

AGENDA



Revere Local School District
Revere Board Meetings
Regular February Meeting
Tuesday, February 20, 2024, 5:30 pm - 8:30 pm
Revere High School Media Center

I. CALL TO ORDER

II. ROLL CALL

Kasha Brackett
Hayden Hajdu
Keith Malick
Natalie Rainey
Courtney Stein

III. PLEDGE OF ALLEGIANCE

IV. PRESENTATIONS/RECOGNITIONS

Community Recognition:

Recognizing the work of **Torina White** through her efforts with *The Heart of Revere*, presented by **Bonnie Simonelli**

Student Recognition:

Richfield Elementary - Presented by: **Mr. Petsche, Mrs. Rinehart and Ms. Kahoe**

The following students are being recognized:

Desmond Slusarz is being recognized for his leadership in class and the building.

Layla Venditti is being recognized for being helpful and a great friend!

Bath Elementary - Presented by: **Mr. Fry and Mr. Wilson**

The following **student** is being recognized for teaching sign language to students:

Gwenn Kelly

The following **staff** is being recognized for teaching sign language to students:

Rachel Vitez

Revere Middle School - Presented by: **Mrs. Abbott**

The following students are being recognized for their work on the Legacy Project:

Henry Frederick
Myles Kelly
Jack Sturm

Revere High School - Presented by: **Mr. Peltz & Mr. Silvidi**

The following students are being recognized for their work with the Student Newspaper - Lantern:

Kayla Kucharski
Parisa Nosrati
Zak Streidl

District Presentations:

District Technology Plan Update - Presented by: **Mr. Schinker**

V. **PUBLIC SPEAKS TO AGENDA ITEMS**

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

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

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

The Treasurer recommends approval of the minutes from the Organizational Meeting & Work Session held **January 9, 2024**, the Regular Meeting held **January 16, 2024** and the Special Meeting held on **January 29, 2024**.

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

The Treasurer recommends approval of the Financial Report for the month of **January**.

c. Resolution for Demolition / RE: 3395 Everett Road, **Attachment T-3**

The Treasurer recommends that the Board of Education approve the Resolution as detailed.

d. Asset Deletions, **Attachment T-4**

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

e. 2025 Tax Rate Resolution, **Attachment T-5**

It is recommended that the Board of Education approve the resolution as detailed.

f. Purchase Orders, **Attachment T-6**

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

g. Donations, **Attachment T-7**

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

h. **BOARD MEMBERS' REPORTS**

Finance and Audit Committee
Facilities and Grounds Committee
Legislative Report
Policy Committee
Athletic Hall of Fame Committee
Cuyahoga Valley Career Center Liaison

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

1. Certificated/Licensed Personnel

a. Supplemental Resignation(s) 2023/2024 School Year - Certificated

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

Jennifer Seegert / RHS Art Club Advisor

b. Co-Curricular Non-Athletic Supplemental Contracts - 2023/2024 - Certificated

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

RHS Art Club Advisor

Sarah Zustin

RHS Revere Players Choreographer

Kelsey Johnson

RHS Revere Players Vocal Director

Michael Wiley

c. Athletic Supplemental Contracts (Spring): 2023/2024 School Year - Certificated

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

Boys' Track

Mike Murphey - RHS Assistant Coach

Jed McKnight - RMS Coach

Joe Williams - RMS Coach

Girls' Track

Kevin Somerville - RHS Head Coach

Colleen Fry - RHS Assistant Coach

Wade Vantrease - RHS Assistant Coach

Lauren Duncan - RMS Coach

Shana McKnight - RMS Coach

d. Salary Increase - Additional Education

It is recommended that the Board of Education approve a salary increase for the following based upon additional education, increase prorated to the second half of the current school year:

Rachel Alaimo / MA+15

Rachel Winski / MA+15

Katie Petridis / BA+15

Meghan Lovaty / MA+30

e. Leave of Absence (LOA)

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

Amanda Ralston - Effective on or about 4/26/24, with a return to work on or about 6-8 weeks from first day of leave.

2. Classified Personnel

a. Athletic Supplemental Contracts (Spring): 2023/2024 School Year - Classified

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

Boys' Lacrosse

Evan Pinney - Head Coach (34%)

William David Pinney (Liam) - Assistant Coach (33%)

Emery Li - Assistant Coach (33%)

Boys' Track

Billy D'Amico - RHS Head Coach

Mike McCall - RHS Assistant Coach (50%)

Ralph Davis - RHS Assistant Coach (50%)

Track - Combined

Molly Fischer - RHS Assistant Coach

Girls' Track

Jerry Somerville - Volunteer Coach

b. Resignation for Retirement

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

Sam Diruzza / District Technology Specialist / Effective: 6/30/24

c. Resignation(s) - Classified

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

Ryan Harmon / Custodian (2nd shift) / RMS / Effective: 1/22/24

d. New Hire(s) - Classified

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

Katherine Konkell / Step 0 / Contract Bus Driver / Effective: 1/22/2024;

Katherine Konkell / Step 0 / Part-time Food Service Worker / RHS / Effective: 1/31/24

Kevin Hill / Step 0 / Contract Bus Driver / Effective: 1/29/2024

Josh Merrell / Step 3 / 3rd Shift Custodian / RHS / Effective: 2/5/2024

Takiya Marshall / Step 0 / 5 Hour Educational Aide / BES / Effective: 2/20/24 / (R.Cross vacancy)

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

It is recommended that the Board of Education accept the transfer request of **Erika Garcia** from being a 2nd Shift Custodian at RES to being a 2nd Shift Custodian at RMS (filling the vacant Harmon position), effective 2/12/24.

f. Substitute(s) - Classified

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

Travis Baird / Substitute Custodian / Effective on or after: 2/5/24

Phoebe Vajen / Substitute Custodian / Effective on or after: 2/20/24

3. Student Services

a. Additional Hours, Revere High School Prom

It is recommended that the Board of Education approve the following educational aide for up to 4 hours to support a student with special needs after school hours during the Revere High School Prom on April 27, 2024. Employee to be compensated at their hourly rate:

Angie Hendrickson

- b. LearnWell Agreement / RHS Student

It is recommended that the Board of Education approve the agreement to support a Revere High School student as detailed in **Attachments S-1**

- c. LearnWell Agreement / RMS Student

It is recommended that the Board of Education approve the agreement to support a Revere Middle School student as detailed in **Attachments S-2**

4. Other Business

- a. New Course /Curriculum Adoption / Sports & Entertainment Marketing / **Second and Final Reading**

It is recommended that the the Board of Education approve the recommended new course(s) and curriculum listed below as a **second and final reading**:

Course Title: Sports & Entertainment Marketing (currently named Marketing)

This class will focus on one of the fastest growing industries in the business world. Sports & Entertainment Marketing focuses on the different business techniques used in the sports and entertainment industry, major cultural topics in amateur and professional athletics, and successful leadership qualities that promote team building. The class will be predominantly project based. Class structure will include presentations, debates/discussion assignments, and writing assignments. This class is useful for students who have an interest in business, the sports industry, and leadership development.

RHS / Grades 10-12 / One Semester

Proposed Curriculum:

Cengage

Sports & Entertainment Marketing 4th Edition

ISBN: 9780357705056;

- b. OHSAA Membership for the 2024-2025 School Year

It is recommended that the Board of Education approve the annual membership to the Ohio High School Athletic Association as detailed in **Attachment OB-1**

- c. The University of Akron College Credit Plus (CCP) MOU - 2024/2025 School Year

It is recommended that the Board of Education approve the Memorandum of Understanding with The University of Akron as detailed in **Attachment OB-2**

- d. REA Tuition Free Enrollment / MOU - 2024/2025 School Year

It is recommended that the Board of Education approve the Memorandum of Understanding from the Revere Education Association (REA) as detailed in **Attachment OB-3**

- e. Student Handbooks for 2024-2025 School Year / **First Reading**

The Board of Education will review the 2024-2025 Student Handbooks as detailed in **Attachment OB-4** as a first reading with the intention of approving the recommendations with a second and final reading during the March 2024 Regular Meeting.

- f. OAPSE Contract Rollover / MOU

It is recommended that the Board of Education approve the Memorandum of Understanding from the Ohio Association of Public Employees (OAPSE) as detailed in **Attachment OB-5**

IX. INFORMATIONAL ITEMS

The March Board Work Session will be held **March 12, 2024**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Regular March Meeting will be held **March 19, 2024** beginning at 5:30 PM in the High School Media Center.

X. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

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

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

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

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

XI. EXECUTIVE SESSION

Conference with the Board's attorney;

The employment of a public employee

XII. ADJOURNMENT

NEW DOCUMENT

MINUTES**Attachment T-1**

Revere Local School District
Revere Board Meetings
Organizational Meeting and January Work Session
Tuesday, January 9, 2024, 5:30 pm - 8:30 pm
Revere Administration Building

I. CALL TO ORDER - President Pro Tempore, Keith Malick

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

II. OATH OF OFFICE

Kasha Brackett
 Natalie Rainey
 Courtney Stein

III. ROLL CALL

Kasha Brackett
 Hayden Hajdu
 Keith Malick
 Natalie Rainey
 Courtney Stein

IV. PLEDGE OF ALLEGIANCE**V. ELECTION OF PRESIDENT FOR CALENDAR YEAR 2024 (O.R.C. 3313.14)****Res. 24-103877**

Mrs. Stein nominated Mr. Malick as President. Moved by Mrs. Stein, seconded by Mr. Hajdu to close nominations and cast a unanimous ballot for Mr. Malick as no other nominations were made.

Move: Courtney Stein Second: Hayden Hajdu Status: Passed

VI. ELECTION OF VICE-PRESIDENT FOR CALENDAR YEAR 2024 (O.R.C. 3313.14)**Res. 24-103878**

Mr. Malick nominated Mrs. Stein as Vice President. Moved by Mr. Malick, seconded by Mrs. Brackett to close nominations and cast a unanimous ballot for Mrs. Stein as no other nominations were made.

Move: Keith Malick Second: Kasha Brackett Status: Passed

VII. OATH OF OFFICE PRESIDENT AND VICE-PRESIDENT**VIII. REGULAR MEETINGS FOR 2024, Attachment 1****Res. 24-103879**

It is recommended that the Board of Education set the time, place, and dates for its regular 2024 meetings (O.R.C. 3313.15) as detailed.

Move: Courtney Stein Second: Karen Arbogast Status: Passed

IX. BYLAWS AND POLICIES**Res. 24-103880**

It is recommended that the Board of Education adopt the existing/revised policies for its own operation and the operation of the school district in accordance with §3313.20 O.R.C. Details may be found in the official district Policies listed online and available at the Board Office.

Move: Kasha Brackett Second: Courtney Stein Status: Passed

X. ESTABLISH SERVICE FUND

Res. 24-103881

It is recommended at the Board of Education certify the official enrollment of the District at 2,891 students as of October 2023 and establish a Service Fund of \$7,500 for the purpose of defraying Board member expenses actually incurred in the performance of their duties, in accordance with §3313.15 O.R.C.

Move: Courtney Stein Second: Natalie Rainey Status: Passed

XI. OSBA LIAISON(S)

Res. 24-103882

It is recommended that the Board of Education appoint members as the Revere Local School District Board of Education's Liaison(s) to the Ohio School Boards Association Capital Conference for the 2024 calendar year as required by the OSBA.

Kasha Brackett

Move: Hayden Hajdu Second: Courtney Stein Status: Passed

XII. BOARD OF EDUCATION COMMITTEES

The president shall appoint members of the Board to serve on committees. Committees of Board members shall, when specifically charged to do so by the Board, conduct studies, make recommendations to the Board, and act in an advisory capacity, but shall not take action on behalf of the Board.

Finance and Audit: **Keith Malick & Kasha Brackett**

Facilities and Grounds: **Courtney Stein & Hayden Hajdu**

Legislative: **Natalie Rainey**

Policy: **Natalie Rainey & Courtney Stein**

Athletic Hall of Fame: **Hayden Hajdu**

XIII. STANDING AUTHORIZATIONS, Attachment 2

Res. 24-103883

It is recommended that the Board of Education adopt the following standing authorizations for the 2024 calendar year:

A. Authorize the Treasurer to request advances on the collection of various taxes accruing to the Revere Local School District in Accordance with O.R.C. 321.234 as detailed in **Attachment 2**;

B. Authorize the Treasurer to invest available funds at the most productive interest rates, in keeping with the Board's investment policy;

C. Authorize the Treasurer to pay invoices when due (especially when discounts apply) within the parameters of the Appropriations Measure as adopted;

D. Authorize the Superintendent to employ personnel and accept resignations as needed during the calendar year 2024. Such employments and resignations will be reviewed by the Board of Education at its next scheduled meeting and when ratified will be deemed effective as the date and time of Superintendent's acceptance;

E. Authorize the Superintendent or Treasurer to utilize the following law firms as needed:

Roetzel and Andress
222 S. Main Street
Akron, Ohio 44308-2098

Squire, Patton and Boggs LLP
4900 Key Tower
127 Public Square
Cleveland, Ohio 44114

Pepple and Waggoner
Crown Center
5005 Rockside Road #260
Independence, Ohio 44131

Fisher and Phillips
200 Public Square, Suite 4000
Cleveland, Ohio 44114

Weston Hurd LLP
1300 E. 9th Street, Suite 1400
Cleveland, Ohio 44114

Move: Kasha Brackett Second: Natalie Rainey Status: Passed

XIV. FY25 BUDGET, Attachment 3

Res. 24-103884

The Treasurer recommends that the Board of Education approve the FY25 Budget as detailed.

Move: Keith Malick Second: Kasha Brackett Status: Passed

XV. CONVENE TO WORK SESSION

XVI. PRESENTATIONS

None at this time.

XVII. BOARD OF EDUCATION'S AGENDA

a. OSBA Annual Membership Dues, Attachment 4

Res. 24-103885

It is recommended that the Board of Education renew their Ohio School Boards Association membership, as detailed.

Move: Courtney Stein Second: Kasha Brackett Status: Passed

b. Legal Assistance Fund OSBA, Attachment 5

Res. 24-103886

It is recommended that the Board of Education renew their membership in the Ohio School Boards Association Legal Assistance Fund as detailed.

Move: Hayden Hajdu Second: Courtney Stein Status: Passed

XVIII. TREASURER'S AGENDA

No items at this time.

XIX. SUPERINTENDENT'S AGENDA

- a. Memorandum of Understanding (MOU) / Intervention Instructional Assistants

Res. 24-103887

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

Move: Kasha Brackett Second: Keith Malick Status: Passed

- b. REVIEW of the agenda for the Regular January Meeting that will be held on January 16, 2024.

XX. EXECUTIVE SESSION

Res. 24-103888

Moved into Executive Session at 6:01 PM to discuss the following:

The employment and compensation of an employee

Move: Hayden Hajdu Second: Courtney Stein Status: Passed

- XXI. The President called the Board of Education out of Executive Session at 8:40 PM

XXII. ADJOURNMENT

Res. 24-103889

Moved by Mr. Malick, seconded by Mr. Hajdu to adjourn the meeting at 8:40 PM

MINUTES

**Revere Local School District
Revere Board Meetings
Regular January Meeting
Tuesday, January 16, 2024, 5:30 pm - 8:30 pm
Revere High School Media Center**

**I. CALL TO ORDER**

Mr. Malick called the meeting to order at 5:33 PM

II. ROLL CALL

Kasha Brackett
Hayden Hajdu-Absent
Keith Malick
Natalie Rainey
Courtney Stein

III. PLEDGE OF ALLEGIANCE**IV. PRESENTATIONS/RECOGNITIONS****Student Recognitions****Richfield Elementary - Presented by: Mrs. Bohush**

The following student is being recognized for being Revere Ready:
Kennedy Traffis

Bath Elementary - Presented by: Mr. Fry and Mr. Wilson

The following student is being recognized for being a Model Citizen:
Teddy Boelter

Revere Middle School - Presented by: Ms. Alessandro

The following student is being recognized for RMS Science Club:
**Katie Nowakowski
Jesse Nowakowski
Serena Guo
Anabelle Guo
Leah Valentine**

Revere High School - Presented by:

The following student is being recognized for being a United States representative at the Junior World Chess Championship:
Anant Adury

Presentations:**RHS Renaming of Courses, Presented by: Dr. Peltz**

-Rename Math to Statistics
-Rename Anatomy to Honors Anatomy
-Rename Marketing to Sports and Entertainment Marketing (**Mr. Dallas will join Dr. Peltz in presenting**)

RMS New Course Proposal, Presented by: Mr. Conley

Growing Leaders for grades 6 for 2024-2025; Grades 6 and 7 thereafter for one quarter

V. PUBLIC SPEAKS TO AGENDA ITEMS**VI. BOARD OF EDUCATION'S AGENDA**

- a. Resignation of Superintendent, Michael Tefs, Ed.D.

Res. 24-103890

It is recommended that the Board of Education approve the resignation of **Dr. Tefs** as Superintendent effective July 31, 2024.

Move: Courtney Stein Second: Keith Malick Status: Passed

b. Agreement Related to Pending Litigation

Res. 24-103891

Be it resolved upon the recommendation of the Superintendent that the Board of Education authorizes the Superintendent and Treasurer to enter into an agreement to resolve pending litigation, the terms of which have been reduced to writing and provided to the Board.

Move: Kasha Brackett Second: Natalie Rainey Status: Passed

VII. **TREASURER'S AGENDA - Mr. Rick Berdine****Res. 24-103892 Consensus items a-d**a. Approval of the Minutes, **Attachment T-1**

The Treasurer recommends approval of the minutes from the Work Session held **December 5, 2023** and the Regular Meeting held **December 12, 2023**.

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

The Treasurer recommends approval of the Financial Report for the month of **December**.

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

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

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

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

Res. 24-103892 Consensus items a-d

Move: Keith Malick Second: Natalie Rainey Status: Passed

e. **BOARD MEMBERS' REPORTS**

Finance and Audit Committee
Facilities and Grounds Committee
Legislative Report
Policy Committee
Athletic Hall of Fame Committee
Cuyahoga Valley Career Center Liaison

VIII. **SUPERINTENDENT'S AGENDA - Michael L. Tefs, Ed.D.**1. **Certificated/Licensed Personnel****Res. 24-103893 Consensus items 1.a-d, 2. a-e**a. **Athletic Supplemental Contracts (Spring): 2023/2024 School Year - Certificated**

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

Baseball

Jason Cottrell, Head Coach
Steve Wido, Varsity Assistant Coach
Eric Browne, Junior Varsity Coach

Softball**Allie Krakowiak (Scali), Head Coach****Boys' Tennis****Dave Heideman, Head Coach****Kathy Shisler, Junior Varsity Coach****b. Salary Increase - Additional Education**

It is recommended that the Board of Education approve a salary increase for the following based upon additional education, increase prorated to the second half of the current school year:

Rebecca Tacchite / BA+15**Tracy Spaeth / BA+15****c. Leave of Absence (LOA)**

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

Callah Cooke - Effective on or about April 2, 2024 through the end of the 2023-2024 school year.**d. Long Term Substitute(s) (LTS)**

It is recommended that the Board of Education approve the following LTS due to long term staff absences for the 2023-2024 school year. *All new hires/substitutes are contingent upon an approved background check, verification of transcripts/years of experience and confirmation of appropriate licensure/permit, if required:*

Julie Sucato / RES / First Grade Teacher /Effective: 1/4/24 through the end of the 2023/24 school year (Edwards vacancy)**Sara Mourton / RMS / Art Teacher / Effective: on or about 4/2/24 through the end of the 2023/24 school year (Cooke LOA)****2. Classified Personnel****a. Athletic Supplemental Contracts (Spring): 2023/2024 School Year - Classified**

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

Baseball**Dan Carlquist, Grade 9 Coach****Tyler Jones, Volunteer Assistant Coach****Kevin Molinelli, Volunteer Assistant Coach****Adam Dennison, Volunteer Assistant Coach****Neal Edwards, Volunteer Assistant Coach****Girls' Lacrosse****Sean Kobunski, Head Coach****Anthony DiPio, Assistant Coach****Bruce MacDonald, Assistant Coach****Softball****Andrea Scali, Varsity Assistant Coach****Amy Gilmore, Junior Varsity Assistant Coach****Lauren Peak, Volunteer Assistant Coach****b. Resignation(s)**

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

Kyle Vajen / Contract Bus Driver and Food Service Worker / Effective: 1/1/24***Rochelle Cross / 5 Hour Educational Aide / BES / Effective: 11/27/23 *Revised effective date from 12/15/23 previously approved on the 12/12/23 BOE Agenda**

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

It is recommended that the Board of Education accept the transfer request of **Alisha Healey** from being a third (3rd) shift custodian at RHS to being a second (2nd) shift custodian (Cates vacancy) at RHS, Effective: 1/2/24

d. New Hire(s) - Classified

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

Ed Bartunek / Step 4 / Preschool Bus Aide / 2 hour / Transportation / Effective: 1/3/24

Tracey Tustin / Step 0 / Special Education/Intensive Needs Educational Aide / RHS / 7 hour / Effective: 1/3/24 (Henretty vacancy)

e. Game Worker(s) - Classified

It is recommended that the Board of Education approve the following with compensation for the 23-24 school year:

Lisa Rahas

Res. 24-103893 Consensus items 1.a-d, 2. a-e

Move: Keith Malick Second: Courtney Stein Status: Passed

3. Student Services

No Action

4. Other Business

a. KSU College Credit Plus (CCP) MOU - 2024/2025 School Year

Res. 24-103894

It is recommended that the Board of Education approve the Memorandum of Understanding with Kent State University as detailed in **Attachment OB-1**

Move: Courtney Stein Second: Keith Malick Status: Passed

b. New Course /Curriculum Adoption / Sports & Entertainment Marketing / **First Reading**

The Board of Education will review the recommended new course and curriculum listed below as a first reading with the intention of approving the recommendations with a second and final reading during the February 2024 Regular Meeting:

Course Title: Sports & Entertainment Marketing (currently named Marketing)

This class will focus on one of the fastest growing industries in the business world. Sports & Entertainment Marketing focuses on the different business techniques used in the sports and entertainment industry, major cultural topics in amateur and professional athletics, and successful leadership qualities that promote team building. The class will be predominantly project based. Class structure will include presentations, debates/discussion assignments, and writing assignments. This class is useful for students who have an interest in business, the sports industry, and leadership development.

RHS / Grades 10-12 / One Semester

Proposed Curriculum:

Cengage

Sports & Entertainment Marketing 4th Edition

ISBN: 9780357705056;

c. New Course /Curriculum Adoption / Growing Leaders / **First Reading**

The Board of Education will review the recommended new course and curriculum listed below as a first reading with the intention of approving the recommendations with a second and final reading

during the February 2024 Regular Meeting:

Course Title: Growing Leaders

In a time of great change for our preteens, it is imperative that we support their development with strong examples and concrete lessons that exemplify positive personal growth as well as demonstrating empathy toward others. This Leadership and Character Education program instills grit and resilience in students, focuses on key aspects in the leadership development journey, building supportive engagement with peers, as well as the building of a leadership culture in the middle school with our young people.

