. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.
 6. Should a student enrolled at the Cuyahoga Valley Career Center be suspended from the career center for a conduct code violation, which would also be grounds for suspension in the home school district, the suspension of such student also will be in effect at the home school district. The student shall be notified of that suspension by the home school district in accordance with the normal suspension procedure.
 7. Simultaneous written notice of the suspension shall be sent to (a) student's discipline file; (b) Superintendent; (c) Treasurer of the Board of Education.

EMERGENCY REMOVAL PROCEDURES

Definition: The term "emergency removal" shall be understood to mean the removal of a student from curricular or extra-curricular 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. In all cases of emergency removal where a student is removed from a curricular or extra-curricular activity for less than twenty-four (24) hours, the staff person initiating the removal shall submit to the principal, the reasons in writing for the removal.

If it is intended that the student is removed from a curricular or extra-curricular activity for more than twenty-four (24) hours, a due process hearing will be held within three (3) school days after a removal is ordered.

1. An attempt should be made to notify his/her parents, guardian or custodian immediately by telephone of the pending action and the reasons for it.
2. Written notice of the hearing and reasons for the removal and any intended disciplinary action must be given to the pupil as soon as possible prior to the hearing.
3. The person who ordered or requested the hearing must be present at the hearing.
4. If suspension or expulsion is intended, the due process requirement of the law must be carried out in accordance with the applicable procedural requirements in Board Policy and State Law.

EXPULSION PROCEDURES

Definition: The term "expulsion" shall be understood to mean 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 80 school days, unless otherwise addressed in this Code. The Superintendent of Schools may expel a pupil in accordance with procedure outlined by Ohio Statute. Exclusion from school attendance by expulsion is the most severe remedy available to the school for disciplinary infractions.

The Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy.

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

Prior to expulsion, the Superintendent shall follow the following procedures:

1. Give the Pupil and his/her parent, guardian or custodian 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 carry the place and time of the hearing, which must take place no earlier than three (3) school days and not later than five (5) school days after the notice is sent. The Superintendent may grant an extension of time upon request provided all parties involved are notified. If the student is 16 years old or older and the intent to expel is based on an offense for which a permanent exclusion may be requested, the written notice must include a statement that the Superintendent may seek permanent exclusion.
2. Arrange for a hearing to be conducted by the Superintendent or his designee under the guideline established by the individual conducting the hearing. Within one school day after the time of the expulsion, the Superintendent shall send written notice to the student and his/her parent, guardian or custodian, and the Treasurer of the Board of Education. The notice shall specify the duration of the expulsion and the reasons therefore. The expulsion may extend beyond the current school year, if at the time an expulsion is imposed, fewer days remain in the school year than the term of the expulsion. The Superintendent may apply any or all of the period of expulsion to the following year. 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) calendar days of the date 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 session.
3. If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

Appeal - Within fourteen (14) calendar days of the date of the notification of the student expulsion, the student (if eighteen years old or older), the parent, guardian or custodian may appeal the expulsion. The request for appeal should be submitted in writing to the Treasurer for the Board of Education or the Superintendent. A hearing shall be scheduled and the requesting parties notified of the time for the hearing which may be extended by mutual agreement. The student or his parent, guardian or custodian may be represented in the appeal proceedings. The Board may affirm the order of expulsion or 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.

Should a student enrolled at the Cuyahoga Valley Career Center be expelled from the Career Center for a conduct code violation, which would be grounds for expulsion in the Home School District, the student will be expelled from the Home School District in accordance with the normal expulsion procedure.

LIMITATIONS ON THE DISCIPLINING OF HANDICAPPED STUDENTS

A handicapped student is one whose education is governed by an Individualized Education Plan (IEP). Unless their IEP provides otherwise, handicapped students may be suspended for a period not to exceed ten (10) days per year without convening a placement or IEP conference. Discipline may result in removal from school for more than ten (10) school days if it is determined that the behavior is not a manifestation of the student's handicapping condition. In such a removal beyond ten (10) school days, the special education and/or related services of the IEP will continue as determined by the IEP Team. All handicapped students are subject to removal on an emergency basis described in the Code. Repeated violation of the Code may indicate that a change in the student's placement or IEP is necessary.

PERMANENT EXCLUSION

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 and Board Policy may be permanently excluded by the State Superintendent of Public Instruction at the request of the Revere Local School District Board of Education in the manner prescribed by law.

The Board'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.

GROUND FOR CLASS REMOVAL, SUSPENSION, OR EXPULSION

Grounds for removal from class, suspension or expulsion may include any of the following violations committed at school or school sponsored activities regardless of its location, on school premises, or against school property, or directed at a district official or employee or the property of such district official or employee regardless of the location. A student under an out-of-school suspension is not permitted on school grounds or at school events regardless of the location of the event during the suspension.

1. **Aiding & Abetting** – an involvement (active or passive) with another student or students engaged in prohibited activities.
2. **Arson/Firearms or Other Weapons/False Alarms and/or Threats** – an act of arson or unauthorized use, possession, transfer, or disposal of firearms or other weapons, initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.
3. **Attendance** – truancy or unexcused absence from class or school or excessive tardiness to class or school.
4. **Bus Conduct** – violation of the rules of conduct on the school bus.
5. **Computer Usage** – violation of the school's computer lab 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, plagiarism or committing fraud.
8. **Disrespect** – rude or disrespectful behavior or failure to cooperate with other students or school personnel.
9. **Disruptive Behavior** – disruption of the classroom, school, school grounds, or school activities or functions.
10. **Fighting/Assault/Physical Violence** – to intentionally cause or threaten to cause physical or emotional harm to another student or behave in such a manner as to present an eminent risk of such harm. Causing or attempting to cause harm to ones self is included within.
11. **Fireworks/Dangerous Instruments or Materials** – the use, threatened use, or possession of fireworks or explosives including matches and lighters; possession/use of mace, pepper spray or laser pointers (examples).
12. **Gambling** – playing games of chance which involve wagering.
13. **Harassment** – harassment includes, but is not limited to, any act which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature. An act that

injures, degrades, or disgraces or attempts to injure, degrade, or disgrace a student falls within this category. Examples of, but not inclusive, include the following: sexual harassment, bullying, intimidation, coercion, hazing, spreading rumors, name calling and menacing.

14. **Inappropriate Language/Materials** – the use of profane, vulgar, or other improper language, gestures, comments, or material, 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** – sale, possession, intent to sell, or intent to make a purchase, concealment, or uses of illegal drugs, counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, or alcoholic beverages or the unauthorized use and/ or distribution of over-the-counter medication or prescription medication. Evidence of any use is a violation.
17. **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 discipline or punishment from appropriate school personnel.
18. **Loitering/ Trespassing**– occupation of, or loitering on, near, or around school property or unauthorized areas without authorization.
19. **Repeated Violations** – repeated violations of the code of behavior.
20. **Rules** – violation of rules and policies of the classroom, school, and the Revere Board of Education.
21. **Sexual Contact** – defined as any touching of an erogenous zone of another or public display of affection.
22. **School Personnel** – harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.
23. **Theft** – confiscate, possess or steal private or public property of the school or another individual.
24. **Tobacco** – use and/ or possession of tobacco products in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place.
25. **Unauthorized Touching** – touching another person without permission or consent.
26. **Unauthorized Materials** – publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.
27. **Vandalism** – the destruction or defacing of public or private property.
28. **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.

Students found in violation of any section of this Code of Student Behavior 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.

LIABILITY OF PARENTS FOR STUDENT MISCONDUCT

Under Ohio Revised Code 3109.09 and 3109.10, parents having custody of a minor under 18 are liable for the student's willful damages to school or private property or the theft of such property and for assaults committed by the minor. The Board of Education, or any other owner of property, can bring a civil action against the parents to recover compensatory damages up to \$10,000.00 and cost of the suit. Parents also are liable for the student's willful assaults on another person. The injured party may bring civil action against the parents to recover compensatory damages up to \$15,000.00 and cost of the suit if the damages were caused by acts of vandalism, desecration, or ethnic intimidation.

It is the policy of the Revere Local Schools that educational activity, employment, programs and services are offered without regard to race, color, national origin, sex, religion, handicap or age.

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.

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 are designated areas and procedures that parents must follow for the safety of all students.

All students are to be dropped off at the parent drop off location on the north side of the building by the gym beginning at 8:30 a.m. There is an adult present from 8:30 - 8:50 a.m. to assure the safety of each child. Any child coming in after 8:50 is tardy and must be signed in at the main office by a parent.

~~No drop off should take place in the bus lane in front of the school until after 8:40 a.m. 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 at Hillcrest 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 that parents must follow for the safety of all students.

Parents must enter the building to pick up from the cafeteria. Please park your car in the north parking lot and enter the building using the doors by the gym. The doors will open at approximately 3:20 p.m. You will be asked for photo identification when signing out your child with the school staff. Keep in mind that with over 700 students, it is difficult to remember everyone's name. Failure to produce proper identification, when requested, will result in your child not being permitted to leave.

The person how 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.

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, 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 , 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. Shoes must be worn throughout the day. "Flip-flops" or slip-on shoes are prohibited. **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. All students are assessed a \$40.00 student fee for the 2016-2017 school year.

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.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relationships between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. Any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); 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.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to,

such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyber bullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abuse educational environment for the other students(s).

