

AGENDA



Revere Local School District  
Revere Board Meetings  
Regular March Meeting  
Tuesday, March 19, 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

*Student Recognition:*

**Richfield Elementary** - Presented by: **Mrs. Cowdery & Mr. Vantrease**

The following students are being recognized for being **Revere Ready**.

**Allison Craven**  
**Alex Berg**

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

The following students are being recognized for being **Bath Team Heroes**.

**Lainey Fearn**  
**Preston Boros**

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

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

**Lauren Bir**  
**Ali Linderbaum**  
**Grace Regula**

**Revere High School** - Presented by: **Dr. Peltz**

The following students are being recognized:

**Emily Nelson**

**2024 Northeast Ohio Teen of Impact** by the **American Heart Association**.

**Kayla Amick**

2024 Qualifier to compete in the **World Irish Dancing Championships** in Glasgow, Scotland (March 24-31, 2024)

V. PUBLIC SPEAKS TO AGENDA ITEMS

VI. TREASURER'S AGENDA - Mr. Rick Berdine

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

The Treasurer recommends approval of the minutes from the Special Meeting held **February 1, 2024**, the Work Session held **February 13, 2024** and the Regular Meeting held **February 20, 2024**.

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

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

- c. Asset Deletions, **Attachment T-3**

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.

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

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

e. Donations, **Attachment T-5**

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

f. **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

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

1. **Certificated/Licensed Personnel**

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:*

**Track - Combined**

**David Howson**, RMS Assistant Coach (Combined)

b. Resignation(s) for Retirement

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

**Phillip King** / 7th Grade Math Teacher / RMS / Effective: End of the 2023/2024 School Year

c. Internal Transfer(s) - Certificated

It is recommended that the Board of Education approve the following internal transfers effective the 2024/2025 school year as listed below:

**Jill Burket** / Transfer from: Grade 7 English Language Arts Teacher at RMS / Transfer to: 6th Grade English Language Arts at RMS (Gerdes vacancy)

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:

**Gabriella Fritz** / MA \*finished program 2/11/24 (transcript issued with confer date 2/15/24), requested next step in pay via email on 2/14/24

e. Administrative Contract Amendment / Salary Adjustment

It is recommended that the Board of Education approve an amendment to the salary of the current contract for **Marcia Roach** (Curriculum Coordinator), effective the 2024-2025 school year.

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:*

### Girls Lacrosse

**Jordan Zablo**, Volunteer Assistant Coach

- b. Resignation(s) - Classified

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

**Takiya Marshall** / 5.0 Hour Aide / BES / Effective: 2/26/24

- c. 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.*

**Phoebe Vajen** / Step 0 / 2nd Shift Custodian / RES / Effective: 3/11/24 (Garcia vacancy)

- d. Bus Driver(s) in Training - Classified

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

It is recommended that the Board approve **Brandon Gwaltney** for training that is necessary to obtain his CDL and State Certification to begin driving for the Revere Local School District, training effective: 3/4/24;

It is recommended that the Board approve **Christa Rose** for training that is necessary to obtain his CDL and State Certification to begin driving for the Revere Local School District, training effective: 3/13/24.

### 3. **Student Services**

- a. Summit Educational Service Center / Audiology Services - Additional Days

It is recommended that the Board of Education approve the agreement for five (5) additional days of educational audiology services for student(s) in the Revere Local School District as detailed in **Attachment S-1**

### 4. **Other Business**

- a. Washington D.C. Trip, Grade 8

It is recommended that the Board of Education approve the annual trip to Washington D.C. for current eighth grade students departing May 28, 2024 and returning May 31, 2024. All traditional safety precautions will be observed.

- b. Student Handbooks for 2024-2025 School Year / **Second and Final Reading**

It is recommended that the Board of Education approve the 2024-2025 Student Handbooks as a **Second and Final Reading** as detailed in **Attachment OB-1**

- c. College Credit Plus (CCP) MOU(s) - 2024/2025 School Year

It is recommended that the Board of Education approve the CCP Memorandum of Understanding with **Stark State College** as detailed in **Attachment OB-2**;

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

- d. Policies - Revised/New / First Reading (No Action)

The Board of Education will review the below new or revised policies detailed in **Attachment OB-3** as a first reading with the intention of approving the recommendations with a second and final reading during the April 2024 Regular Meeting:

#### Revised:

**7.04** Promotion, Placement and Retention

**7.05** Remediation/Intervention Program for Reading Skills

#### New

## 7.35 Released Time for Religious Instruction

### VIII. INFORMATIONAL ITEMS

The Board will hold a **Special Meeting** on **March 28, 2024**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Board will hold a **Special Meeting** on **April 4, 2024**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The April Board **Work Session** will be held **April 9, 2024**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The **Regular** April Board Meeting will be held **April 16, 2024** beginning at 5:30 PM in the High School Media Center.

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

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

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

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

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

### X. EXECUTIVE SESSION

Personnel: To discuss the employment of an employee/official and to review the investigation of complaints against an employee.

### XI. ADJOURNMENT

NEW DOCUMENT

**MINUTES**

**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**

Attachment T-1



**I. CALL TO ORDER**

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

**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**

**Res. 24-103906 consensus items a-g**

- 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.

**Res. 24-103906 consensus items a-g**

Move: Courtney Stein Second: Hayden Hajdu Status: Passed

- 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

**Res. 24-103907 consensus items 1.a-e, 2. a-f, and 3. a-c**

## 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**

**Res. 24-103907 consensus items 1.a-e, 2. a-f, and 3. a-c**

Move: Keith Malick Second: Hayden Hajdu Status: Passed

## 4. Other Business

a. New Course /Curriculum Adoption / Sports & Entertainment Marketing / **Second and Final Reading****Res. 24-103908**

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;*

Move: Kasha Brackett Second: Courtney Stein Status: Passed

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

**Res. 24-103909**

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**

Move: Keith Malick Second: Courtney Stein Status: Passed

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

**Res. 24-103910**

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

Move: Kasha Brackett Second: Hayden Hajdu Status: Passed

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

**Res. 24-103911**

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**

Move: Courtney Stein Second: Natalie Rainey Status: Passed

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

**Res. 24-103912**

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**

Move: Kasha Brackett Second: Karen Arbogast Status: Passed

**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**

**XI. EXECUTIVE SESSION**

**Res. 24-103913**

Moved into Executive Session at 6:52 PM to discuss the following item:

Conference with the Board's attorney;

The employment of a public employee

Move: Kasha Brackett Second: Hayden Hajdu Status: Passed

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

**XIII. ADJOURNMENT**

**Res. 24-103914**

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

**MINUTES**

**Revere Local School District**  
**Revere Board Meetings**  
**February Work Session**  
**Tuesday, February 13, 2024, 5:30 pm - 8:30 pm**  
**Revere Administration Building**

**I. CALL TO ORDER**

Mr. Malick called the meeting to order at 5:35 PM

**II. ROLL CALL**

Kasha Brackett  
 Hayden Hajdu  
 Keith Malick  
 Natalie Rainey  
 Courtney Stein

**III. PRESENTATIONS**

No presentations at this time.

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

No items at this time.

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

No items at this time.

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

No items at this time.

**VII. Res. 24-103903**

Course Title: Growing Leaders

Table future action on the Growing Leaders Curriculum adoption item proposed for a second and final reading on the 2/20/24 draft agenda.

Move: Courtney Stein Second: Hayden Hajdu Status: Passed

**VIII. INFORMATION/DISCUSSION ITEMS**

- Senior Option: 1st/7th Period Study Hall Flexibility (Dr. Peltz)

- Review Agenda for the February 20, 2024 Regular Meeting.

**IX. EXECUTIVE SESSION****Res. 24-103904**

Moved into Executive Session at 5:59 PM to discuss the following item:

Preparing for, conducting or reviewing collective bargaining with employees.

Move: Hayden Hajdu Second: Kasha Brackett Status: Passed

X. The President called the Board of Education out of Executive Session at 6:54 PM

**XI. ADJOURNMENT****Res. 24-103905**

Moved by Mr. Hajdu, seconded by Mr. Malick to adjourn the meeting at 6:54 PM

## MINUTES

**Revere Local School District  
Revere Board Meetings  
Special Meeting of the Board of Education  
Thursday, February 1, 2024, 5:00 pm - 8:00 pm  
Revere Administration Building**



### I. CALL TO ORDER

Mr. Malick called the meeting to order at 5:15 PM

### II. ROLL CALL

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

### III. EXECUTIVE SESSION

#### **Res. 24-103901**

Moved into Executive Session at 5:15 PM to discuss the following item:

Personnel: To discuss the employment of a public employee.

Move: Keith Malick Second: Courtney Stein Status: Passed

### IV. Mr. Hajdu arrived at 5:24 PM

### V. The President called the Board of Education out of Executive Session at 8:19 PM

### VI. ADJOURNMENT

#### **Res. 24-103902**

Moved by Mr. Malick, seconded by Mrs. Stein to adjourn the meeting at 8:19 PM

NEW DOCUMENT

FEBRUARY 29, 2024

# Financial Report



**Revere Local School District**

**Richard Berdine  
Treasurer**

# Revere Local School District

## Forecast Comparison - General Operating Fund - February 2024



	Current Month FCST Estimate	Current Month Actuals	Prior FY Month Actuals	Variance- Current Month Actuals to Estimate	Explanation of Variance
<b>Revenue:</b>					
1.010 - General Property Tax (Real Estate)	\$ 9,985,000	\$ 3,740,008	\$ 9,185,098	\$ (6,244,992)	timing of tax advances compared to prior fiscal years
1.020 - Public Utility Personal Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 224,201	\$ 228,713	\$ 149,227	\$ 4,512	
1.040 - Restricted Grants-in-Aid	\$ 25,023	\$ 15,318	\$ 12,516	\$ (9,705)	
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 74,043	\$ 115,387	\$ 73,009	\$ 41,344	received special education excess costs via ODE for non-resident educated students earlier than prior fiscal years
<b>1.070 - Total Revenue</b>	<b>\$ 10,308,267</b>	<b>\$ 4,099,426</b>	<b>\$ 9,419,849</b>	<b>\$ (6,208,841)</b>	
<b>Other Financing Sources:</b>					
2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ 40	\$ 40	\$ 40	\$ -	
<b>2.080 Total Revenue and Other Financing Sources</b>	<b>\$ 10,308,307</b>	<b>\$ 4,099,466</b>	<b>\$ 9,419,889</b>	<b>\$ (6,208,841)</b>	
<b>Expenditures:</b>					
3.010 - Personnel Services	\$ 1,849,992	\$ 1,941,902	\$ 1,833,544	\$ (91,910)	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 794,799	\$ 764,331	\$ 721,032	\$ 30,468	timing of payments compared to prior fiscal years
3.030 - Purchased Services	\$ 466,446	\$ 518,742	\$ 438,785	\$ (52,296)	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 108,286	\$ 64,486	\$ 53,600	\$ 43,800	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 16,776	\$ 1,313	\$ 1,775	\$ 15,463	timing of payments compared to prior fiscal years
3.060 - Intergovernmental	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 23,316	\$ 25,386	\$ 21,438	\$ (2,070)	
<b>4.500 - Total Expenditures</b>	<b>\$ 3,259,615</b>	<b>\$ 3,316,160</b>	<b>\$ 3,070,174</b>	<b>\$ (56,545)</b>	
<b>Other Financing Uses:</b>					
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
<b>5.050 - Total Expenditures and Other Financing Uses</b>	<b>\$ 3,259,615</b>	<b>\$ 3,316,160</b>	<b>\$ 3,070,174</b>	<b>\$ (56,545)</b>	
<b>Surplus/(Deficit) for Month</b>	<b>\$ 7,048,692</b>	<b>\$ 783,306</b>	<b>\$ 6,349,715</b>	<b>\$ (6,265,386)</b>	



**Revere Local School District**

**Forecast Comparison - General Operating Fund - February 2024**



	Current FYTD FCST Estimate	Current FYTD Actuals	Prior FYTD Actuals	Variance- Current FYTD Actuals to Estimate	Explanation of Variance
<b>Revenue:</b>					
1.010 - General Property Tax (Real Estate)	\$ 24,466,352	\$ 18,221,360	\$ 23,642,798	\$ (6,244,992)	timing of tax advances compared to prior fiscal years
1.020 - Public Utility Personal Property Tax	\$ 946,235	\$ 946,235	\$ 889,233	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 1,965,922	\$ 2,009,303	\$ 1,397,724	\$ 43,381	changes in unrestricted and restricted coding of State funding, increase in preschool special education funding
1.040 - Restricted Grants-in-Aid	\$ 161,645	\$ 120,047	\$ 100,169	\$ (41,598)	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	\$ 1,838,870	\$ 1,926,861	\$ 1,203,050	\$ 87,991	increase in interest earnings, received refund of State fuel excise tax, timing of receipt of special education excess costs via ODE for non-resident educated students earlier than prior fiscal years
<b>1.070 - Total Revenue</b>	<b>\$ 31,198,046</b>	<b>\$ 25,042,828</b>	<b>\$ 29,030,986</b>	<b>\$ (6,155,218)</b>	
<b>Other Financing Sources:</b>					
2.050 - Advances In	\$ 100,000	\$ 100,000	\$ 250,000	\$ -	
2.060 - All Other Financing Sources	\$ 320	\$ 320	\$ 320	\$ -	
<b>2.080 Total Revenue and Other Financing Sources</b>	<b>\$ 31,298,366</b>	<b>\$ 25,143,148</b>	<b>\$ 29,281,306</b>	<b>\$ (6,155,218)</b>	
<b>Expenditures:</b>					
3.010 - Personnel Services	\$ 15,795,915	\$ 15,539,668	\$ 14,791,620	\$ 256,247	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 6,145,996	\$ 6,170,172	\$ 5,873,773	\$ (24,176)	timing of STRS payments compared to prior fiscal years
3.030 - Purchased Services	\$ 4,629,719	\$ 4,816,905	\$ 4,127,840	\$ (187,186)	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	\$ 822,152	\$ 717,332	\$ 682,548	\$ 104,820	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 218,356	\$ 222,399	\$ 95,869	\$ (4,043)	
3.060 - Intergovernmental	\$ 215,051	\$ 215,051	\$ 215,051	\$ -	
4.300 - Other Objects	\$ 330,803	\$ 301,372	\$ 304,716	\$ 29,431	timing of payments compared to prior fiscal years
<b>4.500 - Total Expenditures</b>	<b>\$ 28,157,992</b>	<b>\$ 27,982,899</b>	<b>\$ 26,091,417</b>	<b>\$ 175,093</b>	
<b>Other Financing Uses:</b>					
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	\$ -	\$ -	\$ -	\$ -	
<b>5.050 - Total Expenditures and Other Financing Uses</b>	<b>\$ 28,838,077</b>	<b>\$ 28,667,561</b>	<b>\$ 27,716,797</b>	<b>\$ 170,516</b>	
<b>Surplus/(Deficit) FYTD</b>	<b>\$ 2,460,289</b>	<b>\$ (3,524,413)</b>	<b>\$ 1,564,509</b>	<b>\$ (5,984,702)</b>	