**Revere Middle School
Grade 6 for 24-25; Grades 6 & 7 thereafter
One Quarter**

Proposed Curriculum:
Habitudes® for Leadership and Character Education

- d. Resolution for Paper Testing in Third Grade for the 2024-2025 School Year

Res. 24-103895

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

Move: Keith Malick Second: Courtney Stein Status: Passed

IX. INFORMATIONAL ITEMS

The February Board Work Session will be held **February 13, 2024**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Regular February Meeting will be held **February 20, 2024** beginning at 5:30 PM in the High School Media Center.

X. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

XI. EXECUTIVE SESSION

Res. 24-103896

Moved into Executive Session at 6:27 PM to discuss the following item:

Conference with the Board's attorney

Move: Kasha Brackett Second: Courtney Stein Status: Passed

- XII. The President called the Board of Education out of Executive Session at 8:47 PM

XIII. ADJOURNMENT

Res. 24-103897

Moved by Mr. Malick, seconded by Mrs. Rainey to adjourn the meeting at 8:58 PM

MINUTES

**Revere Local School District
Revere Board Meetings
Special Meeting of the Board of Education
Monday, January 29, 2024, 4:00 pm - 8:00 pm
Revere Administration Building**



I. CALL TO ORDER

Mr. Malick called the meeting to order at 4:05 PM

II. ROLL CALL

Kasha Brackett
Hayden Hajdu
Keith Malick
Natalie Rainey
Courtney Stein

III. EXECUTIVE SESSION

Res. 24-103898

Moved into Executive Session at 4:06 PM to discuss the following item:

Personnel: To discuss the employment of a public employee.

Move: Keith Malick Second: Courtney Stein Status: Passed

IV. The President called the Board of Education out of Executive Session at 9:58 PM

V. Contract for Service

Res. 24-103899

Motion to retain Summit ESC School Leadership Connection for Superintendent search services at a cost of \$8,000.00

Move: Kasha Brackett Second: Hayden Hajdu Status: Passed

VI. ADJOURNMENT

Res. 24-103900

Moved by Mrs. Brackett, seconded by Mr. Hajdu to adjourn the meeting at 10:03 PM

NEW DOCUMENT

JANUARY 31, 2024

Financial Report



Revere Local School District

**Richard Berdine
Treasurer**

Revere Local School District

Forecast Comparison - General Operating Fund - January 2024



	Current Month FCST Estimate	Current Month Actuals	Prior FY Month Actuals	Variance- Current Month Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ -	\$ -	\$ -	\$ -	
1.020 - Public Utility Personal Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 318,202	\$ 315,456	\$ 244,435	\$ (2,746)	
1.040 - Restricted Grants-in-Aid	\$ 25,928	\$ 14,837	\$ 12,522	\$ (11,091)	changes in unrestricted and restricted coding of State funding, timing of receipt of State foundation funds compared to prior fiscal years
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 67,719	\$ 94,659	\$ 66,233	\$ 26,940	increase in interest earnings, timing of receipt of student fees
1.070 - Total Revenue	\$ 411,849	\$ 424,951	\$ 323,190	\$ 13,102	
Other Financing Sources:					
2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ 40	\$ 40	\$ 40	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 411,889	\$ 424,991	\$ 323,230	\$ 13,102	
Expenditures:					
3.010 - Personnel Services	\$ 2,027,611	\$ 1,900,353	\$ 1,822,938	\$ 127,258	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 763,465	\$ 769,971	\$ 712,994	\$ (6,506)	
3.030 - Purchased Services	\$ 509,035	\$ 462,367	\$ 515,663	\$ 46,668	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 92,514	\$ 75,217	\$ 69,478	\$ 17,297	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 21,185	\$ 76,534	\$ 2,683	\$ (55,349)	timing of payments compared to prior fiscal years
3.060 - Intergovernmental	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 20,118	\$ 9,934	\$ 18,268	\$ 10,184	timing of payments compared to prior fiscal years
4.500 - Total Expenditures	\$ 3,433,928	\$ 3,294,376	\$ 3,142,022	\$ 139,552	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 3,433,928	\$ 3,294,376	\$ 3,142,022	\$ 139,552	
Surplus/(Deficit) for Month	\$ (3,022,039)	\$ (2,869,385)	\$ (2,818,792)	\$ 152,654	

Revere Local School District

Forecast Comparison - General Operating Fund - January 2024



	Current FYTD FCST Estimate	Current FYTD Actuals	Prior FYTD Actuals	Variance- Current FYTD Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ 14,481,352	\$ 14,481,352	\$ 14,457,700	\$ -	
1.020 - Public Utility Personal Property Tax	\$ 946,235	\$ 946,235	\$ 889,233	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 1,741,721	\$ 1,780,590	\$ 1,248,497	\$ 38,869	changes in unrestricted and restricted coding of State funding, increase in preschool special education funding
1.040 - Restricted Grants-in-Aid	\$ 136,622	\$ 104,729	\$ 87,653	\$ (31,893)	changes in unrestricted and restricted coding of State funding
1.050 - Property Tax Allocation	\$ 1,819,022	\$ 1,819,022	\$ 1,798,011	\$ -	
1.060 - All Other Operating Revenues	\$ 1,764,827	\$ 1,811,474	\$ 1,130,041	\$ 46,647	increase in interest earnings, received refund of State fuel excise tax
1.070 - Total Revenue	\$ 20,889,779	\$ 20,943,402	\$ 19,611,136	\$ 53,623	
Other Financing Sources:					
2.050 - Advances In	\$ 100,000	\$ 100,000	\$ 250,000	\$ -	
2.060 - All Other Financing Sources	\$ 280	\$ 280	\$ 280	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 20,990,059	\$ 21,043,682	\$ 19,861,416	\$ 53,623	
Expenditures:					
3.010 - Personnel Services	\$ 13,945,923	\$ 13,597,766	\$ 12,958,076	\$ 348,157	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 5,381,197	\$ 5,405,841	\$ 5,152,741	\$ (24,644)	timing of STRS payments compared to prior fiscal years
3.030 - Purchased Services	\$ 4,163,273	\$ 4,298,163	\$ 3,689,055	\$ (134,890)	increase in special education costs as number of students with disabilities increases, timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 713,866	\$ 652,846	\$ 628,948	\$ 61,020	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 201,580	\$ 221,086	\$ 94,094	\$ (19,506)	timing of payments compared to prior fiscal years
3.060 - Intergovernmental	\$ 215,051	\$ 215,051	\$ 215,051	\$ -	
4.300 - Other Objects	\$ 307,487	\$ 275,986	\$ 283,278	\$ 31,501	timing of payments compared to prior fiscal years
4.500 - Total Expenditures	\$ 24,928,377	\$ 24,666,739	\$ 23,021,243	\$ 261,638	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ 580,085	\$ 584,662	\$ 1,525,380	\$ (4,577)	
5.020 - Advances Out	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 25,608,462	\$ 25,351,401	\$ 24,646,623	\$ 257,061	
Surplus/(Deficit) FYTD	\$ (4,618,403)	\$ (4,307,719)	\$ (4,785,207)	\$ 310,684	

Revere Local School District



Revenue Analysis Report - General Operating Fund Only - FY24

	Local Revenue				State Revenue			Non-Operating*	Total Revenue
	Taxes		Interest	All Other Operating	Unrestricted Grants-in-Aid	Property Tax Allocation	Restricted Grants-in-Aid		
	Real Estate	Personal Property							
July	9,732,610	-	74,252	14,815	149,831	-	12,534	100,040	10,084,083
August	4,789,154	-	96,280	183,659	256,434	-	10,977	40	5,336,544
September	(40,412)	946,235	76,331	464,534	151,289	-	10,961	40	1,608,977
October		-	101,565	525,452	443,946	1,819,022	25,380	40	2,915,405
November	-	-	72,779	37,197	226,274	-	15,099	40	351,390
December	-	-	39,808	30,143	237,360	-	14,941	40	322,293
January	-	-	56,466	38,193	315,456	-	14,837	40	424,991
February	-	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
Totals	\$14,481,351	\$946,235	\$517,481	\$1,293,993	\$1,780,591	\$1,819,022	\$104,729	\$100,280	\$21,043,681
% of Total	68.82%	4.50%	2.46%	6.15%	8.46%	8.64%	0.50%	0.48%	

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

Revere Local School District



Expenditure Analysis Report - General Operating Fund - FY24

	Salaries	Benefits	Services	Supplies	Equipment	Other-Dues/Fees	Intergov. Debt	Non-Operating*	Total Expenses
July	1,776,819	737,481	667,747	78,792	3,931	14,712	-	675,051	3,954,532
August	1,867,024	792,323	844,884	121,160	22,620	17,223	-	-	3,665,233
September	1,916,105	760,067	503,763	100,102	78,998	193,104	-	-	3,552,138
October	2,006,438	763,536	744,060	137,037	38,037	16,575	-	5,034	3,710,718
November	2,046,259	765,429	652,490	85,604	817	13,838	215,051	-	3,779,489
December	2,084,768	817,034	422,852	54,934	149	10,600	-	4,577	3,394,914
January	1,900,353	769,971	462,367	75,217	76,534	9,934	-	-	3,294,376
February	-	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
TOTALS	\$13,597,767	\$5,405,840	\$4,298,162	\$652,846	\$221,086	\$275,985	\$215,051	\$684,662	\$25,351,400
% of Total	53.64%	21.32%	16.95%	2.58%	0.87%	1.09%	0.85%	2.70%	

**Non-Operating expenses include advances and transfers out.*

Revere Local School District



January 2024

FINSUMM Financial Summary

rb020624

Fund	Fund Name	Beginning Balance 7/1/2023	Monthly Receipts	Fiscal Year To Date Receipts	Monthly Expenditures	Fiscal Year To Date Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
001	General Fund	\$17,015,801.70	\$424,991.25	\$21,043,680.91	\$3,294,376.00	\$25,351,399.93	\$12,708,082.68	\$2,024,474.81	\$10,683,607.87
002	Bond Retirement	\$4,933,703.12	\$79,298.41	\$2,613,359.41	\$0.00	\$3,305,412.89	4,241,649.64	\$1,000.00	4,240,649.64
003	Permanent Improvement	\$1,818,646.35	\$0.00	\$989,573.58	\$21,681.36	\$2,269,414.33	538,805.60	\$155,060.83	383,744.77
006	Food Service	\$1,032,039.59	\$98,107.48	\$749,350.54	\$121,087.59	\$855,238.89	926,151.24	\$205,728.61	720,422.63
007	Special Trust	\$31,981.02	\$0.00	\$12,620.00	\$0.00	(\$1,600.00)	46,201.02	\$1,500.00	44,701.02
008	Endowment	\$19,690.78	\$89.81	\$518.33	\$0.00	\$0.00	20,209.11	\$0.00	20,209.11
009	Uniform School Supplies	\$49,663.12	\$8,977.25	\$105,823.50	\$1,298.66	\$115,199.18	40,287.44	\$9,301.97	30,985.47
018	Public School Support	\$264,117.23	\$12,540.36	\$114,032.07	\$3,356.24	\$163,631.87	214,517.43	\$81,621.26	132,896.17
019	Other Grants	\$39,064.59	\$0.00	\$0.00	\$310.65	\$23,207.11	15,857.48	\$12,211.47	3,646.01
022	District Agency	\$31,509.99	\$0.00	\$7,710.65	\$0.00	\$0.00	39,220.64	\$0.00	39,220.64
024	Employee Benefits Self-Insurance	\$6,167.40	\$4,736.88	\$32,948.37	\$3,300.92	\$32,795.68	6,320.09	\$29,225.99	(22,905.90)
026	Employee Benefits Section 125	\$207.74	\$9,355.93	\$65,401.51	\$6,802.87	\$63,805.16	1,804.09	\$88,928.10	(87,124.01)
200	Student Managed Activity	\$236,200.35	\$7,428.42	\$65,151.63	\$2,563.85	\$34,063.76	267,288.22	\$15,411.62	251,876.60
300	District Managed Student Activities	\$139,989.27	\$13,978.79	\$426,280.36	\$12,553.16	\$362,724.40	203,545.23	\$67,464.09	136,081.14
451	Data Communications	\$0.00	\$0.00	\$3,784.40	\$0.00	\$3,784.40	0.00	\$0.00	0.00
499	Miscellaneous State Grants	\$51,340.81	\$0.00	\$0.00	\$3,107.72	\$39,498.41	11,842.40	\$11,842.40	0.00
507	ESSER - CARES Act	(\$27,287.44)	\$16,002.49	\$154,632.94	\$150,000.00	\$277,345.50	(150,000.00)	\$8,742.44	(158,742.44)
516	IDEA Special Education	(\$27,434.52)	\$59,173.48	\$372,690.34	\$56,371.36	\$382,519.84	(37,264.02)	\$27,500.00	(64,764.02)
572	Title I	(\$9,242.88)	\$8,901.76	\$71,497.01	\$8,901.76	\$66,705.01	(4,450.88)	\$0.00	(4,450.88)
584	Title IV-A	(\$5,750.00)	\$0.00	\$5,750.00	\$2,478.00	\$2,478.00	(2,478.00)	\$0.00	(2,478.00)
587	Early Childhood Special Education	\$0.00	\$990.08	\$3,738.88	\$0.00	\$3,738.88	0.00	\$2,000.00	(2,000.00)
590	Title II-A	\$0.00	\$5,576.00	\$25,092.00	\$5,576.00	\$27,880.00	(2,788.00)	\$0.00	(2,788.00)
599	Miscellaneous Federal Grants	\$236,237.20	\$0.00	\$0.00	\$22,671.43	\$198,346.10	37,891.10	\$37,892.00	(0.90)
	Grand Totals (ALL Funds)	\$25,836,645.42	\$750,148.39	\$26,863,636.43	\$3,716,437.57	\$33,577,589.34	\$19,100,000.00	\$8,750,000.00	\$11,000,000.00

Revere Local School District



Approved Grant Funds for FY2024

This report is a listing of all grant funds authorized and/or received throughout fiscal year 2024.

Fund	Description	Authorized Amount	Monthly Amount Received	Amount Received FY-to-date	Amount Received Project-to-date
State Grants					
451/9023	Network Connectivity Supplement 2023	\$184.40	\$0.00	\$184.40	\$184.40
451/9024	Network Connectivity 2024	\$7,200.00	\$0.00	\$3,600.00	\$3,600.00
	Total State Funds	\$7,384.40	\$0.00	\$3,784.40	\$3,784.40
Federal Grants					
507/9022, 9223, & 9224	ARP ESSER	\$875,075.25	\$16,002.49	\$26,388.32	\$650,413.69
507/9023	ARP ESSER State Activity Supplement	\$654,486.86	\$0.00	\$46,012.00	\$654,486.86
507/9123	ESSER II State Activity Supplement	\$753,988.00	\$0.00	\$82,232.62	\$753,988.00
516/9023	IDEA Part B Special Education 2023	\$544,437.07	\$0.00	\$117,536.37	\$544,437.07
516/9024	IDEA Part B Special Education 2024	\$585,849.97	\$59,173.48	\$255,153.97	\$255,153.97
572/9023	Title I 2023	\$104,179.51	\$0.00	\$26,226.28	\$104,179.51
572/9024	Title I 2024	\$124,208.79	\$8,901.76	\$45,270.73	\$45,270.73
584/9023	Title IV-A 2023	\$10,000.00	\$0.00	\$5,750.00	\$10,000.00
584/9024	Title IV-A 2024	\$10,000.00	\$0.00	\$0.00	\$0.00
584/9124	Stronger Connections 2024	\$5,000.00	\$0.00	\$0.00	\$0.00
587/9024	Early Childhood Special Education 2024	\$9,297.50	\$990.08	\$3,738.88	\$3,738.88
590/9024	Title II-A 2024	\$49,616.45	\$5,576.00	\$25,092.00	\$25,092.00
	Total Federal Funds	\$3,726,139.40	\$90,643.81	\$633,401.17	\$3,046,760.71
rb020624					

Revere Local School District



Record of Advances for FY2024

INITIAL ADVANCE INFORMATION					ADVANCE RETURN	
Date Approved	FROM Fund	TO Fund	Fund Name	Amount	Date Returned	Amount
7/19/2022	001	300/920A	Athletics	\$100,000.00	7/18/2023	\$100,000.00
7/18/2023	001	300/920A	Athletics	\$100,000.00		
TOTAL Advances				\$200,000.00		\$100,000.00
Advances Outstanding						\$100,000.00
<i>rb020624</i>						

Revere Local School District



Cash Reconciliation

January 31, 2024

Cash Summary Report Balance			\$ 19,122,692.51
Bank Balance:			
Huntington Bank	1,511,326.73		
	-		
	-		
		\$ 1,511,326.73	
Investments:			
Meeder Investment Managers Managed Portfolio	17,823,785.50		
STAR Ohio - General Account	9,078.10		
	-		
		\$ 17,832,863.60	
Petty Cash:			
Building Principals	400.00		
Athletic Director	100.00		
Bus Garage	-		
DragonFly	5,000.00		
Treasurer's Office	200.00		
		\$ 5,700.00	
Change Fund:			
Food Service Vending	717.35		
BCII Background Check Service	100.00		
	-		
	-		
		\$ 817.35	
Less: Outstanding Checks		\$ (172,758.93)	
Outstanding Deposits/Other Adjustments:			
NSF Checks To Recover	(308.15)		
Payroll Deductions To Be Remitted	-		
ACH Payments/Deposits In Transit	(55.17)		
Bank Debits & Credits Not Posted in USAS	764.00		
STRS Shortfall Payment In Transit	(55,656.92)		
		\$ (55,256.24)	
Bank Balance			\$ 19,122,692.51
Variance			\$ -

rb020624

Revere Local School District

January 31, 2024



Appropriation Summary

rb020624

Fund		FYTD Appropriated	Prior FY Carryover Encumbrances	FYTD Expendable	FYTD Actual Expenditures	MTD Actual Expenditures	Current Encumbrances	FYTD Unencumbered Balance	FYTD Percent Exp/Enc
001	General Fund	\$43,379,600.70	\$193,398.89	\$43,572,999.59	\$25,351,399.93	\$3,294,376.00	\$2,024,474.81	16,197,124.85	62.83%
002	Bond Retirement	\$4,559,050.00	\$0.00	\$4,559,050.00	\$3,305,412.89	\$0.00	\$1,000.00	1,252,637.11	72.52%
003	Permanent Improvement	\$1,942,000.00	\$1,352,886.54	\$3,294,886.54	\$2,269,414.33	\$21,681.36	\$155,060.83	870,411.38	73.58%
006	Food Service	\$1,675,000.00	\$0.00	\$1,675,000.00	\$855,238.89	\$121,087.59	\$205,728.61	614,032.50	63.34%
007	Special Trust	\$48,900.00	\$1,000.00	\$49,900.00	(\$1,600.00)	\$0.00	\$1,500.00	50,000.00	-0.20%
008	Endowment	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	1,000.00	0.00%
009	Uniform School Supplies	\$195,950.00	\$18,210.00	\$214,160.00	\$115,199.18	\$1,298.66	\$9,301.97	89,658.85	58.13%
018	Public School Support	\$272,418.55	\$68,027.09	\$340,445.64	\$163,631.87	\$3,356.24	\$81,621.26	95,192.51	72.04%
019	Other Grants	\$20,000.00	\$6,359.55	\$26,359.55	\$23,207.11	\$310.65	\$12,211.47	(9,059.03)	134.37%
022	District Agency	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	1,000.00	0.00%
024	Employee Benefits Self-Insurance	\$58,000.00	\$4,433.67	\$62,433.67	\$32,795.68	\$3,300.92	\$29,225.99	412.00	99.34%
026	Employee Benefits Section 125	\$139,000.00	\$0.00	\$139,000.00	\$63,805.16	\$6,802.87	\$88,928.10	(13,733.26)	109.88%
200	Student Managed Activity	\$183,905.92	\$230.00	\$184,135.92	\$34,063.76	\$2,563.85	\$15,411.62	134,660.54	26.87%
300	District Managed Student Activities	\$548,505.42	\$37,592.67	\$586,098.09	\$362,724.40	\$12,553.16	\$67,464.09	155,909.60	73.40%
451	Ohio K-12 Network Subsidy	\$7,384.40	\$0.00	\$7,384.40	\$3,784.40	\$0.00	\$0.00	3,600.00	51.25%
499	Miscellaneous State Grants	\$25,752.07	\$25,588.74	\$51,340.81	\$39,498.41	\$3,107.72	\$11,842.40	0.00	100.00%
507	ESSER - CARES Act	\$316,128.78	\$46,012.00	\$362,140.78	\$277,345.50	\$150,000.00	\$8,742.44	76,052.84	79.00%
516	IDEA Special Education	\$675,951.82	\$0.00	\$675,951.82	\$382,519.84	\$56,371.36	\$27,500.00	265,931.98	60.66%
572	Title I	\$141,192.19	\$0.00	\$141,192.19	\$66,705.01	\$8,901.76	\$0.00	74,487.18	47.24%
584	Title IV-A	\$15,000.00	\$0.00	\$15,000.00	\$2,478.00	\$2,478.00	\$0.00	12,522.00	16.52%
587	Early Childhood Special Education	\$17,297.50	\$0.00	\$17,297.50	\$3,738.88	\$0.00	\$2,000.00	11,558.62	33.18%
590	Title II-A	\$49,616.45	\$0.00	\$49,616.45	\$27,880.00	\$5,576.00	\$0.00	21,736.45	56.19%
599	Miscellaneous Federal Grants	\$130,617.00	\$105,620.20	\$236,237.20	\$198,346.10	\$22,671.43	\$37,892.00	(0.90)	100.00%
Totals		\$54,403,270.80	\$1,859,359.35	\$56,262,630.15	\$33,577,589.34	\$3,716,437.57	\$2,770,005.50	\$10,005,135.77	64.62%

Revere Local School District



Check Register for Checks > \$9,999.99 January 2024

Vendor	Amount	Fund	Description
ESC of Northeast Ohio	\$ 124,492.11	001/516	Instructional supplies, special education aides, LEP services, gifted coordinator, preschool aides & teachers, at-risk coordinator, Rosetta Stone training
KRG Education Services, LLC	\$ 13,950.00	001	Special education tuition
Apple Computer Inc.	\$ 69,177.80	001/507	Ipads, cases, crayons
Ohio Edison Co.	\$ 14,377.94	001	Electricity
Suburban School Transportation	\$ 15,207.79	001	Special education transportation
Apple Computer Inc.	\$ 157,320.00	001/507	Ipads
PRN Therapy Services Inc.	\$ 31,271.88	001	OT/PT, behavioral consulting, speech services
Renhill Group, Inc.	\$ 29,532.75	001	Substitute teachers
Southeast Security Corp	\$ 28,885.10	599/499/001	Security cameras
Kidslink Neurobehavioral	\$ 22,950.00	001	Special education tuition
PRN Therapy Services Inc.	\$ 20,527.58	001	OT/PT, behavioral consulting, speech services
PSI	\$ 19,200.00	001	Nursing services
Martin Public Seating	\$ 19,393.31	003/200	High school student furniture
Ullman Oil Company, LLC	\$ 22,428.57	001	Fuel
Gordon Food Service	\$ 12,589.05	006	Food services supplies
Gordon Food Service	\$ 18,028.08	006	Food services supplies
Gordon Food Service	\$ 15,512.56	006	Food services supplies
Huntington Bank	\$ 13,600.41	various	Medicare contributions
Huntington Bank	\$ 14,528.33	various	Medicare contributions
SERS	\$ 63,342.00	various	Classified retirement
STRS	\$ 166,223.08	various	Certified retirement
STRS	\$ 55,626.92	various	Certified retirement
SRHCC-Dental	\$ 21,971.36	001/006	Employee benefits dental insurance
SRHCC-Medical	\$ 422,974.93	001/006	Employee benefits medical/prescription insurance
rb020624			