Any student or student's parent/guardian who believes she/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractor, and removal from any official position and/or request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, she/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification, care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/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, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that: (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A school 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 this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The superintendent or designee shall provide implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

~~The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.~~

R.C. 3313.666, 3313.667

State Board of Education Model Policy (2007)

Neola 2012

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 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 or symptoms requiring them to go home, they must be 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 child 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 child'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 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. 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.

RECESS DURING WINTER WEATHER

Students go outside for recess every school day regardless of the weather 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, and gloves to be in the snow. Please be sure to label all belongings with your child's first and last name.

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 bookbags 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 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	

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 HILLCREST

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 flag pole 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 or who are scheduled to volunteer.



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



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.

PLEASE SIGN and DATE

I have read and discussed this material with my child.

Parent Signature

Date

I have read my student handbook.

Student Signature

Date

New Document

2016-2017
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

Please visit us at: www.revereschools.org

REVERE LOCAL SCHOOL DISTRICT

The following buildings comprise the Revere Local School District:

Hillcrest Elementary School, K-3
3080 Revere Road
Richfield, Ohio 44286
330-523-3604

Bath Elementary School, 4-5
1246 N. Cleve-Mass. Road
Akron, Ohio 44333
330-523-3802

Transportation Dept
3205 Spring Valley Drive
Akron, Ohio 44333
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 the entire school 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.*

Revere Board of Education has adopted a policy regarding compulsory attendance that conforms to the minimum standards prescribed by the State Board of Education (ORC 3321.01). 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). Poor attendance disrupts the continuity of the instructional process. The school shares the responsibility of school attendance with the student and his/her parents. Administration will reserve the right to review attendance issues on a case-by-case basis.

AUTHORIZED EXCUSED ABSENCES

All absences, regardless of reason, will be charged against the student's attendance record, except when a student is required to represent the Revere Local School District in an approved activity. Parents are to provide a written note or medical note to explain any absence on the day of the student's return to school. Absences are recorded as excused or unexcused.

Any absences that are not included in the list below will be considered unexcused.

1. Personal Illness
2. Illness in the family necessitating the presence of the child
3. Quarantine of the home
4. Death in the family
5. Observation or celebration of bona fide religious holiday
6. Such good cause as may be acceptable to the Superintendent such as medical or dental appointments
7. College visitation (limited to 4 per year) RHS only
8. Service as a precinct officer at a primary, special or general election in accordance with the program set forth in Board policy (5725). RHS only

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.

CODE OF STUDENT BEHAVIOR, GRADES K- 12

DISCIPLINE

In order to foster a trust and respect between staff and students, guidelines must be developed for the purpose of providing fair and just treatment for students who violate the offenses listed in this handbook. When breaches of school rules and regulations occur, it is the responsibility of the involved teachers and administrators to work with the student, his parents and other personnel to help the student correct his behavior. All disciplinary actions should help to protect the welfare of the school community as well as help the student to develop self-discipline.

The following guidelines have been developed for the purpose of providing fair and just treatment for students who violate the rules listed in this handbook.

- A. To protect the rights of students, staff and public, all offenses shall be thoroughly investigated and properly recorded. This may include a conference with the students involved in an incident and a search of the student, student's belongings, student's assigned school locker(s), car or other school property based upon "reasonable suspicion" that a dangerous situation exists.
- 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:
 - 1. Conference with the student to clarify the problem and to insure full understanding of consequences of future misbehavior.
 - 2. Assignment of additional task(s), which may or may not interfere with the academic or after-school programs.
 - 3. Assignment of detentions.
 - 4. Conference with parents to secure cooperation at the home in regaining student behavior.
 - 5. Referral to counselor, school psychologist or Intervention Assistance Team for guidance, testing or therapy.
 - 6. Referral to Juvenile Court.
 - 7. Emergency removal in accordance with State law, including curricular and extracurricular activities.
 - 8. Suspension: To refer to "out-of-school" in accordance with State law covering both curricular and extra-curricular activities. Suspension is the removal from all academic, extra-curricular and social events affiliated with the school.
 - 9. Expulsion from school in accordance with State law.
- C. Students enrolled in alternative program options are subject to all rules and regulations covered under the Code of Student Behavior and adopted by the Revere Board of Education.

SUSPENSION PROCEDURE

- A. Out-of-School Suspension:
Suspension (out-of-school) 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, or be on school property. 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.

- B. In case of a student's intended removal from school for purposes of suspension, the following procedures shall be enacted:
1. Only the principal, assistant principal, superintendent or any other authorized administrator may suspend.
 2. The student shall be informed in writing of the intended suspension and reasons for the proposed action.
 3. The pupil 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.
 4. An attempt shall be made to notify his/her parent(s), guardian or custodian by telephone of the suspension and the reason for it.
 5. Within one (1) school day of the suspension the Superintendent, principal, or other administrator will notify the parents, guardians, or custodians of the student by certified mail and the Treasurer of the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within five (5) calendar days after the date of the notice to suspend. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.
 6. Should a student enrolled at the Cuyahoga Valley Career Center be suspended from the career center for a conduct code violation, which would also be grounds for suspension in the home school district, the suspension of such student also will be in effect at the home school district. The student shall be notified of that suspension by the home school district in accordance with the normal suspension procedure.
 7. Simultaneous written notice of the suspension shall be sent to (a) student's discipline file; (b) Superintendent; (c) Treasurer of the Board of Education.

EMERGENCY REMOVAL PROCEDURES

Definition: The term "emergency removal" shall be understood to mean the removal of a student from curricular or extra-curricular 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. In all cases of emergency removal where a student is removed from a curricular or extra-curricular activity for less than twenty-four (24) hours, the staff person initiating the removal shall submit to the principal, the reasons in writing for the removal.

If it is intended that the student is removed from a curricular or extra-curricular activity for more than twenty-four (24) hours, a due process hearing will be held within three (3) school days after a removal is ordered.

1. An attempt should be made to notify his/her parents, guardian or custodian immediately by telephone of the pending action and the reasons for it.
2. Written notice of the hearing and reasons for the removal and any intended disciplinary action must be given to the pupil as soon as possible prior to the hearing.
3. The person who ordered or requested the hearing must be present at the hearing.
4. If suspension or expulsion is intended, the due process requirement of the law must be carried out in accordance with the applicable procedural requirements in Board Policy and State Law.

EXPULSION PROCEDURES

Definition: The term "expulsion" shall be understood to mean 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 80 school days, unless otherwise addressed in this Code. The Superintendent of Schools may expel a pupil in

accordance with procedure outlined by Ohio Statute. Exclusion from school attendance by expulsion is the most severe remedy available to the school for disciplinary infractions.

The Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy.

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

Prior to expulsion, the Superintendent shall follow the following procedures:

1. Give the Pupil and his/her parent, guardian or custodian 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 carry the place and time of the hearing, which must take place no earlier than three (3) school days and not later than five (5) school days after the notice is sent. The Superintendent may grant an extension of time upon request provided all parties involved are notified. If the student is 16 years old or older and the intent to expel is based on an offense for which a permanent exclusion may be requested, the written notice must include a statement that the Superintendent may seek permanent exclusion.
2. Arrange for a hearing to be conducted by the Superintendent or his designee under the guideline established by the individual conducting the hearing. Within one school day after the time of the expulsion, the Superintendent shall send written notice to the student and his/her parent, guardian or custodian, and the Treasurer of the Board of Education. The notice shall specify the duration of the expulsion and the reasons therefore. The expulsion may extend beyond the current school year, if at the time an expulsion is imposed, fewer days remain in the school year than the term of the expulsion. The Superintendent may apply any or all of the period of expulsion to the following year. 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) calendar days of the date 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 session.
3. If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

Appeal - Within fourteen (14) calendar days of the date of the notification of the student expulsion, the student (if eighteen years old or older), the parent, guardian or custodian may appeal the expulsion. The request for appeal should be submitted in writing to the Treasurer for the Board of Education or the Superintendent. A hearing shall be scheduled and the requesting parties notified of the time for the hearing which may be extended by mutual agreement. The student or his parent, guardian or custodian may be represented in the appeal proceedings. The Board may affirm the order of expulsion or 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.

Should a student enrolled at the Cuyahoga Valley Career Center be expelled from the Career Center for a conduct code violation, which would be grounds for expulsion in the Home School District, the student will be expelled from the Home School District in accordance with the normal expulsion procedure.

LIMITATIONS ON THE DISCIPLINING OF HANDICAPPED STUDENTS

A handicapped student is one whose education is governed by an Individualized Education Plan (IEP). Unless their IEP provides otherwise, handicapped students may be suspended for a period not to exceed ten (10) days per year without convening a placement or IEP conference. Discipline may result in removal from school for more than ten (10) school days if it is determined that the behavior is not a manifestation of the student's handicapping condition. In such a removal beyond ten (10) school days, the special education and/or related services of the IEP will continue as determined by the IEP Team. All handicapped students are subject to removal on an emergency basis described in the Code. Repeated violation of the Code may indicate that a change in the student's placement or IEP is necessary.

PERMANENT EXCLUSION

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 and Board Policy may be permanently excluded by the State Superintendent of Public Instruction at the request of the Revere Local School District Board of Education in the manner prescribed by law.