# 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							
<b>July</b>	9,732,610	-	74,252	14,815	149,831	-	12,534	100,040	10,084,083
<b>August</b>	4,789,154	-	96,280	183,659	256,434	-	10,977	40	5,336,544
<b>September</b>	(40,412)	946,235	76,331	464,534	151,289	-	10,961	40	1,608,977
<b>October</b>		-	101,565	525,452	443,946	1,819,022	25,380	40	<b>2,915,405</b>
<b>November</b>	-	-	72,779	37,197	226,274	-	15,099	40	<b>351,390</b>
<b>December</b>	-	-	39,808	30,143	237,360	-	14,941	40	<b>322,293</b>
<b>January</b>	-	-	56,466	38,193	315,456	-	14,837	40	<b>424,991</b>
<b>February</b>	3,740,008	-	44,745	70,642	228,713	-	15,318	40	<b>4,099,466</b>
<b>March</b>	-	-	-	-	-	-	-	-	-
<b>April</b>	-	-	-	-	-	-	-	-	-
<b>May</b>	-	-	-	-	-	-	-	-	-
<b>June</b>	-	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>\$18,221,359</b>	<b>\$946,235</b>	<b>\$562,226</b>	<b>\$1,364,635</b>	<b>\$2,009,304</b>	<b>\$1,819,022</b>	<b>\$120,047</b>	<b>\$100,320</b>	<b>\$25,143,147</b>
<b>% of Total</b>	<b>72.47%</b>	<b>3.76%</b>	<b>2.24%</b>	<b>5.43%</b>	<b>7.99%</b>	<b>7.23%</b>	<b>0.48%</b>	<b>0.40%</b>	

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

# Revere Local School District



## Expenditure Analysis Report - General Operating Fund - FY24

	<b>Salaries</b>	<b>Benefits</b>	<b>Services</b>	<b>Supplies</b>	<b>Equipment</b>	<b>Other- Dues/Fees</b>	<b>Intergov. Debt</b>	<b>Non- Operating*</b>	<b>Total Expenses</b>
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	1,941,902	764,331	518,742	64,486	1,313	25,386	-	-	3,316,160
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>\$15,539,669</b>	<b>\$6,170,171</b>	<b>\$4,816,904</b>	<b>\$717,332</b>	<b>\$222,399</b>	<b>\$301,371</b>	<b>\$215,051</b>	<b>\$684,662</b>	<b>\$28,667,560</b>
<b>% of Total</b>	<b>54.21%</b>	<b>21.52%</b>	<b>16.80%</b>	<b>2.50%</b>	<b>0.78%</b>	<b>1.05%</b>	<b>0.75%</b>	<b>2.39%</b>	

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

# Revere Local School District



February 2024

FINSUMM Financial Summary

rb030624

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	\$4,099,466.09	\$25,143,147.00	\$3,316,160.01	\$28,667,559.94	\$13,491,388.76	\$1,719,421.67	\$11,771,967.09
002	Bond Retirement	\$4,933,703.12	\$336,751.75	\$2,950,111.16	\$0.00	\$3,305,412.89	4,578,401.39	\$1,000.00	4,577,401.39
003	Permanent Improvement	\$1,818,646.35	\$143,021.36	\$1,132,594.94	\$108,870.06	\$2,378,284.39	572,956.90	\$218,026.13	354,930.77
006	Food Service	\$1,032,039.59	\$168,900.47	\$918,251.01	\$148,859.58	\$1,004,098.47	946,192.13	\$132,785.36	813,406.77
007	Special Trust	\$31,981.02	\$200.00	\$12,820.00	\$0.00	(\$1,600.00)	46,401.02	\$1,500.00	44,901.02
008	Endowment	\$19,690.78	\$67.24	\$585.57	\$0.00	\$0.00	20,276.35	\$0.00	20,276.35
009	Uniform School Supplies	\$49,663.12	\$5,054.00	\$110,877.50	\$4,377.36	\$119,576.54	40,964.08	\$10,919.93	30,044.15
018	Public School Support	\$264,117.23	\$15,018.78	\$129,050.85	\$2,782.20	\$166,414.07	226,754.01	\$80,593.09	146,160.92
019	Other Grants	\$39,064.59	\$0.00	\$0.00	\$139.25	\$23,346.36	15,718.23	\$10,787.53	4,930.70
022	District Agency	\$31,509.99	\$1,234.00	\$8,944.65	\$0.00	\$0.00	40,454.64	\$0.00	40,454.64
024	Employee Benefits Self-Insurance	\$6,167.40	\$4,760.87	\$37,709.24	\$3,911.46	\$36,707.14	7,169.50	\$25,314.53	(18,145.03)
026	Employee Benefits Section 125	\$207.74	\$9,355.93	\$74,757.44	\$6,678.64	\$70,483.80	4,481.38	\$81,861.46	(77,380.08)
200	Student Managed Activity	\$236,200.35	\$9,382.60	\$74,534.23	\$9,710.34	\$43,774.10	266,960.48	\$9,827.47	257,133.01
300	District Managed Student Activities	\$139,989.27	\$15,524.85	\$441,805.21	\$24,117.89	\$386,842.29	194,952.19	\$59,371.97	135,580.22
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	\$40,000.00	\$40,000.00	\$1,686.31	\$41,184.72	50,156.09	\$10,156.09	40,000.00
507	ESSER - CARES Act	(\$27,287.44)	\$150,000.00	\$304,632.94	\$0.00	\$277,345.50	0.00	\$8,742.44	(8,742.44)
516	IDEA Special Education	(\$27,434.52)	\$37,264.02	\$409,954.36	\$51,294.70	\$433,814.54	(51,294.70)	\$26,000.00	(77,294.70)
572	Title I	(\$9,242.88)	\$4,450.88	\$75,947.89	\$8,901.76	\$75,606.77	(8,901.76)	\$0.00	(8,901.76)
584	Title IV-A	(\$5,750.00)	\$2,478.00	\$8,228.00	\$0.00	\$2,478.00	0.00	\$0.00	0.00
587	Early Childhood Special Education	\$0.00	\$0.00	\$3,738.88	\$0.00	\$3,738.88	0.00	\$2,000.00	(2,000.00)
590	Title II-A	\$0.00	\$2,788.00	\$27,880.00	\$5,576.00	\$33,456.00	(5,576.00)	\$0.00	(5,576.00)
599	Miscellaneous Federal Grants	\$236,237.20	\$0.00	\$0.00	\$23,241.10	\$221,587.20	14,650.00	\$14,650.00	0.00
	<b>Grand Totals (ALL Funds)</b>	<b>\$25,836,645.42</b>	<b>\$5,045,718.84</b>	<b>\$31,909,355.27</b>	<b>\$3,716,306.66</b>	<b>\$37,293,896.00</b>	<b>\$20,452,104.60</b>	<b>\$2,412,057.67</b>	<b>\$18,029,147.92</b>

**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.

<b>Fund</b>	<b>Description</b>	<b>Authorized Amount</b>	<b>Monthly Amount Received</b>	<b>Amount Received FY-to-date</b>	<b>Amount Received Project-to-date</b>
<b>State Grants</b>					
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
499/9024	BWC Safety Intervention 2024	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
	<b>Total State Funds</b>	<b>\$47,384.40</b>	<b>\$40,000.00</b>	<b>\$43,784.40</b>	<b>\$43,784.40</b>
<b>Federal Grants</b>					
507/9022, 9223,& 9224	ARP ESSER	\$875,075.25	\$150,000.00	\$176,388.32	\$800,413.69
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	\$37,264.02	\$292,417.99	\$292,417.99
572/9023	Title I 2023	\$104,179.51	\$0.00	\$26,226.28	\$104,179.51
572/9024	Title I 2024	\$124,208.79	\$4,450.88	\$49,721.61	\$49,721.61
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	\$2,478.00	\$2,478.00	\$2,478.00
584/9124	Stronger Connections 2024	\$5,000.00	\$0.00	\$0.00	\$0.00
587/9024	Early Childhood Special Education 2024	\$9,297.50	\$0.00	\$3,738.88	\$3,738.88
590/9024	Title II-A 2024	\$49,616.45	\$2,788.00	\$27,880.00	\$27,880.00
	<b>Total Federal Funds</b>	<b>\$3,726,139.40</b>	<b>\$196,980.90</b>	<b>\$830,382.07</b>	<b>\$3,243,741.61</b>

rb030624

# 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		
<b>TOTAL Advances</b>				<b>\$200,000.00</b>		<b>\$100,000.00</b>
<b>Advances Outstanding</b>						<b>\$100,000.00</b>
<i>rb030624</i>						

**Revere Local School District**



**Cash Reconciliation**

**February 29, 2024**

<b>Cash Summary Report Balance</b>			\$ 20,452,104.69
<b>Bank Balance:</b>			
Huntington Bank	866,522.54		
	-		
	-		
		\$ 866,522.54	
<b>Investments:</b>			
Meeder Investment Managers Managed Portfolio	15,808,392.51		
STAR Ohio - General Account	4,017,831.13		
	-		
		\$ 19,826,223.64	
<b>Petty Cash:</b>			
Building Principals	400.00		
Athletic Director	100.00		
DragonFly	5,000.00		
Treasurer's Office	200.00		
		\$ 5,700.00	
<b>Change Fund:</b>			
Food Service Vending	717.35		
BCII Background Check Service	100.00		
	-		
		\$ 817.35	
<b>Less: Outstanding Checks</b>		\$ (196,765.73)	
<b>Outstanding Deposits/Other Adjustments:</b>			
NSF Checks To Recover	(308.15)		
Payroll Deductions To Be Remitted	-		
ACH Payments/Deposits In Transit	10,560.70		
Bank Debits & Credits Not Posted in USAS	(26,355.25)		
STRS Shortfall Payment In Transit	(34,290.41)		
		\$ (50,393.11)	
<b>Bank Balance</b>			\$ 20,452,104.69
<b>Variance</b>			\$ -

rb030624

# Revere Local School District

**February 29, 2024**



**Appropriation Summary**

rb030624

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	\$28,667,559.94	\$3,316,160.01	\$1,719,421.67	13,186,017.98	69.74%
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	\$2,378,284.39	\$108,870.06	\$218,026.13	698,576.02	78.80%
006	Food Service	\$1,675,000.00	\$0.00	\$1,675,000.00	\$1,004,098.47	\$148,859.58	\$132,785.36	538,116.17	67.87%
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	\$119,576.54	\$4,377.36	\$10,919.93	83,663.53	60.93%
018	Public School Support	\$272,389.02	\$68,027.09	\$340,416.11	\$166,414.07	\$2,782.20	\$80,593.09	93,408.95	72.56%
019	Other Grants	\$20,000.00	\$6,359.55	\$26,359.55	\$23,346.36	\$139.25	\$10,787.53	(7,774.34)	129.49%
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	\$36,707.14	\$3,911.46	\$25,314.53	412.00	99.34%
026	Employee Benefits Section 125	\$139,000.00	\$0.00	\$139,000.00	\$70,483.80	\$6,678.64	\$81,861.46	(13,345.26)	109.60%
200	Student Managed Activity	\$183,905.92	\$230.00	\$184,135.92	\$43,774.10	\$9,710.34	\$9,827.47	130,534.35	29.11%
300	District Managed Student Activities	\$556,416.40	\$37,592.67	\$594,009.07	\$386,842.29	\$24,117.89	\$59,371.97	147,794.81	75.12%
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	\$65,752.07	\$25,588.74	\$91,340.81	\$41,184.72	\$1,686.31	\$10,156.09	40,000.00	56.21%
507	ESSER - CARES Act	\$316,128.78	\$46,012.00	\$362,140.78	\$277,345.50	\$0.00	\$8,742.44	76,052.84	79.00%
516	IDEA Special Education	\$675,951.82	\$0.00	\$675,951.82	\$433,814.54	\$51,294.70	\$26,000.00	216,137.28	68.02%
572	Title I	\$141,192.19	\$0.00	\$141,192.19	\$75,606.77	\$8,901.76	\$0.00	65,585.42	53.55%
584	Title IV-A	\$15,000.00	\$0.00	\$15,000.00	\$2,478.00	\$0.00	\$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	\$33,456.00	\$5,576.00	\$0.00	16,160.45	67.43%
599	Miscellaneous Federal Grants	\$130,617.00	\$105,620.20	\$236,237.20	\$221,587.20	\$23,241.10	\$14,650.00	0.00	100.00%
<b>Totals</b>		<b>\$54,451,152.25</b>	<b>\$1,859,359.35</b>	<b>\$56,310,511.60</b>	<b>\$37,293,896.00</b>	<b>\$3,716,306.66</b>			<b>70.11%</b>