FY2024
REVERE LOCAL SCHOOLS FOOD SERVICE ENTERPRISE-FUND #006
 Monthly Cash Flow Spending Plan Report

INCOME	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	TOTALS
BEGINNING BALANCES	1,032,039.59	984,408.97	934,194.83	864,830.58	886,047.29	894,981.49	949,131.35	926,151.24	926,151.24	926,151.24	926,151.24	926,151.24	
Interest Earnings													0.00
Student Breakfast 1511		490.00	1,914.75	2,200.15	2,316.90	1,567.65	1,834.90						10,324.35
Student Lunch Sales 1512	3,038.60	33,544.58	51,738.10	52,412.74	59,281.99	52,661.35	13,476.87						266,154.23
Student A-La-Carte Sales 1513		20,012.15	56,489.05	59,894.90	58,324.35	39,678.75	51,309.70						285,708.90
Student Milk Sales 1514		114.40	265.10	279.40	228.80	149.05	158.95						1,195.70
Adult Breakfast 1521			0.55			0.00	0.00						0.55
Adult Lunch Sales 1522 + 1523		548.80	1,613.23	1,687.75	1,518.60	1,031.75	1,207.40						7,607.53
Catering - Bath 1559													0.00
Catering - Hillcrest 1559													0.00
Catering - RMS 1559													0.00
Catering - RHS 1559		1,162.25	162.50	70.00	718.75		128.88						2,242.38
Miscellaneous 1820		380.00	150.00	42.00	60.00	30.00	200.00						
Miscellaneous 1890													0.00
Vending Commissions - BES 1890			10.00	24.00	25.50	33.00							92.50
Vending Commissions - RES 1890			60.00	85.00	82.00	38.00							265.00
Vending Commissions - RMS 1890		1,823.65	5,217.55	5,067.70	5,085.80	3,989.75	4,766.65						25,951.10
Vending Commissions - RHS 1890		4,150.90	11,872.17	12,808.77	12,965.65	9,201.44	9,593.42						60,592.35
State Subsidy 3213													0.00
Federal Subsidy 4120			6,244.21	21,439.88	214.80	45,024.35	15,430.71						88,353.95
Federal Subsidy 006 9001													0.00
Transfers In 5100													0.00
Refund/Prior Year Expenditure 5300													0.00
Advances In 5210													0.00
TOTALS RECEIPTS	3,038.60	62,226.73	135,737.21	156,012.29	140,823.14	153,405.09	98,107.48	0.00	0.00	0.00	0.00	0.00	749,350.54
EXPENDITURES	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	TOTALS
Administrative Supply													0.00
Regular Salaries 141	28,857.34	28,898.84	31,915.26	32,691.53	32,500.97	33,101.82	33,464.82						221,430.58
Substitutes 142			1,596.00	2,827.20	1,721.40	1,311.00	1,508.60						8,964.20
Overtime/Extra Time 144 + 149			154.35		162.60	207.72	137.55						662.22
Non-contributing 147	100.00												100.00
Leaves/Holiday 154													0.00
Severance 162													0.00
Benefits 200s	16,854.73	29,617.58	16,881.73	17,221.67	17,140.70	18,011.34	17,311.00						133,038.75
SURcharge													0.00
Purchased Services 410 & 419	4,721.00	(221.00)											4,500.00
Management Services 415		504.00											504.00
Repair/Maintenance 423		1,685.36	2,416.98	796.15	1,822.19	216.00	492.95						7,429.63
Travel/Meetings 433 434		191.26			146.72								337.98
EQUIP 516													0.00
Food/Supplies 560 569	136.15	51,764.83	74,407.76	78,553.54	78,394.36	46,407.35	67,262.67						396,926.66
New Equipment 640 500			77,729.38										77,729.38
New Equipment 640 200				2,705.49									2,705.49
New Equipment 640 100													0.00
New Equipment 640 400							910.00						910.00
New Equipment DISTRICT 640 000													0.00
Dues/Fees 849													0.00
Return of Advance 922													0.00
TOTALS EXPENDITURES	50,669.22	112,440.87	205,101.46	134,795.58	131,888.94	99,255.23	121,087.59	0.00	0.00	0.00	0.00	0.00	855,238.89
ENDING BALANCES	984,408.97	934,194.83	864,830.58	886,047.29	894,981.49	949,131.35	926,151.24	926,151.24	926,151.24	926,151.24	926,151.24	926,151.24	
ENCUMBRANCES	475,374.65	424,166.69	687,935.69	616,511.33	284,768.85	237,804.74	205,728.61						
UNENCUMBERED BAL	509,034.32	510,028.14	176,894.89	269,535.96	610,212.64	711,326.61	720,422.63	926,151.24	926,151.24				

NEW DOCUMENT

The Board of Education of the Revere Local School District, Ohio, met in regular session on February 20, 2024, commencing at 5:30 p.m., at the Revere High School, with the following members present:

The Treasurer advised the Board that the notice requirements of Section 121.22 of the Revised Code and the implementing rules adopted by the Board pursuant thereto were complied with for the meeting.

_____ moved the adoption of the following Resolution:

RESOLUTION NO. _____

A RESOLUTION APPROVING CONSTRUCTION DOCUMENTS AND AUTHORIZING THE SOLICITATION OF BIDS PURSUANT TO OHIO REVISED CODE 3313.46 FOR DEMOLITION OF CERTAIN IMPROVEMENTS AT THE PROPERTY OWNED BY THE BOARD OF EDUCATION AND LOCATED AT 3395 EVERETT ROAD, RICHFIELD, OHIO.

WHEREAS, the School District has received Construction Documents, as appropriate, for the demolition of certain improvements at the property owned by this Board and located at 3395 Everett Road, Richfield, Ohio (the “Project”); and

WHEREAS, the Board has reviewed the submissions for the Project and deems them proper in all respects and desires to commence the bidding process, as appropriate, for the Project.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Revere Local School District, Summit County, State of Ohio, that:

Section 1. Approval of Construction Documents. The Construction Documents, as appropriate, for the Project in the form now on file in the office of the Treasurer are hereby approved.

Section 2. Authorization of Bidding. The Board of Education authorizes the commencement of the bidding process, as appropriate, for the Project in accordance with Ohio Revised Code Section 3313.46.

Section 3. Approval and Execution of Related Documents. The President or Vice-President and Treasurer of this Board and the Superintendent, or such other School District officials as shall be designated by those officials, as appropriate, are each authorized and directed

to sign any certificates or documents, and to take such other actions as are desirable, advisable, necessary or appropriate, to consummate the transactions contemplated by this Resolution.

Section 4. Prior Acts Ratified and Confirmed. Any actions previously taken by School District officials or agents of this Board in furtherance of the matters set forth in this Resolution are hereby approved, ratified and confirmed.

Section 5. Compliance with Open Meeting Requirements. This Board finds and determines that all formal actions of this Board and any of its committees concerning and relating to the adoption of this Resolution were adopted in an open meeting of this Board or committees, and that all deliberations of this Board and any of its committees that resulted in those formal actions were in meetings open to the public, in compliance with the law.

Section 6. Captions and Headings. The captions and headings in this Resolution are solely for convenience of reference and in no way define, limit or describe the scope or intent of any Sections, subsections, paragraphs, subparagraphs or clauses hereof.

Section 7. Effective Date. This Resolution shall be in full force and effect from and immediately upon its adoption.

_____ seconded the motion.

Upon roll call on the adoption of the Resolution, the vote was as follows:

TREASURER’S CERTIFICATION

The above is a true and correct excerpt from the minutes of the regular meeting of the Board of Education of Revere Local School District, Ohio, held on January 9, 2024, the date, time and place of which having been established at the Board’s 2024 organizational session, showing the adoption of the resolution set forth above.

Dated: February 20, 2024

Treasurer, Board of Education
Revere Local School District, Ohio

NEW DOCUMENT

Brenda Moll

From: Ogrosky, Eva <eogrosky@revereschools.org> on behalf of Ogrosky, Eva
Sent: Wednesday, January 31, 2024 2:02 PM
To: Brenda Moll
Cc: Michael Critchfield; Kitsa Fuciu; Lisa Evans
Subject: February Board agenda

Good Afternoon,

May we have the following added:

Laminator at Bath (doesn't work, about 20 years of age) tag #009924

Thank you,

Eva

--

Eva

Eva Ogrosky
Administrative Assistant
Revere Local Schools
330-523-3122
eogrosky@revereschools.org



NEW DOCUMENT

RESOLUTION ACCEPTING THE AMOUNTS AND RATES AS DETERMINED BY THE BUDGET COMMISSION AND AUTHORIZING THE NECESSARY TAX LEVIES AND CERTIFYING THEM TO THE COUNTY FISCAL OFFICER

The Board of Education of the Revere Local School District, Summit County, Ohio, met in regular session on the 20th day of February 2024 at Revere High School Media Center with the following members present:

Mrs. Brackett	_____	Mr. Hajdu	_____
Mr. Malick	_____	Mrs. Rainey	_____
Mrs. Stein	_____		

_____ moved the adoption of the following Resolution:

WHEREAS, the Fiscal Officer of the Board of Education has provided the Alternative Tax Budget for the next succeeding fiscal year commencing July 1, 2024: and,

WHEREAS, the Budget Commission of Summit County, Ohio, has certified its action together with an estimate by the County Fiscal Officer of the rate of each tax necessary to be levied by the Board per and what part thereof is without, and what part within the ten mill tax limitation.

THEREFORE, BE IT RESOLVED by the Board of Education of the Revere Local School District, Summit County, Ohio, that the amounts and rates as determined by the Budget Commission in its certification, be and the same are hereby accepted; and

BE IT FURTHER RESOLVED that there be and is hereby levied on the tax duplicate of said School District the rate of each tax necessary to be levied within and without the ten mill limitation per the attached schedule:

_____ seconded the Resolution and the roll being called for adoption with the vote resulting as follows:

Mrs. Brackett	_____	Mr. Hajdu	_____
Mr. Malick	_____	Mrs. Rainey	_____
Mrs. Stein	_____		

Adopted this 20th day of February 2024.

Richard Berdine, Treasurer
Revere Local School District Board of Education
Summit County, Ohio



KRISTEN M. SCALISE CPA, CFE
Fiscal Officer
County of Summit

February 5, 2024

All School Treasurers

RE: Rates and Amount Resolution

Enclosed is the Summit County Budget Commission Certification of Tax Levy for the School Fiscal Year that begins July 1, 2024. This Certification includes levies currently certified for collection during collection year 2024 and/or 2025. Please use this data to prepare your own Rates and Amounts Resolution.

You will also find a separate information sheet which describes the purpose and contents of the Certificate.

According to Ohio Revised Code Section 5705.34, you have through April 1, 2024 for timely return of your board approved Rates and Amounts Resolution.

The Official Certificate of Estimated Resources for your fiscal period beginning July 1, 2024 will be sent to you by June 30, 2024.

If you have any questions concerning this matter, please contact:
Josh Brickner 330-643-2687 or Dawn Yurick 330-643-7892

Sincerely,
Josh Brickner
Chief Fiscal Officer
Tax Settlement and Budget
175 S. Main Street – Room 208
Akron, Ohio 44308

SUMMIT COUNTY BUDGET COMMISSION CERTIFICATION OF TAX LEVY
(ORC Sections 5705.34 & 5705.35)

POLITICAL ENTITY: **REVERE LSD**
SCHOOL FISCAL YEAR 2024/2025 ESTIMATE

THE VALUATIONS AND TAX RATES HAVE BEEN UPDATED TO REFLECT TAX YEAR 2023/COLLECTION YEAR 2024
LEVIES INSIDE and OUTSIDE 10 MILL LIMITATION, INCLUSIVE OF DEBT LEVIES

Date: February 5, 2024

- 1. RES/AG REAL VALUE 1,237,530.950
- 2. OTHER REAL VALUE 213,664.730
- 3. TOTAL RES/AG & OTHER REAL VALUE 1,451,195.680
- 4. PUBLIC UTILITY PERSONAL VALUE 34,216.250
- 5. TOTAL REAL & PUBLIC UTILITY VALUE 1,485,411.930

EXEMPT VALUE 164,413,780

FUND TYPE	PURPOSE	AUTH BY VOTERS ON MO/DAY/YR	NO YRS LEVY TO RUN	Tax Year Begins/Ends	Collection Year	Maximum Rate Authorized to be Levied	REDUCTION FACTOR	EFFECTIVE RATE TO BE LEVIED	THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION			ROLL BACK				
									TOTAL REAL & P U LESS PENDING EXEMPTION	RES/AG OTHER	OTHER		PUBLIC UTILITY	TOTAL		
General 01 00 FULL YEAR	Inside					5.70		5.700000 5.700000							Y	
JANUARY - JUNE																
JULY - DECEMBER																
General 01 01 FULL YEAR	Curr. Expense	1976 and Prior	Cont.			24.06	0.729035 0.686477	6.519418 7.543363								Y
JANUARY - JUNE																
JULY - DECEMBER																
General 02 00 FULL YEAR	Current Expense	Additional 03/19/81	Cont.			7.70	0.676348 0.659041	2.492120 2.625384								Y
JANUARY - JUNE																
JULY - DECEMBER																
General 03 00 FULL YEAR	Current Expense	Additional 11/04/86	Cont.			5.90	0.597841 0.500334	2.372738 2.948029								Y
JANUARY - JUNE																
JULY - DECEMBER																

SUMMIT COUNTY BUDGET COMMISSION CERTIFICATION OF TAX LEVY
(ORC Sections 5705.34 & 5705.35)

POLITICAL ENTITY: **REVERE LSD**
SCHOOL FISCAL YEAR 2024/2025 ESTIMATE

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EXEMPT VALUE 164,413,780

THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION
RES/AG REAL PENDING EXEMPTION 30,220
OTHER REAL PENDING EXEMPTION 565,830
OTHER REAL PENDING EXEMPTION VALUE 1,484,815,880

FUND TYPE	PURPOSE	AUTH BY VOTERS ON MO/DAY/YR	NO YRS LEVY TO RUN	Tax Year	Collection Year	Maximum Rate Authorized to be Levied	REDUCTION FACTOR	EFFECTIVE RATE TO BE LEVIED	THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION			ROLL BACK	
									RES/AG OTHER	OTHER	PUBLIC UTILITY		TOTAL
General 04 00 FULL YEAR	Current Expense	Additional 05/08/90	Cont.	90/NA	91/NA	2.80	0.568923 0.334835	1.204216 1.582462	\$1,490,218	\$337,221	\$95,806	\$1,923,245	Y
JANUARY - JUNE									\$745,109	\$168,611	\$47,903	\$961,623	
JULY - DECEMBER									\$745,109	\$168,611	\$47,903	\$961,623	
General 05 00 FULL YEAR	Current Expense	Additional 05/02/95	Cont.	95/NA	96/NA	3.20	0.465149 0.312219	1.771523 2.200899	\$2,118,011	\$469,009	\$109,492	\$2,696,512	Y
JANUARY - JUNE									\$1,059,006	\$234,505	\$54,746	\$1,348,256	
JULY - DECEMBER									\$1,059,006	\$234,505	\$54,746	\$1,348,256	
Capital Projects 16 00 FULL YEAR	Perm. Improve.	Additional 05/04/99	Cont.	99/NA	00/NA	1.75	0.405408 0.301479	1.040536 1.222412	\$1,287,664	\$260,495	\$59,878	\$1,608,037	Y
JANUARY - JUNE									\$643,832	\$130,248	\$29,939	\$804,019	
JULY - DECEMBER									\$643,832	\$130,248	\$29,939	\$804,019	

SUMMIT COUNTY BUDGET COMMISSION CERTIFICATION OF TAX LEVY
(ORC Sections 5705.34 & 5705.35)

POLITICAL ENTITY: **REVERE LSD**
SCHOOL FISCAL YEAR 2024/2025 ESTIMATE

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LEVIES INSIDE and OUTSIDE 10 MILL LIMITATION, INCLUSIVE OF DEBT LEVIES

Date: February 5, 2024

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5. TOTAL REAL & PUBLIC UTILITY VALUE 1,485,411,930

EXEMPT VALUE 164,413,780

FUND TYPE	PURPOSE	AUTH BY VOTERS ON MO/DAY/YR	NO YRS TO RUN	Tax Year	Collection Year	Maximum Rate Authorized to be Levied	REDUCTION FACTOR		EFFECTIVE RATE TO BE LEVIED	THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION			ROLL BACK	
							RESIAG	OTHER		RESIAG	OTHER	TOTAL		
Debt Service 24 00	Bond Retirement	Additional 11/08/16	30	16/4/5	17/4/6	2.45	0.000000	0.000000	2.450000	RESIAG	OTHER	PUBLIC UTILITY	TOTAL	N
FULL YEAR										\$3,031,877	\$522,092	\$83,830	\$3,637,799	
JANUARY - JUNE										\$1,515,939	\$261,046	\$41,915	\$1,818,900	
JULY - DECEMBER										\$1,515,939	\$261,046	\$41,915	\$1,818,900	
Emergency 06 00	Current Expense	Substitute 11/05/19	Cont	19/NA	20/NA	7.21	0.000000	0.000000	7.210000	\$8,922,380	\$1,536,443	\$246,699	\$10,705,522	Y
FULL YEAR										\$4,461,190	\$768,222	\$123,350	\$5,352,761	
JANUARY - JUNE										\$4,461,190	\$768,222	\$123,350	\$5,352,761	
JULY - DECEMBER										\$4,461,190	\$768,222	\$123,350	\$5,352,761	
TOTAL FULL YEAR						60.77			30.700551	\$37,991,954	\$7,136,094	\$2,079,322	\$47,206,370	
JANUARY - JUNE										\$18,995,977	\$3,567,547	\$1,039,661	\$23,603,186	
JULY - DECEMBER										\$18,995,977	\$3,567,547	\$1,039,661	\$23,603,186	

NOTE: The ROLLBACK column added to this certificate represents the recently passed state budget, beginning with tax year 2013 the ten and two and one-half percent rollbacks will no longer apply to new levies that are enacted after the August 2013 election. These non-qualifying levies include additional levies, the increase portion of renewal with increase levies, and the full effective millage of replacement levies. Levies that will continue to qualify for application of the rollbacks are levies approved at or before the August 2013 election, inside and charter millage as they appear on the 2013 tax list, renewals of qualified levies, and the substitute of qualified school district emergency levies under Revised Code section 5705.199. In this column the Y indicates the levy qualifies for the 10% and 2 1/2% rollback. The N indicates the levy does not qualify for the 10% and 2 1/2% rollback.

SUMMIT COUNTY BUDGET COMMISSION CERTIFICATION OF TAX LEVY

(O.R.C. Sections 5705.34 & 5705.35)

Estimated yields on the Summit County Budget Commission Certification of Tax Levy estimate are Ad Valorem property taxes (based upon value). Included are the following State of Ohio tax relief programs, based upon value: non-business credit in real property not used in business activity, owner-occupancy credit in homeowner's residence real property and the homestead exemption reduction. Voter approved levies after the August 2013 election that are additional levies, the increase portion of renewal with increase levies and replacement levies will no longer qualify for the non-business and owner-occupancy credit. (Refer to the note added to the bottom of the page of the Summit County Budget Commission Certification of Tax Levy estimate).

The information provided on the Summit County Budget Commission Certification of Tax Levy estimate does not include State of Ohio personal property tax replacement money, which is not based upon current assessed values, and is being phased out based upon varying schedules. These amounts are public utility electric and gas deregulation reimbursement money, and tangible personal property tax elimination reimbursement money.

Please feel free to contact us if you have any questions.

Josh Brickner at 330-643-2687 or email jbrickner2@summitoh.net

Dawn Yurick at 330-643-7892 or email dyurick@summitoh.net

Revised 09/12/2018

NEW DOCUMENT

Then and Now
Tuesday, February 20, 2024

Check Number	Paid To	Check Date	Check Amount
400857	ANTHONY STRETAR	01-10-24	3,623.52
148346	Guard911, LLC	01-09-24	3,792.00
400884	RENHILL GROUP, INC.	01-18-24	4,235.86
400825	A-1 SPORTS SALES	01-10-24	4,366.00
929276	HUNTINGTON NATIONAL BANK	01-26-24	4,826.15
400863	ALCO PRODUCTS, INC.	01-18-24	7,373.64
148388	OSBA	01-18-24	9,948.00

Attachment T-6

NEW DOCUMENT

**LIST OF DONATIONS
RECEIVED BY THE REVERE LOCAL SCHOOL DISTRICT
February 20 ,2024**

CASH DONATIONS

- | | | |
|----|--|--------------|
| 1. | To: Revere Local Schools-
From: Revere Schools Foundation
for threat extinguishes and entry control system | \$ 12,000.00 |
| 2. | To: Revere Local Schools-for the Patrick Alfieri Lives Scholarship
From: Margaret Alfieri | \$ 200.00 |

EQUIPMENT / OTHER DONATIONS

NA

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

NEW DOCUMENT

Date: 1/19/2024
To: Abby Kassel
Fax Number/Email: akassel@reverschools.org
From: Amy Gibson, agibson@learnwelleducation.com
File Number: [REDACTED]

A student from your district has been admitted to a medical facility we partner with to provide educational services. Following this cover page is a one page agreement that must be signed and returned.

At the bottom of this page is additional information you may find helpful.

If you have any questions, please contact our office and someone will gladly assist you.

We look forward to working with both your school district and students.

Sincerely,



Kathleen Egger
VP Teaching Operations
ph: 508-732-9101

PROCEDURE: Students assigned to LearnWell receive direct instruction and continuous administrative support. Instructors are assigned within 24 hours of our company's notification of the requirement for services. For each student served, LearnWell makes its best effort to obtain the student's individual course work from his or her school, complete the assignments with the student in a classroom setting, and return the course work to the student's school system to ensure the student remains up to date with their academics. A session report for each class session with the student is completed to document the details of the session and can be provided to the district at any point in time, upon request.

BILLING: LearnWell submits an invoice to the school system, on a weekly or monthly basis (depending on preference), and payment is expected within 30 days of receipt of invoice.

COMMITMENT: *THERE IS NO REQUIRED MINIMUM COMMITMENT FROM YOUR SCHOOL SYSTEM.* LearnWell will work with one student or one hundred students. We work in conjunction with any existing instructors and only provide services to those students assigned to our program. We will accept any preexisting assignments, or handle all issues, for which schools feel our support would be beneficial to the students.



TO: Abby Kassel

INSTRUCTION FOR: [REDACTED]

ADMISSION DATE: 1/14/2024

SERVICES TO BEGIN: 1/16/2024

LOCATION: Beyond Behavioral Healthcare PHP Akron - Fairlawn

INSTRUCTION (hrs/wk): 10

File Number: [REDACTED]

Additional Notes:

LearnWell will perform the following specific actions to support your student:

1. 10 hours of educational services per week, delivered individually or in a classroom setting, by a certified teacher who is a direct employee of LearnWell
2. Ongoing communication via phone, fax, or e mail, with the applicable school officer to receive, complete and return the student's school work.
3. A Session Report that documents details of each teaching session (i.e. length of session, goals, student's attitude, etc.) will accompany all invoices, upon request.