The Board'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.

GROUND FOR CLASS REMOVAL, SUSPENSION, OR EXPULSION

Grounds for removal from class, suspension or expulsion may include any of the following violations committed at school or school sponsored activities regardless of its location, on school premises, or against school property, or directed at a district official or employee or the property of such district official or employee regardless of the location. A student under an out-of-school suspension is not permitted on school grounds or at school events regardless of the location of the event during the suspension.

1. **Aiding & Abetting** – an involvement (active or passive) with another student or students engaged in prohibited activities.
2. **Arson/Firearms or Other Weapons/False Alarms and/or Threats** – an act of arson or unauthorized use, possession, transfer, or disposal of firearms or other weapons, initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.
3. **Attendance** – truancy or unexcused absence from class or school or excessive tardiness to class or school.
4. **Bus Conduct** – violation of the rules of conduct on the school bus.
5. **Computer Usage** – violation of the school's computer lab 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, plagiarism or committing fraud.
8. **Disrespect** – rude or disrespectful behavior or failure to cooperate with other students or school personnel.
9. **Disruptive Behavior** – disruption of the classroom, school, school grounds, or school activities or functions.
10. **Fighting/Assault/Physical Violence** – to intentionally cause or threaten to cause physical or emotional harm to another student or behave in such a manner as to present an eminent risk of such harm. Causing or attempting to cause harm to ones self is included within.

11. **Fireworks/Dangerous Instruments or Materials** – the use, threatened use, or possession of fireworks or explosives including matches and lighters; possession/use of mace, pepper spray or laser pointers (examples).
12. **Gambling** – playing games of chance which involve wagering.
13. **Harassment** – harassment includes, but is not limited to, any act which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature. An act that injures, degrades, or disgraces or attempts to injure, degrade, or disgrace a student falls within this category. Examples of, but not inclusive, include the following: sexual harassment, bullying, intimidation, coercion, hazing, spreading rumors, name calling and menacing.
14. **Inappropriate Language/Materials** – the use of profane, vulgar, or other improper language, gestures, comments, or material, 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** – sale, possession, intent to sell, or intent to make a purchase, concealment, or uses of illegal drugs, counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, or alcoholic beverages or the unauthorized use and/ or distribution of over-the-counter medication or prescription medication. Evidence of any use is a violation.
17. **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 discipline or punishment from appropriate school personnel.
18. **Loitering/ Trespassing**– occupation of, or loitering on, near, or around school property or unauthorized areas without authorization.
19. **Repeated Violations** – repeated violations of the code of behavior.
20. **Rules** – violation of rules and policies of the classroom, school, and the Revere Board of Education.
21. **Sexual Contact** – defined as any touching of an erogenous zone of another or public display of affection.
22. **School Personnel** – harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.
23. **Theft** – confiscate, possess or steal private or public property of the school or another individual.
24. **Tobacco** – use and/ or possession of tobacco products in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place.
25. **Unauthorized Touching** – touching another person without permission or consent.
26. **Unauthorized Materials** – publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.
27. **Vandalism** – the destruction or defacing of public or private property.
28. **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.

Students found in violation of any section of this Code of Student Behavior 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.

LIABILITY OF PARENTS FOR STUDENT MISCONDUCT

Under Ohio Revised Code 3109.09 and 3109.10, parents having custody of a minor under 18 are liable for the student's willful damages to school or private property or the theft of such property and for assaults committed by the minor. The Board of Education, or any other owner of property, can bring a civil action against the parents to recover compensatory damages up to \$10,000.00 and cost of the suit. Parents also are

liable for the student's willful assaults on another person. The injured party may bring civil action against the parents to recover compensatory damages up to \$15,000.00 and cost of the suit if the damages were caused by acts of vandalism, desecration, or ethnic intimidation.

It is the policy of the Revere Local Schools that educational activity, employment, programs and services are offered without regard to race, color, national origin, sex, religion, handicap or age.

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; 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 distracting, 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, 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. All students are assessed a \$40.00 student fee for the 2016-2017 school year.

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.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relationships between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. Any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); 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.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyber bullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abuse educational environment for the other students(s).

Any student or student's parent/guardian who believes she/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractor, and removal from any official position and/or request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, she/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification, care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/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, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that: (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A school 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 this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The superintendent or designee shall provide implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

R.C. 3313.666, 3313.667

State Board of Education Model Policy (2007)

Neola 2012

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 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 or symptoms requiring them to go home, they must be 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 child 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 child'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 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. 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 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 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 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	

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.



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



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.

PLEASE SIGN and DATE

I have read and discussed this material with my child.

Parent Signature

Date

I have read my student handbook.

Student Signature

Date

New Document



Revere Middle School

3195 Spring Valley Road
P.O. Box 339
Bath, Ohio 44210

Phone: 330-523-3403

Fax: 330-659-3795

Please visit us at: www.revereschools.org

STUDENT HANDBOOK 2016-2017

This book belongs to:

Name: _____

Homeroom Number: _____ **Grade:** _____

ABSENCES AND PARTICIPATION

Students must be in attendance the entire school 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

Revere Board of Education has adopted a policy regarding compulsory attendance that conforms to the minimum standards prescribed by the State Board of Education (ORC 3321.01). 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). Poor attendance disrupts the continuity of the instructional process. The school shares the responsibility of school attendance with the student and his/her parents. Administration will reserve the right to review attendance issues on a case-by-case basis.

AUTHORIZED EXCUSED ABSENCES

All absences, regardless of reason, will be charged against the student's attendance record, except when a student is required to represent the Revere Local School District in an

approved activity. Parents are to provide a written note or medical note to explain any absence on the day of the student's return to school. Absences are recorded as excused or unexcused.

Any absences that are not included in the list below will be considered unexcused.

1. Personal Illness
2. Illness in the family necessitating the presence of the child
3. Quarantine of the home
4. Death in the family
5. Observation or celebration of bona fide religious holiday
6. Such good cause as may be acceptable to the Superintendent such as medical or dental appointments
7. College visitation (limited to 4 per year) RHS only
8. Service as a precinct officer at a primary, special or general election in accordance with the program set forth in Board policy (5725). RHS only

Attendance Procedures

1. Student absences are verified daily by the attendance secretary.
2. 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.
3. 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.
4. 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 7:35 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 7:35 a.m.** A student will be considered absent from a class if he/she arrives more than twenty minutes into the class period. If a student arrives after 11:05 a.m., he/she will be counted as a half-day absence. If a student arrives after 1:45 p.m., he/she will be counted as a full-day absence. All tardiness will be counted as such and is cumulative over the trimester. (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 trimester 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.

6. Homeroom - On days scheduled for Homeroom, all students are expected to be in Homeroom by 7:35 a.m. Students who arrive after the start of Homeroom are to report to the Main Office. Those students who are in Homeroom but are then subsequently late to their first period class may be disciplined as being tardy to class rather than tardy to school.

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

You may carry a cell phone, but it must be kept off and out of sight. No use of cellular phones or other electronic communication devices are permitted in the halls, restrooms or cafeteria during school hours. Cell phones must be left with a teacher when going to the restroom during class. Cell phones that have been taken away will be turned into the main office at the end of the school day.

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.

CODE OF STUDENT BEHAVIOR: GRADES K-12

DISCIPLINE

In order to foster a trust and respect between staff and students, guidelines must be developed for the purpose of providing fair and just treatment for students who violate the offenses listed in this handbook. When breaches of school rules and regulations occur, it is the responsibility of the involved teachers and administrators to work with the student, his parents and other personnel to help the student correct his behavior. All disciplinary actions should help to protect the welfare of the school community as well as help the student to develop self-discipline.

The following guidelines have been developed for the purpose of providing fair and just treatment for students who violate the rules listed in this handbook.

- A. To protect the rights of students, staff and public, all offenses shall be thoroughly investigated and properly recorded. This may include a conference with the students involved in an incident and a search of the student, student's belongings, student's assigned school locker(s), car or other school property based upon "reasonable suspicion" that a dangerous situation exists.
- 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:
 - 1. Conference with the student to clarify the problem and to insure full understanding of consequences of future misbehavior.
 - 2. Assignment of additional task(s), which may or may not interfere with the academic or after-school programs.
 - 3. Assignment of detentions.
 - 4. Conference with parents to secure cooperation at the home in regaining student behavior.
 - 5. Referral to counselor, school psychologist or Intervention Assistance Team for guidance, testing or therapy.
 - 6. Referral to Juvenile Court.

7. Emergency removal in accordance with State law, including curricular and extracurricular activities.
 8. Suspension: To refer to "out-of-school" in accordance with State law covering both curricular and extra-curricular activities. Suspension is the removal from all academic, extra-curricular and social events affiliated with the school.
 9. Expulsion from school in accordance with State law.
- C. Students enrolled in alternative program options are subject to all rules and regulations covered under the Code of Student Behavior and adopted by the Revere Board of Education.
-

SUSPENSION PROCEDURE

A. Out-of-School Suspension:

Suspension (out-of-school) 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, or be on school property. 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.