# Revere Local School District



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

Vendor	Amount	Fund	Description
ESC of Northeast Ohio	\$ 130,210.38	001/516	Instructional supplies, special education aides, LEP services, gifted coordinator, preschool aides & teachers, at-risk coordinator
Village of Richfield	\$ 15,674.35	001/018	Sewer charges
ESC of Northeast Ohio	\$ 15,847.50	001	Visually and hearing impaired teachers
Kristen M. Scalise, CPA, CFE	\$ 14,393.47	001	Property assessments
Suburban School Transportation	\$ 21,587.56	001	Special education transportation
Effective Utility Service	\$ 18,138.75	001	Electricity
Renhill Group, Inc.	\$ 21,969.89	001	Substitute teachers
Securitec One Inc.	\$ 23,550.00	001/599	Door alarms, security alarm service
Kidslink Neurobehavioral	\$ 22,950.00	001	Special education tuition
PSI	\$ 19,332.00	001	Nursing services
Renhill Group, Inc.	\$ 16,865.82	001	Substitute teachers
Zenith Systems, LLC	\$ 90,763.00	003	Interactive classroom displays at Richfield ES
Martin Public Seating	\$ 11,304.60	003	Student furniture for RHS
PRN Therapy Services Inc.	\$ 33,095.05	001	OT/PT/Behavioral consulting services
CT Taylor Company	\$ 14,500.00	001	Miscellaneous small construction/concrete repair projects
Effective Utility Service	\$ 18,138.75	001	Electricity
Nason Landscaping Inc.	\$ 16,500.00	001	Lawn care/athletic fields preparation/maintenance
Renhill Group, Inc.	\$ 29,567.56	001	Substitute teachers
Ohio Edison Co.	\$ 22,328.72	001	Electricity
Huntington National Bank	\$ 12,798.40	various	Instructional/office/maintenance/athletics/food services/nursing supplies, student field trips, staff meetings/food
Gordon Food Service	\$ 13,539.09	006	Food services supplies
Gordon Food Service	\$ 33,844.00	006	Food services supplies
Gordon Food Service	\$ 17,292.60	006	Food services supplies
Gordon Food Service	\$ 15,313.78	006	Food services supplies
Huntington Bank	\$ 13,645.86	various	Medicare contributions
Huntington Bank	\$ 14,843.20	various	Medicare contributions
SERS	\$ 63,342.00	various	Classified retirement
STRS	\$ 187,589.59	various	Certified retirement
STRS	\$ 34,290.41	various	Certified retirement
SRHCC-Dental	\$ 22,010.97	001/006	Employee benefits dental insurance
SRHCC-Medical	\$ 423,609.26	001/006	Employee benefits medical/prescription insurance
rb030624			

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	946,192.13	946,192.13	946,192.13	946,192.13	
Interest Earnings													0.00
Student Breakfast 1511		490.00	1,914.75	2,200.15	2,316.90	1,567.65	1,834.90	2,511.20					12,835.55
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	61,976.56					328,130.79
Student A-La-Carte Sales 1513		20,012.15	56,489.05	59,894.90	58,324.35	39,678.75	51,309.70	64,483.50					350,192.40
Student Milk Sales 1514		114.40	265.10	279.40	228.80	149.05	158.95	213.40					1,409.10
Adult Breakfast 1521			0.55			0.00	0.00	30.25					30.80
Adult Lunch Sales 1522 + 1523		548.80	1,613.23	1,687.75	1,518.60	1,031.75	1,207.40	1,589.64					9,197.17
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	314.80					2,557.18
Miscellaneous 1820		380.00	150.00	42.00	60.00	30.00	200.00	52.00					
Miscellaneous 1890													0.00
Vending Commissions - BES 1890			10.00	24.00	25.50	33.00		36.00					128.50
Vending Commissions - RES 1890			60.00	85.00	82.00	38.00		53.00					318.00
Vending Commissions - RMS 1890		1,823.65	5,217.55	5,067.70	5,085.80	3,989.75	4,766.65	4,906.35					30,857.45
Vending Commissions - RHS 1890		4,150.90	11,872.17	12,808.77	12,965.65	9,201.44	9,593.42	13,782.16					74,374.51
State Subsidy 3213													0.00
Federal Subsidy 4120			6,244.21	21,439.88	214.80	45,024.35	15,430.71	18,951.61					107,305.56
Federal Subsidy 006 9001													0.00
Transfers In 5100													0.00
Refund/Prior Year Expenditure 5300													0.00
Advances In 5210													0.00
<b>TOTALS RECEIPTS</b>	<b>3,038.60</b>	<b>62,226.73</b>	<b>135,737.21</b>	<b>156,012.29</b>	<b>140,823.14</b>	<b>153,405.09</b>	<b>98,107.48</b>	<b>168,900.47</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>918,251.01</b>

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	33,308.33					254,738.91
Substitutes 142			1,596.00	2,827.20	1,721.40	1,311.00	1,508.60	1,474.40					10,438.60
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	17,348.07					150,386.82
SURcharge													0.00
Purchased Services 410 & 419	4,721.00	(221.00)											4,500.00
Management Services 415		504.00						1,256.00					1,760.00
Repair/Maintenance 423		1,685.36	2,416.98	796.15	1,822.19	216.00	492.95	117.59					7,547.22
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	95,355.19					492,281.85
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
<b>TOTALS EXPENDITURES</b>	<b>50,669.22</b>	<b>112,440.87</b>	<b>205,101.46</b>	<b>134,795.58</b>	<b>131,888.94</b>	<b>99,255.23</b>	<b>121,087.59</b>	<b>148,859.58</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,004,098.47</b>
ENDING BALANCES	984,408.97	934,194.83	864,830.58	886,047.29	894,981.49	949,131.35	926,151.24	946,192.13	946,192.13	946,192.13	946,192.13	946,192.13	
ENCUMBRANCES	475,374.65	424,166.69	687,935.69	616,511.33	284,768.85	237,804.74	205,728.61	132,785.36					
UNENCUMBERED BAL	509,034.32	510,028.14	176,894.89	269,535.96	610,212.64	711,326.61	720,422.63	813,406.77	946,192.13	Confidential Information - For Board Use Only - Do not Redistribute			Page 26 of 191

NEW DOCUMENT

## Attachment T-3

Barcode	Call*	Title	Item Grp	Mat Ty	Shelf Loc	Last Act	Last CkOUT	Ckout #	Author	Library
34090160238870	031.02 GUI	Guinness world records 2011 / [Craig Glenday, editor-in-chief]	NONFICTION	BOOK	DISCARD	10/6/2023	10/6/2023	2	Glenday, Craig	REMS
34090070043519	597.9 MCC	Reptile / written by Colin McCarthy ; [special photography, Karl Shone ... [et al.]	NONFICTION	BOOK	DISCARD	4/25/2014	4/3/2014	4	McCarthy, Colin	REMS
34090165002529	613.2 ZIN	Eat this, not that! : the best (& worst) foods in America / by David Zinczenko, with Matt Goulding	NONFICTION	BOOK	DISCARD	4/15/2015	2/28/2013	5	Zinczenko, David	REMS
34090070045035	613.7 CHR	Breathe : yoga for teens / written by Mary Kaye Chryssicas ; photography by Angela Coppola	NONFICTION	BOOK	DISCARD	4/17/2015	4/10/2015	2	Chryssicas, Mary Kaye	REMS
34090070045084	613.7 HOV	The best you can be : a teen's guide to fitness and nutrition / by Christopher Hovius	NONFICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hovius, Christopher	REMS
34090090076804	636.7 GRO	Marley a dog like no other / John Grogan	NONFICTION	BOOK	DISCARD	10/31/2023	10/24/2023	82	Grogan, John, 1957-	REMS
34090070048401	636.8 CAR	The basic book of the cat	NONFICTION	BOOK	DISCARD	5/8/2023	5/3/2023	2	Carr, William H. A	REMS
34090070050373	741.5 BEC	Looney tunes : the ultimate visual guide / Jerry Beck	NONFICTION	BOOK	DISCARD	11/20/2014	10/8/2014	3	Beck, Jerry	REMS
34090070052189	780.9 BAU	How music grew : from prehistoric times to the present by Marion Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	BOOK	DISCARD	2/19/2014	2/19/2014	1	Bauer, Marion	REMS
34090070052197	780.9 MOO	A guide to musical styles : from madrigal to modern music	NONFICTION	BOOK	DISCARD	2/19/2014	2/19/2014	2	Moore, Douglas	REMS
34090070052221	780.92 VEN	Great composers / Piero Ventura	NONFICTION	BOOK	DISCARD	2/19/2014	2/19/2014	2	Ventura, Piero	REMS
34090070054656	796.5 PAU	Woodsong / by Gary Paulsen	NONFICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paulsen, Gary	REMS
34090165010563	973.7092 SWA	Chasing Lincoln's killer / James L. Swanson	NONFICTION	BOOK	DISCARD	12/8/2010	10/12/2010	1	Swanson, James L	REMS
34090070074258	977.3 MUR	The great fire / Jim Murphy	NONFICTION	BOOK	DISCARD	4/16/2010	3/29/2010	1	Murphy, Jim, 1947-	REMS
34090160182771	F AND	The impossible knife of memory / Laurie Halse Anderson	FICTION	BOOK	DISCARD	6/1/2023	2/15/2022	11	Anderson, Laurie Halse	REMS
34090070001913	F BAU	Rules of the road / Joan Bauer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Bauer, Joan, 1951-	REMS
34090160223534	F BOW	Insignificant events in the life of a cactus / Dusti Bowling	FICTION	BOOK	DISCARD	12/19/2019	9/9/2019	5	Bowling, Dusti	REMS
34090210040664	F BRO	Better you than me / Jessica Brody	FICTION	BOOK	DISCARD	1/10/2024	10/25/2023	1	Brody, Jessica	REMS
34090070003323	F CAS	M.E. and Morton / Sylvia Cassidy	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cassedy, Sylvia	REMS
34090070003398	F CHE	Deep in the mountains : an encounter with Zhu Qizhan / Terrence Cheng	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cheng, Terrence	REMS
34090070003802	F COL	Celine / Brock Cole	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cole, Brock	REMS
34090070004164	F COO	For all time / [by] Caroline B. Cooney	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cooney, Caroline B	REMS
34090070004198	F COO	The ransom of Mercy Carter / Caroline B. Cooney	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cooney, Caroline B	REMS
34090070004297	F COO	The dark is rising / Illus. by Alan E. Cober	FICTION	BOOK	DISCARD	2/1/2013	12/21/2012	3	Cooper, Susan	REMS
34090070004313	F COO	Greenwitch	FICTION	BOOK	DISCARD	9/25/2015	9/15/2015	1	Cooper, Susan	REMS
34090070004339	F COO	The grey king / by Susan Cooper ; ill. by Michael Heslop	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cooper, Susan	REMS
34090070004354	F COO	Over sea, under stone / ill. by Margery Gill	FICTION	BOOK	DISCARD	1/9/2020	1/7/2020	1	Cooper, Susan	REMS
34090070004461	F COR	In the middle of the night / Robert Cormier	FICTION	BOOK	DISCARD	10/30/2014	9/25/2014	1	Cormier, Robert	REMS
34090070004479	F COR	We all fall down : a novel / by Robert Cormier	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cormier, Robert	REMS
34090070004503	F COU	Getting near to baby / [by] Audrey Couloumbis	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Couloumbis, Audrey	REMS
34090070004560	F CRA	Shiver / by Jordan Cray	FICTION	BOOK	DISCARD	1/28/2019	12/21/2018	2	Cray, Jordan	REMS
34090070004735	F CRE	Angel's gate / Gary Crew	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Crew, Gary, 1947-	REMS
34090070004743	F CRE	Children of the river / Linda Crew	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Crew, Linda	REMS
34090070004776	F CRO	Roscoe's Leap / Gillian Cross	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Cross, Gillian	REMS
34090160219672	F CRO	Bone Jack / Sara Crowe	NONFICTION	BOOK	DISCARD	n/a	00/00/0000	0	Crowe, Sara, 1966-	REMS
34090070004842	F CRU	Staying fat for Sarah Byrnes : a novel / Chris Crutcher	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Crutcher, Chris	REMS
34090070005203	F DAV	Checking on the moon / Jenny Davis	FICTION	BOOK	DISCARD	5/3/2012	00/00/0000	0	Davis, Jenny	REMS
34090070005211	F DAV	Good-bye and keep cold / by Jenny Davis	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Davis, Jenny	REMS
34090070005435	F DEN	Dear America:When will this cruel war be over? : the Civil War diary of Emma Simpson / by Barry Denenberg	FICTION	BOOK	DISCARD	12/18/2020	9/30/2020	2	Denenberg, Barry	REMS
34090070005500	F DEU	On the Devil's court / Carl Deuker	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Deuker, Carl	REMS
34090070005708	F DIC	The ropemaker / [by] Peter Dickinson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Dickinson, Peter	REMS
34090070005716	F DIC	Eva / Peter Dickinson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Dickinson, Peter, 1927-	REMS
34090070005724	F DLA	The fire within / Chris D'Lacey	FICTION	BOOK	DISCARD	6/1/2017	5/17/2017	18	D'Lacey, Chris	REMS
34090160232741	F DON	When the crickets stopped singing / Marilyn Cram Donahue	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Donahue, Marilyn Cram	REMS
34090160222254	F DOO	Ashes to Asheville / Sarah Dooley	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Dooley, Sarah	REMS
34090070005872	F DRA	The battle of Jericho / Sharon M. Draper	FICTION	BOOK	DISCARD	9/28/2016	9/8/2016	2	Draper, Sharon M. (Sharon Mills)	REMS
34090070005997	F DUN	Daughters of Eve / Lois Duncan	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Duncan, Lois, 1934-	REMS
34090165039117	F EAM	The dagger X / Brian Eames	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Eames, Brian	REMS
34090070006458	F ENG	Francie / [by] Karen English	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	English, Karen	REMS
34090070006482	F ENR	Thimble summer / written and illustrated by Elizabeth Enright	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Enright, Elizabeth, 1909-1968	REMS
34090160197217	F FAN	Isabel Feeney, star reporter / by Beth Fantaskey	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Fantaskey, Beth	REMS