Absence Policy: Our policy is to ensure all students that are cleared and capable of being seen in class sessions, are seen with 95% accountability.

Your signature below authorizes instruction to the student named above at the rate of **\$48.75** per hour of instruction. Each hour of instruction delivered in any setting requires administrative and preparation time, and LearnWell bills an additional 33% for those services (i.e., each 3 hours of teaching generates one (1) hour of admin/prep time cost).

APPROVAL SIGNATURE: _____

PRINT NAME: _____

.....
AFTER SIGNING, PLEASE RETURN THIS PAGE VIA FAX (508-732-9998) or EMAIL (intel@learnwelleducation.com).

NEW DOCUMENT

Date: 1/9/2024
To: Abby Kassel
Fax Number/Email: akassel@reverschools.org
From: Amy Gibson, agibson@learnwelleducation.com
File Number: [REDACTED]

A student from your district has been admitted to a medical facility we partner with to provide educational services. Following this cover page is a one page agreement that must be signed and returned.

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COMMITMENT: *THERE IS NO REQUIRED MINIMUM COMMITMENT FROM YOUR SCHOOL SYSTEM.* LearnWell will work with one student or one hundred students. We work in conjunction with any existing instructors and only provide services to those students assigned to our program. We will accept any preexisting assignments, or handle all issues, for which schools feel our support would be beneficial to the students.



TO: Abby Kassel

INSTRUCTION FOR: [REDACTED]

ADMISSION DATE: 12/28/2023

SERVICES TO BEGIN: 1/5/2024

LOCATION: Beyond Behavioral Healthcare PHP Akron - Fairlawn

INSTRUCTION (hrs/wk): 10

File Number: [REDACTED]

Additional Notes:

LearnWell will perform the following specific actions to support your student:

1. 10 hours of educational services per week, delivered individually or in a classroom setting, by a certified teacher who is a direct employee of LearnWell
2. Ongoing communication via phone, fax, or e mail, with the applicable school officer to receive, complete and return the student's school work.
3. A Session Report that documents details of each teaching session (i.e. length of session, goals, student's attitude, etc.) will accompany all invoices, upon request.

Absence Policy: Our policy is to ensure all students that are cleared and capable of being seen in class sessions, are seen with 95% accountability.

Your signature below authorizes instruction to the student named above at the rate of **\$48.75** per hour of instruction. Each hour of instruction delivered in any setting requires administrative and preparation time, and LearnWell bills an additional 33% for those services (i.e., each 3 hours of teaching generates one (1) hour of admin/prep time cost).

APPROVAL SIGNATURE: _____

PRINT NAME: _____

.....
AFTER SIGNING, PLEASE RETURN THIS PAGE VIA FAX (508-732-9998) or EMAIL (intel@learnwelleducation.com).

NEW DOCUMENT



BOARD OF EDUCATION/GOVERNING BOARD RESOLUTION

Authorizing 2024-2025 Membership in the Ohio High School Athletic Association

Whereas, REVERE LOCAL SCHOOL DISTRICT, District IRN number: 050054 of 3496 EVERETT RD, Summit 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, Bylaws, Regulations and Business Rules of the OHSAA are hereby adopted by this Board as and for its own minimum requirements as it pertains to, but not limited to, student-eligibility, coaching requirements, and administrative responsibility. Notwithstanding the foregoing, the Board reserves the right to raise the minimum standards as it 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 athletics programs in accordance with the Constitution, Bylaws, Regulations, Business Rules, interpretations and decisions of the OHSAA and cooperate fully and timely with the Executive Director'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, Regulations, Business Rules and the interpretations and rulings rendered by the Executive Director'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 Body
(Print)

(Signature)

Superintendent/Head of School
(Print)

(Signature)

Superintendent/Head of School E- Mail:

RETURN NO LATER THAN JUNE 30, 2024



SCHOOL(S)

The list below is all schools within your district that will abide by the resolution as printed on the front of this card. To add or remove any school to or from OHSAA Membership, please attach that request, signed by the superintendent/head of school on school letterhead to this card.

REVERE LOCAL SCHOOL DISTRICT

High Schools (grades 9-12)

School Name	IRN	School Name	IRN
REVERE	31393		

7th and 8th Grade Schools

School Name	IRN	School Name	IRN
REVERE MIDDLE SCHOOL	009720		

NEW DOCUMENT

COLLEGE CREDIT PLUS

**Memorandum of Understanding
By and between**

The University of Akron
And

Revere Local Schools
2024-2025 Academic Year

1. STATEMENT OF WORK

The University of Akron, hereinafter called **The University**, will collaborate with **Revere Local Schools**, hereinafter called **The District**, to provide instructional services to qualifying students for University Credit.

2. THE PROGRAM

This College Credit Plus program is available to qualified students enrolled in The District. It is not intended to be a substitute for the academic programs, social growth opportunities, or other educational experiences provided by Ohio's schools. Rather, it is designed to provide enhanced access to university curricula for qualified students. This program hopes to increase the university attendance rate in The University's region by making university courses more readily available.

3. PARTICULARS

A. Instructional Services: Unless otherwise agreed by the parties, College Credit Plus courses will be taught in one of five formats:

A1. High School Teacher as Adjunct - Members of the high school faculty who are determined by The University and the discipline specific departments to qualify as adjunct faculty may teach a University course (using a University syllabus and University textbooks and examinations) for students through College Credit Plus as determined by The University. The class will simultaneously carry University and high school credit.

A2. On-Line Course Delivery - A member of the University faculty (as determined by The University) may teach a course on-line for qualified students through College Credit Plus. The class will simultaneously carry University and high school credit.

A3. Distance Learning Delivery - A member of the University faculty (as determined by The University) may teach a course via Distance Learning for qualified students through College Credit Plus. The class will simultaneously carry University and high school credit.

A4. UA Faculty to High School Site - A member of the University faculty (as determined by The University) may teach a course at the high school site for qualified students through College Credit Plus. The University and The District will agree upon a minimum enrollment to offer the class and The University reserves the right to cancel a class due to low enrollment. The class will simultaneously carry University and high school credit.

A5. High School Student to UA Campus (Any Site) – Qualified students may take a course on the campus of The University through College Credit Plus. This format includes hybrid courses with both an on-campus and online component. The class will simultaneously carry University and high school credit.

- B. All required textbooks, including access codes for e-books, will be the responsibility of the school district.
- C. Student Participation: Students interested in participating in this program must apply to The University for College Credit Plus. Determination of qualification will be made according to the standards of The University. Qualifying students will be eligible to enroll in these College Credit Plus classes for the fall, spring and summer semesters. Students must work with the Guidance Office at The District to ensure their high school requirements and District policies for graduation are satisfied.

Students will also be required to work closely with their University academic adviser to assure that all deadlines and requirements are met.

Students seeking accommodations for ADA will be required to be assessed through The University of Akron Office of Accessibility. Resources will be determined by the Office of Accessibility based on submitted documentation and assessment.

Students must remain eligible to continue to participate in the College Credit Plus program based on the State of Ohio guidelines.

4. CURRICULUM

- A. Course Schedule: Courses offered at The District will be determined by The District AND The University and will fall within the State of Ohio guidelines. Initial discussions regarding the course schedule for the upcoming school year will take place at meetings with the appropriate personnel from The University and The District. Changes to the course schedule will be made only upon agreement of both parties.
- B. Credit Hour Requirements: Courses offered at The District must meet the minimum number of “seat time” hours as determined by the credit hours for the course. A three-credit hour course must meet the equivalent of 150 minutes per week for fifteen weeks, for a total of 2,250 minutes for the semester. A four-credit hour course must meet the equivalent of 200 minutes per week for fifteen weeks, for a total of 3,000 minutes for the semester. Class time missed for holidays or teacher in-service days not observed by The University must be made up.
- C. Class Composition: All students in a class offered through College Credit Plus at The District must qualify for and be enrolled through College Credit Plus.

D. Courses will explicitly follow University course syllabi and include all required exams, assignments and student learning assessments, and final grades must be submitted by the specified deadline set by the University. Course instructors will maintain all privileges, responsibilities, and expectations as a University adjunct faculty member, including in-class evaluations by University personnel and student course evaluations.

5. TERM

The services described in this Agreement will be provided for the 2024 - 2025 academic year (summer, fall and spring.)

6. CANCELLATION

This MOU may be terminated only as follows:

Upon written notice given no less than sixty (60) day prior to the expiration of the then-current term if sufficient funding is no longer available from the State of Ohio.

7. COST SHARING

The District will be assessed for College Credit Plus as described below:

Format 1: The District will be assessed for students taking College Credit Plus courses at the high school, through Particular **A1**, based on the following formula:

Ohio Department of Higher Education Floor per credit hour x number of credit hours x number of students = assessed amount

Format 2: The District will be assessed for students taking College Credit Plus courses at the high school, through Particulars **A3** or **A4**, based on the following formula:

Ohio Department of Higher Education Mid-Rate per credit hour x number of credit hours x number of students = assessed amount

Format 3: The District will be assessed for students taking College Credit Plus courses on the campus (any site) of The University, through Particular **A2**, **A5**, based on the following formula:

Ohio Department of Higher Education Ceiling per credit hour x number of credit hours x number of students = assessed amount

8. ENTIRETY OF AGREEMENT

This Agreement, including Exhibit A constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral and written, relating hereto. Any amendment hereof must be in writing and executed by authorized representatives of both parties.

9. NONDISCRIMINATION

Each party agrees to comply with all applicable laws regarding affirmative action and equal employment opportunity in connection with this Agreement and each party further agrees not to discriminate against any person or group of persons on the basis of race, color, creed, sex, age, national origin, ancestry, religion or disability.

10. PUBLICITY

No publicity containing any reference to The University, other than the fact that the Agreement exist between the parties, shall be used by either party, except upon prior approval by the other party.

11. GOVERNING LAW

The terms of the Agreement shall be governed and construed under the laws of the State of Ohio.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, have duly executed this Agreement the day and year above written.

THE UNIVERSITY OF AKRON

DISTRICT

BY:

BY:

Dr. John Wiencek
Executive VP & Provost

Michael Tefs, Superintendent
Revere Local Schools

Date

Date

Reviewed and approved for
legal form and sufficiency:

Scott M. Campbell
Assistant General Counsel

Date

Exhibit A

Participation in the College Credit Plus program is intended to serve qualified 7th through 12th grade students. The determination of a student's qualifications will be made solely by The University.

Preferred College Credit Plus Eligibility Requirements for 7th through 12th grade participants:

All applicants must meet the following Eligibility standards as outlined by the Ohio Department of Higher Education

- 3.0 Cumulative Unweighted High School GPA
Or
- Obtain at least one remediation-free score on the ACT or SAT as determined by the Ohio Department of Higher Education:
 - ACT English of 18, ACT Reading of 22 or ACT Math of 22
 - SAT Evidence-based Reading & Writing of 480 or SAT Math of 530
- Students with at least a 2.75 cumulative unweighted high school GPA will be evaluated by the Office of Admissions to determine if ACT or SAT scores are required.
- 7th and 8th grade applicants without an established high school GPA must take the ACT or SAT.
- All eligibility will be evaluated on a case by case basis
- Admission does not guarantee course placement. Students admitted without ACT/SAT scores, or students with test scores who do not automatically place into college-level courses will be required to complete necessary placement testing through the University.

NEW DOCUMENT

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is by and between the Revere Local School District Board of Education (the “Board”) and the Revere Education Association (the “Association”).

WHEREAS, the Board and the Association are parties to a collective bargaining agreement in effect from July 1, 2022 through June 30, 2025; and

WHEREAS, Section 6.08 of the CBA permits 25 children of Association bargaining unit members who live outside the Revere Local School District (the “District”) to attend the District’s schools tuition-free; and

WHEREAS, the Board has determined it has the capacity to enroll all children of Association bargaining unit members for whom members submitted applications for the 2024-25 school year;

NOW, THEREFORE, the Parties agree as follows:

1. For the 2024-25 school year only, the Board will admit all children for whom bargaining unit members submitted tuition-free enrollment applications pursuant to Section 6.08 of the CBA.
2. The Board shall not admit the children of bargaining unit members who did not meet the deadlines and other requirements for application set forth in Section 6.08.
3. This MOU is not precedent setting. The Board’s choice to waive the 25-student cap for the 2024-25 school year shall not provide any promise of future waiver and shall not be interpreted to waive any of the Board’s rights under the CBA, including under Section 6.08.

On behalf of the Revere Local School District Board of Education

On behalf of the Revere Education Association

Superintendent

President

Jennifer Jacoby

Date:

Date:

1/26/24

NEW DOCUMENT

STUDENT HANDBOOK Richfield

Elementary School ~~2023-2024~~

2024-2025

Attachment OB-4

(*Edits in this handbook also include sections that have been moved to been moved into alphabetical order for easier reference for families)



VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

<p>CREATES SOLUTIONS Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.</p>	 <p>EMBODIES CONFIDENCE & EMPATHY In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.</p>	<p>ENGAGES WITH PURPOSE Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.</p>
<p>DEMONSTRATES A LEARNER'S MINDSET Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.</p>	<p>PERSEVERES & ADAPTS Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.</p>	<p>COMMUNICATES TRUTH Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.</p>

#WeRRevere

Richfield Elementary Guidelines

Absence/Attendance

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

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

Attendance Lines:

Richfield: 330-523-3604

Bath: 330-523-3811

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

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

There are two (3) types of absences at Revere Local Schools. They are:

1. Absent Excused
2. Absent Unexcused
3. Medically Excused
4. Partial Excused.
5. Partial Unexcused

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

1. Personal illness
2. Illness in the family necessitating the presence of the child
3. Medical and dental appointments that cannot be arranged during non-school hours.
4. Quarantine or Stay at Home Order
5. Death in the family/Funeral
6. Natural Disaster
7. Necessary work at the home due to absence or incapacity of parent(s) / guardian
8. Observation or celebration of a bona fide religious holiday or other religious activity.
9. Approved college visits.
10. Authorized school-sponsored activities and/or out-of-state travel, not to exceed 24 hours per school year that the student's school is open for instruction, for participation in an enrichment activity approved by the Board of Education on extracurricular activity, defined as a student activity operated by the district, but not included in a graded course of study.
11. Such good cause as may be acceptable to the Superintendent

12. Service as a precinct officer at a primary, special or general election

13. At the Superintendent's discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

14. Other circumstances which, in the judgment of the Superintendent, constitute a good and sufficient cause for absence from school, including, but not limited to to circumstances which are out of the student's control and which cause his/her absence due to the District's implementation of a "Remote Learning Plan" under H.B. 164, or "Blended Learning Policy" under R.C. 3301.079, if adopted by the Board.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cellular Phones Electronic Communication Devices

Cell phones and electronic communication devices are to be turned off and kept in book bag while school is in session. Student use of cell phones or non-district issued electronic communication devices is prohibited while school is in session. Text messaging is not permitted. Any device that is deemed turned on, makes a noise or vibrates, or otherwise called attention to itself will be considered a disruption and subject to confiscation by staff. Each offense of this policy requires retrieval of the device by the parent from administration. The student may also face additional disciplinary action by administration.

Classroom Expectations

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

Dress Code

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

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

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

Drop Off and Pick Up Procedures

Morning Drop Off

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

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

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

Afternoon Pick Up

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

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

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

District Grading Policy

Grades K-2

P: Proficient

I: In Progress

N: Not Yet Evident

Fines and Fees

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

Illness

The facilities of our school clinic are available for any student who becomes ill or injured during the school day. Care must be taken at all times to report all illnesses and injuries to the office. If a student has a need for the clinic service, the student should make sure the teacher in charge knows where he/she is going and then report immediately to the office and then the clinic. If unable to return to the classroom, he/she may be excused to go home. Parents will be contacted by the office or clinic. If your student has a fever, vomits or symptoms requiring them to go home, they must be symptom free for 24 hours to return to school.

Injury Protocol

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member. If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member. The nurse will keep a log of all students who are seen. Parents are notified and an incident report is completed and kept on file at the school. A copy of the completed incident report is sent to Central Administration (Parents are given a copy of the incident report upon request)

Medication

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

Progress Book

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

Public Records

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

School Closings

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

School Safety & Drills

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

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

Technology Usage

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

Vacations During School Days

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

Visitors & Volunteers At Richfield

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

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

Disclaimer

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

Revere School Board Policies

School Bus Procedures

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

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

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus. Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.
2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus. No key chains of any kind can be on the backpacks.
3. While on the bus, the pupil is under authority of, and directly responsible to the bus driver.
4. Upon entering the school bus, the pupils shall take their assigned seats. Pupils shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall extend into the aisle way at any time. This is a state law. All backpacks and bags must be held on their laps. Nothing is to be stored under the seat. Any over-sized project for school may not be transported by bus.
5. Pupils should conduct themselves on the school bus as they would in the classroom except that a reasonable amount of quiet conversation is permissible. Yelling to one another is not permitted.
6. Eating or drinking on the bus is not permitted at any time.
7. Pupils shall not smoke or light matches or cigarette lighters, or cause any other flammable material to burn on or near the bus.
8. Pupils causing damage of any type to the school bus will be held liable for the cost of repairing the damage to the bus. Students causing willful and malicious damage will be denied the privilege of riding the bus to school.
9. Permission must be given by the bus driver before any windows may be opened. No throwing of any objects out of the windows is allowed. No pencils, pens or any sharp objects are permitted out of book bags while the student is on the bus.

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

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

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

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

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

Harassment, Intimidation, and Bullying

Introduction

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

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

- A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

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

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

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

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

B. Violence within a dating relationship.

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

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In

evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

A. Physical violence and/or attacks.

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

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

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

E. Exclusion from the peer group or spreading rumors.

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

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

2. Sending abusive or threatening instant messages;

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

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

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

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action. Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a

written incident report concerning the events witnessed.

B. Informal Complaints

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

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

4. Deliberately Making False Reports

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

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

6. Investigation

A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Education's interest in a prompt and fair investigation.

B. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.

C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

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

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

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

8. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

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

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

A. Supervise and discipline offending students fairly and consistently;

B. Maintain contact with parents and guardians of all involved parties;

C. Provide counseling for the victim if assessed that it is needed;

D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;

E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.

F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;

B. Planned professional development programs addressing bully/targeted individuals' problems;

C. Data collection to document bully/victim problems to determine the nature and scope of the problem;

D. Use of peers to help ameliorate the plight of victims and include them in group activities; E.

Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);

F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;

G. An attitude that promotes communication, friendship, assertiveness skills, and character education;

H. Modeling by staff of positive, respectful, and supportive behavior toward students;

I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or

K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws. LEGAL REFS: O.R.C. §§3313.666; 3313.667 Adopted: October 17, 2017

CODE OF STUDENT CONDUCT

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

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

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

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

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

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

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

5. COMPUTER USAGE – Violation of the school’s computer policy and/or the District’s acceptable use policy.
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6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes. 7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23. SCHOOL PERSONNEL – The harassment, vandalism, physical abuse, theft, or other disruptive or

destructive behavior toward school personnel during school and non-school time regardless of the location.

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

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

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

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

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

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

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

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

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

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

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

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

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

*The bus code of conduct can be found in school handbooks

** The technology acceptable use policy can be found in the district's electronic student registration system

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings)

are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e. disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL"). **These documents, and any others, will be translated upon request or as needed to assist any LEP Parent, regardless whether they speak a FEL.** District all-calls and other District-wide or building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;
- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

STUDENT HANDBOOK

Bath Elementary School

~~2023-2024~~ 2024 - 2025

VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

<p>CREATES SOLUTIONS Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.</p>		<p>ENGAGES WITH PURPOSE Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.</p>
<p>DEMONSTRATES A LEARNER'S MINDSET Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.</p>	<p>EMBODIES CONFIDENCE & EMPATHY In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.</p>	<p>COMMUNICATES TRUTH Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.</p>
<p>PERSEVERES & ADAPTS Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.</p>		

#WeRRevere

2024 – 2025

BATH ELEMENTARY SCHOOL

NAME: _____

TEACHER: _____

Welcome to Bath Elementary School. We are about to begin an exciting new year. This handbook is provided so that all students and parents will have a ready reference to information necessary to the understanding of the daily operations of our school as well as serving as your assignment notebook.

The goal of Bath Elementary School is **excellence**, and striving to reach this goal must be a cooperative effort on the part of everyone.

We urge all students to get involved. Take pride in your school, become actively involved in your studies, and in the extracurricular activities. It is up to each of you to **make it happen** for you!

Dan Fry, Principal
Andrew Wilson, Assistant Principal

Bath Student Day: 8:25 PM – 3:05 PM

Please visit us at: www.revereschools.org

REVERE LOCAL SCHOOL DISTRICT

The following buildings comprise the Revere Local School District:

Richfield Elementary School, PK-2 Bath Elementary School, 3-5 Transportation Dept.
3080 Revere Road 1246 N. Cleve-Mass. Road 3622 Everett Road
Richfield, Ohio 44286 Akron, Ohio 44333 Richfield, Ohio 44286 330-523-3604 330-523-3802
330-523-3119

Revere Middle School, 6-8 Revere High School, 9-12 Board Office
3195 Spring Valley Road 3420 Everett Road 3496 Everett Road
P.O. Box 339 Akron, Ohio 44333 P.O. Box 340
Bath, Ohio 44210 330-523-3202 Bath, Ohio 44210
330-523-3404 330-523-3100

ABSENCES AND PARTICIPATION

Students **must be in attendance at school half of the day** in order to be eligible for extracurricular, co-curricular, and curricular participation. This includes but is not limited to athletics, band, choir, drama, and field trips. Exceptions to this policy will be reviewed by the administration.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. Students who violate this policy may receive zero credit. This includes the unauthorized use of data to gain an academic advantage. Students may also be referred to administration for further disciplinary action.

ACCIDENTS

Student safety is the responsibility of both students and staff. All injuries and accidents on school grounds must be reported to a staff member. State law requires that all students complete an Emergency Medical Authorization form, signed by a parent and or/guardian, and filec

ATTENDANCE

Bath Attendance Number

330-523-3811

1. A phone call from a parent or guardian is expected before 9:00 a.m. on the day the absence occurs. 2. A note is requested from a parent or guardian when the student returns to school. ***All work for all absences can and is expected to be made up by the student.***

Each parent, guardian, or custodian having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. Because of this, in December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 30 or more consecutive hours, 42 or more hours in one month, 72 or more hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. The student and family may be required to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

- Personal illness.
- Serious illness or death of a family member.
- Funeral.
- Medical and dental appointments that cannot be arranged during non-school hours.
- Unusual or emergency situations at home.
- Religious holidays and activities.
- Authorized school-sponsored activities.
- Approved college visits.
- Natural Disasters.
- Quarantine.
- Out-of-state travel, not to exceed 24 hours per school year that the student's school is open for instruction, for participation in an enrichment activity approved by the Board of Education or an extracurricular activity, defined as a student activity program operated by the District but not included in a graded course of study.
- At the Superintendent's discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

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

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

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

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

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

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

Ohio Department of Education EMIS Manual, Section 2.1.1: Stu

CELLULAR PHONES/ELECTRONIC COMMUNICATION DEVICES

Cell phones, **smart watches**, 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, **smart watches**, or non-district issued electronic communication devices is prohibited while school is in session. Text messaging is not permitted. Any device that is deemed turned on, makes a noise or vibrates, or otherwise calls attention to itself will be considered a disruption and subject to confiscation by staff. Each offense of this policy requires retrieval of the device by the parent from administration. The student may also face additional disciplinary action by administration.