- B. In case of a student's intended removal from school for purposes of suspension, the following procedures shall be enacted:
1. Only the principal, assistant principal, superintendent or any other authorized administrator may suspend.
 2. The student shall be informed in writing of the intended suspension and reasons for the proposed action.
 3. The pupil 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.
 4. An attempt shall be made to notify his/her parent(s), guardian or custodian by telephone of the suspension and the reason for it.
 5. Within one (1) school day of the suspension the Superintendent, principal, or other administrator will notify the parents, guardians, or custodians of the student by certified mail and the Treasurer of the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within five (5) calendar days after the date of the notice to suspend. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.
 6. Should a student enrolled at the Cuyahoga Valley Career Center be suspended from the career center for a conduct code violation, which would also be grounds for suspension in the home school district, the suspension of such student also will be in

effect at the home school district. The student shall be notified of that suspension by the home school district in accordance with the normal suspension procedure.

7. Simultaneous written notice of the suspension shall be sent to (a) student's discipline file; (b) Superintendent; (c) Treasurer.

EMERGENCY REMOVAL PROCEDURES

Definition: The term "emergency removal" shall be understood to mean the removal of a student from curricular or extra-curricular 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. In all cases of emergency removal where a student is removed from a curricular or extra-curricular activity for less than twenty-four (24) hours, the staff person initiating the removal shall submit to the principal, the reasons in writing for the removal.

If it is intended that the student is removed from a curricular or extra-curricular activity for more than twenty-four (24) hours, a due process hearing will be held within three (3) school days after a removal is ordered.

1. An attempt should be made to notify his/her parents, guardian or custodian immediately by telephone of the pending action and the reasons for it.
2. Written notice of the hearing and reasons for the removal and any intended disciplinary action must be given to the pupil as soon as possible prior to the hearing.
3. The person who ordered or requested the hearing must be present at the hearing.
4. If suspension or expulsion is intended, the due process requirement of the law must be carried out in accordance with the applicable procedural requirements in Board Policy and State Law.

EXPULSION PROCEDURES

Definition: The term "expulsion" shall be understood to mean 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 80 school days, unless otherwise addressed in this Code. The Superintendent of Schools may expel a pupil in accordance with procedure outlined by Ohio Statute. Exclusion from school attendance by expulsion is the most severe remedy available to the school for disciplinary infractions.

The Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy.

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next

school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

Prior to expulsion, the Superintendent shall follow the following procedures:

1. Give the Pupil and his/her parent, guardian or custodian 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 carry the place and time of the hearing, which must take place no earlier than three (3) school days and not later than five (5) school days after the notice is sent. The Superintendent may grant an extension of time upon request provided all parties involved are notified. If the student is 16 years old or older and the intent to expel is based on an offense for which a permanent exclusion may be requested, the written notice must include a statement that the Superintendent may seek permanent exclusion.
2. Arrange for a hearing to be conducted by the Superintendent or his designee under the guideline established by the individual conducting the hearing. Within one school day after the time of the expulsion, the Superintendent shall send written notice to the student and his/her parent, guardian or custodian, and the Treasurer of the Board of Education. The notice shall specify the duration of the expulsion and the reasons therefore. The expulsion may extend beyond the current school year, if at the time an expulsion is imposed; fewer days remain in the school year than the term of the expulsion. The Superintendent may apply any or all of the period of expulsion to the following year. 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) calendar days of the date 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 session.
3. If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

Appeal - Within fourteen (14) calendar days of the date of the notification of the student expulsion, the student (if eighteen years old or older), the parent, guardian or custodian may appeal the expulsion. The request for appeal should be submitted in writing to the Treasurer for the Board of Education or the Superintendent. A hearing shall be scheduled and the requesting parties notified of the time for the hearing which may be extended by mutual agreement. The student or his parent, guardian or custodian may be represented in the appeal proceedings. The Board may affirm the order of expulsion or 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.

Should a student enrolled at the Cuyahoga Valley Career Center be expelled from the Career Center for a conduct code violation, which would be grounds for expulsion in the Home School District, the student will be expelled from the Home School District in accordance with the normal expulsion procedure.

LIMITATIONS ON THE DISCIPLINING OF HANDICAPPED STUDENTS

A handicapped student is one whose education is governed by an Individualized Education Plan (IEP). Unless their IEP provides otherwise, handicapped students may be suspended for a period not to exceed ten (10) days per year without convening a placement or IEP conference. Discipline may result in removal from school for more than ten (10) school days if it is determined that the behavior is not a manifestation of the student's handicapping condition. In such a removal beyond ten (10) school days, the special education and/or related services of the IEP will continue as determined by the IEP Team. All handicapped students are subject to removal on an emergency basis described in the Code. Repeated violation of the Code may indicate that a change in the student's placement or IEP is necessary.

PERMANENT EXCLUSION

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 and Board Policy may be permanently excluded by the State Superintendent of Public Instruction at the request of the Revere Local School District Board of Education in the manner prescribed by law.

The Board'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.

GROUND FOR CLASS REMOVAL, SUSPENSION, OR EXPULSION

Grounds for removal from class, suspension or expulsion may include any of the following violations committed at school or school sponsored activities regardless of its location, on school premises, or against school property, or directed at a district official or employee or the property of such district official or employee regardless of the location. A student under an out-of-school suspension is not permitted on school grounds or at school events regardless of the location of the event during the suspension.

- 1) **Aiding & Abetting** – an involvement (active or passive) with another student or students engaged in prohibited activities.
- 2) **Arson/Firearms or Other Weapons/False Alarms and/or Threats** – an act of arson or unauthorized use, possession, transfer, or disposal of firearms or other weapons, initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.
- 3) **Attendance** – truancy or unexcused absence from class or school or excessive tardiness to class or school.

- 4) **Bus Conduct** – violation of the rules of conduct on the school bus.
- 5) **Computer Usage** – violation of the school’s computer lab 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, plagiarism or committing fraud.
- 8) **Disrespect** – rude or disrespectful behavior or failure to cooperate with other students or school personnel.
- 9) **Disruptive Behavior** – disruption of the classroom, school, school grounds, or school activities or functions.
- 10) **Fighting/Assault/Physical Violence** – to intentionally cause or threaten to cause physical or emotional harm to another student or behave in such a manner as to present an eminent risk of such harm. Causing or attempting to cause harm to ones self is included within.
- 11) **Fireworks/Dangerous Instruments or Materials** – the use, threatened use, or possession of fireworks or explosives including matches and lighters; possession/use of mace, pepper spray or laser pointers (examples).
- 12) **Gambling** – playing games of chance which involve wagering.
- 13) **Harassment** – harassment includes, but is not limited to, any act which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature. An act that injures degrades, or disgraces or attempts to injure, degrade, or disgrace a student falls within this category. Examples of, but not inclusive, include the following: sexual harassment, bullying, intimidation, coercion, hazing, spreading rumors, name calling and menacing.
- 14) **Inappropriate Language/Materials** – the use of profane, vulgar, or other improper language, gestures, comments, or material, 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** – sale, possession, intent to sell, or intent to make a purchase, concealment, or uses of illegal drugs, counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, or alcoholic beverages or the unauthorized use and/ or distribution of over-the-counter medication or prescription medication. Evidence of any use is a violation.
- 17) **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 discipline or punishment from appropriate school personnel.
- 18) **Loitering/ Trespassing**– occupation of, or loitering on, near, or around school property or unauthorized areas without authorization.
- 19) **Repeated Violations** – repeated violations of the code of behavior.
- 20) **Rules** – violation of rules and policies of the classroom, school, and the Revere Board of Education.

- 21) **Sexual Contact** – defined as any touching of an erogenous zone of another or public display of affection.
- 22) **School Personnel** – harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time regardless of the location.
- 23) **Theft** – confiscate, possess or steal private or public property of the school or another individual.
- 24) **Tobacco** – use and/ or possession of tobacco products in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place.
- 25) **Unauthorized Touching** – touching another person without permission or consent.
- 26) **Unauthorized Materials** – publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.
- 27) **Vandalism** – the destruction or defacing of public or private property.
- 28) **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.

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. Students who receive a Saturday detention, Alternative Learning Center or an Out of School Suspension will not be permitted at the following Activity Night.

LIABILITY OF PARENTS FOR STUDENT MISCONDUCT

Under Ohio Revised Code 3109.09 and 3109.10, parents having custody of a minor under 18 are liable for the student's willful damages to school or private property or the theft of such property and for assaults committed by the minor. The Board of Education, or any other owner of property, can bring a civil action against the parents to recover compensatory damages up to \$10,000.00 and cost of the suit. Parents also are liable for the student's willful assaults on another person. The injured party may bring civil action against the parents to recover compensatory damages up to \$15,000.00 and cost of the suit if the damages were caused by acts of vandalism, desecration, or ethnic intimidation.

It is the policy of the Revere Local Schools that educational activity, employment, programs and services are offered without regard to race, color, national origin, sex, religion, handicap or age.

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.

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, 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; 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.**

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. All students are assessed a \$50.00 student fee for the 2016-2017 school year. 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 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.**

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.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relationships between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. Any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); 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.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyber bullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abuse educational environment for the other students(s).

Any student or student's parent/guardian who believes she/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractor, and removal from any official position and/or request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, she/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification,

care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/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, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that: (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A school 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 this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The superintendent or designee shall provide implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

R.C. 3313.666, 3313.667

State Board of Education Model Policy (2007)

Neola 2012

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

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 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) 523-3407.