Barcode	Call#	Title	Item Grp	Mat Ty	Shelf Loc	Last Act	Last CkOUT	Ckout #	Author	Library
3409020000454	F FAR	A girl named Disaster / Nancy Farmer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Farmer, Nancy, 1941-	REMS
34090070006664	F FER	Overkill / by Alane Ferguson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Ferguson, Alane	REMS
34090070006730	F FIN	The book of the banshee : a novel / by Anne Fine	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Fine, Anne	REMS
34090070006839	F FLE	Whirligig / Paul Fleischman	FICTION	BOOK	DISCARD	6/6/2011	00/00/0000	0	Fleischman, Paul	REMS
34090070006987	F FOX	Monkey Island / by Paula Fox	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Fox, Paula	REMS
34090070007035	F FRA	Oy, Joy! : a novel / by Lucy Frank	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Frank, Lucy	REMS
34090070007076	F FRI	Homesick, my own story / by Jean Fritz ; illustrated with drawings by Margot Tomes and photographs	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Fritz, Jean	REMS
34090070007092	F FUN	Inkdeath / Cornelia Funke ; translated from the German by Anthea Bell	FICTION	BOOK	DISCARD	2/23/2015	2/6/2015	6	Funke, Cornelia Caroline	REMS
34090165003790	F FUN	Inkdeath / Cornelia Funke ; translated from the German by Anthea Bell	FICTION	BOOK	DISCARD	1/2/2012	12/16/2011	5	Funke, Cornelia Caroline	REMS
34090070007134	F FUQ	Darby / [by] Jonathon Scott Fuqua	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Fuqua, Jonathon Scott	REMS
34090070007191	F GAI	The autobiography of Miss Jane Pittman / by Ernest J. Gaines	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Gaines, Ernest J., 1933-	REMS
34090070007274	F GAU	Saving the planet & stuff / Gail Gauthier	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Gauthier, Gail, 1953-	REMS
34090070007324	F GEO	Charlie's raven / written and illustrated by Jean Craighead George	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	George, Jean Craighead, 1919-	REMS
34090070007332	F GEO	The cry of the crow : a novel / by Jean Craighead George	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	George, Jean Craighead, 1919-	REMS
34090070007381	F GEO	Water sky / Jean Craighead George	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	George, Jean Craighead, 1919-	REMS
34090070007480	F GIL	Enter three witches / Kate Gilmore	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Gilmore, Kate	REMS
34090070007613	F GRA	Mary Wolf / by Cynthia D. Grant	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Grant, Cynthia D	REMS
34090070007761	F GRO	Reaching Dustin / Vicki Grove	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Grove, Vicki	REMS
34090070007779	F GRO	Rimwalkers / Vicki Grove	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Grove, Vicki	REMS
34090070007795	F GUT	The Million Dollar Kick / [by] Dan Gutman	FICTION	BOOK	DISCARD	10/6/2023	9/6/2023	18	Gutman, Dan	REMS
34090070008033	F HAH	Daphne's book / Mary Downing Hahn	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hahn, Mary Downing	REMS
34090070008199	F HAM	Bluish : a novel / [by] Virginia Hamilton	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia	REMS
34090070008207	F HAM	The house of Dies Drear / Illus. by Eros Keith	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia	REMS
34090070008231	F HAM	The mystery of Drear House : the conclusion of the Dies Drear chronicle / Virginia Hamilton	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia	REMS
34090070008256	F HAM	Plain City / Virginia Hamilton	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia	REMS
34090070008264	F HAM	The planet of Junior Brown	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia	REMS
34090070008280	F HAM	Sweet whispers, Brother Rush / Virginia Hamilton	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia	REMS
34090070008306	F HAM	Zeely / by Virginia Hamilton ; illustrated by Symeon Shimin	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hamilton, Virginia, 1936-2002	REMS
34090165003535	F HES	Brooklyn Bridge : a novel / by Karen Hesse	FICTION	BOOK	DISCARD	4/24/2015	4/6/2015	6	Hesse, Karen	REMS
34090070008702	F HES	Stowaway / Karen Hesse ; drawings by Robert Andrew Parker	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hesse, Karen	REMS
34090070008728	F HES	Witness : [a novel] / Karen Hesse	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hesse, Karen	REMS
34090070009007	F HOE	The sands of time : a Hermux Tantamoq adventure / [by] Michael Hoeye	FICTION	BOOK	DISCARD	1/30/2015	12/17/2014	2	Hoeye, Michael	REMS
34090070009015	F HOE	Time stops for no mouse : a Hermux Tantamoq adventure / [by] Michael Hoeye	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hoeye, Michael	REMS
34090070009205	F HOR	The canning season / Polly Horvath	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Horvath, Polly	REMS
34090070009288	F HOW	Isaac Campion / Janni Howker	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Howker, Janni	REMS
34090070009312	F HUN	Across five Aprils / Jacket and endsheets by Albert John Pucci	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Hunt, Irene	REMS
34090070009411	F IBB	Journey to the river sea / Eva Ibbotson ; illustrated by Kevin Hawkes	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Ibbotson, Eva	REMS
34090070009486	F JAC	The angel's command : a tale from the castaways of the Flying Dutchman / Brian Jacques ; illustrated by David Elliot	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Jacques, Brian	REMS
34090070009684	F JIN	Pagan's crusade / Catherine Jinks	FICTION	BOOK	DISCARD	3/31/2022	12/8/2009	1	Jinks, Catherine	REMS
34090070009692	F JIN	Pagan's scribe / Catherine Jinks	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Jinks, Catherine	REMS
34090070009734	F JON	Castle in the air / Diana Wynne Jones	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Jones, Diana Wynne	REMS
34090070009759	F JON	The time of the ghost / Diana Wynne Jones	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Jones, Diana Wynne	REMS
34090165019309	F JON	Silhouetted by the blue / Traci L. Jones	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Jones, Traci L	REMS
34090070009882	F KEE	Anna Sunday / Sally M. Keehn	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Keehn, Sally M	REMS
34090070009940	F KEL	The trumpeter of Krakow / [by] Eric P. Kelly. Decorations by Janina Damanska. Foreword by Louis Seaman Bechtel	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Kelly, Eric Philbrook, 1884-1960	REMS
34090070009957	F KER	Fell	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Kerr, M. E	REMS
34090070009965	F KER	Fell back / M.E. Kerr	FICTION	BOOK	DISCARD	5/10/2016	4/14/2016	2	Kerr, M. E	REMS
34090070009973	F KER	Fell down / M.E. Kerr	FICTION	BOOK	DISCARD	1/23/2014	1/14/2014	2	Kerr, M. E	REMS
34090070010203	F KLA	California Blue	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Klass, David	REMS

Barcode	Call#	Title	Item Grp	Mat Ty	Shelf Loc	Last Act	Last CkOUT	Ckout #	Author	Library
34090070010427	F KOR	Son of Interflux / Gordon Korman	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Korman, Gordon	REMS
34090070010468	F KRU	... and now Miguel / illustrated by Jean Charlot	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Krumgold, Joseph, 1908-	REMS
34090200002211	F LAC	The serpent's shadow / Mercedes Lackey	FICTION	BOOK	DISCARD	5/17/2012	00/00/0000	0	Lackey, Mercedes	REMS
34090070010484	F LAM	Hunger Moon / Sarah Lamstein	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lamstein, Sarah, 1943-	REMS
34090070010591	F LAW	The dolphins of Laurentum / Caroline Lawrence	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lawrence, Caroline	REMS
34090165040297	F LAW	P.K. Pinkerton and the pistol-packing widows / Caroline Lawrence	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lawrence, Caroline	REMS
34090070010666	F LAW	The cannibals / Iain Lawrence	FICTION	BOOK	DISCARD	5/23/2023	1/11/2023	9	Lawrence, Iain, 1955-	REMS
34090070010757	F LEA	Heck, superhero / by Martine Leavitt	FICTION	BOOK	DISCARD	1/30/2015	12/19/2014	1	Leavitt, Martine, 1953-	REMS
34090070010880	F LEN	Strawberry girl / written and illustrated by Lois Lenski	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lenski, Lois, 1893-	REMS
34090070010823	F LEN	Many waters / Madeleine L'Engle	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	L'Engle, Madeleine	REMS
34090070010831	F LEN	A ring of endless light / Madeleine L'Engle	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	L'Engle, Madeleine	REMS
34090070010856	F LEN	A swiftly tilting planet / Madeleine L'Engle	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	L'Engle, Madeleine	REMS
34090070010955	F LEV	Dave at night / Gail Carson Levine	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Levine, Gail Carson	REMS
34090070010930	F LEV	The unmaking of Duncan Veerick / Betty Levin	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Levin, Betty	REMS
34090070011102	F LEW	Young Fu of the upper Yangtze / illustrated by Ed Young. Introd. by Pearl S. Buck	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lewis, Elizabeth (Foreman) 1892-1958	REMS
34090070011557	F LYN	Shadow boxer / Chris Lynch	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lynch, Chris	REMS
34090070011565	F LYO	Borrowed children / George Ella Lyon	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Lyon, George Ella, 1949-	REMS
34090070011607	F MAC	Hawk Moon	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	MacGregor, Rob	REMS
34090070011680	F MAH	The catalogue of the universe / Margaret Mahy	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Mahy, Margaret	REMS
34090160170081	F MAR	Starfields / Carolyn Marsden	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Marsden, Carolyn	REMS
34090070011748	F MAR	Christy / [by] Catherine Marshall	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Marshall, Catherine, 1914-	REMS
34090070011771	F MAR	A corner of the universe / Ann M. Martin	FICTION	BOOK	DISCARD	5/21/2013	3/18/2013	4	Martin, Ann M., 1955-	REMS
34090070011797	F MAR	Here today / Ann M. Martin	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Martin, Ann M., 1955-	REMS
34090070011961	F MAZ	Missing pieces / by Norma Fox Mazer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Mazer, Norma Fox, 1931-	REMS
34090070011987	F MAZ	Silver / by Norma Fox Mazer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Mazer, Norma Fox, 1931-	REMS
34090070011995	F MAZ	Silver / by Norma Fox Mazer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Mazer, Norma Fox, 1931-	REMS
34090070012167	F MCK	The blue sword / Robin McKinley	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	McKinley, Robin	REMS
34090070012175	F MCK	The hero and the crown / Robin McKinley	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	McKinley, Robin	REMS
34090070012225	F MEE	Out of Patience / Brian Meehl	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Meehl, Brian	REMS
34090070012233	F MEG	Swift rivers / with illustrations in color by Peter Hurd	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Megis, Cornelia Lynde	REMS
34090070012274	F MEY	Elliott & Win / Carolyn Meyer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Meyer, Carolyn	REMS
34090160182706	F MEY	Gideon's people / Carolyn Meyer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Meyer, Carolyn, 1935-	REMS
34090070012456	F MIK	Masada : the last fortress / Gloria D. Miklowitz	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Miklowitz, Gloria D	REMS
34090070012472	F MIL	Dinah forever / Claudia Mills	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Mills, Claudia	REMS
34090070012555	F MOR	Waiting for Anya / Michael Morpurgo	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Morpurgo, Michael	REMS
34090070012563	F MOR	The war of Jenkins' ear / Michael Morpurgo	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Morpurgo, Michael	REMS
34090070012696	F MUR	The journal of James Edmond Pease : a Civil War Union soldier / by Jim Murphy	FICTION	BOOK	DISCARD	2/3/2012	12/14/2011	2	Murphy, Jim, 1947-	REMS
34090070012712	F MUR	The golden eagle / illustrated by John Schoenherr	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Murphy, Robert	REMS
34090070012761	F MYE	The journal of Scott Pendleton Collins : a World War II soldier / by Walter Dean Myers	FICTION	BOOK	DISCARD	10/17/2023	9/14/2023	15	Myers, Walter Dean	REMS
34090070012779	F MYE	The dream bearer / Walter Dean Myers	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Myers, Walter Dean, 1937-	REMS
34090070012837	F MYE	Somewhere in the darkness / Walter Dean Myers	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Myers, Walter Dean, 1937-	REMS
34090070012936	F NAU	My brother stealing second / Jim Naughton	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Naughton, Jim	REMS
34090070012944	F NAY	Alice on the outside / [by] Phyllis Reynolds Naylor	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Naylor, Phyllis Reynolds	REMS
34090070012951	F NAY	The grooming of Alice / [by] Phyllis Reynolds Naylor	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Naylor, Phyllis Reynolds	REMS
34090070013066	F NAY	Walker's Crossing / Phyllis Reynolds Naylor	FICTION	BOOK	DISCARD	4/22/2022	4/6/2022	14	Naylor, Phyllis Reynolds	REMS