CLASSROOM EXPECTATIONS

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

COMPUTERS

Policies governing the use and/or misuse of computers and technology are included in the Revere Board of Education policy guidelines and Code of Student Behavior. Use of school computers is dependent upon annual receipt of a Computer Technology Usage Form signed by the parent /guardian and student.

DRESS CODE

We are committed to a safe and orderly learning environment for students that is free from distraction. Attire should not detract from the educational process and reasonable standards in dress and grooming apply. Compliance with the dress code is expected and non-compliance may be considered insubordination. Any form of dress that is considered contrary to good hygiene is prohibited.

School Appropriate is defined as:

1. No drugs, alcohol, or weapons references
2. No profane or hate speech
3. No revealing clothing
4. No hats or non-religious head coverings unless approved by the administration

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

Clothing must be worn as designed. Clothing prohibited includes the following items and conditions; clothing that is skin-tight, ripped, cut-off, torn, having holes and/or frayed; pants worn below the waist/hip and are low hanging; sheer or mesh garments; tube tops; shirts that have less than a 3-inch strap; shirts that do not cover the midriff when standing and seated; hats, sun glasses, slippers, outer coats, pajamas, bandannas/ head coverings, headbands/sweatbands; chains, any item advertising alcoholic beverages, drugs, tobacco, or weapons; or any item with obscene or questionable printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

Shorts and skirts must be finger-tip length or longer from their shortest points and must meet other conventional standards of dress. Tight shorts and shirts with messages across the front or back are not permitted. Exposure of cleavage or undergarments is prohibited. Shoes must be worn throughout the day.
Final determination of appropriate school attire rests with the school administration.

FIELD TRIPS

A completed student field trip permission form with teacher and parent/guardian signatures is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern.

FINES AND FEES

All financial obligations incurred by students must be paid in full

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

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

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

- A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, “harassment, intimidation, or bullying” means either of following:

- A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
 1. Causes mental or physical harm to the other student; and
 2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or
- B. Violence within a dating relationship.

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

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation,

paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

- A. Physical violence and/or attacks.
- B. Taunts, name-calling, and put-downs.
- C. Threats and intimidation (through words and/or gestures).
- D. Extortion or stealing of money and/or possessions.
- E. Exclusion from the peer group or spreading rumors.
- F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:
 - 1. Posting slurs on websites where students congregate on Web logs (personal online journals or diaries);
 - 2. Sending abusive or threatening instant messages;
 - 3. Using camera phones to take embarrassing photographs of students and posting them online;
 - 4. Using websites to circulate gossip and rumors to other students;
 - 5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and
- G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

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

including the information provided. The written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

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

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

- A. The investigator should remember that the investigation requires a balancing of the accused’s rights, the complainant’s right to an environment free of harassment, intimidation, or bullying, and the Board of Education’s interest in a prompt and fair investigation.
- B. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

- A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant’s parents. A copy of the report shall also be sent to the Superintendent or his/her designee.
- B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.
- C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will

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

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

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

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

- A. Supervise and discipline offending students fairly and consistently;
- B. Maintain contact with parents and guardians of all involved parties;
- C. Provide counseling for the victim if assessed that it is needed;
- D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.
- F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying a

ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities; E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;
- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667
Adopted: October 17, 2017

GRADING

The grade earned at the end of the trimester is the grade that appears on the student's report card.

District Grading Policy

Percentage Grade Regular Honors RHS AP RHS* 93% - 100% A 4.0 4.5 5.0

90% - 92.99% A- 3.7 4.2 4.7

87% - 89.99% B+ 3.3 3.8 4.3

83% - 86.99% B 3.0 3.5 4.0

80% - 82.99% B- 2.7 3.2 3.7

77% - 79.99% C+ 2.3 2.8 3.3

73% - 76.99% C 2.0 2.5 3.0

70% - 72.99 C- 1.7 1.7 1.7

67% - 69.99 D+ 1.3 1.3 1.3

63% - 66.99 D 1.0 1.0 1.0

60% - 62.99 D- 0.7 0.7 0.7

0% - 59.99 F 0.0 0.0 0.0

***Weighted grades will only be given to students completing an entire AP course. Weighted grades will not be given for grades below a C.**

ILLNESS AT SCHOOL

The facilities of our school clinic are available for any student who becomes ill or injured during the school day. Care must be taken at all times to report all illnesses and injuries to the clinic. If a student has a need for the clinic service, the student should make sure the teacher in charge knows where he/she is going and then report immediately to the office and then the clinic. If 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 student will be helped to make-up some of the work missed. Obviously, not all can be made up. The teacher will work with the child and, if necessary, the parent, to minimize the absence and its effect of the student's education. In some cases of extended absences, due to illness, tutoring may be available.

MEDICATION

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

OUT OF SCHOOL SUSPENSION

The student may make up any available missed assignments or tests during out of school suspensions. It is strictly the student's responsibility to determine what work is missed by checking Progress Book or contacting a fellow classmate for information. Teachers are not responsible for providing make-up information or assignments. It may not be possible to make-up class participation activities. All missed assignments are due the day the student returns to school from the out-of-school suspension. The student must make arrangements through their classroom teachers to complete any tests or quizzes.

PROGRESS BOOK AND REPORT CARDS

Academic progress is reported through various methods such as Progress Book, Interim Reports, and Report Cards. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3407.

PUBLIC RECORDS

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

SCHOOL BUS PROCEDURES

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

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

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus. Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.
2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus.
No key chains of any kind can be on the backpacks.
3. While on the bus, the student is under authority of, and directly responsible to the bus driver.
4. Upon entering the school bus, the students shall take their assigned seats. Students shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall extend into the aisle way at any time. **This is a state law.** All backpacks and bags must be held on their laps. Nothing is to be stored under the seat. Any over-sized project for school may not be transported by bus.
5. Students should conduct themselves on the school bus as they would in the classroom **except** that a reasonable amount of quiet conversation is permissible. Yelling to one another is not permitted.
6. **Eating or drinking on the bus is not permitted at any time.**
7. Students shall not smoke or light matches or cigarette lighters, or cause any other flammable material to burn on or near the bus.
8. Students causing damage of any type to the school bus will be held liable for the cost of repairing the damage to the bus. Students causing willful and malicious damage will be denied the privilege of riding the bus to school.
9. Permission must be given by the bus driver before any windows may be opened. No throwing of any objects out of the windows is allowed. No pencils, pens or any sharp objects are permitted out of book bags while student is on the bus.
10. **Carrying of any dangerous objects or materials (such as knives, guns or fireworks) is an automatic suspension of bus riding privileges. The following items may not be transported on the bus: glass containers, skateboards, lawn chairs, balloons, large boxes, lacrosse or hockey sticks, golf clubs, skis, plastic sleds, baseball bats. All soccer balls, footballs, basketballs, etc. may be transported if they are contained either in a closed bag or backpack.**
11. The Board of Education is required by state regulations to designate all bus stops. Bus stops have been placed in locations throughout the district that have, through the years, proven safe for loading and unloading students. Due to the number of students transported, an effort has been made to locate stops so that no student has to walk more than one half mile to a bus stop. The exception to this would be students living on spur roads not traveled by Revere school buses. Parental assistance is requested in seeing that the children arrive safely to and from the stop.
12. All students will load and unload from the buses only at designated stops. When on schedule, the bus cannot wait for tardy students. Students are to be at their designated bus stop five minutes before the bus is scheduled to arrive. When ahead of schedule the driver shall wait until the bus is on schedule for the

stop. Transfer of a student from his regular bus will be permitted only in case of hardship. A signed note from the parent must be presented to the principal's office in advance.

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

SCHOOL TRANSPORTATION PRIVILEGES

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

SCHOOL CLOSINGS

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced multiple ways via the all call notification system, district website, local television/radio, and social media outlets. If no report is heard, it can be assumed that school will be in session.

TELEPHONES

Students should ask to use the telephones only in case of an emergency. Permission must be granted by the classroom teacher. Arrangements for after school activities should be made before coming to school.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

Unauthorized use of the yearbook and website content or photographs is prohibited. None of the material may be copied, modified, reproduced, posted, published, transmitted, and/or distributed in any form without prior written permission from Revere Local Schools.

VACATIONS DURING SCHOOL DAYS

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

VIDEO AND AUDIO RECORDING DEVICES

Video and/or audio recording devices are not to be used at school without permission from school personnel.

This includes the use of these functions on cell phones.

VISITORS TO BATH

All adults are required to sign in at the office and wear a visitor sticker/badge at all times while in the building. During the school day all adults **must** enter the building through the main entrance. No adults will be permitted to enter any of the other doors. Those doors will be for students only.

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs on property owned or controlled by the District and off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District, and misconduct by a student that, regardless of where it occurs, is directed at a District official or employee or the property of such official or employee and all students when properly under the authority of school personnel during a school activity, function, or event, whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the

prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

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

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

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

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

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

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

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

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes. 7. DISHONESTY – Cheating on tests or school assignments, forging school and/or parental documents, falsifying information, making false statements or knowingly submitting false information to District staff, plagiarism or committing fraud.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

products, as well as electronic, vapor and other smoking devices.

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

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

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

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

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

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

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

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

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

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

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

*The bus code of conduct can be found in school handbooks

** The technology acceptable use policy can be found in the district's electronic student registration system



Revere Reunification Method – Parent/Guardian Information Sheet

Student/Parent/Guardian/Authorized Person Reunification

Circumstances may occur at the school that will require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat, or if a crisis occurs at the school. The Standard Revere Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use Blackboard Connect and/or social media. In some cases, students may be asked to send a text message or make a phone call to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Parent/Guardian/Authorized Person Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent, guardian or authorized person.

What if a Parent /Guardian Can't Pick-up Their Student?

When a parent/Guardian can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents/guardians or authorized person can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

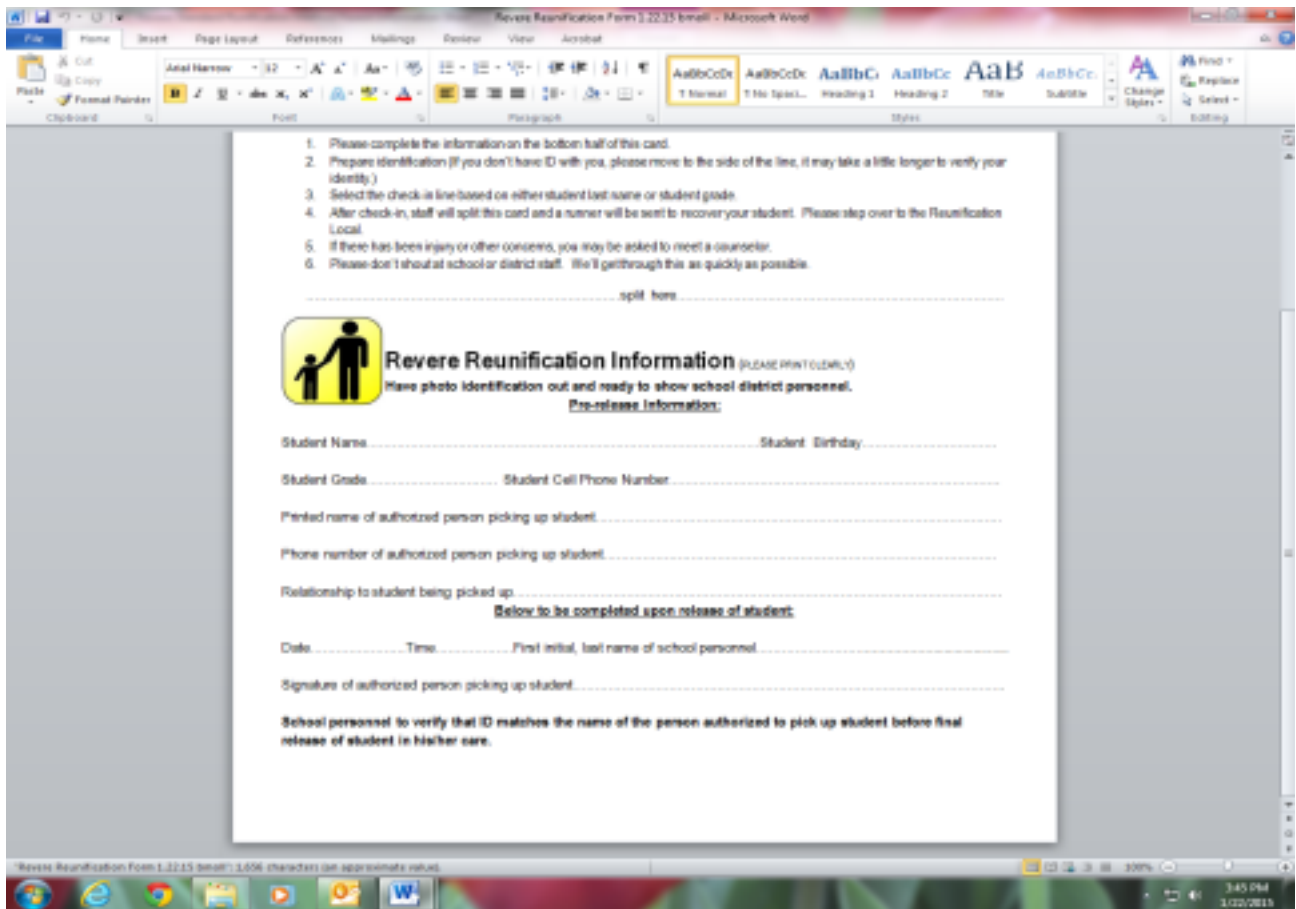
How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardian. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians/authorized persons, there are a couple steps. If a parent/guardian/authorized persons is driving to the school, greater awareness of traffic and emergency vehicles is advised. Once at the school, you should park where indicated and not abandon your vehicle. You will then be asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, you will be asked to fill out a Revere Reunification Form. This form is perforated and will be separated during the process. In the case of multiple students being reunified, a separate form will need to be completed for each individual student.

Example image of Revere's Reunification Form is below



Bring Valid ID to Check In

During check in, identification and custody rights are confirmed. From the “Check In” area parents/guardians/authorized persons are directed to the “Reunification” area once ID is validated. There, a runner will take the bottom half of the form and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents/guardians or authorized persons may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents/guardians or authorized persons may be pulled aside for emergency or medical information.

Revere Local School District
 Notice of Plan to Ensure Language Assistance
 for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency

procedures, template forms (i.e. disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL"). **These documents, and any others, will be translated upon request or as needed to assist any LEP Parent, regardless whether they speak a FEL.** District all-calls and other District-wide or building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;
- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

Injury Protocol:

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member.

If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member.

The nurse will keep a log of all students who are seen.

Parents are notified and an incident report is completed and kept on file at the school.

A copy of the completed incident report is sent to Central Administration
(Parents are given a copy of the incident report upon request)

STUDENT HANDBOOK

Revere Middle School

~~2023-2024~~
2024-2025



VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

<p>CREATES SOLUTIONS Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.</p>		<p>ENGAGES WITH PURPOSE Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.</p>
<p>DEMONSTRATES A LEARNER'S MINDSET Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.</p>	<p>EMBODIES CONFIDENCE & EMPATHY In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.</p>	<p>COMMUNICATES TRUTH Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.</p>
<p>#WeRRevere</p>		

This book belongs to:

Name: _____
RISE/Homeroom Number: _____ Grade: _____

ABSENCES AND PARTICIPATION

Students **must be in attendance at school for half a day** in order to be eligible for extracurricular, co-curricular, and curricular participation. This includes, but is not limited to; athletics, band, choir, drama and field trips. Exceptions to this policy will be reviewed by the administration.

ACADEMIC EXTRACURRICULAR ELIGIBILITY

Students are required to meet all eligibility requirements set forth by the Ohio High School Athletic Association and the Revere Local School District Board of Education to participate in extracurricular activities. Among these requirements are passing grades in at least ~~5~~ **4** 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~~ **4** subjects, but having a GPA of 1.00 to 1.99 will be placed on Academic Probation.

Student-athletes must receive a passing grade in five classes during the last grading period to remain eligible. The five classes must be indicated on the student's academic record.

Summer school courses cannot be used to restore a student's eligibility for fall sports.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. Students who violate this policy may receive zero credit. This includes the unauthorized use of data to gain an academic advantage. Students may also be referred to administration for further disciplinary action.

ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions or at any event sponsored by the school must be reported immediately to the person in charge and to the Main Office.

ATTENDANCE

Each parent, guardian, or custodian having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. Because of this, in December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 30 or more consecutive hours, 42 hours of absence per month or 72 hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. Absences accompanied with a medical note will be excluded from the accumulated hours of absence. The student and family may be required

to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

- A. Personal illness.
- B. Serious illness or death of a family member.
- C. Funeral.
- D. Medical and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. Religious holidays and activities.
- G. Authorized school-sponsored activities.
- H. Approved college visits.
- I. Acts of God.
- J. Quarantine.
- K. At the Superintendent's discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

An absence for any reason other than those listed above shall be classified as unexcused. All excuses from parents, as well as other documents pertaining to a student's enrollment, attendance, and withdrawal from the District, shall become a part of the official attendance record and shall be maintained regardless of format or condition.

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

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

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

LEGAL REFS: O.R.C. §§3301.60; 3321.041; 3321.13
Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017)
Adopted: December 19, 2017

Attendance Procedures

1. Student absences are verified daily by the attendance secretary.
1. Absences - Any absence that is not reported to the Main Office by the student's parent, guardian or custodian will be listed as unexcused. To avoid this, please call **330-523-3404** on the day of the absence. ~~Unless a phone call or note from the student's parent or guardian accompanies the student on the day of his/her return, this absence will be considered as truancy from school and zero credit for class work on that day will be issued.~~
1. Make-up work - It is the responsibility of students who are absent for any reason to obtain their make-up work. Students are permitted one day of make-up for every day missed. A day's absence does not excuse a student from the responsibility for all previously announced assignments or tests on the day of his/her return.
1. Students who leave the building because of illness, appointment or other emergency must first report to the Main Office. For early dismissal, the student must bring a note from his/her parent with the student's name, date, time of dismissal, reason and who will be picking the student up. The student needs to bring this note to the Main Office before school starts. The student will receive an early release slip and present it to his/her teacher at the time of his/her departure. The parent must sign the student out in the attendance office. The clinic will be available for part of a period if a student wishes to lie down due to illness. It is the Main Office policy to obtain permission from a parent, guardian or alternate authority before releasing a student from school. Students must rearrange tests or quizzes or any other assignment due that day and then sign out in the Main Office and receive a pass to leave the building. ~~Failure to do so may result in zeroes issued at the discretion of the teacher.~~ Students must sign-in immediately upon their return and go to class.
5. Tardiness to School - Any student arriving after 7:30 a.m. must report to the Main Office. Only students who are late due to a medical appointment or an emergency will not be disciplined as tardy. A note from the doctor must accompany the student upon their arrival. Oversleeping or transportation difficulties are not excused tardies. Students who are excused and miss a class due to arriving late to school must consult with their teachers prior to leaving school that day to rearrange for tests or quizzes and to obtain the homework assignment. ~~Failure to do so may result in zeroes issued at the discretion of the teacher.~~ Chronic tardiness will not be tolerated and will result in disciplinary action beyond detention. A student is considered tardy **if they are not in first period class by 7:30 a.m.** A student will be considered absent from a class if he/she arrives more than twenty minutes into the class period. All tardiness will be counted as such and is cumulative over the quarter. (Note: an unusual circumstance is left to the discretion of the administration.) Punctuality to class is expected as well. Students who are chronically tardy to class may be reported to the administration.

Consequences for tardiness to school in a quarter are as follows:

Second Tardy	Warning
Fourth Tardy	One detention
Sixth Tardy	One Saturday detention

Eighth Tardy: One day ~~Alternative Learning Center~~ **In-School Suspension**

Note: Each two subsequent tardies will result in additional disciplinary action ~~that may include out-of-school suspension.~~

Note: Because of the potential multitude of circumstances related to attendance matters, the administration reserves the right to render judgments in individual cases.

BULLETINS AND ANNOUNCEMENTS

All announcements for the P.A. must be written in advance and signed by an activity advisor. Students are not to come to the PA room during announcements with special messages. All posters and signs placed in the building must receive prior approval by an administrator.

CELLULAR PHONES/ELECTRONIC COMMUNICATION DEVICES

Cell phones are to be kept in locker during the school day. No use of cell phones in the halls or restrooms. First offense is a verbal warning and the phone goes in the locker. Second offense ~~is a verbal warning~~ **the student will be issued a detention**, and the phone goes to the office and may be picked up by the student after school. Third offense, the student will be issued a detention, the phone will go to the office until the parents/guardians pick up the phone.

CLASSROOM EXPECTATIONS

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

COMPUTERS/IPADS

Policies governing the use and/or misuse of computers and technology are included in the Revere Board of Education policy guidelines and Code of Student Behavior. Use of school computers is dependent upon annual receipt of a Technology Acceptable Use Policy signed by the parent /guardian and student.

DETENTIONS

Office detentions will be assigned ~~for Monday and Thursday afternoons from 2:45 p.m. - 3:20 p.m. in Room 301~~ **for a student's lunch period**. 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 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, cut-off, torn, having holes and/or frayed above the knees; pants worn below the waist/hip and are low hanging; sheer or mesh garments; tube tops; tank tops that have less than 2-inch strap; T-back/open back or exposure of any undergarments; wide arm opening muscle shirts (unless worn with an appropriate tank top underneath); shirts off the shoulder unless worn with appropriate tank top underneath; shirts that do not cover the midriff when standing and seated; hats, sun glasses, slippers, outer coats, pajamas, bandannas/head coverings, sweatbands; chains, any item advertising alcoholic beverages, drugs, tobacco, or weapons; or any item with obscene or questionable printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

Shorts and skirts must be finger-tip length all the way around the body or longer from their shortest points and must meet other conventional standards of dress. Tight shorts and shirts with messages across the front or back are not permitted. Exposure of cleavage or undergarments is prohibited. Shoes must be worn throughout the day. Gym clothes are not to be worn during academic classes. ~~Yoga pants cannot be worn unless with a shirt that~~

~~falls well below the hips, all the way around the body.~~ **Final determination of appropriate school attire rests with the school administration.**

DROP DATE

Students interested in changing their class schedule must do so within 10 school days of the offering. All changes or switches are at the discretion of the administrators and/or counselors.

EMERGENCY HALL PASSES

Students are not permitted in the halls during class periods or lunchtime unless they have a hall pass from an authorized staff member. Sufficient time to attend to necessary matters is provided between classes. If a pass is issued, no loitering will be allowed in the hallways or in the restrooms.

FIELD TRIPS

Field trips enhance the educational experience of students. A completed student field trip permission form with teacher and parent/guardian signatures is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern.

FINES AND FEES

All financial obligations incurred by students must be paid in full. Any unpaid fees will follow a student to the high school and must be paid before he or she can graduate.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

FOOD AND BEVERAGES

All food and beverages must be consumed in the Cafeteria or the courtyard adjacent to the Cafeteria unless a teacher gives permission in their classroom. Food and drinks are not to be consumed in the hallways. Only clear, non-carbonated, bottled water will be permitted in the classrooms at the teacher's discretion. Gum chewing in the classroom is at the teacher's discretion. Food is not permitted in the gymnasium.