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 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. ***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 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 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	
Power of the Pen	
Rachel's 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 \$5.00 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.

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.**

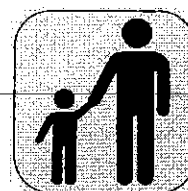
VISITORS

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 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 and all financial obligations are 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 should report these changes to the Guidance Office and to the Attendance Office.

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



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.

PLEASE SIGN

I have read and discussed this material with my child.

Parent Signature

Date

I have read and discussed this material with my custodial parent.

Student Signature

Date

New Document



Revere High School Student Handbook

**3420 Everett Road
Richfield, Ohio 44286**

**Main Office
(330) 523-3202**

**Guidance Office
(330) 523-3210**

School Fax (330) 659-6407

Visit us at www.revereschools.org

PLEASE SIGN

I have read and discussed this material with my child.

Parent Signature

Date

I have read and discussed this material with my custodial parent.

Student Signature

Date

GREETINGS FROM THE ADMINISTRATION

Dear Revere High School Students,

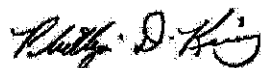
Dear Revere High School Students,

Welcome to the 2016-2017 school year! We would like to welcome the newest class of 2020 and the rest of the upperclassmen to a year with great expectations. We hope you are ready with a renewed spirit and preparedness to excel this school year. Our staff is here to assist you in many different ways, so take charge and get ready to have a great school year!

Please take time to read this agenda book and review the contents. There is a wealth of information that is helpful for you to know. The items are not only important, but could have legal ramifications. The conduct code and the dress code are always important to understand and review. Use this agenda book every day and record your assignments, appointments and important dates because being organized will benefit you greatly!

Don't forget.. We adhere to the three "Rules for Living": 1. Do what is RIGHT, 2. Do your VERY BEST, and 3. Help others. You will see this posted around the hallways to remind you each day. Don't just read and think about these rules, but LIVE these rules. We hope you have a fantastic school year

Sincerely,



Phillip King
Principal

ABSENCES AND PARTICIPATION

Students **must be in attendance the entire school 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. Requirements are passing a minimum of 1.66 credits in the previous grading term, being enrolled in at least 1.66 credits in the current grading term, 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.

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.

ATHLETICS

The Revere Local School District believes that participation in school athletics is a privilege, not a right. 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 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 OHSAA.

All athletes and at least one of their parents and or/guardian must attend a Pre-Season Code of Conduct Meeting to be eligible to compete. Players need to have a complete set of athletic forms on file. Forms are available from coaches, the Athletic Director's Webpage, or in the Athletic Office. The 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 75 percent of subjects in which they were enrolled the immediately preceding grading period.
- Eligibility for each grading period is determined by grades received the preceding grading period. **Yearly grades have no effect on OHSAA eligibility.**

- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in a member school and 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.

INTER-SCHOLASTIC 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.

<http://www.revereschools.org>

<http://www.ohsaa.org/> <http://www.ncaa.org/wps/portal> <http://www.naia.cstv.com/>

ATTENDANCE

Revere Board of Education has adopted a policy regarding compulsory attendance that conforms to the minimum standards prescribed by the State Board of Education (ORC 3321.01). 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). Poor attendance disrupts the continuity of the

instructional process. The school shares the responsibility of school attendance with the student and his/her parents. Administration will reserve the right to review attendance issues on a case-by-case basis.

AUTHORIZED EXCUSED ABSENCES

All absences, regardless of reason, will be charged against the student's attendance record, except when a student is required to represent the Revere Local School District in an approved activity. Parents are to provide a written note or medical note to explain any absence on the day of the student's return to school. Absences are recorded as excused or unexcused.

Any absences that are not included in the list below will be considered unexcused.

1. Personal Illness
2. Illness in the family necessitating the presence of the child
3. Quarantine of the home
4. Death in the family
5. Observation or celebration of bona fide religious holiday
6. Such good cause as may be acceptable to the Superintendent such as medical or dental appointments
7. College visitation (limited to 4 per year) RHS only
8. Service as a precinct officer at a primary, special or general election in accordance with the program set forth in Board policy (5725). RHS only

ATTENDANCE PROCEDURES

❖ CLASS ATTENDANCE

Students are expected to be in attendance daily at RHS. Students who miss more than six classes of a trimester course, for any reason, are at risk for attendance failure in that course. Students who miss more than 20 minutes of a course are recorded as absent. Parent notification is conducted through the Attendance Office as absences accumulate past the limit of six. The administration reserves the right to render judgment in individual cases and determine appropriate school action regarding absenteeism. Further involvement with the courts

may be required to encourage compliance with compulsory school attendance.

❖ **ATTENDANCE FAILURE OF A CLASS**

Students who have amassed more than 6 absences in a class will Attendance Fail. To attendance fail means a student will receive No Credit for the class for that trimester. At the end of each trimester students can, however, submit a letter of appeal, along with documentation for the absences, to the Attendance Office. **All appeals for each trimester must be finalized by the end the following trimester** with the following exceptions: Trimester 3 appeals are due before the start of following school year, and graduating seniors must submit appeals by the last day of class ***before senior final exams.*** Any Attendance Failures that are not appealed during the appropriate time frame, or are denied appeal, will be converted to an "F" for the class.

❖ **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 hrs./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.

❖ **REPORTING TO SCHOOL UPON ARRIVAL**

Students who arrive to class after 7:34 AM will be considered tardy to school, and **must report to the attendance office for a pass.** Failure to do so will be considered truancy. Students who are repeatedly tardy to class(es) will receive progressive discipline.

❖ **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. 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. 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.

BELL SCHEDULES

Regular School Day Schedule

Warning Bell	7:28 AM
Tardy Bell	7:34 AM

1st Period	7:34-8:46
------------------------------	-----------

2nd Period	8:53-10:06
------------------------------	------------

3rd Period	10:13-11:25
------------------------------	-------------

4th Period (Based on your lunch schedule)

<u>Lunch A</u>	11:27-11:57
4th period	12:02-1:18

<u>Lunch B</u>	11:54-12:24
4th period (split)	11:32-11:54, 12:29-1:18

<u>Lunch C</u>	12:21-12:51
4th period (split)	11:32-12:21, 12:56-1:18

<u>Lunch D</u>	12:48-1:18
4th period	11:32-12:48

5th Period	1:25-2:37
------------------------------	-----------

BULLETINS AND ANNOUNCEMENTS

All P.A. 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

Students must remain seated at all times. Seat changes are not permitted while the bus is in motion.

Excessive noise, boisterous conduct, calling to others outside the bus, and talking at intersections and railroad crossings is prohibited.

Students must keep all body parts inside the bus and feet must remain on the floor.

There will be no eating on the bus.

The use of profane, vulgar, or improper language and/or gestures is prohibited.

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. Fighting and/or scuffling is prohibited.

Students are expected to promptly obey the instructions of the bus driver or will face disciplinary action by the building administrators.

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 turned off and kept out of sight while school is in session, unless granted permission by a staff member. 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 RHS 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.

CODE OF STUDENT BEHAVIOR

The Revere Board of Education has adopted the following Code of Student Behavior. The code includes types of misconduct that will subject a student to disciplinary action. Grounds for removal from class, suspension, or expulsion may include any of the following: violations committed at school or school sponsored activities, on school premises, or against school property, personnel, or students.

❖ DISCIPLINE

In order to foster a trust and respect between staff and students, guidelines must be developed for the purpose of providing fair and just treatment for students who violate the offenses listed in this handbook. When breaches of school rules and regulations occur, it is the responsibility of the involved teachers and administrators to work with the student, his parents and other personnel to help the student correct his behavior. All disciplinary actions should help to protect the welfare of the school community as well as help the student to develop self-discipline.

The following guidelines have been developed for the purpose of providing fair and just treatment for students who violate the rules listed in this handbook.

- A. To protect the rights of students, staff and public, all offenses shall be thoroughly investigated and properly recorded. This may include a conference with the students involved in an incident and a search of the student, student's belongings, student's assigned school locker(s), car or other school property based upon "reasonable suspicion" that a dangerous situation exists.
- 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:
 - 1. Conference with the student to clarify the problem and to insure full understanding of consequences of future misbehavior.
 - 2. Assignment of additional task(s), which may or may not interfere with the academic or after-school programs.
 - 3. Assignment of detentions.
 - 4. Conference with parents to secure cooperation of the home in regaining student behavior.
 - 5. Referral to counselor, school psychologist or Intervention Assistance Team for guidance, testing or therapy.
 - 6. Referral to Juvenile Court.
 - 7. Emergency removal in accordance with State law, including curricular and extracurricular activities.
 - 8. Suspension: To refer to "out-of-school" in accordance with State law covering both curricular and extra-curricular activities. Suspension is the removal from all academic, extra-curricular and social events affiliated with the school.
 - 9. Expulsion from school in accordance with State law.
- C. Students enrolled in alternative program options are subject to all rules and regulations covered under the Code of Student Behavior and adopted by the Revere Board of Education.

❖ **SUSPENSION PROCEDURE**

A. Definitions:

Suspension (out-of-school) 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, or be on school property. 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.