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34090070013140	F NIM	Charlie Bone and the hidden king / Jenny Nimmo	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Nimmo, Jenny	REMS
34090160223195	F NOB	Evangelina takes flight / by Diana J. Noble	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Noble, Diana J	REMS
34090070013405	F OBR	Mrs. Frisby and the rats of Nimh / [by] Robert C. O'Brien. Illustrated by Zena Bernstein	FICTION	BOOK	DISCARD	6/6/2011	00/00/0000	0	O'Brien, Robert C	REMS
34090070013496	F ODE	Sarah Bishop / Scott O'Dell	FICTION	BOOK	DISCARD	6/6/2011	00/00/0000	0	O'Dell, Scott, 1898-1989	REMS
34090070013546	F ORL	The man from the other side / Uri Orlev ; translated from the Hebrew by Hillel Halkin	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Orlev, Uri, 1931-	REMS
34090070013561	F ORR	Peeling the onion / Wendy Orr	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Orr, Wendy	REMS
34090070013371	F O'DE	The black pearl / Illustrated by Milton Johnson	FICTION	BOOK	DISCARD	10/5/2009	9/28/2009	1	O'Dell, Scott, 1898-1989	REMS
34090070013702	F PAR	The graduation of Jake Moon / Barbara Park	FICTION	BOOK	DISCARD	3/21/2016	3/11/2016	1	Park, Barbara	REMS
34090070013801	F PAT	Come sing, Jimmy Jo / Katherine Paterson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paterson, Katherine	REMS
34090070013819	F PAT	The great Gilly Hopkins / Katherine Paterson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paterson, Katherine	REMS
34090070013835	F PAT	Jip : his story / Katherine Paterson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paterson, Katherine	REMS
34090070013843	F PAT	Lyddie / Katherine Paterson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paterson, Katherine	REMS
34090070013850	F PAT	Park's quest / Katherine Paterson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paterson, Katherine	REMS
34090070013876	F PAT	The same stuff as stars / Katherine Paterson	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paterson, Katherine	REMS
34090070013884	F PAT	Grace / Jill Paton Walsh	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Paton Walsh, Jill, 1937-	REMS
34090165006694	F PAT	Witch & wizard / James Patterson and Gabrielle Charbonnet	FICTION	BOOK	DISCARD	10/24/2016	10/24/2016	25	Patterson, James, 1947-	REMS
34090165034746	F PEC	The teacher's funeral : a comedy in three parts / Richard Peck	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Peck, Richard, 1934-	REMS
34090070014544	F PFE	Claire at sixteen / Susan Beth Pfeffer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Pfeffer, Susan Beth, 1948-	REMS
34090070014577	F PFE	Meg at sixteen / Susan Beth Pfeffer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Pfeffer, Susan Beth, 1948-	REMS
34090070014585	F PFE	Sybil at sixteen / Susan Beth Pfeffer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Pfeffer, Susan Beth, 1948-	REMS
34090070014593	F PFE	Thea at sixteen / Susan Beth Pfeffer	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Pfeffer, Susan Beth, 1948-	REMS
34090070014742	F PUL	The broken bridge / Philip Pullman	FICTION	BOOK	DISCARD	6/6/2011	00/00/0000	0	Pullman, Philip, 1946-	REMS
34090070070496	F RAP	Escape from slavery : five journeys to freedom / by Doreen Rappaport ; illustrated by Charles Lilly	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rappaport, Doreen	REMS
34090070014908	F REE	Smoking mirror : an encounter with Paul Gauguin / Douglas Rees	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rees, Douglas	REMS
34090070014981	F RES	What the moon saw : a novel / by Laura Resau	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Resau, Laura	REMS
34090070014999	F RES	What the moon saw : a novel / by Laura Resau	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Resau, Laura	REMS
34090070015095	F RIN	Broken days / Ann Rinaldi	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rinaldi, Ann	REMS
34090070015111	F RIN	Cast two shadows: the American revolution in South Carolina	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rinaldi, Ann	REMS
34090070015178	F RIN	Mine eyes have seen / Ann Rinaldi	FICTION	BOOK	DISCARD	3/19/2013	5/29/2012	0	Rinaldi, Ann	REMS
34090070015277	F RIN	Time enough for drums / Ann Rinaldi	FICTION	BOOK	DISCARD	6/6/2011	00/00/0000	0	Rinaldi, Ann	REMS
34090070015285	F RIN	Wolf by the ears / Ann Rinaldi	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rinaldi, Ann	REMS
34090070015343	F ROB	The best Christmas pageant ever / Pictures by Judith Gwyn Brown	FICTION	BOOK	DISCARD	5/17/2012	00/00/0000	0	Robinson, Barbara	REMS
34090070015509	F ROW	Harry Potter and the sorcerer's stone / by J.K. Rowling ; illustrations by Mary GrandPr.	FICTION	BOOK	DISCARD	8/25/2023	8/24/2023	23	Rowling, J. K	REMS
34090070015624	F RYL	A fine white dust / Cynthia Rylant	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rylant, Cynthia	REMS
34090070015640	F RYL	God went to beauty school / by Cynthia Rylant	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rylant, Cynthia	REMS
34090070015673	F RYL	A kindness / Cynthia Rylant	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rylant, Cynthia	REMS
34090070015699	F RYL	Missing May / by Cynthia Rylant	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Rylant, Cynthia	REMS
34090165034522	F SAC	Small steps / Louis Sachar	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Sachar, Louis, 1954-	REMS
34090070016044	F SER	The white stag / written and illustrated by Kate Seredy	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Seredy, Kate	REMS
34090165029555	F SHA	Demon thief / by Darren Shan	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Shan, Darren	REMS
34090160191178	F SHU	Challenger deep / Neal Shusterman ; illustrations by Brendan Shusterman	FICTION	BOOK	DISCARD	6/1/2023	3/4/2022	4	Shusterman, Neal	REMS
34090070016234	F SHU	Speeding bullet : a novel / Neal Shusterman	FICTION	BOOK	DISCARD	5/1/2019	00/00/0000	0	Shusterman, Neal	REMS
34090070016309	F SKU	Spider's voice / [by] Gloria Skurzynski	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Skurzynski, Gloria	REMS
34090070016341	F SLE	Oddballs : stories / by William Sleator	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Sleator, William	REMS
34090070016424	F SMI	Return to Bitter Creek : a novel / by Doris Buchanan Smith	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Smith, Doris Buchanan	REMS
34090070016671	F SNY	Blair's nightmare / Zilpha Keatley Snyder	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Snyder, Zilpha Keatley	REMS
34090070016689	F SNY	The Egypt game / Drawings by Alton Raible	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Snyder, Zilpha Keatley	REMS
34090070016697	F SNY	Gib and the gray ghost / [by] Zilpha Keatley Snyder	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Snyder, Zilpha Keatley	REMS

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34090070016705	F SNY	The headless Cupid / Illustrated by Alton Raible	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Snyder, Zilpha Keatley	REMS
34090070016739	F SON	Finding my hat / John Son	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Son, John	REMS
34090070016770	F SPE	The bronze bow / Elizabeth George Speare	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Speare, Elizabeth George	REMS
34090070016812	F SPE	The witch of Blackbird Pond	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Speare, Elizabeth George	REMS
34090160219706	F SPI	The warden's daughter / Jerry Spinelli	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Spinelli, Jerry	REMS
34090165016503	F STA	Bella at midnight / Diane Stanley ; Illustrated by Bagram Ibatoulline	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Stanley, Diane	REMS
34090165029548	F STA	Harry Sue / Sue Stauffacher	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Stauffacher, Sue, 1961-	REMS
34090070017125	F STE	Abel's island / William Steig	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Steig, William, 1907-	REMS
34090070017398	F STU	A true and faithful narrative / Katherine Sturtevant	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Sturtevant, Katherine	REMS
34090070017406	F SUT	The shining company / Rosemary Sutcliff	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Sutcliff, Rosemary	REMS
34090070017539	F TAY	Roll of thunder, hear my cry / Mildred D. Taylor ; frontispiece by Jerry Pinkney	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Taylor, Mildred D	REMS
34090070017547	F TAY	Roll of thunder, hear my cry / Mildred D. Taylor ; frontispiece by Jerry Pinkney	FICTION	BOOK	DISCARD	6/4/2021	5/7/2021	3	Taylor, Mildred D	REMS
34090070017737	F THE	Rachel Chance / Jean Thesman	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Thesman, Jean	REMS
34090070017752	F THE	When the road ends / by Jean Thesman	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Thesman, Jean	REMS
34090070017984	F TUR	Rosemary's witch / Ann Turner	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Turner, Ann Warren	REMS
34090070018131	F ULL	Banner in the sky	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Ullman, James Ramsey, 1907-1971	REMS
34090070018255	F VAU	My contract with Henry / Robin Vaupel	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Vaupel, Robin	REMS
34090070018354	F VOI	Bad girls / Cynthia Voigt	FICTION	BOOK	DISCARD	2/2/2012	11/23/2011	1	Voigt, Cynthia	REMS
34090070018362	F VOI	Bad girls in love / Cynthia Voigt	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090070018495	F WAL	Blue eyes better / [by] Ruth Wallace-Brodeur	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Wallace-Brodeur, Ruth	REMS
34090070018511	F WAL	Second daughter : the story of a slave girl / Mildred Pitts Walter	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Walter, Mildred Pitts	REMS
34090070018693	F WES	A place to hide / Robert Westall	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Westall, Robert	REMS
34090070018701	F WES	Urn burial / Robert Westall	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Westall, Robert	REMS
34090160166352	F WHE	Fruitlands / / Gloria Whelan	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Whelan, Gloria	REMS
34090070018925	F WHY	The Unvisibles / Ian Whybrow	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Whybrow, Ian	REMS
34090165040248	F WIL	P.S. be eleven / by Rita Williams-Garcia	FICTION	BOOK	DISCARD	2/26/2018	5/17/2017	3	Williams-Garcia, Rita	REMS
34090070019048	F WIL	Out of the storm / by Patricia Willis	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Willis, Patricia	REMS
34090070019113	F WIN	The castle in the attic / Elizabeth Winthrop ; frontispiece and chapter title decorations by Trina Scharf Hyman	FICTION	BOOK	DISCARD	8/31/2023	8/23/2023	2	Winthrop, Elizabeth	REMS
34090070019212	F WOL	Bat 6 / Virginia Euwer Wolff	FICTION	BOOK	DISCARD	4/22/2015	4/6/2015	4	Wolff, Virginia Euwer	REMS
34090070019279	F WOO	Behind you / Jacqueline Woodson	FICTION	BOOK	DISCARD	1/5/2012	1/2/2012	1	Woodson, Jacqueline	REMS
34090070019253	F WOO	Emako Blue / by Brenda Woods	FICTION	BOOK	DISCARD	11/5/2010	9/3/2010	1	Woods, Brenda (Brenda A.)	REMS
34090070019352	F WRI	The moonlight man / Betty Ren Wright	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Wright, Betty Ren	REMS
34090070019618	F YOU	Moving Mama to town / by Ronder Thomas Young	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Young, Ronder Thomas	REMS
34090070019626	F ZIN	A begonia for Miss Applebaum / Paul Zindel	FICTION	BOOK	DISCARD	n/a	00/00/0000	0	Zindel, Paul	REMS
34090070074993	PB ALE	The black cauldron / by Lloyd Alexander	PAPERBACK	BOOK	DISCARD	9/15/2023	9/5/2023	2	Alexander, Lloyd	REMS
34090070075032	PB ALE	The high king / by Lloyd Alexander	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Alexander, Lloyd	REMS
34090160169513	PB ATW	Mr. Popper's penguins / by Richard and Florence Atwater ; illustrated by Robert Lawson	PAPERBACK	BOOK	DISCARD	11/30/2023	10/25/2023	17	Atwater, Richard	REMS
34090070076709	PB CHO	Al Capone does my shirts / Gennifer Choldenko	PAPERBACK	BOOK	DISCARD	11/1/2023	9/5/2023	22	Choldenko, Gennifer, 1957-	REMS
34090070077483	PB COO	The face on the milk carton / Caroline B. Cooney	PAPERBACK	BOOK	DISCARD	5/29/2012	5/29/2012	0	Cooney, Caroline B	REMS
34090070077491	PB COO	The face on the milk carton / Caroline B. Cooney	PAPERBACK	BOOK	DISCARD	6/6/2014	4/21/2011	3	Cooney, Caroline B	REMS
34090165035289	PB COO	The face on the milk carton / Caroline B. Cooney	PAPERBACK	BOOK	DISCARD	10/4/2022	8/26/2022	15	Cooney, Caroline B	REMS
34090070077590	PB COO	Hush little baby / [Caroline B. Cooney]	PAPERBACK	BOOK	DISCARD	10/14/2022	9/7/2022	3	Cooney, Caroline B	REMS
34090070077848	PB COO	The dark is rising / Illus. by Alan E. Cober	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Cooper, Susan	REMS
34090070078119	PB CRE	Chasing Redbird	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Crech, Sharon	REMS
34090070078127	PB CRE	Chasing Redbird	PAPERBACK	BOOK	DISCARD	12/6/2023	3/17/2022	1	Crech, Sharon	REMS
34090070079026	PB DIX	A killing in the market / Franklin W. Dixon	PAPERBACK	BOOK	DISCARD	10/10/2023	9/6/2023	6	Dixon, Franklin W	REMS
34090070080172	PB FUN	Inkheart / Cornelia Funke ; translated from the German by Anthea Bell	PAPERBACK	BOOK	DISCARD	11/10/2022	11/10/2021	20	Funke, Cornelia Caroline	REMS
34090070081493	PB HES	Out of the dust / Karen Hesse	PAPERBACK	BOOK	DISCARD	6/4/2013	1/24/2013	3	Hesse, Karen	REMS
34090070083937	PB KON	The view from Saturday / E.L. Konigsburg	PAPERBACK	BOOK	DISCARD	12/7/2016	9/27/2016	3	Konigsburg, E. L	REMS
34090070083945	PB KON	The view from Saturday / E.L. Konigsburg	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Konigsburg, E. L	REMS