GRADING

The grade earned at the end of the quarter is the grade that appears on the student's report card.

District Grading Policy

Percentage	Grade	Regular	Honors RHS	*AP RHS
93% - 100%	A	4.0	4.5	5.0
90% - 92.99%	A-	3.7	4.2	4.7
87% - 89.99%	B+	3.3	3.8	4.3
83% - 86.99%	B	3.0	3.5	4.0
80% - 82.99%	B-	2.7	3.2	3.7
77% - 79.99%	C+	2.3	2.8	3.3
73% - 76.99%	C	2.0	2.5	3.0
70% - 72.99	C-	1.7	1.7	1.7
67% - 69.99	D+	1.3	1.3	1.3
63% - 66.99	D	1.0	1.0	1.0
60% - 62.99	D-	0.7	0.7	0.7
0% - 59.99	F	0.0	0.0	0.0

***Weighted grades will only be given to students completing an entire AP course. Weighted grades will not be given for grades below a C.**

8th Grade students earning a “C” or higher in Spanish I, French I, Latin I, Geometry or Algebra will receive High School credit for the course. The grade will not be calculated into the student’s G.P.A. The letter grade earned will be reflected on the student’s transcript. All Flex Credit courses or courses taken in the summer between 8th and 9th grade will be calculated into the student’s G.P.A.

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

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

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

- A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, “harassment, intimidation, or bullying” means either of following:

- A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
 - 1. Causes mental or physical harm to the other student; and
 - 2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or
- B. Violence within a dating relationship.

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

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

- A. Physical violence and/or attacks.
- B. Taunts, name-calling, and put-downs.
- C. Threats and intimidation (through words and/or gestures).
- D. Extortion or stealing of money and/or possessions.
- E. Exclusion from the peer group or spreading rumors.
- F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:
 - 1. Posting slurs on Web sites where students congregate on Web logs (personal online journals or diaries);
 - 2. Sending abusive or threatening instant messages;
 - 3. Using camera phones to take embarrassing photographs of students and posting them online;
 - 4. Using Web sites to circulate gossip and rumors to other students;
 - 5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and
- G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff

member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

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

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

- A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Education's interest in a prompt and fair investigation.
- B. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

- A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.
- B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.

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

8. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences.

Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

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

- A. Supervise and discipline offending students fairly and consistently;
- B. Maintain contact with parents and guardians of all involved parties;
- C. Provide counseling for the victim if assessed that it is needed;
- D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.
- F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;

- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;
- E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;
- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment,

intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667

Adopted: October 17, 2017

INJURY PROTOCOL

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member.

If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member. The nurse will keep a log of all students who are seen. Parents are notified and an incident report is completed and kept on file at the school.

A copy of the completed incident report is sent to Central Administration
(Parents are given a copy of the incident report upon request)

LIBRARY

Fines are charged on overdue or damaged items. Students are expected to follow library regulations or they may forfeit access to the library.

LOCKERS

RISE/Homeroom teachers will assign a locker and lock to every student. Students should not share their combinations with anyone. **Lockers are the property of the school and the administration reserves the right to search any locker.** Since students are not permitted to carry book bags or backpacks, all personal items and books, when not in use, are to be kept in the locker. Decals, inappropriate pictures, etc. are not allowed. Defective lockers should be reported immediately to the Office. Intentionally damaging the locker or lock mechanism or damage incurred by presetting the lock will result in a fine for replacement. While using the locker room during or after school, students should lock their belongings in a locker.

LOST AND FOUND

Students who find lost articles are asked to take them to the lunch room where they can be claimed by the owner. Unclaimed items will be donated to local charities.

LUNCH PERIOD

All students must eat lunch in the Cafeteria or the courtyard adjacent to the Cafeteria whether they purchase or carry their lunches. All food and beverages must be consumed in these two areas. Students are to take pride in the lunch facilities and are responsible for 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. **Every student has their own lunch code. It should never be shared with other students. Students are prohibited from using other students' lunch codes as well.**

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/IN-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.~~ Students will get the same amount of days missed from the out-of-school suspension to turn in assignments. The student must make arrangements through their classroom teachers to complete any tests or quizzes. **Students may also be given an in-school suspension in lieu of an out of school suspension. Students will attend school, but not attend their classes, and will work on all assignments in the main office.**

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PROGRESS BOOK AND REPORT CARDS

Academic progress is reported through various methods such as Progress Book, Interim Reports, and Report Cards. All Report Cards Interims and grades will all be electronic on Progress Book. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3403.

PUBLIC RECORDS

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

SATURDAY MORNING DETENTIONS

The guidelines for students serving Saturday Detention are:

1. Sessions will be held at Revere Middle School from 9:00 a.m. until 12:00 p.m. Anyone arriving after the session starts will not be allowed to enter and will be considered unexcused and absent. (No exceptions.)
2. Students will enter the building at the front door and will be in their seats by 9:00 a.m.
3. Students who fail to show up for Saturday detention will be subject to additional disciplinary action.
4. Students are to bring books and materials to complete their assignments. No one will be permitted to go to his/her lockers.
5. No food, audio equipment or any recreational/leisure activities will be permitted.
6. Students are responsible for having work to do to cover the complete three (3) hour time period.
7. Failure to follow the stated rules will result in the students being removed from the session and being subject to additional disciplinary action.

SCHOOL BUS PROCEDURES

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

Riding the school bus is a privilege extended to students that can be taken away anytime for disruptive or unsatisfactory behavior. All children being transported are under the authority of the bus driver and must obey the driver's directions. The school bus drivers are in charge while students are on buses.

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus.
Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.
2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus. **No key chains of any kind can be on the backpacks.**
3. While on the bus, the pupil is under authority of, and directly responsible to the bus driver.
4. Upon entering the school bus, the pupils shall take their assigned seats. Pupils shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall extend into the aisle way at any time. **This is a state law.** All backpacks and bags must be held on their laps. Nothing is to be 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	Speech and Debate
Academic Challenge	

STUDENT IDENTIFICATION CARDS

Students will be issued one identification badge at the beginning of the school year. If they lose their badge, students are responsible for replacing it. Replacement cost to the student will be the current cost for each badge.

STUDENT VALUABLES

Students are cautioned not to bring large amounts of money or other valuables to school. Students, not the school, are responsible for their personal property.

TELEPHONES

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

TEXTBOOKS

All basic texts are loaned to students for their use during the school year. The student pays for workbooks and other supplies. Textbooks are to be kept clean and handled carefully. Students are to use book covers to prevent damage to their books. Students should write their name and grade on the book label in case the book is misplaced. Pupils will be required to pay for lost or damaged books.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

Unauthorized use of the yearbook and website content or photographs is prohibited. *None of the materials may be copied, modified, reproduced, posted, published, transmitted and/or distributed in any form or by any means without prior written permission.*

VACATIONS DURING SCHOOL DAYS

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

VIDEO AND AUDIO RECORDING DEVICES

Video and/or audio recording devices are not to be used at school without permission from school personnel. **This includes the use of these functions on cell phones and smartwatches.**

VISITORS

All visitors must report to the office immediately and secure a pass. Students from other schools are not encouraged to visit unless they plan to compare to enroll. These student visitors must present a pass and be escorted by a Revere Middle School student throughout the day. Prior approval by the principal is required.

WITHDRAWALS, TRANSFERS AND CHANGE OF ADDRESS

A parent/student should notify the Guidance Office a few days in advance of transferring or withdrawing from school. The student must obtain a withdrawal form from the Guidance Office. All subject teachers must sign this form after textbooks are returned. All financial obligations must be satisfied. The form is returned to the Guidance Office when it is completed. No transfers or withdrawals will be issued until the form is returned. Students who change their address, telephone number or emergency information must update in Oneview. All technology items must be returned and all library books returned.

CODE OF STUDENT CONDUCT

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

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

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

1. ACADEMIC DISHONESTY – Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams

(paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's computer code, spreadsheets, documents, or handwritten material.

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

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

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

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

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

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

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

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

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

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

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

13. HARASSMENT – Harassment includes, but is not limited to, any action which

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

31. REPEATED TARDINESS – arriving after the start of a scheduled class or

activity without a valid excuse.

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

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

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

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

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

*The bus code of conduct can be found in school handbooks

** The technology acceptable use policy can be found in the district’s electronic student registration system



Revere Reunification Method Parent/Guardian Information Sheet

Student/Parent/Guardian/Authorized Person Reunification

Circumstances may occur at the school that will require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat, or if a crisis occurs at the school. The Standard Revere Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use Blackboard Connect and/or social media. In some cases, students may be asked to send a text message or make a phone call to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Parent/Guardian/Authorized Person Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent, guardian or authorized person.

What if a Parent /Guardian Can't Pick-up Their Student?

When a parent/Guardian can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents/guardians or authorized person can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

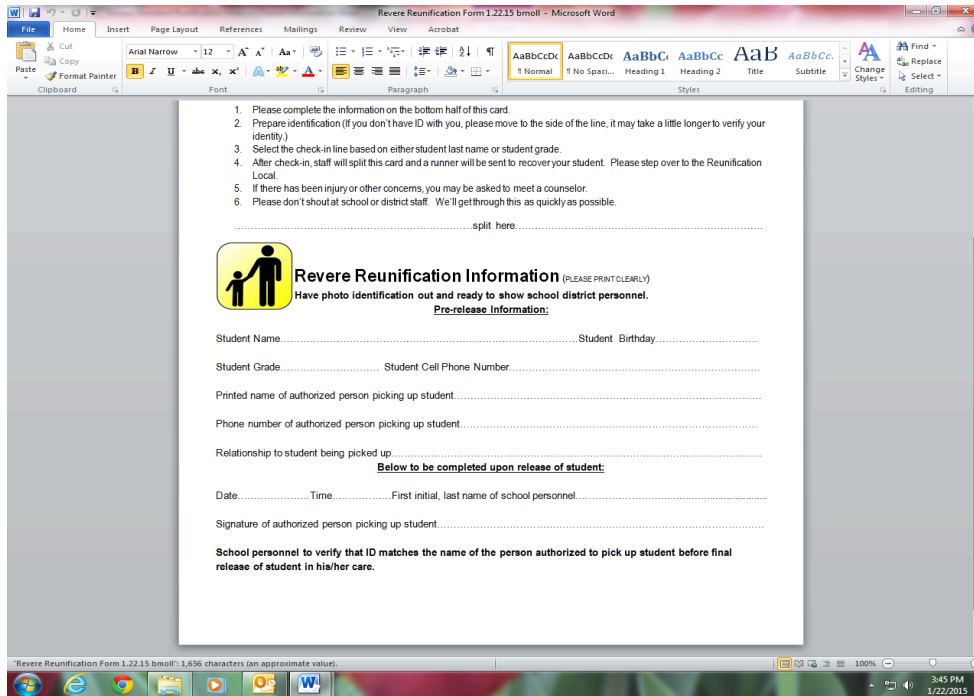
How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardian. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians/authorized persons, there are a couple steps. If a parent/guardian/authorized persons is driving to the school, greater awareness of traffic and emergency vehicles is advised. Once at the school, you should park where indicated and not abandon your vehicle. You will then be asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, you will be asked to fill out a Revere Reunification Form. This form is perforated and will be separated during the process. In the case of multiple students being reunified, a separate form will need to be completed for each individual student.

Example image of Revere's Reunification Form is below



Bring Valid ID to Check In

During check in, identification and custody rights are confirmed. From the “Check In” area parents/guardians/authorized persons are directed to the “Reunification” area once ID is validated. There, a runner will take the bottom half of the form and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents/guardians or authorized persons may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents/guardians or authorized persons may be pulled aside for emergency or medical information.

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact

with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e.) disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL"). **These documents, and any others, will be translated upon request or as needed to assist any LEP Parent, regardless whether they speak a FEL.** District all-calls and other District-wide or

building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;
- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

STUDENT HANDBOOK

Revere High School

2024 - 2025





VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

CREATES SOLUTIONS

Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.

DEMONSTRATES A LEARNER'S MINDSET

Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.



EMBODIES CONFIDENCE & EMPATHY

In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.

PERSEVERES & ADAPTS

Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.

ENGAGES WITH PURPOSE

Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.

COMMUNICATES TRUTH

Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.

#WeRRevere

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GREETINGS FROM THE PRINCIPAL

Dear Revere High School Students,

Welcome to the 2024-25 school year! Each school year begins with a sense of hope and promise. This year, more than ever, we are excited about a new start. I cannot wait to begin this journey together. To our freshmen and new students to the district, we welcome you into our family. To our sophomores, juniors, and seniors, we call on you to be the leaders and role models that we know you can be. With each challenge and new experience, we grow stronger. Pass on what you have learned to each other. The entire Revere High School staff is here to assist you along the way. Together, we will make this a great year!

Please take time to read this student handbook and review the contents. There is a wealth of information that is helpful for you to know. All of the items included are very important. The student code of conduct is important to understand and review. Along with your parent(s) or guardian(s), part of your responsibility is indicating via digital signature on Final Forms that you have read and understand all aspects of this handbook. Please take this seriously.

I hope that you use your time here to maximize your potential, make some amazing memories, and prepare yourself for the road ahead. The Vision of a Minuteman is here to guide you and the choices you make. If you remember to create solutions, demonstrate a learner's mindset, embody confidence & empathy, persevere & adapt, engage with purpose, and communicate the truth, then you will be successful in all that you do. We are here to help you, but it will be your efforts that determine the outcome. Let us make 2024-25 a year to remember!

Sincerely,

A handwritten signature in blue ink that reads "Andrew J. Peltz". The signature is written in a cursive style with a large, stylized 'P'.

Andrew Peltz
Principal of Revere High School

Quick Reference

Administrative Assistants

RHS Main Office - Mrs. Baird

(330) 523-3202

jbaird@revereschools.org

RHS Attendance Office - Mrs. Zendlo

(330) 523-3206

dzendlo@revereschools.org

24-HOUR ATTENDANCE REPORT LINE

Parents and guardians can report an absence from school, a tardy to school or an early dismissal from school by using the direct 24-hour attendance line.

RHS Counseling Office - Mrs. Reinhold

(330) 523-3210

treinhold@revereschools.org

RHS Athletic Office - Ms. Lechman

(330) 523-3205

hlechman@revereschools.org

RHS Data Assistant - Mrs. Sampson

(330) 523-3240

jsampson@revereschools.org

RHS School Fax

(330) 659-0051 - Main Office

(330) 659-0058 - Counseling Office

General Information

Revere High School Address:

3420 Everett Rd

Richfield, OH 44286

Visit us at www.revereschools.org

BUILDING ADMINISTRATION

Dr. Andrew Peltz

Principal

apeltz@reverschools.org

Mr. Doug Faris

Assistant Principal

dfaris@reverschools.org

Mr. Don Seeker

Athletic Director

dseeker@reverschools.org

SCHOOL COUNSELING DEPARTMENT

Nick DePompei

School Counselor (A - F)

ndepompei@reverschools.org

Emily Rion

School Counselor: (G - M)

erion@reverschools.org

Elizabeth Long

School Counselor: (N - Z)

elong@reverschools.org

SCHOOL RESOURCE OFFICER

Officer Scott Dressler

sdressler@reverschools.org

Safe School Hotline

www.safeschoolhelpline.com

1-800-418-6423 (EXT 359)

ACADEMIC EXTRACURRICULAR ELIGIBILITY

Students are required to meet all eligibility requirements set forth by the Ohio High School Athletic Association and the Revere Local School District Board of Education to participate in extracurricular activities. Requirements are passing a minimum of five (5) one-credit classes and having earned a minimum GPA of 2.0 in the previous grading term. Students meeting the credit requirements but having a GPA of 1.00 to 1.99 will be placed on Academic Probation. Study tables are available for students year round.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. This includes the unauthorized use of data to gain an academic advantage. Students who violate this policy are subject to the consequences set forth by the classroom teacher. Students may also be referred to administration for further disciplinary action which could result in loss of National Honor Society recommendation.

ACCIDENTS

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

ATHLETICS

The Revere Local School District believes that participation in school athletics is a privilege, not a right, and can have a direct positive impact on a student's overall high school experience. Revere Local Schools offer numerous opportunities for our young men and women to explore and develop their personal skills as part of a team. We believe that participation on a team brings with it certain responsibilities that are above and beyond those that are expected of individuals who are not participants. **This belief is based upon the fact that participation in athletics is a privilege and not a right.**

There is a need for students to learn respect for authority in the classroom, on the court or playing field, as well as in society. There is a need for students to learn that there are rules and regulations that one must follow to be a member of society. Athletes are expected to follow the rules and regulations in the RHS Code of Student Behavior as well as the rules and regulations established by their coaches and other authorities or governing bodies. These authorities or governing bodies include but are not limited to the athletic director, principals, superintendent, board of education, or the Ohio High School Athletic Association (OHSAA).

All athletes and at least one parent and/or guardian must view the online OHSAA Preseason Meeting video/powerpoint and sign off to be eligible to compete. Players need to have a complete set of athletic forms on file. The RHS Athletic Department uses an online system called Final Forms to achieve this. During this process, all athletes will be asked to digitally sign they have read and understand all aspects of the Revere High School Code of Conduct and the Extracurricular Code of Conduct. Final Forms must be completed before an athlete is allowed to participate on an athletic team.

❖ **ATHLETICS AND OHSAA**

Student Athletes and Parents should familiarize themselves with the following OHSAA Bylaws:

- All beginning ninth graders must have passed five (5) one-credit classes in which they were enrolled during the immediately preceding grading period. (Ex: 4th grading period of 8th grade year to be eligible for participation during fall of 9th grade year.)
- Eligibility for each grading period is determined by grades received the preceding grading period.
- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in a member school and, again, have received passing grades in a minimum of **five one-credit courses, or the equivalent**, in the immediately preceding grading period. (**Note:** Students taking post-secondary options must comply with these standards).

- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

❖ INTERSCHOLASTIC ATHLETICS

Boys/Girls Basketball	Boys/Girls Golf
Football	Boys/Girls Cross Country
Boys/Girls Soccer	Baseball
Boys/Girls Tennis	Dance Team
Softball	Boys/Girls Track
Wrestling	Volleyball
Boys/Girls Swimming	Cheerleading
Boys/Girls Lacrosse	

The following websites are listed for the convenience of student-athletes and parents. Students and parents will be able to research eligibility, rules, regulations, and a variety of other topics.

www.revereminutemen.org

www.ohsaa.org

www.ncaa.org

ATTENDANCE

Each parent or guardian, having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. **In December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 38 hours of absence per month or 65 hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. The student and family may be required to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.**

When a student submits an excused medical note pertaining to an absence, this absence remains a part of their permanent record but will not be counted towards the above bolded House Bill 410 hours.

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

- A. Personal illness.
- B. Serious illness or death of a family member.
- C. Funeral.
- D. Medical and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. Religious holidays and activities.
- G. Authorized school-sponsored activities.
- H. Approved college visits.
- I. Natural Disaster.
- J. Quarantine or Stay at Home order.
- K. Out-of-state travel, not to exceed 24 hours per school year that the student's school is open for instruction, for participation in an enrichment activity approved by the Board of Education or an extracurricular activity, defined as a student activity program operated by the District but not included in a graded course of study.
- L. At the Superintendent's discretion, a visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

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

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

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

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

A student must be in attendance at school for half of the school day in order to participate in any school-sponsored activity that is conducted on that day. This includes but is not limited to athletics, band, choir, drama, and field trips. Exceptions or in cases of emergency this policy will be determined by the administration.

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

Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017) Adopted: December 19, 2017

❖ **REPORTING ABSENCES FROM SCHOOL**

It is the responsibility of the parent and/or guardian to report all absences from school to the attendance office on the day of the absence. The attendance phone line is available 24 hours a day at (330) 523-3206. Parents/guardians must call by 8:00 AM the day of the absence. Failure to report a student's absence may result in truancy. The attendance secretary will verify absences daily, and place an automated call home to unconfirmed absent students within 2 hours after the school day begins. **This is required by the State of Ohio according to guidelines of Alianna's Alert.**

❖ **REPORTING TO SCHOOL UPON ARRIVAL (TARDIES)**

Students who arrive at school after 7:34 AM are considered tardy. Upon arrival, students must immediately report to the Attendance Office for a pass. Failure to do so will be considered truancy. Oversleeping or transportation difficulties are not excuses for tardiness. Students who are excused and miss classes due to arriving late to school must consult with their teachers prior to leaving school that day to rearrange for tests or quizzes and to obtain homework assignments. Failure to do so may result in zeroes issued at the discretion of the teacher. Chronic tardiness

will not be tolerated and will result in disciplinary action and/or result in loss of student driving privileges or ability to obtain a student parking permit. All tardiness will be counted as such and is cumulative over each quarter.

❖ **MAKE-UP WORK**

It is the responsibility of absent students to obtain their make-up work. Students are permitted one day of make-up for every missed day. A day's absence does not excuse a student from the responsibility for all previously announced assignments or tests on the day of their return. Students who have been suspended may make up any available missed assignments or tests.

❖ **OUT-OF-SCHOOL SUSPENSION**

Out-of-school suspension means the student may not come to school, attend classes, or any school events. Students coming onto school property while they are under suspension may be charged by police for trespassing. The suspension begins on the date designated by the administrator and ends the morning of the student's return. Students remain suspended throughout any appeals process. The student may make up any available missed assignments or tests. Students should work with their teachers to determine missing work and/or assignments. Teachers are not responsible for providing alternative classroom materials for the time missed. It may not be possible to make up class participation activities. All missed assignments are due the day the student returns to school from the out-of-school suspension. The student must make arrangements through their classroom teachers to complete any tests or quizzes. Suspension may extend beyond the current school year, if at the time a suspension is imposed; fewer days remain in the school year than the term of the suspension. The Superintendent may apply any or all of the period of suspension to the following year.

BACKPACKS & BOOKBAGS

Students are permitted to carry larger backpacks/bookbags into and out of the school. During the school day, however, the larger backpacks/bookbags must remain in the student's assigned locker unless permission is granted from administration due to a medical or personal situation. Students may carry smaller drawstring bags during the day from class to class if they choose. All contents within the backpacks,

bookbags, and drawstring bags must be school appropriate and in line with the student code of conduct.

BELL SCHEDULES

Period	Regular Bell Schedule	Minutemen Time (MMT) Schedule	1-Hour Delay (PLC) Schedule
0 (PLC)	N/A	N/A	PLC Time: 7:24 – 8:24
1	7:34 – 8:25	7:34 – 8:21	8:34 – 9:16
2	8:30 – 9:20	8:26 – 9:12	9:21 – 10:02
3	9:25 – 10:15	9:17 – 10:03	10:07 – 10:51
MMT	N/A	10:03 - 10:32	N/A
4	10:20 – 11:10	10:37 - 11:23	10:56 – 11:37
5	11:15 – 12:45	11:28 - 12:53	11:42 – 1:04
6	12:50 – 1:40	12:55 – 1:44	1:09 – 1:50
7	1:45 – 2:37	1:49 – 2:37	1:55 – 2:37

Lunch Period	Regular Bell Schedule	Minutemen Time (MMT) Schedule	1-Hour Delay (PLC) Schedule
A	11:15 – 11:45	11:23 – 11:53	11:39 – 12:09
B	11:45 – 12:15	11:53 – 12:23	12:07 – 12:37
C	12:15 – 12:45	12:23 – 12:53	12:34 – 1:04

BULLETINS AND ANNOUNCEMENTS

All P.A. & morning video announcements require prior approval by an activity advisor. All posters and signs for activities placed in the building must receive prior approval by the administration.