B. In case of a student's intended removal from school for purposes of suspension, the following procedures shall be enacted:

1. Only the principal, assistant principal, superintendent or any other authorized administrator may suspend.
2. The student shall be informed in writing of the intended suspension and reasons for the proposed action.
3. The pupil 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.
4. An attempt shall be made to notify his/her parent(s), guardian or custodian by telephone of the suspension and the reason for it.
5. Within one (1) school day of the suspension the Superintendent, principal, or other administrator will notify the parents, guardians, or custodians of the student by certified mail and the Treasurer of the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within five (5) calendar days after the date of the notice to suspend. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to

be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.

6. Should a student enrolled at the Cuyahoga Valley Career Center be suspended from the career center for a conduct code violation, which would also be grounds for suspension in the home school district, the suspension of such student also will be in effect at the home school district. The student shall be notified of that suspension by the home school district in accordance with the normal suspension procedure.
7. Simultaneous written notice of the suspension shall be sent to (a) student's discipline file; (b) Superintendent; (c) Treasurer of the Board of Education.

❖ **EMERGENCY REMOVAL PROCEDURES**

Definition: The term "emergency removal" shall be understood to mean the removal of a student from curricular or extra-curricular 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. In all cases of emergency removal where a student is removed from a curricular or extra-curricular activity for less than twenty-four (24) hours, the staff person initiating the removal shall submit to the principal, the reasons in writing for the removal.

If it is intended that the student is removed from a curricular or extra-curricular activity for more than twenty-four (24) hours, a due process hearing will be held within three (3) school days after a removal is ordered.

1. An attempt should be made to notify his/her parents, guardian or custodian immediately by telephone of the pending action and the reasons for it.

2. Written notice of the hearing and reasons for the removal and any intended disciplinary action must be given to the pupil as soon as possible prior to the hearing.
3. The person who ordered or requested the hearing must be present at the hearing.
4. If suspension or expulsion is intended, the due process requirement of the law must be carried out in accordance with the applicable procedural requirements in Board Policy and State Law.

❖ **EXPULSION PROCEDURES**

Definition: The term "expulsion" shall be understood to mean 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 80 school days, unless otherwise addressed in this Code. The Superintendent of Schools may expel a pupil in accordance with procedure outlined by Ohio Statute. Exclusion from school attendance by expulsion is the most severe remedy available to the school for disciplinary infractions.

The Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy.

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

Prior to expulsion, the Superintendent shall follow the following procedures:

1. Give the Pupil and his/her parent, guardian or custodian 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 carry the place and time of the hearing, which must take place no earlier than three (3) school days and not later than five (5) school days after the notice is sent. The Superintendent may grant an extension of time upon request provided all parties involved are notified. If the student is 16 years old or older and the intent to expel is based on an offense for which a permanent exclusion may be requested, the written notice must include a statement that the Superintendent may seek permanent exclusion.
2. Arrange for a hearing to be conducted by the Superintendent or his designee under the guideline established by the individual conducting the hearing. Within one school day after the time of the expulsion, the Superintendent shall send written notice to the student and his/her parent, guardian or custodian, and the Treasurer of the Board of Education. The notice shall specify the duration of the expulsion and the reasons therefore. The expulsion may extend beyond the current school year, if at the time an expulsion is imposed, fewer days remain in the school year than the term of the expulsion. The Superintendent may apply any or all of the period of expulsion to the following year. 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) calendar days of the date 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 session.

3. If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

Appeal - Within fourteen (14) calendar days of the date of the notification of the student expulsion, the student (if eighteen years old or older), the parent, guardian or custodian may appeal the expulsion. The request for appeal should be submitted in writing to the Treasurer for the Board of Education or the Superintendent. A hearing shall be scheduled and the requesting parties notified of the time for the hearing which may be extended by mutual agreement. The student or his parent, guardian or custodian may be represented in the appeal proceedings. The Board may affirm the order of expulsion or 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.

Should a student enrolled at the Cuyahoga Valley Career Center be expelled from the Career Center for a conduct code violation, which would be grounds for expulsion in the Home School District, the student will be expelled from the Home School District in accordance with the normal expulsion procedure.

❖ **LIMITATIONS ON THE DISCIPLINING OF HANDICAPPED STUDENTS**

A handicapped student is one whose education is governed by an Individualized Education Plan (IEP). Unless their IEP provides otherwise, handicapped students may be suspended for a period not to exceed ten (10) days per year without convening a placement or IEP conference. Discipline may result in removal from school for more than ten (10) school days if it is

determined that the behavior is not a manifestation of the student's handicapping condition. In such a removal beyond ten (10) school days, the special education and/or related services of the IEP will continue as determined by the IEP Team. All handicapped students are subject to removal on an emergency basis described in the Code. Repeated violation of the Code may indicate that a change in the student's placement or IEP is necessary.

❖ **PERMANENT EXCLUSION**

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 and Board Policy may be permanently excluded by the State Superintendent of Public Instruction at the request of the Revere Local School District Board of Education in the manner prescribed by law.

The Board'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.

❖ **SCHOOL TRANSPORTATION PRIVILEGES**

If the Superintendent and/or designee determines 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.

❖ **GROUND FOR CLASS REMOVAL, SUSPENSION, OR EXPULSION**

Grounds for removal from class, suspension or expulsion may include any of the following violations committed at school or school sponsored activities regardless of its location, on school premises, or against school property, or directed at a district official or employee or the property of such district official or employee regardless of the location. A student under an out-of-school suspension is not permitted on school grounds or at

school events regardless of the location of the event during the suspension.

1. **Aiding & Abetting** – an involvement (active or passive) with another student or students engaged in prohibited activities.
2. **Arson/Firearms or Other Weapons/False Alarms and/or Threats** – an act of arson or unauthorized use, possession, transfer, or disposal of firearms or other weapons, initiating without cause a fire alarm, reporting a fire, or false reporting of an impending bombing or catastrophe.
3. **Attendance** – truancy or unexcused absence from class or school or excessive tardiness to class or school.
4. **Bus Conduct** – violation of the rules of conduct on the school bus.
5. **Computer Usage** – violation of the school's computer lab 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, plagiarism or committing fraud.
8. **Disrespect** – rude or disrespectful behavior or failure to cooperate with other students or school personnel.
9. **Disruptive Behavior** – disruption of the classroom, school, school grounds, or school activities or functions.
10. **Fighting/Assault/Physical Violence** – to intentionally cause or threaten to cause physical or emotional harm to another student or behave in such a manner as to present an eminent risk of such harm. Causing or attempting to cause harm to ones self is included within.
11. **Fireworks/Dangerous Instruments or Materials** – the use, threatened use, or possession of fireworks or explosives including matches and lighters; possession/use of mace, pepper spray or laser pointers (examples).
12. **Gambling** – playing games of chance which involve wagering

13. **Harassment** – harassment includes, but is not limited to, any act which subjects an individual or group to unwanted abusive behavior of a nonverbal, verbal, written, or physical nature. An act that injures degrades, or disgraces or attempts to injure, degrade, or disgrace a student falls within this category. Examples of, but not inclusive, include the following: sexual harassment, bullying, intimidation, coercion, hazing, spreading rumors, name calling and menacing.
14. **Inappropriate Language/Materials** – the use of profane, vulgar, or other improper language, gestures, comments, or material, 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** – sale, possession, intent to sell, or intent to make a purchase, concealment, or uses of illegal drugs, counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, near beer or alcoholic beverages or the unauthorized use and/ or distribution of over-the-counter medication or prescription medication. Evidence of any use is a violation. (Ex: E-cigarettes, vapor devices, and e-liquids are prohibited)
17. **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 discipline or punishment from appropriate school personnel.
18. **Loitering/ Trespassing**– occupation of, or loitering on, near, or around school property or unauthorized areas without authorization.
19. **Repeated Violations** – repeated violations of the code of behavior.
20. **Rules** – violation of rules and policies of the classroom, school, and the Revere Board of Education.

21. **Sexual Contact** – defined as any touching of an erogenous zone of another or public display of affection.
22. **School Personnel** – harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non school time regardless of the location.
23. **Theft** – Confiscate, possess or steal private or public property of the school or another individual.
24. **Tobacco** – use and/ or possession of tobacco products in the school buildings, within sight of the school buildings, on school grounds, or in areas in which school sponsored activities are taking place. (Ex: E-cigarettes and vapor devices are prohibited)
25. **Unauthorized Touching** – touching another person without permission or consent.
26. **Unauthorized Materials** – publication or distribution of unauthorized material. This includes postings throughout the school and school grounds.
27. **Vandalism** – the destruction or defacing of public or private property.
28. **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.

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.

❖ **LIABILITY OF PARENTS FOR STUDENT MISCONDUCT**

Under Ohio Revised Code 3109.09 and 3109.10, parents having custody of a minor under 18 are liable for the student's willful

damages to school or private property or the theft of such property and for assaults committed by the minor. The Board of Education, or any other owner of property, can bring a civil action against the parents to recover compensatory damages up to \$10,000.00 and cost of the suit. Parents also are liable for the student's willful assaults on another person. The injured party may bring civil action against the parents to recover compensatory damages up to \$15,000.00 and cost of the suit if the damages were caused by acts of vandalism, desecration, or ethnic intimidation.

It is the policy of the Revere Local Schools that educational activity, employment, programs and services are offered without regard to race, color, national origin, sex, religion, handicap or age.

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). Those students who achieve Summa Cum Laude status at the end of the second trimester of their senior year will be seated in a location of privilege during commencement.

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.

DETENTIONS

Detentions are held each Tuesday and Thursday in rooms 205 and 212. Students may serve a detention either from 7:00 AM

to 7:25 AM or after school from 2:45 PM to 3:10 PM. One day prior notification is given to students. Students must be prompt, must work on school assignments, and must adhere to all rules of the Code of Student Behavior 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 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.

- Regardless of what a garment is called or the material the clothing is comprised, the spirit of the dress code is to exclude students from wearing clothing that is deemed to be inappropriately tight or form fitting in the discretion of the administration.
- Dresses, skirts, or shorts must be fingertip length
- Legging, tights, spandex, elasticized pants, yoga pants, flare yoga pants or anything arguably skin tight and without pockets may not be worn as the primary lower

garment. They are required to have something covering them that are finger-tip length at its shortest point.

Clothing prohibited includes the following items and conditions; Clothing that is 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. Athletic attire worn to participate in physical education classes are not to be worn as street clothes for academic classes. **Final determination of appropriate school attire rests with the school administration.**

DRIVING TO SCHOOL

Driving to school is a privilege limited only to Seniors and Juniors. A permit is required. Applications for permits are available in the main office. Requirements include, but are not limited to, the following items: Completed application filed by the determined due date, a valid Ohio's driver's license or evidence one is obtainable by the end of the 1st month of school, payment of the required parking fee in addition to all school fees and fines, and compliance with academic eligibility. Students who meet all requirements and the deadlines receive first priority. 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**

Each student 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 Behavior 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 in their vehicles or in the parking lot during school hours except during arrival and departure time.

Excessive tardiness or absences may cause restriction or revocation of driving privileges.

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.

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.

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 \$100.00 student fee for the current school year.

FOOD, BEVERAGES, AND LUNCH

All food and beverages must be consumed in the cafeteria. Delivery orders and foods from any restaurants are not permitted in the cafeteria, and parents are asked not to bring in purchased food or eat with their student. Food and beverages are not permitted in other areas of the building. Clear, non-carbonated, bottled water will be permitted in the classrooms at the teacher's discretion. Our lunchroom is closed to all visitors.

FOREIGN EXCHANGE STUDENTS

Revere High School welcomes a maximum of three foreign exchange students a year. It is our privilege to support the students in their year long experience in the United States. Foreign exchange students need to have the proper documentation through their sponsoring organization. The sponsoring organization must be sanctioned with the OHSAA in order for a foreign exchange student to be eligible to participate in athletics. Foreign exchange students will be registered as junior status and will receive a certificate of attendance from Revere High School.

GRADING

The 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	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 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 1 Elective course per year as a No Grade/No Credit Option. The purpose of this option is to afford to 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.

GUIDANCE POLICIES

The assignment of a student's guidance counselors is determined by the child's last name. Students retain the same counselor throughout the student's high school career. Students are encouraged to establish rapport with their counselor as they attend RHS.

❖ COMPLETION OF GRADUATION REQUIREMENTS

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 Guidance Department.
3. Completion of the "Early Graduation Approval Form" must be submitted by the student and parents prior to final approval by the principal.

❖ 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 guidance 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. Good attendance
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.

❖ **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.

❖ **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 guidance counselor regarding Credit Flexibility Policies in addition to the above guidelines.

❖ **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 guidance counselor.

❖ **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.

❖ **MINIMUM COURSE LOAD**

All students must be enrolled in at least four classes per trimester. Freshmen and sophomores must take five classes unless permission has been obtained from the administration.

❖ **OUTSIDE CREDITS**

Outside credits may include summer school, correspondence courses, night school, online courses, volunteer credits, work study credits, and other alternative or remedial educational credits.

❖ **SCHEDULE CHANGES**

All requests for schedule adjustments must be made prior to the first day of school. Changes after that time will only occur if the

student has been academically misplaced or a technical error in the student's schedule is discovered. These extenuating circumstances will be reviewed by the administration for approval. Students who choose to drop a class may receive a drop failure with no credit. Students who wish to add a class must do so within the first seven school days of each trimester unless administration approval has been granted.

HALL PASSES

The required hall pass is the Student Handbook. Permission for hall privileges is required. Students must complete necessary tasks during hall pass in a reasonable amount of time.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relationships between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

-
- A. Any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); 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.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyber bullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once

and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abuse educational environment for the other students(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractor, and removal from any official position and/or request to resign for Board

members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been

taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

In after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/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, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school

staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the

classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A school 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 this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the relate complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The superintendent or designee shall provide implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violation prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

R.C. 3313.666, 3313.667

State Board of Education Model Policy (2007)

Neola 2012

LIBRARY

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 administration. Appropriate care of school property is required. Locks are expected to be on the locker at all times, and only school issued locks are permitted. 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 located inside the cafeteria. Valuable items should be taken directly to the main office and reported to school personnel.

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.

NATIONAL HONOR SOCIETY

The National Honor Society, created by the National Association of Secondary School Principals, honors students who excel in four ways: scholarship, leadership, service, and character. The society is governed by national rules. Membership in 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 juniors and seniors who have met the scholastic requirement of a GPA of 3.6 or above and are active in service and/or school related activities. A selection process established by both the national and local organizations determines membership in 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.

PROGRESS BOOK AND REPORT CARDS

Academic progress is reported throughout each trimester 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. Designated Parent-Teacher Conference night appointments may be made through the main office at (330) 523-3220. 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 DETENTION

A three hour Saturday detention session (9-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 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	

SECURITY

In our continued efforts to increase security, we ask visitors to limit unplanned visits during the school day. This includes lunch deliveries, visiting with students during lunch or passing periods, and visiting teachers during class time.

STUDENT ACTIVITIES

The following is a list of clubs and activities available at RHS.

Academic Challenge	National Honor Society
Anime Club	Ohio Math League
Art Club	Pep Club
Band	Ping Pong Club
CARE	Project Love
Chess Club	PTSA Student Board
Choir	RESPECT Ambassadors
Class Council	Revere Players
Dance Team	Reverie (yearbook)
Flag Squad	Science Olympiad
International Club	Ski Club
JETS Team	Speech and Debate
Junior Statesmen	Student Council
Key Club	Teen Institute
Lantern (newspaper)	Vocational Clubs
Mock Trial	Volunteers
National Art Honor Society	Write On

STUDENT ASSESSMENT

Once a student has taken an assessment in a particular class, parents are encouraged to set up a conference with the instructor to discuss the results. This means of communication will help foster a positive relationship between school, student and home as well as being used as a learning tool to promote the student's academic success.

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 if it is lost. Replacement cost to the student will be \$5.00 per badge.

SUMMER SCHOOL/CORRESPONDENCE/NIGHT SCHOOL COURSES

All summer school, correspondence, and night school courses must be approved by the administration/guidance department. Pass/fail grades will be assigned for all courses except for those that are retakes due to failure.

TARDIES

Students who arrive to school after 7:34 AM are considered tardy. Upon arrival, students must immediately report to the Attendance Office. 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 the trimester.

TELEPHONES

Office telephones may be used in the cases of emergency with the permission of school personnel. Using the phone is not an excuse to be absent from or tardy to class.

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 Guidance Office. Official transcripts required for college admissions and/or scholarships will be mailed directly to the appropriate institution. Students need to complete the required ten (10) school days are required to process these requests.

RHS Alumni may obtain transcript request forms online by visiting the Revere Local Schools website, choosing Revere High School, and then Guidance Office.

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 busses 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 busses: 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.

VACATIONS

We recognize that circumstances may arise that could necessitate a student accompanying his/her parents on a vacation. Students are responsible for the completion of the Pre-Arranged Absence form from the Attendance Office prior to the vacation and obtaining the signature of the building administrator. These days are considered and counted as part of the 6 class limit per course each trimester. 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).

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, including alumni, must report to the office immediately and secure a pass. Students from other schools are not permitted to visit unless they plan to enroll at RHS. These student visitors must present a pass and be escorted by a Revere High School student throughout the day. Arrangement must be made with the guidance office or administration prior to the day of the planned visit. Prior arrangements reduce disruptions and increase security.

VOLUNTEER HOURS FOR CREDIT

Revere High School students are encouraged to give 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

WORK PERMITS

Any student under the age of 18 years of age and employed regular hours may obtain a work permit through the Attendance Office.

WITHDRAWALS, TRANSFERS AND CHANGE OF ADDRESS

A student should notify the Guidance Office in advance of transferring or withdrawing from school. The student must obtain a withdrawal form from the Guidance Office. All teachers must sign this form after textbooks are returned and all financial obligations are 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 addresses, telephone numbers or emergency information should report these changes to both the Guidance Office and to the Attendance Office.

**REVERE LOCAL SCHOOL DISTRICT
CODE OF CONDUCT FOR
EXTRA-CURRICULAR ACTIVITIES**

1. Participation in Extra-Curricular Activities is a Privilege

Participation in extra-curricular activities is a privilege, which can provide many benefits to a student. Those students who choose to participate in extra-curricular activities are expected to conduct themselves as young men and women and should understand that they are expected to follow certain rules and regulations if they participate in such activities. This Extra-Curricular Code of Conduct applies to students who participate in any extra-curricular activity, which is not required as a part of the regular school curriculum.

This Code of Conduct is in effect during the school day, at school sponsored or school-related activities, regardless of whether on or off school property, and any time the student is out of school, including breaks and vacations. Therefore, a student may be prohibited from participating in extra-curricular activities for misconduct, regardless of where or when such misconduct occurs.

2. Implementation and Duration of Policy

This Code of Conduct for Extra-Curricular Activities is a guideline to Board Policy 5610.05, Prohibition from Extra-Curricular Activities. A student subject to discipline under this Extra-Curricular Code of Conduct may also be subject to discipline in accordance with the Code of Student Behavior. Any student disciplined in accordance with the Code of Conduct for Extra-Curricular Activities is not entitled to notice, a hearing, or an appeal before the Board of Education, an administrative agency, or a court of law.

On the first meeting date of the extra-curricular activity, the coach or activity advisor shall review the Code of Conduct for Extra-Curricular Activities and Code of Conduct Application with the students. Each student shall receive a copy of both documents to review with his/her parents. The student and his/her parent/s are required to sign and return the Code of Conduct Application to the coach or activity advisor on the next meeting date scheduled for that activity. Any student joining an activity after its first meeting date will be presented the Code of Conduct for Extra-Curricular Activities and Code of Conduct Application when he/she joins the activity. The student shall return the signed Code of Conduct Application on his/her second meeting after joining the activity.

The signature represents that the parent and the student have received a copy of the Code of Conduct for Extra-Curricular Activities, and have had the opportunity to review it. A student and parent shall sign a Code of Conduct Application for each extra-curricular activity in which the student participates. A student shall be subject to the Code of Conduct for Extra-Curricular Activities regardless of whether a signed Code of Conduct Application is returned.

Violations shall be cumulative during a student's career at Revere High School. In situations where a student is concurrently a member of more than one co-curricular activity, participation in all activities shall be impacted accordingly.

This Extra-Curricular Code of Conduct is a guideline for the coach, advisor, athletic department and administration; a student's misconduct will be reviewed on a case-by-case-basis. The Board of Education, the Administration, the Athletic Department, the Coach and/or the Activity Advisor reserves the right to amend and/or deviate from these guidelines, as they deem necessary and reasonable.

3. **General Conduct Violations**

a. **Types of General Conduct Violations**

The advisor or coach in charge of any elective activity or an administrator may limit or deny a student's participation in all extra-curricular activities as a result of the student's misconduct which is reasonably determined by the advisor, coach, or administrator to be disruptive of the activity, good order and discipline of the school, or the authority of the school personnel in charge.

Examples of the types of misconduct, which may result in such disciplinary action includes, but are not limited to, the following:

- 1) Failure to follow the rules and regulations of the Revere High School Student/Parent Handbook;
- 2) Failure to follow any team/group rules established by the advisor/coach;
- 3) Failure to follow any training regulations, safety requirements, or other directions set forth by the advisor/coach;
- 4) Any form of insubordination toward an advisor/coach; and/or
- 5) Engaging in any conduct, which materially and substantially interferes with the educational process of the elective activity, including the use of obscene or profane language or gestures.

b. **Penalty Assessment for General Conduct Violations**

A student may be removed from participation in the specific activity for a period to be determined by the advisor, coach, or administrator. Other actions may be taken as deemed appropriate by the administration or the person responsible for the activity.

4. **Major Conduct Violations**

a. **Types of Major Conduct Violations**

The advisor or coach in charge of any elective activity, or an administrator may limit or deny a student's participation in all extra-curricular activities as a result of a student's major misconduct.

Examples of the types of major misconduct, which may result in such disciplinary action includes, but are not limited to, the following:

- 1) Possession, handling, transmitting, concealing, using, consuming, selling, conspiring to sell, purchasing, or under the influence of illegal drugs, counterfeit controlled substances, look-alike substances, drug paraphernalia, inhalants, tobacco, near-beer, and/or alcohol.
- 2) ~~The unauthorized use and/or distribution of over-the-counter medication or prescription medication.~~
- 3) A charge, conviction and/or adjudication of a criminal activity in a court of law (other than a minor traffic violation).
- 4) Theft and/or destruction of personal or school property.
- 5) Possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-alike weapon.

b. Penalty Assessment for Major Conduct Violations

- 1) First Offense: Removal from Extra-Curricular Activities.
 - a) A meeting with the coach, advisor, administrator, student, and parent/s or guardian regarding the misconduct; AND
 - b) The student shall be suspended from participating in 20% of the scheduled activities in which the student participates. If 20% of the activity does not remain, the penalty will be carried over into the next activity in which the student participates; AND
 - c) Suspension from all extra-curricular activities will continue for one year, from the date of the meeting, unless the student:
 - (1) Cooperates with an agency or individual approved by the Administration that addresses the student's misconduct (i.e., chemical use for the purpose of assessment or assistance with criminal prevention); or

- (2) Enrolls in and participates in a school-run program designed to assist students who are at-risk or involved with drugs and/or alcohol.
- 2) Second Offense: Removal of Extra-Curricular Activities for One Year.

 - a) A meeting with the coach, advisor, administrator, student, and parent/s or guardian regarding the misconduct; AND
 - b) The student will be removed from extra-curricular activities for one year, from the date of the meeting; AND

 - c) Suspension from all extra-curricular activities will continue indefinitely, unless the student:
 - (1) Cooperates with an agency or individual approved by the Administration that addresses the student's misconduct (i.e., chemical use for the purpose of assessment or assistance with criminal prevention); or
 - (2) Enrolls in and participates in a school-run program designed to assist students who are at-risk or involved with drugs and/or alcohol.
 - d) A student may re-enter the extra-curricular activities if the following criteria are voluntarily accepted and successfully completed:
 - (1) Removal from the activities the student is participating in for the duration of that activity (minimum participation loss of 40% of the activity time). If that full 40% is not possible for that particular activity, the total and/or remaining percentage will carry over to the student's next activity in which he/she participates; and
 - (2) Attend appropriate meetings intended to assist in rehabilitation and/or educate the student as to what the consequences may be if this type of behavior continues.
- 3) Third Offense: Removal from Extra-Curricular Activities for Entire High School Career

- a) A meeting with the coach, advisor, administrator, student, and parent/s or guardian regarding the misconduct; AND
 - b) Removal from extra-curricular participation, from the date of the meeting, for the duration of the student's high school career.
-
- c) The student may, after one year, from the date of the meeting, request the Board of Education, or its designee, reconsider the third offense penalty.

During the meeting, the Coach, Activity Advisor, Athletic Department, Administration, and/or Board of Education may consider alternatives to said removal, if applicable.

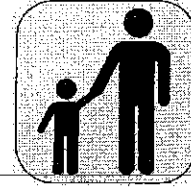
- c. Any and all costs associated with agencies, rehabilitation, counseling, intervention and/or educational services discussed in the penalty assessment shall be the responsibility of the student and his/her parent.

Nothing in this Extra-Curricular Code of Conduct shall prevent a coach, activity advisor or administrator from removing a student on an emergency basis, for a specific period of time, if the student's conduct threatens the health and safety of any individual, or disrupts the good order and discipline of the environment of the extra-curricular activity.

2016-2017
REVERE HIGH SCHOOL CALENDAR

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



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.

New Document

RETURN BY JULY 31, 2016

BOARD OF EDUCATION/GOVERNING BOARD RESOLUTION
Authorizing 2016-2017 membership in the Ohio High School Athletic Association



WHEREAS, _____ of _____
 _____ (SCHOOL DISTRICT NAME, Including City, Community, Local, Exempted Village, Parochial, Private)
 _____ (Street Address/P.O.Box/City/Zip Code) _____ (County) _____ County, Ohio

has satisfied all the requirements for membership in the Ohio High School Athletic Association, a voluntary unincorporated association not-for-profit; and

WHEREAS, the Board of Education/Governing Board ("Board") and its Administration desire for the schools with one or more grades at the 7-12 grade level under their jurisdiction to be voluntary members of the OHSAA;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION /GOVERNING BOARD that all schools listed on the reverse side of this card do hereby voluntarily renew membership in the OHSAA and that in doing so, the Constitution and Bylaws of the OHSAA are hereby adopted by this Board as and for its own minimum student-athlete eligibility requirements. Notwithstanding the foregoing, the Board does reserve the right to raise the student-athlete eligibility standards as the Board deems appropriate for the schools and students under its jurisdiction; and

BE IT FURTHER RESOLVED that the schools under this Board's jurisdiction agree to conduct their athletic programs in accordance with the Constitution, Bylaws, Regulations, interpretations and decisions of the OHSAA and to cooperate fully and timely with the Commissioner's Office of the OHSAA in all matters related to the interscholastic athletic programs of the schools. Furthermore, the schools under this Board's jurisdiction shall be the primary enforcers of the OHSAA Constitution, Bylaws and Sports Regulations and the interpretations and rulings rendered by the Commissioner's Office. The administrative heads of these schools understand that failure to discharge the duty of primary enforcement may result in fines, removal from tournaments, suspension from membership and/or other such penalties as prescribed in Bylaw 11.

Date of Resolution _____

 President of the Board of Education/Governing Board

LIST HIGH SCHOOLS AND GRADE 7-8 SCHOOLS ON REVERSE SIDE

 Superintendent