Barcode	Call*	Title	Item Grp	Mat Ty	Shelf Loc	Last Act	Last Ckout	Ckout #	Author	Library
34090070083952	PB KON	The view from Saturday / E.L. Konigsburg	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Konigsburg, E. L	REMS
34090070085031	PB LIT	The watcher / Lael Littke	PAPERBACK	BOOK	DISCARD	12/7/2023	10/25/2023	1	Littke, Lael	REMS
34090165010357	PB MIK	Ghost of Spirit Bear / Ben Mikaelson	PAPERBACK	BOOK	DISCARD	10/3/2023	8/23/2023	13	Mikaelson, Ben, 1952-	REMS
34090165010621	PB MIK	Sparrow Hawk Red / Ben Mikaelson	PAPERBACK	BOOK	DISCARD	10/20/2023	9/14/2023	6	Mikaelson, Ben, 1952-	REMS
34090070086849	PB MYE	The journal of Scott Pendleton Collins : a World War II soldier / by Walter Dean Myers	PAPERBACK	BOOK	DISCARD	1/10/2020	11/19/2019	2	Myers, Walter Dean, 1937-	REMS
34090070087060	PB NEV	It's like this, Cat / Emily Cheney Neville	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Neville, Emily Cheney	REMS
34090070087078	PB NEV	It's like this, Cat / Emily Cheney Neville	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Neville, Emily Cheney	REMS
34090070089553	PB PUL	The golden compass / Philip Pullman	PAPERBACK	BOOK	DISCARD	2/12/2014	12/10/2013	3	Pullman, Philip, 1946	REMS
34090070089579	PB PUL	The subtle knife / Philip Pullman	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Pullman, Philip, 1946	REMS
34090165000804	PB RIC	The light in the forest / Conrad Richter	NONFICTION	BOOK	DISCARD	11/2/2021	9/13/2021	1	Richter, Conrad, 1890-1968	REMS
34090070090148	PB ROB	The best Christmas pageant ever	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Robinson, Barbara	REMS
34090160269768	PB RDW	Harry Potter and the half-blood prince / by J.K. Rowling ; illustrations by Mary GrandPr.	PAPERBACK	BOOK	DISCARD	6/6/2023	2/9/2022	3	Rowling, J. K	REMS
34090070090262	PB ROW	Harry Potter and the Order of the Phoenix / by J.K. Rowling ; illustrations by Mary GrandPr.	PAPERBACK	BOOK	DISCARD	2/15/2024	1/24/2024	15	Rowling, J. K	REMS
34090070090478	PB SAG	Contact / Carl Sagan	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Sagan, Carl, 1934-	REMS
34090070090783	PB SHU	Downsiders : a novel / by Neal Shusterman	PAPERBACK	BOOK	DISCARD	6/1/2020	2/25/2020	2	Shusterman, Neal	REMS
34090070090791	PB SHU	Downsiders : a novel / by Neal Shusterman	PAPERBACK	BOOK	DISCARD	6/1/2020	2/18/2020	1	Shusterman, Neal	REMS
34090070090817	PB SHU	Downsiders : a novel / by Neal Shusterman	PAPERBACK	BOOK	DISCARD	6/1/2020	2/18/2020	1	Shusterman, Neal	REMS
34090070091500	PB SOB	Two-minute mysteries collection / Donald J. Sobol	PAPERBACK	BOOK	DISCARD	11/4/2011	9/20/2011	1	Sobol, Donald J, 1924-	REMS
34090070091997	PB STI	Cheerleaders. The second evil / R.L. Stine	PAPERBACK	BOOK	DISCARD	2/10/2015	1/13/2015	2	Stine, R. L	REMS
34090070092003	PB STI	Cheerleaders. The first evil / R.L. Stine	PAPERBACK	BOOK	DISCARD	10/20/2023	10/4/2023	3	Stine, R. L	REMS
34090070092201	PB TAY	The road to Memphis / by Mildred D. Taylor	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Taylor, Mildred D	REMS
34090070092219	PB TAY	The road to Memphis / by Mildred D. Taylor	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Taylor, Mildred D	REMS
34090070092227	PB TAY	The road to Memphis / by Mildred D. Taylor	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Taylor, Mildred D	REMS
34090070092599	PB TUR	The girl who chased away sorrow : the diary of Sarah Nita, a Navajo girl / by Ann Turner	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Turner, Ann	REMS
34090070093050	PB VOI	On Fortunes Wheel	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090070093076	PB VOI	The Callender papers / Cynthia Voigt	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090070093084	PB VOI	The Callender papers / Cynthia Voigt	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090070093092	PB VOI	Dacey's song / Cynthia Voigt	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090070093100	PB VOI	Homecoming / Cynthia Voigt	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090070093142	PB VOI	Tell me if the lovers are losers	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Voigt, Cynthia	REMS
34090165009979	PB WEL	The war of the worlds / H. G. Wells, Alfred Mac Adam ; [edited by] George Stade	PAPERBACK	BOOK	DISCARD	5/23/2023	10/25/2022	7	Wells, H. G	REMS
34090070093571	PB WEY	The bar code tattoo / Suzanne Weyn	PAPERBACK	BOOK	DISCARD	11/8/2023	12/18/2020	9	Weyn, Suzanne	REMS
34090070093597	PB WEY	The bar code tattoo / Suzanne Weyn	PAPERBACK	BOOK	DISCARD	2/20/2020	2/18/2020	16	Weyn, Suzanne	REMS
34090070093605	PB WEY	The bar code tattoo / Suzanne Weyn	PAPERBACK	BOOK	DISCARD	2/18/2020	2/18/2020	13	Weyn, Suzanne	REMS
34090165010068	PB WIL	100 cupboards / N.D. Wilson	PAPERBACK	BOOK	DISCARD	11/23/2022	10/20/2022	21	Wilson, Nathan D	REMS
34090070094116	PB WRE	Calling on dragons / Patricia C. Wrede	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Wrede, Patricia C., 1953-	REMS
34090070094124	PB WRE	Calling on dragons / Patricia C. Wrede	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Wrede, Patricia C., 1953-	REMS
34090070094132	PB WRE	Dealing with dragons	PAPERBACK	BOOK	DISCARD	1/11/2017	1/6/2017	1	Wrede, Patricia C., 1953-	REMS
34090070094157	PB WRE	Dealing with dragons	PAPERBACK	BOOK	DISCARD	1/18/2012	12/7/2011	1	Wrede, Patricia C., 1953-	REMS
34090070094165	PB WRE	Searching for dragons / Patricia C. Wrede	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Wrede, Patricia C., 1953-	REMS
34090070094173	PB WRE	Searching for dragons / Patricia C. Wrede	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Wrede, Patricia C., 1953-	REMS
34090070094181	PB WRE	Talking to dragons / Patricia C. Wrede	PAPERBACK	BOOK	DISCARD	n/a	00/00/0000	0	Wrede, Patricia C., 1953-	REMS
34090070094413	PB ZEV	Elsewhere / Gabrielle Zevin	PAPERBACK	BOOK	DISCARD	6/1/2020	2/18/2020	10	Zevin, Gabrielle	REMS
34090165001943	PB ZEV	Elsewhere / Gabrielle Zevin	PAPERBACK	BOOK	DISCARD	5/10/2021	4/15/2021	18	Zevin, Gabrielle	REMS
34090165001968	PB ZEV	Elsewhere / Gabrielle Zevin	PAPERBACK	BOOK	DISCARD	6/1/2020	2/18/2020	16	Zevin, Gabrielle	REMS

NEW DOCUMENT

Then and Now Report  
19-Mar-24

Attachment T-4

Check Number	Paid To	Check Date	Check Amount
400992	TREMCO/WEATHERPROOFING TECHNOL	02-08-24	4,771.50
148494	HERFF JONES YEARBOOKS	02-21-24	5,560.29
401049	MARTIN PUBLIC SEATING	02-21-24	11,304.60

NEW DOCUMENT

**LIST OF DONATIONS  
RECEIVED BY THE REVERE LOCAL SCHOOL DISTRICT  
March 19, 2024**

CASH DONATIONS

1. To: Richfield Elementary-playground improvements \$10,000.00  
From: Harikrishna Choudary Ponnam
  
2. To: Bath Elementary-student scholarships to attend CVEEC programing  
From: Bath Volunteers for Service \$ 700.00

EQUIPMENT / OTHER DONATIONS

NA

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



NEW DOCUMENT



Attachment S-1

February 15, 2024

To: Abby Kassel, Director of Student Services, Revere School District  
Cc: Jessica Hoefler, Brooke Pillets, Meribeth Pannitto, Summit Educational Service Center  
From: Brooke Pillets, Director of Pupil Services, Summit Educational Service Center  
Re: Additional Audiology Services Proposal

PROPOSAL

To provide five (5) additional days of Educational Audiology Services for student(s) in the Revere School District

Date: 2023-2025 school year

Location: Revere School District

COST: \$4,331.25

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District Representative Signature – Confirming Receipt of Proposal



NEW DOCUMENT

# STUDENT HANDBOOK Richfield

## Elementary School ~~2023-2024~~

2024-2025

Attachment OB-1

(\*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><b>CREATES SOLUTIONS</b> 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><b>ENGAGES WITH PURPOSE</b> 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><b>DEMONSTRATES A LEARNER'S MINDSET</b> 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><b>EMBODIES CONFIDENCE &amp; EMPATHY</b> 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><b>COMMUNICATES TRUTH</b> 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>		

# **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><b>CREATES SOLUTIONS</b> 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><b>ENGAGES WITH PURPOSE</b> 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><b>DEMONSTRATES A LEARNER'S MINDSET</b> 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><b>EMBODIES CONFIDENCE &amp; EMPATHY</b> 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><b>COMMUNICATES TRUTH</b> 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><b>PERSEVERES &amp; ADAPTS</b> 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>#WeRRevere</p>	

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](http://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.

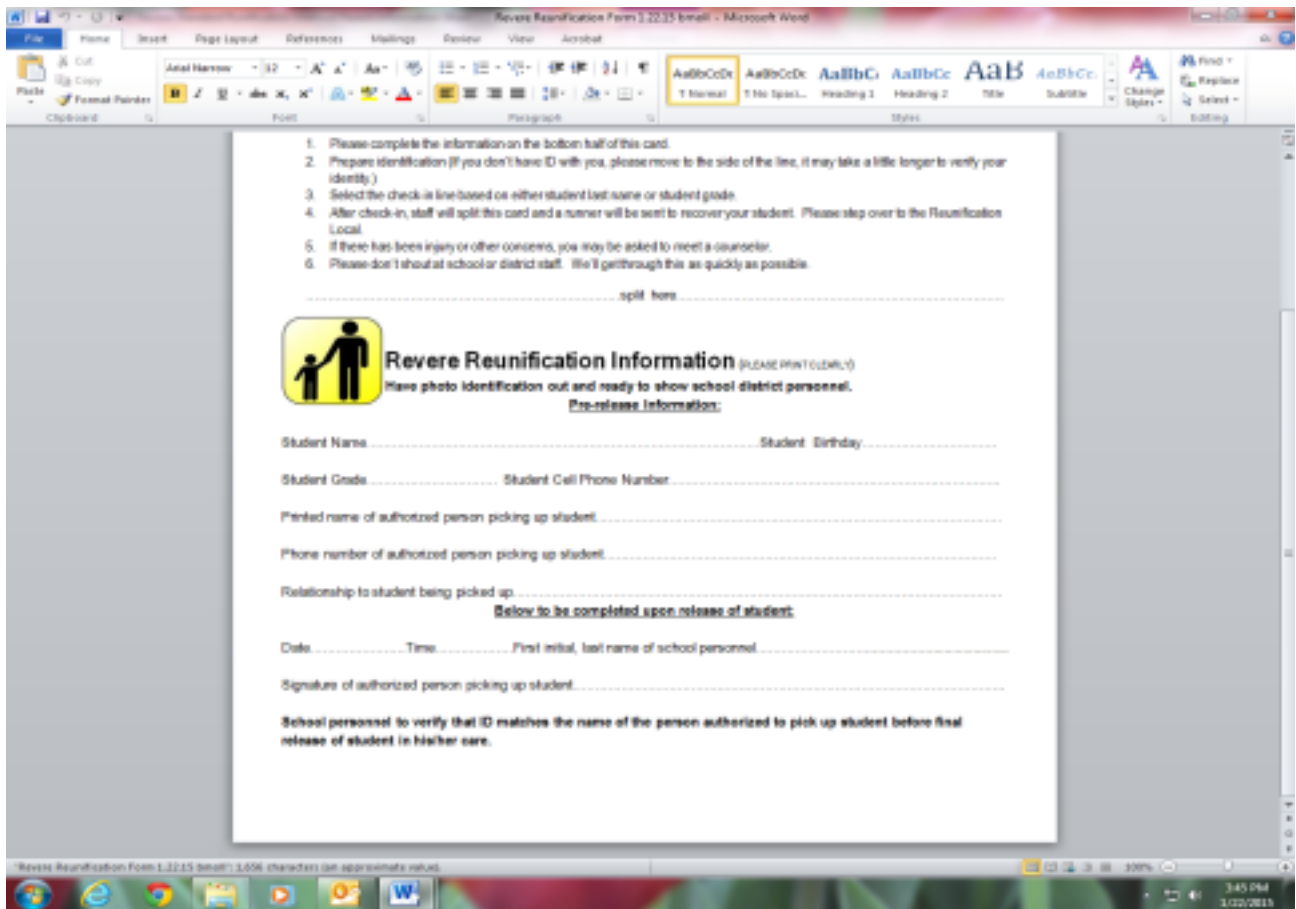
### How it Works

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><b>CREATES SOLUTIONS</b> 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><b>DEMONSTRATES A LEARNER'S MINDSET</b> 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><b>EMBODIES CONFIDENCE &amp; EMPATHY</b> 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><b>PERSEVERES &amp; ADAPTS</b> 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><b>ENGAGES WITH PURPOSE</b> 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><b>COMMUNICATES TRUTH</b> 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>
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#WeRRevere

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.**

8<sup>th</sup> 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 8<sup>th</sup> and 9<sup>th</sup> 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.