BUS RULES AND PROCEDURES

1. Students must remain seated at all times. Seat changes are not permitted while the bus is in motion.
2. Excessive noise, boisterous conduct, calling to others outside the bus, and talking at intersections and railroad crossings is prohibited.
3. Students must keep all body parts inside the bus and feet must remain on the floor.
4. There will be no eating on the bus.
5. The use of profane, vulgar, or improper language and/or gestures is prohibited.
6. Any action that includes throwing items in the bus, at the bus, or the windows is prohibited. The use of water guns, lighters,

electronic communication devices, matches, or cigarettes is prohibited. Any violation may result in the loss of riding privileges and further disciplinary action by the administration.

7. Fighting and/or scuffling is prohibited.
8. Students are expected to promptly obey the instructions of the bus driver or will face disciplinary action by the building administrators.
9. Any other misconduct detrimental to the safe operation of the bus is prohibited.

CELLULAR PHONES & ELECTRONIC COMMUNICATION DEVICES

Cell phones and electronic communication devices are to be kept out of sight, **in a locker, or stored in a teacher-provided classroom space** while school is in session, unless granted permission by a staff member. Any device that is deemed turned on, makes a noise or vibrates, or otherwise calls attention to itself, without prior approval of the teacher, will be considered a disruption and subject to confiscation by RHS staff. The student may also face additional disciplinary action by administration and parent(s) or guardian(s) will be informed. **Photos or videos may NEVER be taken in restrooms or locker rooms. Photos or videos taken in public spaces must be approved by the people in them BEFORE they are taken.**

CLASSROOM EXPECTATIONS

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

COLLEGE CREDIT PLUS

Ohio's College Credit Plus is a program that will allow you to earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students in grades 7-12. Contact colleges for information, application forms, and criteria for acceptance into College Credit Plus. Some materials are available from your counselor and at the college's website. For additional information, refer to the Information Sheets/Presentations on the Revere High School website and schedule a meeting with your school counselor. A failed CCP course will be charged to the family and the grade will appear on the students high school and college transcript.

COMMENCEMENT & COMMENCEMENT REHEARSAL

Attendance at commencement rehearsal is a requirement for participation in Commencement. The Senior Class will be recognized at Commencement as Summa Cum Laude (4.0+ GPA); Magna Cum Laude (3.75 – 3.99 GPA); or Cum Laude (3.50 – 3.74 GPA).

COMPUTERS

Policies governing the use and/or misuse of computers and technology are included in the Revere Board of Education policy guidelines and Code of Student Behavior. Use of school computers is dependent upon annual receipt of a Computer Technology Usage Form signed by the parent /guardian and student.

CREDIT FLEXIBILITY

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of our global and technological age. Ohio's plan for Credit Flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. The overall effect is to increase student engagement and sense of ownership of learning. Please check the counseling website for additional details and requirements.

CVCC ADMISSIONS

A student who wishes to qualify for CVCC admission should discuss this option with their counselor. The following factors affect CVCC admission status:

1. Good academic standing (on track to graduate)
2. No attendance compliance issues (HB 410)
3. Attendance at the CVCC Parent and Student Information Night in January.
4. Attendance at the CVCC field trip in January
5. Complete applications will be given priority status based on the date received and the above considerations.

DETENTIONS

Detentions are issued as a form of consequence for violations of the student code of conduct. Students are expected to serve their detention at the assigned time. Students must be prompt, must work on school assignments, and must adhere to all rules of the Code of Student Conduct during the detention. Failure to serve assigned detentions will result in additional disciplinary action by the administration.

DISCLAIMER

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

DRESS CODE

We are committed to a safe and orderly learning environment for students that is free from distraction. Attire should not detract from the educational process and reasonable standards in dress and grooming apply. Compliance with the dress code is expected and non-compliance may be considered insubordination. Any form of dress that is considered contrary to good hygiene is prohibited.

School Appropriate is defined as:

1. No drugs, alcohol, or weapons references
2. No profane or hate speech
3. No revealing clothing
4. No hats or non-religious head coverings unless approved by the administration

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

DRIVING TO SCHOOL

Driving to school is a privilege at Revere High School and eligibility is dependent on many factors. A permit is required and obtained through an application process. Payment of the required parking fee in addition to all school fees and fines is required. Excessive tardiness and absences may prevent the issuance or cause suspension of driving privileges at RHS.

Suspension and/ or non- issuance of driving privileges may occur as a result of a violation listed in this handbook or the Code of Student Behavior. The Revere Local School District assumes no responsibility for damage or theft of any student vehicle. Student drivers are expected to comply with the following procedures or may face disciplinary action by the administration. **Vehicles may be subject to towing at the owner's expense for any violation.**

❖ **PARKING RULES AND PROCEDURES**

- Students must register his or/her vehicle annually.
- Parking permits must be on display on the rear-view mirror.
- The permit is valid only for the assigned parking ~~spot~~ **zone** of the vehicle. **Staff and visitor spots are off-limits for general parking.**
- All rules of the Code of Student Conduct may apply to student cars.
- Traffic laws are to be obeyed on any school property and/or school events.
- Driving inappropriately or in an unsafe manner within the school zone may result in forfeiture of parking and/or other school disciplinary action.
- Permits may not be shared or borrowed.
- Students are not permitted to loiter in or near their vehicles or in the parking lot during school hours.
- Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Revere Board of Education if there is reasonable suspicion that the student is in violation of the Code of Student Behavior. Failure to comply with a reasonable search will be considered insubordination.

EARLY DISMISSAL

Early dismissal opportunities are available to students enrolled in work study, post-secondary or volunteer options only. Students must have a signed approval form in the school office to participate. All students scheduled for early dismissal must leave the building at the time of sign-out.

EARLY GRADUATION

Early completion of graduation requirements is not advised. There are many advantages and opportunities for students to expand their academic and social development by completing four full years of high

school. However, there may be circumstances in which early graduation is desired and will be considered for approval. The guidelines listed below must be followed:

1. The student must declare their intention to graduate by May 1st of the year prior to graduation.
2. A student/parent/principal conference may be required prior to June 1st of the year before graduation. An educational plan detailing the request for early graduation and its relationship to the student's overall education must be completed and submitted prior to this conference. Assistance in preparing the educational plan may be obtained from the Counseling Department.
3. Completion of the "Early Graduation Approval Form" must be submitted by the student and parents prior to final approval by the principal.

FIELD TRIPS

Field trips enhance the educational experience of students. A completed student field trip permission form with teacher and parent/guardian signatures is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern. All emergency contact information in Final Forms must be completed prior to permission to attend field trips.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

FINES AND FEES

All financial obligations incurred by students must be paid in full. All students are assessed a general student fee for the current school year. The amount of the fee will be determined and communicated prior to the beginning of the school year. Some courses may require additional fees. Diplomas and final transcripts may be held for unpaid fees.

FLEXIBLE SCHEDULING

If a student wishes to take a course that is part of the RHS curriculum, but cannot take that course during a regularly scheduled class period according to the Master Schedule, he or she may do so according to the following guidelines:

1. They must have the approval of the teacher, department chairperson, counselor, and principal.
2. They must enroll for the course during another class period or meet with the teacher during his/her preparation time.
3. The presence of the student in the classroom cannot cause a disruption or increase class size beyond recommended limits.
4. Please see your school counselor regarding Credit Flexibility Policies in addition to the above guidelines.

FOOD, BEVERAGES, AND LUNCH

Delivery orders and foods from any restaurants are not permitted in the cafeteria. Food and beverages in the classroom is at the discretion of the teacher and/or activity supervisor. All visitors to the lunchroom must be approved by the administration.

GRADING

The semester grade earned at the end of the course is the grade that determines credit and appears on the student's transcript. Advanced Placement courses are weighted by one point.

Failure to complete course requirements may result in a failing grade for the course. Students removed from a class for disciplinary or attendance violations will receive a Withdrawal Failure. The WF will appear on the student's permanent transcript. The student will remain in the course on a non-credit basis.

District Grading Policy

Percentage	Grade	Regular	RHS Honors	RHS AP*
93% - 100%	A	4.0	4.5	5.0
90% - 92.99%	A-	3.7	4.2	4.7
87% - 89.99%	B+	3.3	3.8	4.3
83% - 86.99%	B	3.0	3.5	4.0
80% - 82.99%	B-	2.7	3.2	3.7
77% - 79.99%	C+	2.3	2.8	3.3
73% - 76.99%	C	2.0	2.5	3.0
70% - 72.99	C-	1.7	1.7	1.7

67% - 69.99	D+	1.3	1.3	1.3
63% - 66.99	D	1.0	1.0	1.0
60% - 62.99	D-	0.7	0.7	0.7
0% - 59.99	F	0.0	0.0	0.0

***Weighted grades will only be given to students completing an entire AP course and taking the AP Exam. AP students must finalize their decision to take or not take the AP Exam by the end of the 1st grading period. Weighted grades will not be given for grades below a C.**

8th Grade students will receive high school credit for any high school course taken at the middle school when earning a C or better. The grade will not be calculated into a student's GPA. All Flex Credit Courses or courses taken in the summer between 8th and 9th grade will be calculated into a student's GPA.

Juniors and Seniors may choose up to one (1) credit per year as a No Grade/No GPA Credit Option from the Elective course offerings. The purpose of this option is to afford students an opportunity to experience a course that they may enjoy without adversely affecting the GPA. If a student earns less than a "C" in the course, the actual grade will be calculated into the GPA, and appear on the report card and transcript. For a grade of "C" or higher, a "P" Pass grade will appear. Students interested in this option must make an appointment with their school counselor prior to the start of the school year. Not all courses qualify for this option.

HALL PASSES

Permission for hall privileges is required from each teacher. Students must complete necessary tasks during hall pass in a reasonable amount of time.

HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on school property, on a school bus, or during any school sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are

determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

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

- A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the parent(s) or guardian(s) of a student who commits acts of harassment, intimidation, or bullying and the parent(s) or guardian(s) of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

In accordance with this policy, “harassment, intimidation, or bullying” means either of following:

- A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
 - 1. Causes mental or physical harm to the other student; and
 - 2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or
- B. Violence within a dating relationship.

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

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

- A. Physical violence and/or attacks.
- B. Taunts, name-calling, and put-downs.
- C. Threats and intimidation (through words and/or gestures).
- D. Extortion or stealing of money and/or possessions.
- E. Exclusion from the peer group or spreading rumors.
- F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other online sites or phone apps (also known as “cyber bullying”), such as the following:

- a. Posting slurs on Websites where students congregate on Web logs (personal online journals or diaries);
- b. Sending abusive or threatening instant messages;
- c. Using camera phones to take embarrassing photographs of students and posting them online;
- d. Using Web sites to circulate gossip and rumors to other students;
- e. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers: and

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected

harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff

member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such a written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

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

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

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

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

- B. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

- A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.
- B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.
- C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

8. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or

work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

11. Disciplinary Interventions

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

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

- A. Supervise and discipline offending students fairly and consistently;
- B. Maintain contact with parents and guardians of all involved parties;
- C. Provide counseling for the victim if assessed that it is needed;
- D. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- E. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.
- F. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel:

- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;
- E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;
- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their parent(s) or guardian(s). Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The Administration shall annually send to each student's parent(s) or guardian(s) a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667

Adopted: October 17, 2017

INDEPENDENT COURSES

Independent study is defined as coursework that a student may wish to take that is not part of the RHS or Board adopted curriculum. Any independent study coursework must be approved by the counselor and principal, and must meet all Revere Local School District Board policies and guidelines. Students who take coursework that is approved for independent study will be granted credit toward graduation on a pass/fail basis. Additional information may be found in the Credit Flexibility Policies and Guidelines.

INTERNATIONAL EXCHANGE STUDENTS

Revere High School welcomes international exchange students on a limited basis and enrollment is not guaranteed each year. It is our privilege to support the students in their year long experience in the United States. International exchange students need to have the proper

documentation through their sponsoring organization. The sponsoring organization must be sanctioned with the OHSAA in order for an exchange student to be eligible to participate in athletics. Exchange students will receive a certificate of attendance and not be eligible for graduation from Revere High School.

LIBRARY/MEDIA CENTER

Bookmarks with subscription database passwords are available in the library. Students are expected to follow library rules or they may forfeit access to the library. Fines are charged on overdue or damaged items.

LOCKERS AND LOCKS

Each student is assigned a lock and locker at the beginning of the school year. Lockers and locks are the sole property of the school. Lockers may be searched at any time by the administration. Appropriate care of school property is required. Locks are expected to be in use at all times. Lock combinations are confidential and should not be shared with others. The school is not responsible for lost property or valuables. Book bags and backpacks remain in lockers while school is in session. Students are not permitted to display inappropriate pictures, decals, or displays on the lockers. Any damage to the lock or locker by a student may result in disciplinary action by the administration. A \$6.00 fee is assessed for a replacement lock. **While using the locker room during or after school, students must lock their belongings in a locker.**

LOST AND FOUND

Miscellaneous articles may be placed on the Lost and Found table. Valuable items should be taken directly to the main office and reported to school personnel.

MEDICATION

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

any other over-the-counter medication without the necessary completed forms.

MINIMUM COURSE LOAD

All students must be enrolled in at least six (6) classes per semester. Students enrolled in College Credit Plus (CCP), Career Technical Education (CTE), or **have completed/scheduled all graduation requirements** will work with their respective counselor to schedule the appropriate class load.

NATIONAL HONOR SOCIETY

The National Honor Society, created by the National Association of Secondary School Principals, honors students who excel in five ways: scholarship, knowledge, leadership, service, and character. The society is governed by national rules. Membership in the NHS is one of the highest honors that can be given to a high school student and is a privilege, not a right. The selection process at RHS begins with sophomores and juniors who have met the scholastic GPA requirement and are active in service and school related activities. A selection process established by both the national and local organizations determines membership in the National Honor Society. The final step in the selection process involves a committee of faculty members who review the applications and make recommendations for membership. The decision of the committee is final.

PLANNED ABSENCE

We recognize that circumstances may arise that could necessitate a student accompanying his/her parent(s) or guardian(s) on a planned absence. Students are responsible for the completion of the Planned Absence form from the Main Office. On this form the student must obtain the signatures of all teachers and a parent/guardian and then return the form to the Main Office prior to the planned absence. These absent hours will count towards the student's permanent record and are included in the hours reported to the State of Ohio according to House Bill 410. All make-up work is the responsibility of the student. Any tests/exams missed shall be made up upon the student's return to school (including the end of the school year).

PROGRESS BOOK AND REPORT CARDS

Academic progress is reported throughout each semester through various methods such as Progress Book and Report Cards. Conferences are encouraged at any time and parents may contact teachers for appointments. For questions about access to Progress Book, the online grade report program, please call (330) 523-3407.

PUBLIC RECORDS

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

SATURDAY SCHOOL DETENTION

A three hour Saturday detention session (9:00 am - Noon) is held bi-monthly at Revere Middle School and is supervised by school personnel. Sessions are assigned by the administration as a result of violations of the Code of Student Behavior. Students are expected to bring school books and materials to Saturday Detention, as well as school assignments to work on during the 3 hour detention. Various procedures are followed and further explanation is provided to students when such an assignment is made.

SCHOOL CLOSINGS

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced multiple ways via the all call notification system, district website, local television/radio, and social media outlets. If no report is heard, it can be assumed that school will be in session.

SCHOOL COUNSELING POLICIES

The assignment of a school counselor is determined by the student's last name. Students retain the same counselor throughout the student's high school career. School counselors work to support the whole student in the areas of academics, social/emotional needs, and college/career readiness. Students are encouraged to establish rapport with their counselor as they attend RHS.

SCHEDULE CHANGES

Since all students have registered for course selections with parent/guardian approval, any change after the start of the school year will only occur as a result of extenuating circumstances. Requests for changes will be reviewed by the administration and must include a conference with the teacher and parent/guardian.

SECURITY

In our continued efforts to increase security, Revere Local Schools employs a School Resource Officer. Please contact SRO Dressler with any concerns about school safety. His contact email is sdressler@revereschools.org.

SENIOR INTERNSHIP

The Senior Internship Project at Revere High School is an optional, three week program open to all eligible seniors who meet program criteria. Program criteria include students that demonstrate good character, have excellent attendance records, and have maintained a passing average in all classes required for graduation. In addition to grades and absenteeism, other considerations could impact eligibility, such as outstanding fees. The Senior Internship Project serves as an excellent transition from the familiar high school experience to a future dealing with lifelong interests or career goals. Details will be provided at the beginning of a student's senior year. The dates of the program will be announced but take place at the end of the second semester.

STUDENT ACTIVITIES

There are over 50 clubs and activities available to students at RHS. For access to a live document that includes names and email addresses of the supervisors, see the high school website.

If a student wishes to propose a club or group the following has to happen before approval will be granted by the administration:

1. The student(s) proposing the club or group has to schedule a meeting with the building principal to discuss the reasons why the club or group should exist.
2. The student(s) has to supply a petition with at least 10 signatures of students who would consider joining the club or group.

3. The student(s) has to provide the name of an employee of Revere Schools who will be responsible for the supervision of the club or group with the understanding this is an unpaid (non-stipend) position.
4. The student(s) has to provide a schedule of meeting dates, times, and location.
5. The club or group cannot be for profit. Any fundraising completed must be approved by the building principal and treasurer's office.
6. Once approved by the building principal, the club or group can begin meeting as an official RHS Student Activities organization.

STUDENT IDENTIFICATION CARDS

Students will be issued one identification card (badge) at the beginning of the school year. Students will be required to use this card throughout the school year and will be responsible for replacing it if it is lost. Replacement cost to the student will be \$5.00 per ID card. The student ID badge must be presented at all extracurricular events to receive free admission.

SUMMER SCHOOL & OUTSIDE CREDITS

Outside credits may include summer school, correspondence courses, night school, online courses, volunteer credits, work study credits, and other alternative or remedial education credits. It is recommended that students check with their school counselor before enrolling to make sure the credits meet our requirements for graduation.

TEXTBOOKS

All textbooks are the property of the school district and are on loan to the student. Proper care of school property is expected and book covers recommended. Students should write their names and grades on the book labels for identification purposes. Students are responsible for lost or damaged books.

TRANSCRIPTS

Students may request and receive an unofficial transcript from the Counseling Office. Official transcripts required for college admissions and/or scholarships will be mailed directly to the appropriate institution. Please allow ten (10) school days to process these requests.

RHS Alumni may obtain transcript request forms online by visiting the Revere Local Schools website, selecting Revere High School, then selecting Counselors.

TRANSPORTATION

For questions regarding transportation, contact the department at (330) 523-3118 or (330) 523-3119.

School bus transportation is a privilege and not a right. Students are expected to adhere to the Code of Student Behavior at all times, violations of which may result in disciplinary action by the administration. Video cameras are installed on buses for the purpose of monitoring student behavior. Students must comply with the directions of the bus driver. Drivers report all misconduct to the transportation supervisor who then consults with building administrators. The following items are prohibited on the buses: Pets, large boxes, sleds, balloons, lawn chairs, skateboards, golf clubs, lacrosse sticks, dangerous weapons, costumes, masks, and baseball bats. Please note: This is not a comprehensive list.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

Unauthorized use of the yearbook and website content or photographs is prohibited. None of the material may be copied, modified, reproduced, posted, published, transmitted, and/or distributed in any form without prior written permission from Revere Local Schools.

VALUABLES

Students are cautioned not to bring large amounts of money or other valuables to school. Students, not the school, are responsible for their personal property. Lockers must remain secured and combinations are confidential and not to be shared with others. **Lock valuables in lockers at all times.**

VIDEO AND AUDIO RECORDING DEVICES

Video and/or audio recording devices are not to be used at school without permission from school personnel. **This includes the use of these functions on cell phones. There is no circumstance where recordings are allowed in restricted areas such as locker rooms and restrooms.**

VISITORS

ALL VISITORS must report to the main office upon arrival, sign-in, and secure a pass. Students from other schools are not permitted to visit unless they plan to enroll at RHS. Arrangement must be made with the Counseling Office or administration prior to the day of the planned visit. These student visitors must present a pass and be escorted by a Revere High School student throughout the day. Prior arrangements reduce disruptions and increase security.

VOLUNTEER HOURS FOR CREDIT

Revere High School students are encouraged to give back to others through service. Arrangements for volunteer credit must be made through the volunteer office prior to beginning the volunteer hours. We offer credit for volunteerism according to these guidelines: 30 hours = 1/4 credit, 60 hours = 1/2 credit, 90 hours = 3/4 credit, and 120 hours = 1 credit. A maximum of 3 credit hours can be earned. **The minimum of six volunteer hours per year to satisfy the graduation requirement may be used towards the credit program.**

WORK PERMITS

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

WITHDRAWALS, TRANSFERS AND CHANGE OF ADDRESS

A student should notify the Counseling Office in advance of transferring or withdrawing from school and obtain a withdrawal form. All teachers must sign this form after textbooks are returned and all financial obligations are satisfied. The form is returned to the Counseling Office when it is completed. No transfers or withdrawals will be issued until the form is returned and a request of records has been submitted from the new school. Families of students who change their addresses, telephone numbers or emergency information must do so through our FinalForms parent portal system.

Revere Reunification Method

Parent/Guardian Information Sheet



Student/Parent/Guardian/Authorized Person Reunification

Circumstances may occur at the school that will require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat, or if a crisis occurs at the school. The Standard Revere Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use Blackboard Connect and/or social media. In some cases, students may be asked to send a text message or make a phone call to their parents. A reunification text message from a student may look something like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*

Parent/Guardian/Authorized Person Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent, guardian or authorized person.

What if a Parent /Guardian Can't Pick-up Their Student?

When a parent/Guardian can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents/guardians or authorized person can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardian. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians/authorized persons, there are a couple steps. If a parent/guardian/authorized person is driving to the school, greater awareness of traffic and emergency vehicles is advised. Once at the school, you should park where indicated and not abandon your vehicle. You will then be asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, you will be asked to fill out a Revere Reunification Form. This form is perforated and will be separated during the process. In the case of multiple students being reunified, a separate form will need to be completed for each individual student.

Example image of Revere's Reunification Form is below



Revere Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Pre-release Information:

Student Name..... Student Birthday.....

Student Grade..... Student Cell Phone Number.....

Printed name of authorized person picking up student.....

Phone number of authorized person picking up student.....

Relationship to student being picked up.....

Below to be completed upon release of student:

Date..... Time..... First initial, last name of school personnel.....

Signature of authorized person picking up student.....

School personnel to verify that ID matches the name of the person authorized to pick up student before final release of student in his/her care.

Bring Valid ID to Check In

During check in, identification and custody rights are confirmed. From the “Check In” area parents/guardians/authorized persons are directed to the “Reunification” area once ID is validated. There, a runner will take the bottom half of the form and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents/guardians or authorized persons may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents/guardians or authorized persons may be pulled aside for emergency or medical information.