<b>Student Council</b>	<b>Cross Country</b>
<b>Spelling Bee</b>	<b>Football</b>
<b>Panda</b>	<b>Volleyball</b>
<b>Yearbook</b>	<b>Cheerleading</b>
<b>Science Olympiad</b>	<b>Basketball</b>
<b>Gaming Club</b>	<b>Wrestling</b>
<b>Math Counts</b>	<b>Track</b>
<b>Chess Club</b>	<b>Speech and Debate</b>
<b>Academic Challenge</b>	

### **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.

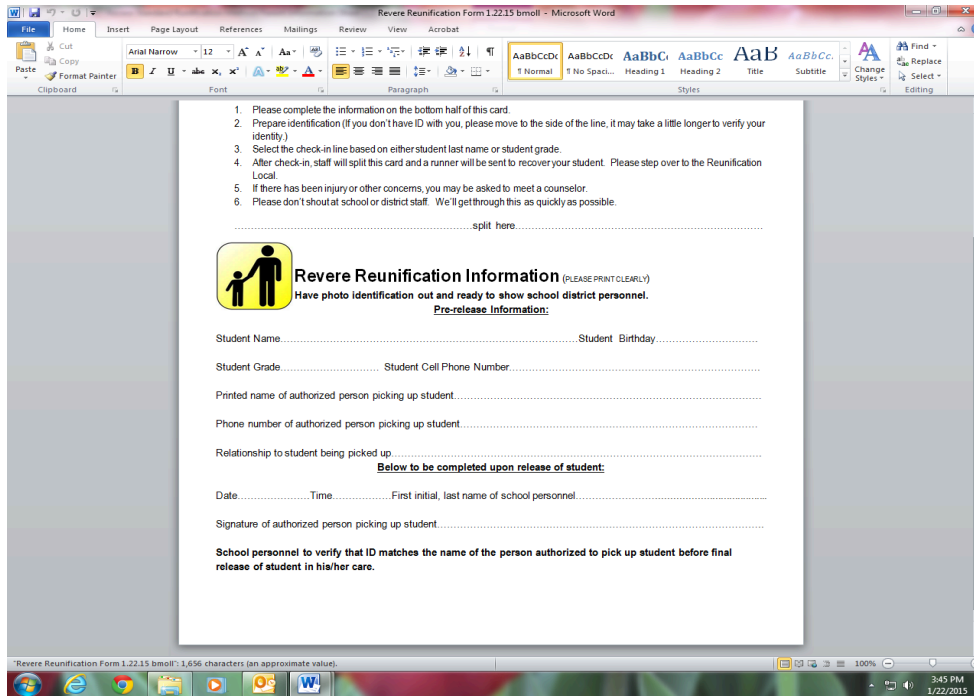
### **How it Works**

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](mailto:jbaird@revereschools.org)

### RHS Attendance Office - Mrs. Zendlo

(330) 523-3206

[dzendlo@revereschools.org](mailto: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](mailto:treinhold@revereschools.org)

### RHS Athletic Office - Ms. Lechman

(330) 523-3205

[hlechman@revereschools.org](mailto:hlechman@revereschools.org)

### RHS Data Assistant - Mrs. Sampson

(330) 523-3240

[jsampson@revereschools.org](mailto: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](http://www.revereschools.org)

## **BUILDING ADMINISTRATION**

**Dr. Andrew Peltz**

**Principal**

[apeltz@revereschools.org](mailto:apeltz@revereschools.org)

**Mr. Doug Faris**

**Assistant Principal**

[dfaris@revereschools.org](mailto:dfaris@revereschools.org)

**Mr. Don Seeker**

**Athletic Director**

[dseeker@revereschools.org](mailto:dseeker@revereschools.org)

## **SCHOOL COUNSELING DEPARTMENT**

**Nick DePompei**

**School Counselor (A - F)**

[ndepompei@revereschools.org](mailto:ndepompei@revereschools.org)

**Emily Rion**

**School Counselor: (G - M)**

[erion@revereschools.org](mailto:erion@revereschools.org)

**Elizabeth Long**

**School Counselor: (N - Z)**

[elong@revereschools.org](mailto:elong@revereschools.org)

## **SCHOOL RESOURCE OFFICER**

**Officer Scott Dressler**

[sdressler@revereschools.org](mailto:sdressler@revereschools.org)

**Safe School Hotline**

[www.safeschoolhelpline.com](http://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](http://www.revereminutemen.org)

[www.ohsaa.org](http://www.ohsaa.org)

[www.ncaa.org](http://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 1<sup>st</sup> of the year prior to graduation.
2. A student/parent/principal conference may be required prior to June 1<sup>st</sup> 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**

<b>Percentage</b>	<b>Grade</b>	<b>Regular</b>	<b>RHS Honors</b>	<b>RHS AP*</b>
<b>93% - 100%</b>	<b>A</b>	<b>4.0</b>	<b>4.5</b>	<b>5.0</b>
<b>90% - 92.99%</b>	<b>A-</b>	<b>3.7</b>	<b>4.2</b>	<b>4.7</b>
<b>87% - 89.99%</b>	<b>B+</b>	<b>3.3</b>	<b>3.8</b>	<b>4.3</b>
<b>83% - 86.99%</b>	<b>B</b>	<b>3.0</b>	<b>3.5</b>	<b>4.0</b>
<b>80% - 82.99%</b>	<b>B-</b>	<b>2.7</b>	<b>3.2</b>	<b>3.7</b>
<b>77% - 79.99%</b>	<b>C+</b>	<b>2.3</b>	<b>2.8</b>	<b>3.3</b>
<b>73% - 76.99%</b>	<b>C</b>	<b>2.0</b>	<b>2.5</b>	<b>3.0</b>
<b>70% - 72.99</b>	<b>C-</b>	<b>1.7</b>	<b>1.7</b>	<b>1.7</b>

<b>67% - 69.99</b>	<b>D+</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>
<b>63% - 66.99</b>	<b>D</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
<b>60% - 62.99</b>	<b>D-</b>	<b>0.7</b>	<b>0.7</b>	<b>0.7</b>
<b>0% - 59.99</b>	<b>F</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**\*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.**

8<sup>th</sup> 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 8<sup>th</sup> 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](mailto: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 2024-2025  
For College Credit Plus (CCP)  
Between Stark State College and  
Ohio Public and Private School Districts**

The purpose of this Memorandum of Understanding between an Ohio public and private school district (District) and Stark State College (College, Institution of Higher Education, IHE) is to outline the responsibilities and funding arrangements pertaining to College Credit Plus (CCP) courses taught by college faculty and district faculty serving as adjuncts. College Credit Plus for this agreement is defined as providing middle and high school students, grades 7-12, the opportunity to be enrolled in a college-level course or series of courses taught by the college and the IHE faculty (including courses taught by high school teachers who are credentialed IHE adjuncts). Upon successful completion of the course, the student will receive both high school graduation credit and college credit from the cooperating IHE. Stark State College and the District will comply with all the laws, rules and timelines associated with College Credit Plus.

The District and Stark State College agree to the following:

**Student Requirements:**

1. Student must meet HB49 Eligibility Requirements for participation in the College Credit Plus program, unless requirements are waived or modified by the Chancellor. Stark State College will pursue waivers for all students and programs.
2. For acceptance into the program, the College will review the following application materials provided by the student:
  - Completed college application
  - High school transcripts
  - All Stark State College entrance requirements, including appropriate scores on ACCUPLACER, ACT and SAT tests
  - Permission Slip for Mature Content and Student Questionnaire
3. Completion of the “Succeeding Online” orientation course at least one week prior to the start of the online college course, in accordance with Stark State’s calendar.
4. For online courses, student must have basic computer skills, such as sending email, attaching files to email, accessing the Internet, and word-processing skills.
5. The student is responsible for gaining access to a computer and Internet that meet the IHE requirements for students to complete assignments outside the normal school day.
6. Students must setup Multi-Factor Authentication (MFA) to access College systems and resources.

**Program Requirements:**

7. All College Credit Plus courses must be non-remedial.
8. All College Credit Plus courses should be transferable with a grade of C or better.
9. The District will use the IHE text, materials, equipment, course syllabus and assessments.
10. The District needs to be aware of the Multi-Factor Authentication (MFA) requirement for CCP students and help accommodate this requirement to ensure students can access their College course materials in the classroom.
11. Adjuncts must complete annual cyber security email trainings and annual Title IX trainings.
12. College Credit Plus Blended classrooms (containing both CCP students and non-CCP students) must have different learning expectations, as outlined on the syllabi provided by the CCP high school adjunct. Stark State College faculty will assist CCP high school adjuncts, as needed, with syllabi.
13. Parents should be made aware: "The subject matter of a course enrolled in under the College Credit Plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon College Credit Plus enrollee participation, regardless of where course instruction occurs."
14. When classes are held at the District or online, Stark State College will provide the textbook. Stark State College also will manage the textbooks for the District, with assistance from the high schools. Please designate the person in your District who will work with Stark State's CCP Book Store.

Nick De Pompei (Name)

ndepompei@revereschools.org (Email)

District IRN#: 050054 ACT Code: 365490 (High school)

15. As in the past, the District will provide the books for students who take courses on Stark State College's campus.
16. When an access code or inclusive access is required for a course taken at the high school, online, or on Stark State's campus, the District will be responsible for the cost of the code or access fee.
17. The District and the IHE will jointly provide student support such as counseling and tutoring. Using the IHE's Learning Management System, the IHE will assign each student an academic advisor and inform the student of the academic no-fault drop course date.
18. Districts (High School CCP Adjuncts) will provide Never Attends, Mid-Term Grades and Final Grades based on the IHE timelines.
19. Once students have completed the course(s), the IHE will submit official grades to the District in a timely manner.

20. The District and the IHE will implement the policies and procedures of the administrative rule for College Credit Plus underperforming students.
21. IHE and District agree that they will provide any necessary information needed for required College Credit Plus data collection.
22. The IHE and the District will collaborate annually on College Credit Plus informational meetings for parents and students. Teachers must meet Ohio Department of Higher Education and College guidelines for adjunct status.
23. The IHE will provide faculty to serve as mentors to adjunct faculty members to ensure that College-level work is maintained. College mentors will supply adjunct faculty members with all the required instructional materials and will schedule classroom observations, as required by College Credit Plus guidelines.
24. College Credit Plus adjunct faculty members will participate in at least three hours of Stark State faculty orientation and professional development activities, as required by College Credit Plus guidelines.
25. The IHE will provide adjunct faculty with course evaluations to be administered to students upon completion of the college course.
26. For online courses, the District will provide qualified high school teachers who will meet with students on a regular basis and provide face-to-face student support. Online instruction will be provided by the IHE faculty member.
27. At least one week prior to the start of the online course, supporting high school teachers must complete the online training course, "Succeeding Online".
28. Online courses will follow the IHE semester calendar.

**Financial Structure:**

29. Without regard to Option A students or students withdrawing from courses, neither the IHE nor District will charge tuition or fees to students.
30. The host institution of each laboratory course will provide all equipment and supplies that are normally kept in the laboratory. This includes weights, measures and glassware. The host institution will provide lab kits containing all required tools and safety equipment. There will be no reimbursement of the initial costs for providing such items between the Parties.
31. When Stark State is the host institution, the District will be responsible for the cost of replacing items from the lab kits that are not returned to the IHE in good condition, normal wear and tear expected. They are considered no different than a damaged or missing textbook.
32. The District will pay the IHE for course fees and service fees that have been established to pay a third-party for a service required for the student to participate in their course or field of study. These include individual course fees to cover the cost of consumables, health screenings, health

Stark State College MOU 2024-2025

records management, background checks, uniforms and other fees.

- 33. Self-Pay (Option A) students will pay the current IHE tuition rate in accordance with state rules, regardless of a signed MOU.
- 34. Tuition for students who withdraw from College Credit Plus courses will be in accordance with applicable rules. District will have College Credit Plus tuition deducted from their foundation funds, as applicable, based on this agreement and College Credit Plus rules and timeline.
- 35. The IHE will retain all State Share of Instruction (SSI) funds for students completing all CCP courses.
- 36. In accordance with HB 49, the district will be charged tuition rates as follow:
  - A. \$41.64/semester credit hour (State of Ohio floor amount) for classes taken at a location operated by the District and taught by an IHE faculty member who is also a faculty member of the District. Stark State College will continue to pick up the cost and management of all textbooks.
  - B. \$76.64/semester credit hour for classes taken online taught fully by IHE faculty member. Stark State College will continue to pick up the cost and management of all textbooks.
  - C. \$82.00/semester credit hour for classes taken at a location operated by the District and taught by an IHE faculty member who is not also a faculty member of the District.
  - D. \$133.00/semester credit hour for classes taken at a location operated by the IHE
- 37. For courses taught by an IHE faculty member who is not a faculty member of the District, the College reserves the right to cancel the class if a minimum number of students are not enrolled; this will vary depending on the number of credit hours in the course and contact load hours for the faculty member.

**This agreement supersedes all previous agreements.**

**Term of Agreement**

The term of this agreement shall be for the 2024-2025 academic year, including the Summer session in 2024-2025. This agreement cannot be used by either party to limit participation of a student enrolling in courses that are not part of this agreement.

The parties listed below are in agreement with the above-stated conditions.

IHE: Stark State College

IHE President \_\_\_\_\_ Date \_\_\_\_\_

School District Revere Local Schools

Superintendent \_\_\_\_\_ Date \_\_\_\_\_



NEW DOCUMENT

**Memorandum of Understanding 2024-2025**  
**College Credit Plus Program Tuition Rates**  
**Between Walsh University and**  
**Ohio Public and Private School Districts**

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

### **Student Requirements**

1. For acceptance into the program the college will review the following application materials provided by the student
  - Completed college application.
  - High school transcripts.
  - Students must comply with all Walsh University entrance requirements including appropriate scores on ACT or designated discipline-specific placement tests.
2. Possess basic computer skills such as sending email, attaching files to email, accessing the Internet, and word processing skills for online courses.
3. The student is responsible for gaining access to a computer and internet that meet the IHE requirements for students to complete assignments outside the normal school day.

### **Program Requirements**

4. All College Credit Plus courses must be non-remedial.
5. All College Credit Plus courses should be transferable with a grade of C or better.
6. The district will use the IHE text, materials, equipment, course syllabus and assessments.

7. The cost of the textbooks and other course materials will be incurred by the district. However, any required materials such as goggles, art supplies, and so forth are the responsibility of the IHE.
8. The school district and the IHE will jointly provide student support such as counseling and tutoring. The IHE will assign each student an academic advisor and inform the student of the academic no-fault drop course date using the IHE's Learning Management System and academic calendar of university dates.
9. Once students have completed the course(s) the IHE will submit official grades to the school district in a timely manner.
10. IHE and district agree that they will provide any necessary information needed for required College Credit Plus data collection.
11. The IHE and the school district will annually collaborate on College Credit Plus informational meetings for parents and students through the Office of Undergraduate Admissions.
12. Teachers must meet Ohio Board of Regents and college guidelines for adjunct status.
13. The IHE will provide a faculty or the division chair/program director to serve as a mentor to the adjunct professor to assure college level work is maintained. The University mentor will supply the adjunct professor with all the required instructional materials and will schedule classroom observations, as required by College Credit Plus guidelines.
14. College Credit Plus adjunct professors will be invited to attend Walsh University faculty orientation and professional development activities of at least 3-hours, as required by College Credit Plus guidelines.
15. The IHE will provide adjunct professors course evaluation packets at the end of the semester to be administered to students upon completion of the college course.

### **Financial Structure**

16. The IHE or district will not charge any fees or tuition to students.
17. Tuition for student withdrawn from College Credit Plus courses will be prorated according to the IHE timeline. Districts will have College Credit Plus per credit costs deducted from their foundation funds based on this agreement and College Credit Plus guidelines and timeline.
18. Districts will be charged tuition based on the default rates in the Ohio Administrative Code. Based on the anticipated 2024-2025 foundation rate, the following charges will apply:

A. Classes taken at a location operated by the IHE and taught by university faculty will be assessed at 166.55 (Ceiling Rate).

B. Classes taken at a location operated by the school district and taught by a university faculty member (*who is not also a faculty member of the school district*) will be assessed at 83.28 (Mid-Level Rate).

C. Classes taken at a location operated by the school district and taught by an adjunct faculty member of the high school will be assessed at 41.64 (Floor Rate).

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

**Term of Agreement**

The term of this agreement shall be for the 2024-2025 school year. This agreement cannot be used by either party to limit participation of a student in enrolling in courses not part of this agreement. The parties listed below agree with the above-stated conditions.

**IHE: Walsh University**

Walsh University President *T Collins* Date *3/12/24*

School District \_\_\_\_\_

District Superintendent \_\_\_\_\_ Date \_\_\_\_\_

NEW DOCUMENT

## **PROMOTION, PLACEMENT AND RETENTION**

The educational curriculum as adopted by the Board of Education is designed to enable students to progress from grade to grade.

Promotion, placement, or retention of students in kindergarten through grade eight will be based on the student's academic progress, mental ability, social and emotional growth, chronological age, testing information, and teacher recommendation. These factors will be carefully weighed by the professional staff and parents.

In grades nine through 12, promotion or retention will be determined by credits earned.

### **Promotion or Retention Of Third Grade Students**

- A. No student shall be promoted to fourth grade who attains a score of less than the level of achievement designated by the State Board of Education (the "State Board") for the assessment to measure skill in English language arts at the end of third grade, unless one of the following applies:
1. The student is an English learner who has been enrolled in United States schools for less than two full school years and has had less than two years of instruction in an English as a second language program.
  2. The student's individualized education program ("IEP") exempts the student from retention under this division.
  3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education ("ODE").
  4. All of the following apply:
    - a. The student is a child with a disability entitled to special education and related services;
    - b. The student has taken the third grade English language arts achievement assessment;
    - c. The student's IEP or Section 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading;
    - d. The student previously was retained in any of grades kindergarten to three;

- e. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three.
5.
    - a. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three.
    - b. A student who is promoted under paragraph A.5.a. of this policy shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.
  6. **On or after October 3, 2023, the student’s parent or guardian, in consultation with the student’s reading teacher and building principal, requests that the student, regardless of if the student is reading at grade level, be promoted to the fourth grade. If promoted, the student shall continue to receive intensive reading instruction until the student is able to read at grade level.**

B. Mid-Year Promotion

A student who is retained in third grade shall be eligible for mid-year promotion to the fourth grade upon demonstrating the following:

1. Participation in remediation services offered or approved by the District; and
2. Reading proficiency at or above grade level, as demonstrated by the results of a state test or a District-approved alternate assessment.

Promotion may occur as soon as a student meets the above criteria and is not limited to mid-year promotions only.

**Children of Military Families**

Pursuant to O.R.C. §3301.60, children of military families who transfer from a public school district in another state (the “sending state”) shall be enrolled in the grade level commensurate with their grade level in the prior district regardless of age. The District shall honor placement of such a student in an educational program (for example, gifted education program, English as a Second Language (ESL) program, vocational education program) based on educational

assessments conducted at the student’s prior district or the student’s participation and placement in like programs at the prior district. The District may perform its own evaluations to ensure the appropriate placement for such students.

Truancy

Any student who is truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade shall not be promoted to the next grade level unless the student’s principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

As used in this policy, “academically prepared” means that the principal, in conjunction with the appropriate teacher(s), has reviewed the student’s work and records and has concluded that, in the principal’s judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

The final decision of promotion, placement, or retention will rest with the Superintendent. The Superintendent or designee shall report information to ODE in the prescribed manner.

LEGAL REFS.: O.R.C. §§3301.60; 3301.0710; 3313.608; 3313.609  
O.A.C. §3301-35-04

Adopted: \_\_\_\_\_



### **REMEDIATION/INTERVENTION PROGRAM FOR READING SKILLS**

The Board of Education shall provide instruction, intervention, and/or remediation services to students reading below grade level as established by Ohio law pursuant to the Third-Grade Reading Guarantee. A reading skills assessment shall be completed by September 30 of each year for students in grades one through three, and by the twentieth day of instruction of the school year for students in kindergarten. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student.

- A. Any student enrolled in kindergarten to third grade who is identified as reading below grade level shall be provided with intensive reading instruction, regular diagnostic assessments, and intervention services.
1. The intervention services shall include:
    - a. Research-based reading strategies that have been shown to be successful in improving reading among low-performing readers; and
    - b. Instruction targeted at the student’s identified reading deficiencies.
  2. **Additionally, the District shall:**
    - a. **Provide to the student’s parent or guardian, in writing, all of the following:**
      - i. **Notification that the student has been identified as having a substantial deficiency in reading;**
      - ii. **A description of the current services that are provided to the student;**
      - iii. **A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;**
      - iv. **Notification that if the student attains a score in the range designated under O.R.C. 3301.0710(A)(3) on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade, the student**

**shall be retained unless the student is exempted under Ohio law. The notification shall specify that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion.**

- v. **A statement that connects the child’s proficiency level in reading to long-term outcomes of success related to proficiency in reading.**
  - b. **Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency until the development of the reading improvement and monitoring plan. These intervention services shall be aligned with the science of reading as defined under O.R.C. 3313.6028 and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted at the student’s identified reading deficiencies.**
- ~~3.2.~~ Within sixty (60) days after receiving the student’s results on the diagnostic assessment, the District shall develop a reading improvement and monitoring plan. The student’s parent or guardian and classroom teacher shall be involved in developing the plan. The plan shall include all of the following:
- a. Identification of the student’s specific reading deficiencies;
  - b. A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
  - c. Opportunities for the student’s parent or guardian to be involved in the instructional services and support provided;
  - d. A process for monitoring the extent to which the student receives the instructional services and support;
  - e. A reading curriculum during regular school hours that does all of the following:

- i. Assists the student to read at grade level;
  - ii. Provides scientifically based and reliable assessment; and
  - iii. Provides initial and ongoing analysis of the student’s reading progress.
- f. A statement that, unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.
- g. High-dosage tutoring opportunities aligned with the student’s classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors under O.R.C. 3301.136 or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring opportunities shall include additional instruction time of at least three days per week, or at least 50 hours over 36 weeks.**

**The District shall continue to provide the reading improvement and monitoring plan until the student achieves the required level of skill in reading for the student’s current grade level.**

The plan shall further include the student’s completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment.

- ~~4.3.~~ Each student ~~entering the third grade for the first time on or after July 1, 2013~~ who is on a reading improvement and monitoring plan or who has been retained by the Third Grade Reading Guarantee shall be assigned a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:
- a. The teacher holds a reading endorsement on the teacher’s license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
  - b. The teacher has completed a master’s degree program with a major in reading.
  - c. The teacher rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student

assessments approved by the State Board of Education (“State Board”) under division (B)(2) of section 3319.112 of the Revised Code.

- d. The teacher was rated “above expected value added,” in reading instruction, as determined by criteria established by the Ohio Department of Education **and Workforce (“DEW”)** (“~~ODE~~”), for the most recent consecutive two years.
- e. The teacher has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction, as approved by the state board.
- f. The teacher holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

~~A student described in division 3, above, who enters third grade for the first time on or after July 1, 2013, may be assigned to a teacher with less than one (1) year of teaching experience provided he/she meets one or more of the criteria described above and the teacher is assigned a teacher mentor who meets the above described qualifications.~~

~~A student described in division 3 of this section who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned to a teacher who holds an alternative credential approved by the ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the ODE.~~

~~Beginning on July 1, 2014, The alternative credentials and training described in this policy shall be aligned with the reading competencies adopted by the State Board under section 3301.077 of the Revised Code.~~

~~A student who enters third grade for the first time on or after July 1, 2013, may receive reading intervention or remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology under Chapter 4753. of the Revised Code and a professional pupil services license as a **registration under O.R.C. 3319.221** school speech-language pathologist issued by the State Board.~~

A teacher, other than a student’s teacher of record, may provide any services required in furtherance of this policy, so long as that other teacher is qualified under division 3 of this policy and the teacher of record and the school principal agree to the assignment. Any such assignment shall be documented in the student’s reading improvement and monitoring plan.

- B. Any student who is promoted to fourth grade despite having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided in fourth grade with intensive reading instruction and intervention services. The reading instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.
- C. Any student who is retained in third grade for having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided with the following:
1. Intense remediation services until the student is able to read at grade level. The remediation services shall include intensive interventions in reading that address the student’s identified reading deficiencies. The interventions shall include not less than 90 minutes of reading instruction and any of the following:
    - a. Small group instruction;
    - b. Reduced teacher-student ratios;
    - c. More frequent progress monitoring;
    - d. Tutoring or mentoring;
    - e. Transition classes containing third and fourth grade students;
    - f. Extended school day, week, or year; or
    - g. Summer reading camps;
  2. A high-performing teacher, as determined by the teacher’s student performance data, when available, and performance reviews; and
  3. The opportunity for mid-year promotion upon demonstrating compliance with District policy.

Students may receive applicable services from one or more providers other than the District, subject to approval by the District or the ~~DEW ODE~~. If a student participates in remediation services and demonstrates reading proficiency in accordance with ~~DEW ODE~~ standards prior to the start of fourth grade, the student shall be promoted to fourth grade.

- D. Any summer remediation services provided by the District shall meet the following conditions:
1. The remediation methods shall be based on reliable educational research.
  2. Testing shall be conducted before and after students participate in the program to facilitate monitoring results of the remediation services.
  3. The parents of participating students are involved in programming decisions.
- E. Any intervention or remediation services provided to students reading below grade level shall include intensive, explicit, and systematic instruction.
- F. Each applicable diagnostic assessment shall be administered to any student who transfers into the District or to a different school within the District if each applicable diagnostic assessment was not administered by the district or school the student previously attended in the current school year, within 30 days after the date of transfer. If the District cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the District may administer the diagnostic assessment to the student.
- G. A teacher may teach reading to any student who is an English language learner and has been in the United States for three years or less, or to a student who has an IEP if that teacher holds an alternative credential approved by the **DEW ODE** or has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the **DEW ODE**. ~~Beginning on July 1, 2014, Such~~ alternative credentials and training shall be aligned with the reading competencies adopted by the State Board under section 3301.077 of the Revised Code.

The Superintendent or designee shall report information to **DEW ODE** in the prescribed manner.

This policy is to be updated annually.

LEGAL REFS.: O.R.C. §§3313.608; 3313.6012; 3301.0715

Adopted: \_\_\_\_\_

### **RELEASED TIME FOR RELIGIOUS INSTRUCTION**

“Released time” is “a period of time during which a student is excused from school to attend a course in religious instruction conducted by a private entity off school district property.”

The Board of Education authorizes a student to be excused from school to attend a released time course in religious instruction, provided that each of the following applies:

1. The student's parent or guardian gives written consent;
2. The sponsoring entity maintains attendance records and makes them available to the school district the student attends;
3. Transportation to and from the place of instruction, including transportation for students with disabilities, is the complete responsibility of the sponsoring entity, parent, guardian, or student;
4. The sponsoring entity makes provisions for and assumes liability for the student;
5. No public funds are expended and no public school personnel are involved in providing the religious instruction; and
6. The student assumes responsibility for any missed schoolwork.

While in attendance in a released time course in religious instruction, a student shall not be considered absent from school. No student may be released from a core curriculum subject course to attend a religious instruction course.

A school district, member of a board of education, or school district employee is not liable in damages in a civil action for injury allegedly arising during a student’s transportation to or from a place of instruction when private transportation is used under a released time policy.

LEGAL REFS.: O.R.C. §3313.6022

Adopted: \_\_\_\_\_