Revere Local Schools Code of Student Conduct



*In January 2021, the Revere Board of Education adopted the Revere Local Schools “**Vision of a Minuteman**” which, as an educational community, encompasses our hopes and aspirations for our students. The Revere Local Schools Code of Student Conduct will help all students reach their fullest potential in their journey to achieve each of these competencies.*



VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

CREATES SOLUTIONS

Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.

DEMONSTRATES A LEARNER'S MINDSET

Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.



EMBODIES CONFIDENCE & EMPATHY

In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.

PERSEVERES & ADAPTS

Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.

ENGAGES WITH PURPOSE

Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.

COMMUNICATES TRUTH

Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.

#WeRRevere

INTRODUCTION

One of the primary goals of the Revere Local School District is to support students through their individual educational journey and help encourage positive relationships with peers and staff. In order to foster trust and respect within the school community, the Revere Local School District Code of Student Conduct has been developed to establish high expectations for students as they grow and develop in our schools. We are confident that students will be able to meet these expectations through ongoing support from our school community.

Revere Local Schools believes that positive discipline is rooted in a philosophy that the whole child must be considered and that consequences must lead to opportunities for the student to correct behavior and learn. Parents or guardians hold the primary responsibility for setting positive discipline standards for their children. While students are in school, however, members of the school staff must act in the place of parents in maintaining a high level of student conduct. It is the goal of the school to work together with parents and guardians to support the learning of the student in situations that are related to violations of the code of conduct.

Each of the buildings in the Revere Local School District strive to maintain an educational and engaging learning environment. The codes of conduct and procedures established in this document serve as a guide to promote a positive school culture and to identify opportunities to assist students in their educational journey.

STUDENTS RIGHTS AND RESPONSIBILITIES

The role each student plays in our educational environments is critical to the success of the overall district. It is the collective responsibility of the school community to maintain high levels of trust, pride, and decorum. The Revere staff will work to equip students with the essential skills needed to succeed while also providing them with opportunities to explore their passions and interests. It is expected that Revere students have a comprehensive understanding of the consequences of violating the expectations of the Code of Conduct and assume responsibility for their actions. In turn, Revere students have the right to a fair and equitable investigation into an alleged violation of the Code of Conduct as well as the opportunity to receive their due process as a member of the school community.

ATTENDANCE

Daily attendance at school is critical to the success of every student. Revere

Local Schools is governed by House Bill 410 with regard to the overall policy. Each school's attendance policy is listed in their individual handbooks.

SCHOOL DISCIPLINE

The following guidelines have been developed for the purpose of providing fair and just treatment for students who allegedly violate the rules listed in this Code of Conduct. However, Revere Local Schools recognizes there is a distinction between students of differing ages and maturity, and it is within reason to expect that, at times, a decision impacting the denial of educational participation may be tempered by reference to such distinction.

- A. To protect the rights of students, staff, and other members of our school community, all offenses shall be thoroughly investigated and properly recorded. This may include a conference with the student(s) involved in an incident and a search of the student, the student's belongings, student's assigned school locker(s), vehicle(s), or other school property based upon "reasonable suspicion" that a dangerous situation exists. Reasonable suspicion exists when there is information to indicate a search will reveal evidence that a student has violated, or is violating, the law or the rules of the school. If a search is deemed appropriate, it will only be performed by the school administration.

- B. In seeking a solution of the offenses, there shall be appropriate alternatives such as one, or a combination of the following actions, but not necessarily in the order appearing below:
 - a. Conference with the student to clarify the problem and to ensure full understanding of consequences of future misbehavior.
 - b. Assignment of additional task(s), which may or may not interfere with the academic or after-school programs.
 - c. Assignment of detentions.
 - d. Conference with parents to secure cooperation of the home in supporting appropriate student behavior.
 - e. Referral to counselor, school psychologist or other school staff member for guidance, testing or recommended therapy.
 - f. Referral to Juvenile Court.
 - g. Emergency removal in accordance with State of Ohio law, including curricular and extracurricular activities.
 - h. Assignment to a Saturday School Detention. This assignment will be in accordance with the policies set forth by the Saturday School supervisor. The detention will last no more than three (3) hours.
 - i. Selection of an In-School Assignment (ISA) option. This will

act as an in-school suspension where the student will attend school but be isolated to a room and supervised by an adult both of which will be determined by the administration.

- j. Assignment of Out of School Suspension (OSS) in accordance with the State of Ohio law.
- k. Expulsion from school in accordance with State of Ohio law.

C. Students enrolled in alternative program options are subject to all rules and regulations covered under the Code of Student Conduct and adopted by the Revere Board of Education.

SUSPENSION PROCEDURE

A. **Definition:** Out-of-School Suspension (OSS) is defined as the denial of attending school for the period of at least one (1) but not more than ten (10) school days. Students suspended may not take part in or attend any school activities, including extracurricular activities, or be on school property at any time during the suspension period. Any visit to the school for any reason during a period of suspension must be arranged with the school administration and will take place after typical school hours have concluded.

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

- a. Only a building level administrator or superintendent may issue a suspension.
- b. An attempt shall be made to notify his/her parent(s), guardian or custodian by telephone of the suspension and the reason for it.
- c. The student and/or his parent(s) shall be provided an opportunity for an informal hearing to discuss the reason for the intended suspension and/or otherwise explain his/her actions.
- d. The student shall be informed in writing of the intended suspension and reasons for the proposed action.
- e. If a suspension is imposed, a copy of the suspension paperwork will be provided via mail to the parent(s) and/or guardian(s).
- f. A notice of suspension shall include the procedures applicable to an appeal.

C. **Notification of Appeal:**

- a. A written notification of appeal must be made to the Superintendent and the Treasurer of the Board of Education and

be postmarked no later than fourteen (14) days after the date of the Notice of Suspension. The notice shall include the right to an informal hearing by personnel not prejudiced by association with the decision to suspend or recommend suspension of the student from school. It shall also include notification of the right of the student and his/her parent(s), guardian or custodian to appeal the suspension, in writing, to the Superintendent/or his designee, to be represented in the appeal proceedings, to be granted a hearing before the superintendent (or his designee), in order to be heard against the suspension, and to request that such hearing be held in private.

- b. The hearing shall be scheduled as soon as possible, but no later than five (5) school days after receipt of the appeal request, unless extended by mutual agreement. A verbatim record of the hearing shall be made. After reviewing all the information, the superintendent/or his designee may affirm the suspension, may reinstate the pupil, or otherwise reverse, vacate or modify the order of the suspension. Written copies of the decision shall be distributed to all concerned parties within one (1) school day. If the suspension is vacated, all references to it in school records will be purged.

D. Should a Revere student enrolled at the Cuyahoga Valley Career Center (CVCC) be suspended from that school for a conduct code violation, which would also be grounds for suspension in the Revere Local School District, the suspension of such student also will be in effect at Revere. The student shall be notified of that suspension by the Revere Local School District in accordance with the normal suspension procedure.

E. Simultaneous written notice of the suspension shall be sent to:

- a. Student's discipline file
- b. Superintendent

EMERGENCY REMOVAL

A. **Definition:** The term "emergency removal" means the removal of a student from curricular or extracurricular activities or from the school premises because the student's presence poses a continuing danger to persons or property or is an ongoing threat or disruption to the academic process.

B. **Procedure:** Only a building level administrator or superintendent may implement an emergency removal from school premises. A teacher may remove a student from a curricular setting. For extracurricular activities,

a coach or an advisor may remove a student from that setting in line with their procedures and policies of the team or group. In each instance, the following procedures shall take place:

- a. A student's parent(s) or guardian(s) will be contacted via phone to explain the reasoning behind the emergency removal.
 - b. An attempt will be made to arrange for that student to be transported home. If the student is able to drive, verbal consent will be obtained by the parent(s) or guardian(s) to allow that student to drive themselves home.
 - c. Follow-up conversations will take place determining the outcome of any emergency removal. If a coach or advisor initiates the removal during an extracurricular activity, a written account of that action will be submitted to the building administration and athletic director (if applicable).
- C. If it is intended that the student is removed from a curricular or extracurricular activity for more than twenty-four (24) hours, a due process hearing must be held within seventy-two (72) hours after a removal is ordered.
- a. An attempt should be made to notify the student's parents, guardian, or custodian immediately by telephone of the pending action and applicable reasons.
 - b. Written notice of the hearing and reasons for the removal and any intended disciplinary action must be given to the student as soon as possible prior to the hearing.
 - c. The person who ordered or requested the hearing must be present at the hearing.
 - d. If suspension or expulsion is intended, the due process requirement of the law must be carried out.

EXPULSION

- A. **Definition:** The term "expulsion" means exclusion of a student from all school attendance and related activities for the remainder of the current semester, or for a period of up to eighty (80) school days, or in cases involving weapons, firearms or bomb threats, an expulsion may be imposed for one (1) calendar year. Only the Superintendent of Revere Schools may expel a student in accordance with procedure outlined by Ohio statute.
- B. **Procedure:** The building administrator shall afford due process to the student before such administrator recommends expulsion to the

Superintendent. The building administrator will follow all the procedures outlined in the suspension section of the Code of Conduct. Prior to expulsion, the Superintendent shall follow the following procedures:

Written Notice: The student and his/her parent, guardian or custodian shall be provided written notice of the intention to expel. The notice must advise the student and his/her parent, guardian or custodian or other representatives of their right to appear in person before the Superintendent or his designee to challenge the reasons for the expulsion. The notification must include the location and time of the hearing, which must take place no earlier than three (3) school days and not later than five (5) days after the notice is sent. The Superintendent may grant an extension of time only upon request from the student, parent or guardian. The Superintendent will then provide notice to all parties involved of the revised date and time for the hearing.

Scheduled Hearing: A hearing will be conducted by the Superintendent or his designee under the guidelines established by the individual conducting the hearing. Within one (1) school day after the time of the expulsion hearing, the Superintendent shall send written notice to the student and his/her parent, guardian or custodian, and the Treasurer of the Board of Education regarding the decision. The notice shall specify the duration of the expulsion and the reasons therefore. It also shall include notification of the rights of the student, his/her parent, guardian or custodian, to appeal the expulsion to the Board of Education or to its designee within the fourteen (14) days of receipt of the notification in order to be heard against such expulsion, to be represented in the appeal proceeding, to be granted a hearing before the Board or its designee in order to be heard against the expulsion, and to request that such a hearing be held in executive sessions.

C. Notification of Appeal:

- a. Within fourteen (14) days of notification of the student expulsion, the parent, guardian or custodian may appeal the expulsion. The request for appeal must be submitted to the Board of Education. A hearing shall be scheduled within five (5) days of receipt of the request, unless the time for the hearing is

extended by mutual agreement. The student or his parent, guardian or custodian may be represented in the appeal proceedings.

- b. The Board may affirm the order of expulsion or may reinstate such pupil or otherwise reverse, vacate or modify the order of expulsion. The Board shall determine the procedures to be followed during the hearing. A verbatim record shall be made.

- D. Should a student enrolled at the Cuyahoga Valley Career Center (CVCC) be expelled from the Career Center for a conduct code violation, which would be grounds for expulsion in the Revere Local School District, the student will be expelled from the Revere Local School District in accordance with the normal expulsion procedure.

LIMITATIONS ON THE DISCIPLINING STUDENTS WITH DISABILITIES

- A. A student with a disability is one whose education is governed by an Individualized Education Program (IEP) under the Individuals with Disabilities Education Improvement Act of 2004 or a 504 Plan under Section 504 of the Rehabilitation Act of 1973, as amended. Students with disabilities may not be suspended for more than ten (10) days per school year without first conducting a manifestation determination review hearing. All students with disabilities are subject to removal on an emergency basis described in this code of conduct. Repeated behavior concerns and/or conduct code violations must be addressed by a student's IEP team or 504 team.

PERMANENT EXCLUSION

- A. Any student who has been found guilty of committing, when sixteen (16) years of age or older, any of the specific offenses identified by state statute while on school grounds or at a school-sponsored activity may be subject to permanent exclusion by the Board of Education.
- B. The Board of Education's statement of policy on permanent exclusion is posted in each school and is available to students and their parents, upon request, at each school office.

CODE OF STUDENT CONDUCT

- A. 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:

01. **ACADEMIC DISHONESTY** - Cheating on tests or school assignments, forging school and/or parent documents, falsifying information or committing fraud. Cheating is considered, but not limited to capturing images of quizzes and exams (paper or online) in order to pass to other students or for self-use, the use of online sources without citation, and/ or copying another student's computer code, spreadsheets, documents, or handwritten material.
02. **AIDING & ABETTING** - An involvement with another student, or group of students, that results in a violation of one or more of the codes of conduct.
03. **ARSON** - An act of arson, initiating without cause a fire alarm, reporting a fire, or reporting of an impending bombing or catastrophe.
04. **BUS CONDUCT** - Any violation of rules of conduct on the school bus.
05. **CRIMINAL ACTIVITIES** - Violations of specific provision of federal, state or local statutes.
06. **DISRESPECT** - Rude, disrespectful behavior, or failure to cooperate with school personnel.
07. **DISRUPTIVE BEHAVIOR** - Disruption or continuous disruption of the classroom, school, school grounds, or school activities or functions.
08. **EXPLOSIVE DEVICES** - The use, threatened use, or possession of explosives including matches and lighters or any item which could explode, burn, detonate, cause bodily harm or have the appearance to do so.
09. **FIGHTING / ASSAULT / PHYSICAL VIOLENCE** - The act of intentionally causing or threatening to cause physical and emotional harm to another student or behave in such a manner as to present an eminent risk of such harm.
10. **FRAUD / FALSIFICATION** - Writing the name of another person,

times, dates, grades, addresses, or other information on school forms or associated with school material.

11. **GAMBLING** - Students shall not engage in or promote games of chance, placing bets, or risk anything of value on school grounds.
12. **HARASSMENT** - Harassment includes, but is not limited to, any action which subjects an individual or group to unwanted 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, including the following: sexual, religious, racial, gender harassment, bullying, intimidation, coercion, hazing, spreading rumors, name calling and menacing. Please reference the Revere Local Schools Harassment Policy.
13. **ILLEGAL SUBSTANCES** - The sale, possession, concealment, or uses of illegal drugs, counterfeit controlled substances, look-a-like substances, drug paraphernalia, inhalants, consumables, alcoholic beverages or the unauthorized use and/or distribution of over-the-counter medication. This includes being under the influence or possessing a discernible odor.
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 materials.
15. **INAPPROPRIATE PHYSICAL OR NON PHYSICAL BEHAVIOR** - Any behavior deemed inappropriate in school, including but not limited to unwelcome touching, play fighting, unwanted advances, physical intimidation, sexual contact, public displays of affection, throwing items, and excessively loud hallway or classroom behavior.
16. **INCITING** - Inciting to riot or to disrupt or attempt to disrupt the operation of the school.
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** - The action of being present on any school grounds, including a school bus, or any occupation of, or loitering on, near, or around school property without authorization.
19. **REPEATED VIOLATION** - Repeated violations of one, or combination of multiple, student codes of conduct.
20. **SCHOOL PERSONNEL** - The harassment, vandalism, physical abuse, theft, or other disruptive or destructive behavior toward school personnel during school and non-school time.
21. **TARDY TO CLASS / SCHOOL** - The act of being late to the classroom or school at the expected time as defined by the school building guidelines for the beginning of the individual class periods and/or school day.
22. **TECHNOLOGY / INTERNET MISUSE** - Any violation of the Revere Local Schools Acceptable Use Policy including but not limited to any school issued or personal device.
23. **THEFT** - The act of confiscating, possessing, or stealing private or public property of the school or another individual.
24. **TOBACCO / VAPING / OTHER DEVICES** – The use and/ or possession of either 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 MATERIALS** - The publication or distribution of unauthorized material. This includes posting such materials throughout the school and school grounds.
26. **VANDALISM** - The intentional, purposeful, or reckless destruction or defacing, or attempt to do so, of public or private property within the school.
27. **WEAPONS** - The possession, concealment, use, threat of use, or exhibition of a firearm or other weapon, or look-a-like weapon. A weapon is defined as an item designed to inflict injury or an item designed for another purpose, then converted to a weapon through its use.

LIABILITY FOR PARENTS BASED UPON STUDENT MISCONDUCT

Under Ohio Revised Code Section 3109.09, 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. 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 \$10,000.00 and cost of the suit in accordance with Ohio Revised Code Section 3109.10.

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, disability or age.

Revere Local School District
Notice of Plan to Ensure Language Assistance
for Parents/Guardians with Limited English Proficiency

The Revere Local School District is committed to ensuring all families have meaningful access to the District's programs and activities. In support of that goal, the District has available free language assistance programs for any parent/guardian with limited English proficiency ("LEP"). This Notice sets forth the District's commitment to LEP parents/guardians (referred to collectively in this Notice as "LEP Parents") and the mechanisms for families and staff to access these programs.

I. Notice of Free Language Assistance.

The District will make available free language assistance, including translation and/or interpretation services, for parents/guardians who need such services in order to access the District's programs or activities. This Notice will be published on the District's website, including, but not limited to, its Student Registration page. In addition, a copy of this Notice, in the language of each frequently encountered LEP Parent group, will be provided in any student and parent handbooks, the Student Code of Conduct, and any other District-wide or building- based general informational documents, such as newsletters, that might be sent to parents/guardians of Revere students. A copy of this Notice in all frequently encountered languages will also be posted at the Board offices.

II. Identifying and Supporting LEP Parents.

A parent or guardian qualifies for language assistance through the District if they are of limited English proficiency in *one* or *more* of the following areas: speaking, reading, writing or comprehending. The District will generally accept a parent/guardian's assertion that they need language assistance without requiring additional corroboration.

Upon enrolling a student in the District, parents/guardians will be asked to indicate:

1. The primary language spoken by each parent/guardian in the home; and
2. Whether any parent/guardian in the home requires language assistance services in any or

all of the following areas: speaking, listening, reading or writing.

These questions will be translated into the District's frequently encountered languages and will be translated or interpreted into other languages as needed. If a parent/guardian indicates they require language assistance services in any of the above categories, the District will contact the parent/guardian to discuss their needs, including the availability of free interpretation and translation services. This communication will occur with an interpreter.

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

District staff should contact the Office of Student Services to arrange for translation, interpretation or other language support services. The District has contracted with several agencies to provide language supports and will engage them whenever necessary to assist LEP Parents. The District ensures, via contract with its outside language service providers, that interpreters and translators have received training in their roles, including in the ethics of interpreting or translating, and the need to maintain confidentiality. The District also ensures, again via contract with its outside language service providers, that interpreters or translators hired for specialized purposes (for example, special education meetings) are familiar with the special terminology required for those purposes and that interpreters and translators have fundamental knowledge of the target language group's vocabulary and phraseology (i.e. the specific language or dialect). The District also consults, as necessary, with translators and/or community organizations to ensure translated documents are written at appropriate reading levels for their intended audiences.

IV. Preference for Professional Translators/Interpreters.

The use of family members or friends to provide language assistance to LEP families is not generally acceptable. Using such individuals may raise issues

of confidentiality, privacy or conflict of interest. Further, in many circumstances, those individuals are not competent to provide quality, accurate interpretations. District staff should not rely on these types of individuals to assist LEP Parents, even when the LEP Parent has consented to or even suggested the use of a friend or family member instead of professional language support. Even when a parent/guardian has volunteered a friend or family member to provide interpretation services, District staff members must contact the Office of Student Services so that the District may offer a professional interpreter or translator instead. The use of minor children as interpreters raises particular concerns about competency, quality and accuracy of interpretations. Therefore, District staff should never rely on children to convey information about their own education and/or to convey complex information.

V. Translation of Vital Documents.

The District maintains copies of vital documents such as notices of procedural safeguards under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), registration and enrollment forms, emergency notification forms, handbooks, disciplinary procedures, template forms (i.e. disciplinary notices, manifestation documents, report cards, notice of parent-teacher conferences, and documents related to eligibility and placement decisions under Section 504 and the IDEA), documents related to academic options and planning, screening documents regarding the child's and parents'/guardians' language background, and other documents in the District's Frequently Encountered Languages ("FEL"). **These documents, and any others, will be translated upon request or as needed to assist any LEP Parent, regardless whether they speak a FEL.** District all-calls and other District-wide or building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

The District shall annually evaluate these procedures to ensure they are meeting the needs of Revere LEP Parents. The Director of Student Services is responsible for conducting the annual evaluation, and will do so by June 30 of each year. This annual evaluation will review:

- The current LEP groups identified in the District;
- The District's identified FELs;

- The nature and importance of the District's programs, activities and information to LEP Parents and the availability and accessibility of such information to LEP Parents and the need for assistance District-wide and at individual schools;
- The frequency of encounters with LEP Parents;
- The availability of resources (e.g. translation and interpretation services), including technological advances and sources of additional resources;
- Whether existing language assistance is meeting the needs of LEP Parents;
- Whether District staff members are aware of and understand this plan and how it is implemented, including their role(s), if any; and
- Whether identified sources for language assistance are provided in a timely, meaningful and effective manner.

As part of this annual review, the Director of Student Services will consider whether any LEP Parent requested any service not previously provided. If so, the District will consider adding that service to its regular complement of available language supports.

In addition to the annual evaluation of the language assistance program, the District will survey LEP Parents on the quality of translator/interpreter services after each use, and will also survey LEP Parents on the quality of the overall language assistance program in May of each year. The District encourages any parent/guardian with concerns about the quality of interpretation or translation services to contact the Director of Student Services immediately so the District may address those concerns as quickly as possible.

NEW DOCUMENT

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) between the Revere Local School District Board of Education (the “Board”) and the Ohio Association of Public School Employees, Local 228 (the “Union”) (collectively, the “Parties”) is regarding the extension of the collective bargaining agreement (“Agreement”) in place between the Board and the Union, effective July 1, 2022 through June 30, 2025.

WHEREAS, the Parties desire to carry over the terms of the Agreement for an additional school year.

NOW, THEREFORE, the Parties agree as follows:

- 1. All language from the current Agreement will be carried forward in a one (1) year successor agreement for the 2025-26 school year (the “2025-26 Agreement”) except as otherwise indicated in this MOU.
- 2. For the 2025-26 Agreement, Article 37 shall be modified to state:

Section 1 Duration. This agreement shall become effective at 12:01 A.M., on July 1, 2025, and remain in force until midnight June 30, 2026.

Section 2 Wages and salaries.

Effective July 1, 2025, the base rate shall be increased by 2.0%.

If the Revere Education Association executes a contract with the Board providing for a base wage increase greater than 2.0% effective July 1, 2025, then members of OAPSE Local 228 will receive the same percentage base rate increase. This provision will not be triggered by other compensation-related changes in the Revere Education Association contract.

The Board shall pay a \$500.00 annual retention bonus to each bus driver, with half payable in the first pay in December and half payable in the first pay of June.

- 3. Appendix V shall be modified consistent with Paragraph 2 of this MOU. An updated salary schedule for the 2025-26 contract year is attached hereto as Exhibit A and shall become the new Appendix V.

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FOR THE REVERE LOCAL SCHOOL
DISTRICT BOARD OF EDUCATION

FOR OHIO ASSOCIATION OF PUBLIC
SCHOOL EMPLOYEES, LOCAL 228

Superintendent
Date
Dr. Michael Tefs

Union
Date
Paul Warnock

President

Treasurer
Date
Richard Berdine

Union
Date
Ronald Blatt

Representative

Board Ratification Date:

Union Ratification Date: