

AGENDA

Revere Local School District
Revere Board Meetings
Regular February Meeting
Tuesday, February 18, 2025, 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

Led by students from Richfield Elementary School.

IV. PRESENTATIONS/RECOGNITIONS

Student Recognitions:

Richfield Elementary School - Presented by: **Mrs. Kieser**

The following students are being recognized for: **Reason: Pledge Leaders**

Ellie Ginter
Ela Stack
Charles Qiao

Bath Elementary School - Presented by: **Mr. Fry, Mr. Wilson & Mrs. Jacoby**

The following students are being recognized:

Luke Astrosky - Principal for the Day
Natalie Miller - Asst. Principal for the Day
Hadley Affolter - Empathy & Kindness
Zoey Ross - Entrepreneurship

Revere Middle School - Presented by: **Mr. Conley & Mrs. Ellis**

The following students are being recognized for: **Reason: Vision of a Minuteman**

Kylie Thompson
Brayden Esplin

Revere High School - Presented by: **Mr. Faris**

The following students are being recognized for:

Neha Yadavalli - Engage with a Purpose
Sofia Rauschert - CVCC Student Connection
James Mitter - CVCC Student Connection
Caroline Wilson - CVCC Student Connection

V. PUBLIC SPEAKS TO AGENDA ITEMS

VI. TREASURER'S AGENDA - **Mr. Berdine**, Treasurer

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

The Treasurer recommends approval of the minutes from the Organizational Meeting/Work Session held **January 13, 2025** and the Regular Meeting held **January 21, 2025**.

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

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

c. 2026 Tax Rate Resolution, **Attachment T-3**

It is recommended 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. Purchase Orders, **Attachment T-5**

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.

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

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

VII. **REVERE BOARD OF EDUCATION'S AGENDA**

No items at this time.

VIII. **CUYAHOGA VALLEY CAREER CENTER (CVCC) - Mrs. Burke, Board Liaison**

CVCC Report

IX. **SUPERINTENDENT'S AGENDA - Mr. White, Superintendent**

1. **Certificated/Licensed Personnel**

a. 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:

Katelyn Picone / BA+30

Kara Maloney / MA+15

Andrew Gaug / MA+15

Rebecca Dolosich / BA+15

b. Athletic Supplemental Contracts / 2024-2025 (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:*

Baseball

Jason Cottrell, Head Coach

Steven Wido, Varsity Assistant Coach

Boys' Tennis

Dave Heideman, Head Coach

Kathy Shisler, Junior Varsity Head Coach

Boys' Track

Mike Murphey, Assistant HS Coach 100%

Jed Mcknight, RMS Coach

Joe Williams, RMS Coach

Girls' Track

Colleen Fry, Head HS Coach

Wade Vantrease, Assistant HS Coach

Lauren Duncan, RMS Coach

Shana McKnight, RMS Coach

c. Co-Curricular Non-Athletic Supplemental Contracts / 2024/2025 (certificated)

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

RMS Bus Duty

April Ollie (LTS for Kayle Toth) 50% of the stipend on a per diem basis beginning 1/27/25 (covering bus duty for Kayle Toth while she is on maternity leave. Beginning January 27th until Kayle returns *approx. 6 weeks).

2. Classified Personnel

a. Resignation for Retirement (classified)

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

Leslie Austin / Bus Driver / Transportation / Effective: End of 2024-2025 School Year

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

It is recommended that the Board of Education accept the resignation of **Catherine Rundo** as an Intensive Needs Aide at Richfield Elementary School, effective 2/2/25, contingent upon approving her as the full time (10 month) secretary shared between Revere Middle School and Revere High School;

It is further recommended that the Board of Education approve **Catherine Rundo** as the full time (10 month) secretary shared between Revere Middle School and Revere High School / Step 3 (prorated), effective 2/3/25 (filling the Juengel vacancy).

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:*

Kristy Broadwater / Intensive Needs Educational Aide (C.Rundo vacancy) / RES / 7.5 hours / Step 1 / Effective: February 10, 2025

d. Bus Driver(s) in Training (classified)

It is recommended that the Board approve the following **bus driver(s) in training** for training that is necessary to obtain a CDL and State Certification to begin driving for the Revere Local School District. *All new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required:*

Timothy Seikel, training effective: 1/27/25

e. Athletic Supplemental Contracts / 2024-2025 (classified)

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

Baseball

Dan Carlquist, Junior Varsity Coach

Bryce Holt, 9th Grade Coach

Adam Dennison, Volunteer Assistant

Kevin Molinelli, Volunteer Assistant

Neal Edwards, Volunteer Assistant

Tyler Jones, Volunteer Assistant

Boys' Lacrosse

Evan Pinney, Head Coach 34%

William David Pinney (Liam), Assistant Coach 33%

Emery Li, Assistant Coach 33%

Jordan Campbell, Volunteer Coach

Cole Rako, Volunteer Coach

Girls' Lacrosse

Sean Kobunski, Head Coach

Anthony DiPio, Assistant Coach

Bruce MacDonald, Volunteer Assistant

Jordan Zablo, Volunteer Assistant

Boys' Track

Billy D'Amico, Head Coach

Ralph Davis, Assistant Coach 50%

HS Track Combined

Molly Fischer, HS Assistant Coach

f. Student Auditorium Workers 24-25 School Year

it is recommended that the Board of Education approve the following student workers for the 2024-2025 school year:

3. **Student Services**

a. Home Instruction

It is recommended that the Board of Education approve the following to provide home instruction for a high school student, to be paid at the tutor rate for up to 3 hours per week as needed for the 2024-2025 school year:

Kate Breiding

4. **Other Business**

a. The University of Akron College Credit Plus (CCP) MOU - 2025/2026 School Year

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

b. Out of State Field Trip - RHS Music Program / Orlando, Florida / January 2026

It is recommended that the Board of Education approve the proposed Revere High School Music Program's trip to Orlando, Florida taking place on January 15-18, 2026 as detailed in **Attachment OB-2**. *Note: This approval is subject to change based upon security or health concerns at the time of the trip.*

c. OHSAA Membership for the 2025-2026 School Year

It is recommended that the Board of Education approve the annual membership to the Ohio High School Athletic Association as detailed in **Attachment OB-3**

d. Stark State College College Credit Plus (CCP) MOU - 2025/2026 School Year

It is recommended that the Board of Education approve the Memorandum of Understanding with Stark State College as detailed in **Attachment OB-4**

e. Student Handbooks for 2025-2026 School Year / **First Reading**

The Board of Education will review the 2025-2026 Student Handbooks as detailed in **Attachment OB-5** as a first reading with the intention of approving the recommendations with a second and final reading during the March 2025 Regular Meeting.

f. Kent State University College Credit Plus (CCP) MOU - 2025/2026 School Year

It is recommended that the Board of Education approve the Memorandum of Understanding with Kent State University as detailed in **Attachment OB-6**

g. Cuyahoga Community College College Credit Plus (CCP) MOU - 2025/2026 School Year

It is recommended that the Board of Education approve the Memorandum of Understanding with Cuyahoga Community College as detailed in **Attachment OB-7**

h. Proposed New RMS Course / **First Reading**

The Board of Education will review the recommended new middle school course listed below as a **first reading** with the intention of approving the recommendation with a second and final reading during the March 2025 Regular Meeting:

Introduction to Personal Finance:

The NexGen personal finance middle school course introduces age-appropriate personal finance concepts to young learners. Spanning 9 units in 9 weeks, students explore their money values, learn the basics of banking, saving, investing and budgeting, and start thinking ahead to high school and their financial futures.

The elective course will be offered to 8th grade students, but will also be considered in 7th grade, and may only be taken once. (Many students are unable to take electives outside of music, and foreign languages in 8th grade because they are all year courses). The middle school course does not replace the required course at the high school level and is not for high school credit.

i. Honors HS Music Ensemble Proposal / **First Reading**

The Board of Education will review the recommended extension/opportunity to the Honors High School Music Ensemble detailed below as a **first reading** with the intention of approving the recommendation with a second and final reading during the March 2025 Regular Meeting:

Honors High School Music Ensemble Proposal:

High School Music Ensemble Classes are looking to create an Honors opportunity for students interested in earning a 4.5 weighted grade by completing necessary projects outside of the traditional music education curriculum in our ensemble classes. The student would declare participation in advance of the semester/year and complete a plan from the provided menu to earn the total points needed for the credit. The menu is centered around a requirement in solo and ensemble study, preparation, and performance. Coaching, lessons, and classroom teacher guidance is integrated in the fabric of the proposed plan. Other opportunities to earn points toward the honors credit may include, but is not limited to leadership roles, additional in school and out of school ensembles, written research projects, regional and state honors ensembles, and approved creative projects. A traditional example of a student that would earn the described weighted credit would include completion of the following: Solo preparation and performance, small ensemble preparation and performance, leadership project, written research project along with participation in the class ensemble curriculum.

The opportunity to be recognized and credited for the additional achievement will serve as inspiration and motivation for the aspiring music student to continue growth as well as recognize the many high achieving students that are naturally drawn to these opportunities.

As a result of conversations with our administration, counselors, and colleagues in neighboring districts, we are proposing the ability to recognize our student's commitment to their marching band experience at Revere by awarding an extended credit to the marching band students for the time outside of the academic school year and class schedule.

Currently the band students are awarded .5 credit for marching. Our recommendation is to increase that credit to .75.

Currently the colorguard (flag) student is awarded .25 credit for marching. Our recommendation is to increase that to .5.

The summer schedule alone requires 65-72 additional hours of instruction prior to the first day of school In addition to the evening and weekend requirements. The extended credit is a genuine recognition for the achievement of the marching band students.

X. INFORMATIONAL ITEMS

The **March Work Session** will be held **Tuesday, March 11, 2025**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The **Regular March Meeting** will be held **Tuesday, March 18, 2025**, beginning at 5:30 PM in the High School Media Center.

XI. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

XII. EXECUTIVE SESSION

Preparing for, conducting or reviewing negotiations or bargaining sessions with employees.

XIII. ADJOURNMENT

NEW DOCUMENT

MINUTES

Attachment T-1



Revere Local School District
Revere Board Meetings
Organizational Meeting and January Work Session
Monday, January 13, 2025, 5:30 pm - 8:30 pm
Revere Administration Building

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

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

II. ROLL CALL

Kasha Brackett
Hayden Hajdu
Keith Malick
Natalie Rainey
Courtney Stein

III. PLEDGE OF ALLEGIANCE

IV. ELECTION OF PRESIDENT FOR CALENDAR YEAR 2025 (O.R.C. 3313.14)

Res. 25-104023

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

Move: Courtney Stein Second: Kasha Brackett Status: Passed

V. ELECTION OF VICE-PRESIDENT FOR CALENDAR YEAR 2025 (O.R.C. 3313.14)

Res. 25-104024

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

Move: Hayden Hajdu Second: Keith Malick Status: Passed

VI. OATH OF OFFICE PRESIDENT AND VICE-PRESIDENT

VII. REGULAR MEETINGS FOR 2025, Attachment 1

Res. 25-104025

It is recommended that the Board of Education set the time, place, and dates for its regular 2025 meetings (O.R.C. 3313.15) as detailed.

Move: Kasha Brackett Second: Natalie Rainey Status: Passed

VIII. BYLAWS AND POLICIES

Res. 25-104026

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

Move: Courtney Stein Second: Hayden Hajdu Status: Passed

IX. ESTABLISH SERVICE FUND

Res. 25-104027

It is recommended at the Board of Education certify the official enrollment of the District at **2,826**

students as of October 2024 and establish a Service Fund of \$7,500 for the purpose of defraying Board member expenses actually incurred in the performance of their duties, in accordance with §3313.15 O.R.C.

Move: Kasha Brackett Second: Natalie Rainey Status: Passed

X. OSBA LIAISON(S)

Res. 25-104028

It is recommended that the Board of Education appoint members as the Revere Local School District Board of Education's Liaison(s) to the Ohio School Boards Association Capital Conference for the 2025 calendar year as required by the OSBA.

Liaison-Mrs. Brackett
Alternate-Mrs. Rainey

Move: Keith Malick Second: Hayden Hajdu Status: Passed

XI. STANDING AUTHORIZATIONS, Attachment 2

Res. 25-104029

It is recommended that the Board of Education adopt the following standing authorizations for the 2025 calendar year:

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

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

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

D. Authorize the Superintendent to employ personnel and accept resignations as needed during the calendar year 2025. Such employments and resignations will be reviewed by the Board of Education at its next scheduled meeting and when ratified will be deemed effective as the date and time of Superintendent's acceptance;

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

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

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

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

Gingo & Bair Law, LLC
Summit One
4700 Rockside Road, Suite 440
Independence, Ohio 44131

Dooley Gembala McLaughlin Pecora
3991 N. Jefferson Street
Medina, Ohio 44256

Move: Courtney Stein Second: Kasha Brackett Status: Passed

XII. FY26 BUDGET, Attachment 3

FY 25-104030

The Treasurer recommends that the Board of Education approve the FY26 Budget as detailed.

Move: Keith Malick Second: Hayden Hajdu Status: Passed

XIII. CONVENE TO WORK SESSION

XIV. PRESENTATIONS

None at this time.

XV. BOARD OF EDUCATION'S AGENDA

a. OSBA Annual Membership Dues, Attachment 4

Res. 25-104031

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

Move: Kasha Brackett Second: Natalie Rainey Status: Passed

b. Legal Assistance Fund OSBA, Attachment 5

Res. 25-104032

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

Move: Courtney Stein Second: Kasha Brackett Status: Passed

XVI. TREASURER'S AGENDA - Mr. Berdine

No items at this time.

XVII. SUPERINTENDENT'S AGENDA - Mr. White

a. Resignation for Retirement

Res. 25-104033

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

Amy Lewis / Reading Intervention Specialist / RES / Effective: End of 2024-2025 School Year

Move: Keith Malick Second: Hayden Hajdu Status: Passed

b. REVIEW of the agenda for the Regular January Meeting that will be held on January 21, 2025.

XVIII. ADJOURNMENT

Res. 25-104034

Moved by Mrs. Brackett, seconded by Mrs. Stein to adjourn the meeting at 6:04 PM

Approved By:
Richard Berdine

Treasurer

Date

MINUTES



Revere Local School District
Revere Board Meetings
Regular January Meeting
Tuesday, January 21, 2025, 5:30 pm - 8:30 pm
Revere Administration Building

I. CALL TO ORDER

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

II. ROLL CALL

Kasha Brackett
Hayden Hajdu
Keith Malick
Natalie Rainey
Courtney Stein

III. PLEDGE OF ALLEGIANCE

IV. PRESENTATIONS/RECOGNITIONS

Recognitions:

School Board Recognition Month

Revere High School - Presented by: Mrs. Arbogast

The following students are being recognized for: *Engage with a Purpose: Student Involvement in General Election (Girl Scout Gold Award)*
Sophie Gehring

Presentations:

Third Grade Paper Testing - Presented by: Ms. Krantz

V. PUBLIC SPEAKS TO AGENDA ITEMS

VI. TREASURER'S AGENDA - Mr. Berdine, Treasurer

Res. 25-104035 consensus items a-e

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

The Treasurer recommends approval of the minutes from the Work Session held **December 3, 2024** and the Regular Meeting held **December 10, 2024**

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

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

c. Purchase Orders, **Attachment T-3**

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.

d. Donations, **Attachment T-4**

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

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

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

Res. 25-104035 consensus items a-e

Move: Keith Malick Second: Kasha Brackett Status: Passed

VII. REVERE BOARD OF EDUCATION'S AGENDA

No items at this time.

VIII. CUYAHOGA VALLEY CAREER CENTER (CVCC) - Mrs. Burke, Board Liaison

CVCC Report

IX. SUPERINTENDENT'S AGENDA - Mr. White, Superintendent

1. Certificated/Licensed Personnel

Res. 25-104036 consensus items 1.a-d and 2. a-d

a. Resignation for Retirement

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

Joanne Gillette / Math Teacher / Revere High School / Effective: End of 2024-2025 School Year

b. Salary Increase - Additional Education

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

Amy Lewis /MA+30

Rebecca Telehany / MA+15

c. Game Workers / 2024/2025 (certificated)

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

John Rorabaugh

d. Co-Curricular Non-Athletic Supplemental Contracts / 2024/2025 (certificated)

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

RMS Bus Duty

Allison McIntyre 50%

Kayle Toth 50%

2. Classified Personnel

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

It is recommended that the Board of Education accept the change of positions/transfer requests of the following staff members:

Matt Austin from being a Second Shift Custodian at Revere High School to being a Day Shift Custodian at Richfield Elementary School (filling the D. Cook vacancy), effective: 1/6/25

Jennifer Juengel from being a 10 Month Secretary at Revere Middle and High School to being a 10 Month Attendance Secretary at Revere High School (filling the D. Zendlo vacancy), effective: 1/21/25

Tracy Watson from being a 2.75 Hour Part-time Food Service Worker at Richfield Elementary to being a 5.75 Hour Part-time Food Service Worker at Richfield Elementary School, effective: 12/9/24;

Tracy Watson from being a Regular Route Contracted Bus Driver (4.5 hours) to being a Single Route Contracted Bus Driver (2 hours), effective: 12/9/24

b. 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.*

Christa Kukoleck / Regular Route Contracted Bus Driver / Transportation / Step 0 / Effective: 1/10/25

Christa Kukoleck / Part Time Food Service Worker / Richfield Elementary / Step 0 / Effective: 1/14/25

Sally Stoops / Guaranteed (permanent) Substitute Bus Driver / Transportation / \$20.42 per hour / Effective: 1/21/25

Donna Treubig / Guaranteed (permanent) Substitute Bus Driver / Transportation / \$20.42 per hour / Effective: 1/10/25

c. 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.*

Rachel Seeley / Substitute Custodian / Effective: 12/23/24

Linda Warnock / Substitute Custodian / Effective: 1/6/25

James Barker / Substitute Custodian / Effective: 1/6/25

d. Athletic Supplemental Contracts / 2024-2025 (classified)

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

Wrestling

Sean Drvenkar, Volunteer Coach *position and name correction from 11/19/24 BOE agenda.

Res. 25-104036 consensus items 1.a-d and 2. a-d

Move: Kasha Brackett Second: Hayden Hajdu Status: Passed

3. Student Services

Res. 25-104037 consensus items 3. a-b

a. Home Instruction

It is recommended that the Board of Education approve the following to provide home instruction for a student, to be paid at the tutor rate for up to 5 hours per week as needed for the 2024-2025 school year:

Rebecca Dolosich

b. KidsLink School, LLC / Placement Contract

It is recommended that the Board of Education approve the placement contract as detailed in **Attachment S1**

Res. 25-104037 consensus items 3. a-b

Move: Courtney Stein Second: Hayden Hajdu Status: Passed

4. Other Business

a. Resolution for Paper Testing in Third Grade for the 2025-2026 School Year

Res. 25-104038

It is recommended that the Board of Education approved the resolution as detailed in **Attachment OB-1**

Move: Keith Malick Second: Kasha Brackett Status: Passed

- b. Primary Service Agreement FY 26 & 27 / Educational Service Center of Northeast Ohio

Res. 25-104039

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

Move: Keith Malick Second: Hayden Hajdu Status: Passed

- c. Contractor Roofing Bid Recommendation / Industrial First

Res. 25-104040

It is recommended that the Board of Education approve the low bid received from Industrial First for Richfield Elementary's Kindergarten wing roof areas A, B, C and D, plus replacement of seven drains as detailed in bidding summary contained in **Attachment OB-3**

Move: Kasha Brackett Second: Courtney Stein Status: Passed

- d. Resolution for District-Owned Vehicle Usage During Non-Working Hours

Res. 25-104041

It is recommended that the Board of Education approved the resolution as detailed in **Attachment OB-4**

Move: Courtney Stein Second: Natalie Rainey Status: Passed

- e. BASA Global Leadership Development Program Scholarship / Grant Acceptance and Allocation

Res. 25-104042

It is recommended that the Board of Education accept the awarded scholarship for BASA's (Buckeye Association of School Administrators) Annual Global Leadership Development Program, and to allocate the scholarship to **Ms. Micki Krantz**, Assistant Superintendent as detailed below.

About the scholarship:

This professional learning experience will take place July 7-15, 2025 in Sweden, Finland, and Estonia. During this experience, participants will engage in hands-on learning as they explore cultural sites, visit and engage with the world-renowned Finnish education system, and expand their own cultural competency. **There are no trip expenses for the district.**

Move: Karen Arbogast Second: Keith Malick Status: Passed

- f. Proposed New RHS Courses / **Second and Final Reading**

Res. 25-104043

It is recommended that the Board of Education approve the recommended new Revere High School courses detailed below as a **Second and Final Reading reading**.

Art Connections:

Art Connections is an elective art class for grades 9-12, designed to allow students to explore a wide range of social and emotional skills within learning the Elements of Art. This class is geared towards combining students with various abilities and learning levels. Course curriculum will focus on learning the elements of art with accommodations and modifications as needed for each different type of learner. Students will engage in projects that include teambuilding and artistic skills.

Comprehensive English 9 and 10 Plus:

Comprehensive English 9/10 Plus is an introductory English Language Arts (ELA) tutorial and practice program designed to be used in conjunction with and supplement the Comprehensive English 9/10 classroom course. The program is designed to provide students with extra assistance within the school day, strengthen foundational skills necessary for future ELA courses, and prepare students for the required ELA End of Course Exam.

Move: Kasha Brackett Second: Hayden Hajdu Status: Passed

X INFORMATIONAL ITEMS

The **February Work Session** will be held **Tuesday, February 11, 2025**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

A **Special Meeting** will be held on **Wednesday, February 12, 2025**, beginning at 11:00 AM at the Fairlawn Country Club. The Meeting will be held in Executive Session with **no action** to be taken at the conclusion of the meeting.

The **Regular February Meeting** will be held **Tuesday, February 18, 2025**, beginning at 5:30 PM in the High School Media Center.

XI. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

XII. ADJOURNMENT

Res. 25-104044

Moved by Mrs. Stein, seconded by Mrs. Brackett to adjourn the meeting at 6:18 PM

Approved By:
Richard Berdine

Treasurer

Date

NEW DOCUMENT

JANUARY 31, 2025

Financial Report



Revere Local School District

**Richard Berdine
Treasurer**

Revere Local School District

Forecast Comparison - General Operating Fund - January 2025



	Current Month FCST Estimate	Current Month Actuals	Prior FY Month Actuals	Variance- Current Month Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ -	\$ -	\$ -	\$ -	
1.020 - Public Utility Personal Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 344,696	\$ 356,522	\$ 315,456	\$ 11,826	increase in transportation funding from ODEW
1.040 - Restricted Grants-in-Aid	\$ 14,915	\$ 14,724	\$ 14,837	\$ (191)	
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 80,000	\$ 86,875	\$ 94,659	\$ 6,875	
1.070 - Total Revenue	\$ 439,611	\$ 458,121	\$ 424,951	\$ 18,510	
Other Financing Sources:					
2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ 40	\$ 40	\$ 40	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 439,651	\$ 458,161	\$ 424,991	\$ 18,510	
Expenditures:					
3.010 - Personnel Services	\$ 2,031,619	\$ 1,992,766	\$ 1,900,353	\$ 38,853	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 838,463	\$ 844,715	\$ 769,971	\$ (6,252)	
3.030 - Purchased Services	\$ 464,069	\$ 523,287	\$ 462,367	\$ (59,218)	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 82,223	\$ 178,150	\$ 75,217	\$ (95,927)	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 9,000	\$ 3,747	\$ 76,534	\$ 5,253	
3.060 - Intergovernmental	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 10,000	\$ 14,390	\$ 9,934	\$ (4,390)	
4.500 - Total Expenditures	\$ 3,435,374	\$ 3,557,055	\$ 3,294,376	\$ (121,681)	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 3,435,374	\$ 3,557,055	\$ 3,294,376	\$ (121,681)	
Surplus/(Deficit) for Month	\$ (2,995,723)	\$ (3,098,894)	\$ (2,869,385)	\$ (103,171)	
rb020325					

Revere Local School District

Forecast Comparison - General Operating Fund -January 2025



	Current FYTD FCST Estimate	Current FYTD Actuals	Prior FYTD Actuals	Variance- Current FYTD Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ 17,185,201	\$ 17,185,201	\$ 14,481,352	\$ -	
1.020 - Public Utility Personal Property Tax	\$ 966,993	\$ 966,993	\$ 946,235	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 1,971,479	\$ 2,072,152	\$ 1,780,590	\$ 100,673	increase in transportation funding from ODEW
1.040 - Restricted Grants-in-Aid	\$ 125,564	\$ 199,984	\$ 104,729	\$ 74,420	received Science of Reading professional development funding from ODEW for salaries/fringes incurred in prior months
1.050 - Property Tax Allocation	\$ 2,139,465	\$ 2,139,465	\$ 1,819,022	\$ -	
1.060 - All Other Operating Revenues	\$ 1,509,336	\$ 1,566,848	\$ 1,811,474	\$ 57,512	timing of receipt of tuition and interest earnings compared to prior fiscal years
1.070 - Total Revenue	\$ 23,898,038	\$ 24,130,643	\$ 20,943,403	\$ 232,605	
Other Financing Sources:					
2.050 - Advances In	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
2.060 - All Other Financing Sources	\$ 280	\$ 280	\$ 280	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 23,998,318	\$ 24,230,923	\$ 21,043,683	\$ 232,605	
Expenditures:					
3.010 - Personnel Services	\$ 14,452,424	\$ 14,441,380	\$ 13,597,766	\$ 11,044	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 6,454,390	\$ 6,471,290	\$ 5,405,841	\$ (16,900)	timing of STRS payments compared to prior fiscal years due to overage/shortfall in ODEW foundation payments, increased fringe costs due to payment of science of reading stipends
3.030 - Purchased Services	\$ 4,292,250	\$ 4,388,502	\$ 4,298,163	\$ (96,252)	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 818,754	\$ 923,729	\$ 652,846	\$ (104,975)	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 67,139	\$ 44,078	\$ 221,086	\$ 23,061	timing of payments compared to prior fiscal years
3.060 - Intergovernmental	\$ 225,680	\$ 215,051	\$ 215,051	\$ 10,629	timing of payments compared to prior fiscal years
4.300 - Other Objects	\$ 408,257	\$ 411,623	\$ 275,986	\$ (3,366)	
4.500 - Total Expenditures	\$ 26,718,894	\$ 26,895,652	\$ 24,666,738	\$ (176,758)	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ 575,000	\$ 578,177	\$ 584,662	\$ (3,177)	
5.020 - Advances Out	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 27,393,894	\$ 27,573,829	\$ 25,351,400	\$ (179,935)	
Surplus/(Deficit) FYTD	\$ (3,395,576)	\$ (3,342,906)	\$ (4,307,717)	\$ 52,670	
rb020325					

Revere Local School District



Revenue Analysis Report - General Operating Fund Only - FY25

	Local Revenue				State Revenue			Non-Operating*	Total Revenue
	Taxes		Interest	All Other Operating	Unrestricted Grants-in-Aid	Property Tax Allocation	Restricted Grants-in-Aid		
	Real Estate	Personal Property							
July	11,339,625	-	55,907	14,634	255,223	-	35,808	100,040	11,801,237
August	3,165,621	-	98,962	173,322	356,106	-	14,914	40	3,808,966
September	2,679,955	966,993	125,539	429,101	255,168	-	14,914	40	4,471,712
October		-	102,823	259,047	253,366	2,139,465	15,183	40	2,769,924
November	-	-	84,947	23,767	255,121	-	14,680	40	378,555
December	-	-	78,942	32,981	340,645	89,761	-	40	542,369
January	-	-	62,348	24,527	356,522	-	14,724	40	458,161
February	-	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
Totals	\$17,185,201	\$966,993	\$609,468	\$957,381	\$2,072,150	\$2,229,226	\$110,224	\$100,280	\$24,230,924
% of Total	70.92%	3.99%	2.52%	3.95%	8.55%	9.20%	0.45%	0.41%	

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

rb020325

Revere Local School District




Expenditure Analysis Report - General Operating Fund - FY25

	Salaries	Benefits	Services	Supplies	Equipment	Other- Dues/Fees	Intergov. Debt	Non- Operating*	Total Expenses
July	1,984,533	834,632	873,108	195,674	5,731	6,726	-	668,374	4,568,777
August	1,957,152	895,937	602,187	179,203	10,678	15,575	-	-	3,660,732
September	2,025,852	1,317,365	754,355	101,527	16,386	329,040	-	-	4,544,525
October	2,081,703	840,670	475,244	115,495	7,344	21,916	-	5,135	3,547,507
November	2,222,954	841,299	667,886	100,291	392	12,167	215,051	4,668	4,064,708
December	2,176,420	896,672	492,435	53,389	(200)	11,809	-	-	3,630,526
January	1,992,766	844,715	523,287	178,150	3,747	14,390	-	-	3,557,055
February	-	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
TOTALS	\$14,441,380	\$6,471,291	\$4,388,502	\$923,729	\$44,077	\$411,622	\$215,051	\$678,177	\$27,573,830
% of Total	52.37%	23.47%	15.92%	3.35%	0.16%	1.49%	0.78%	2.46%	

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

Revere Local School District

January 2025



Financial Summary

rb020325

Fund	Fund Name	Beginning Balance 7/1/2024	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	\$19,945,272.28	\$458,161.36	\$24,230,923.75	\$3,557,055.20	\$27,573,829.21	\$16,602,366.82	\$2,593,923.88	\$14,008,442.94
002	Bond Retirement	\$5,375,645.72	\$0.00	\$2,247,450.58	\$0.00	\$3,356,898.55	4,266,197.75	\$0.00	4,266,197.75
003	Permanent Improvement	\$967,637.35	\$0.00	\$938,695.39	\$58,929.00	\$791,312.44	1,115,020.30	\$907,869.52	207,150.78
006	Food Service	\$942,843.51	\$94,443.78	\$730,476.65	\$125,519.51	\$872,311.98	801,008.18	\$366,855.26	434,152.92
007	Special Trust	\$65,578.79	\$0.00	\$40.00	\$449.96	\$9,446.17	56,172.62	\$7,729.28	48,443.34
008	Endowment	\$19,987.14	\$77.01	\$520.34	\$0.00	\$0.00	20,507.48	\$0.00	20,507.48
009	Uniform School Supplies	\$27,459.63	\$6,474.00	\$103,045.17	\$2,723.49	\$86,127.03	44,377.77	\$21,573.91	22,803.86
018	Public School Support	\$228,091.56	\$6,399.31	\$112,002.91	\$4,992.78	\$50,115.14	289,979.33	\$60,206.27	229,773.06
019	Other Grants	\$17,152.25	\$300.00	\$5,300.00	\$0.00	\$1,921.44	20,530.81	\$5,488.47	15,042.34
022	District Agency	\$41,342.64	\$0.00	\$4,367.35	\$0.00	\$0.00	45,709.99	\$0.00	45,709.99
024	Employee Benefits Self-Insurance	\$10,908.31	\$4,770.59	\$33,546.71	\$4,959.10	\$35,482.17	8,972.85	\$22,654.83	(13,681.98)
026	Employee Benefits Section 125	\$2,821.67	\$8,739.82	\$60,265.49	\$0.00	\$55,906.04	7,181.12	\$48,230.75	(41,049.63)
200	Student Managed Activity	\$280,391.81	\$4,648.97	\$70,907.86	\$6,629.86	\$47,883.38	303,416.29	\$39,478.12	263,938.17
300	District Managed Student Activities	\$175,802.84	\$38,984.49	\$440,310.99	\$1,611.35	\$441,921.54	174,192.29	\$70,787.09	103,405.20
451	Data Communications	\$0.00	\$0.00	\$4,000.00	\$41,979.42	\$4,000.00	0.00	\$0.00	0.00
499	Miscellaneous State Grants	\$12,678.38	\$0.00	\$23,824.50	\$0.00	\$24,373.20	12,129.68	\$0.00	12,129.68
507	ESSER - CARES Act	\$0.00	\$0.00	\$10,542.44	\$0.00	\$10,542.44	0.00	\$0.00	0.00
516	IDEA Special Education	(\$14,327.13)	\$64,006.17	\$388,895.62	\$64,024.47	\$418,675.63	(44,107.14)	\$24,606.16	(68,713.30)
551	Limted English Proficiency	\$0.00	\$0.00	\$351.29	\$0.00	\$351.29	0.00	\$0.00	0.00
572	Title I	(\$4,709.28)	\$9,079.76	\$63,371.60	\$9,079.76	\$63,202.20	(4,539.88)	\$0.00	(4,539.88)
584	Title IV-A	\$0.00	\$0.00	\$1,000.00	\$1,500.00	\$2,500.00	(1,500.00)	\$0.00	(1,500.00)
587	Early Childhood Special Education	\$0.00	\$1,445.63	\$8,812.45	\$0.00	\$9,744.73	(932.28)	\$0.00	(932.28)
590	Title II-A	(\$2,788.00)	\$5,882.00	\$34,001.35	\$5,882.00	\$34,154.35	(2,941.00)	\$0.00	(2,941.00)
599	Miscellaneous Federal Grants	\$14,650.00	\$0.00	\$0.00	\$0.00	\$14,650.00	0.00	\$0.00	0.00
	Grand Totals (ALL Funds)	\$28,106,439.47	\$703,412.89	\$29,512,652.44	\$3,885,335.90	\$33,905,348.93	\$23		4

Revere Local School District




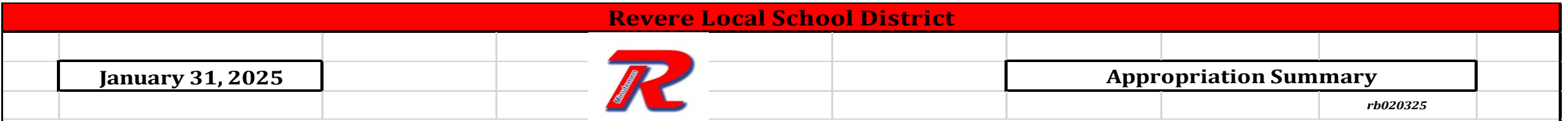
Cash Reconciliation


January 31, 2025


Cash Summary Report Balance			\$ 23,713,742.98
Bank Balance:			
Huntington Bank	1,387,128.39		
	-		
	-		
		\$ 1,387,128.39	
Investments:			
Meeder Investment Managers Managed Portfolio	20,145,406.53		
STAR Ohio - General Account	2,243,768.15		
	-		
		\$ 22,389,174.68	
Petty Cash:			
Building Principals	300.00		
Athletic Director	100.00		
DragonFly	5,000.00		
Treasurer's Office	200.00		
		\$ 5,600.00	
Change Fund:			
Food Service Vending	717.35		
BCII Background Check Service	100.00		
	-		
	-		
		\$ 817.35	
Less: Outstanding Checks		\$ (11,316.82)	
Outstanding Deposits/Other Adjustments:			
NSF Checks To Recover	-		
Check clearing error adjustment	-		
ACH Payments/Deposits In Transit	(25,653.70)		
Bank Debits & Credits Not Posted in USAS	5,103.61		
STRS Shortfall Payment In Transit	(37,110.53)		
		\$ (57,660.62)	
Bank Balance			\$ 23,713,742.98
Variance			\$ 0.00
rb020325			

Revere Local School District									
January 31, 2025						Appropriation Summary		rb020325	

Revere Local School District									
January 31, 2025						Appropriation Summary		rb020325	



Revere Local School District									
January 31, 2025				Appropriation Summary					
				rb020325					

Revere Local School District									
January 31, 2025				<div>Appropriation Summary</div>				rb020325	

			Prior FY		FYTD	MTD		FYTD	FYTD
		FYTD	Carryover	FYTD	Actual	Actual	Current	Unencumbered	Percent
Fund		Appropriated	Encumbrances	Expendable	Expenditures	Expenditures	Encumbrances	Balance	Exp/Enc
001	General Fund	\$45,016,200.00	\$312,940.78	\$45,329,140.78	\$27,573,829.21	\$3,557,055.20	\$2,593,923.88	15,161,387.69	66.55%
002	Bond Retirement	\$4,589,100.00	\$0.00	\$4,589,100.00	\$3,356,898.55	\$0.00	\$0.00	1,232,201.45	73.15%
003	Permanent Improvement	\$1,508,373.50	\$427,284.60	\$1,935,658.10	\$791,312.44	\$58,929.00	\$907,869.52	236,476.14	87.78%
006	Food Service	\$1,700,000.00	\$5,574.30	\$1,705,574.30	\$872,311.98	\$125,519.51	\$366,855.26	466,407.06	72.65%
007	Special Trust	\$69,900.00	\$11,675.45	\$81,575.45	\$9,446.17	\$449.96	\$7,729.28	64,400.00	21.05%
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	\$199,820.35	\$187.27	\$200,007.62	\$86,127.03	\$2,723.49	\$21,573.91	92,306.68	53.85%
018	Public School Support	\$336,250.00	\$38,752.84	\$375,002.84	\$50,115.14	\$4,992.78	\$60,206.27	264,681.43	29.42%
019	Other Grants	\$19,312.95	\$2,839.30	\$22,152.25	\$1,921.44	\$0.00	\$5,488.47	14,742.34	33.45%
022	District Agency	\$1,000.00	\$245.00	\$1,245.00	\$0.00	\$0.00	\$0.00	1,245.00	0.00%
024	Employee Benefits Self-Insurance	\$63,000.00	\$0.00	\$63,000.00	\$35,482.17	\$4,959.10	\$22,654.83	4,863.00	92.28%
026	Employee Benefits Section 125	\$139,000.00	\$1,393.50	\$140,393.50	\$55,906.04	\$0.00	\$48,230.75	36,256.71	74.17%
200	Student Managed Activity	\$198,520.00	\$1,750.00	\$200,270.00	\$47,883.38	\$6,629.86	\$39,478.12	112,908.50	43.62%
300	District Managed Student Activities	\$609,856.94	\$82,878.58	\$692,735.52	\$441,921.54	\$1,611.35	\$70,787.09	180,026.89	74.01%
451	Ohio K-12 Network Subsidy	\$8,000.00	\$0.00	\$8,000.00	\$4,000.00	\$41,979.42	\$0.00	4,000.00	50.00%
499	Miscellaneous State Grants	\$35,852.88	\$650.00	\$36,502.88	\$24,373.20	\$0.00	\$0.00	12,129.68	66.77%
507	ESSER - CARES Act	\$1,800.00	\$8,742.44	\$10,542.44	\$10,542.44	\$0.00	\$0.00	0.00	100.00%
516	IDEA Special Education	\$719,471.47	\$0.00	\$719,471.47	\$418,675.63	\$64,024.47	\$24,606.16	276,189.68	61.61%
551	Limited English Proficiency	\$1,475.56	\$0.00	\$1,475.56	\$351.29	\$0.00	\$0.00	1,124.27	23.81%
572	Title I	\$136,673.50	\$0.00	\$136,673.50	\$63,202.20	\$9,079.76	\$0.00	73,471.30	46.24%
584	Title IV-A	\$18,853.67	\$0.00	\$18,853.67	\$2,500.00	\$1,500.00	\$0.00	16,353.67	13.26%
587	Early Childhood Special Education	\$9,744.73	\$0.00	\$9,744.73	\$9,744.73	\$0.00	\$0.00	0.00	100.00%
590	Title II-A	\$52,638.33	\$0.00	\$52,638.33	\$34,154.35	\$5,882.00	\$0.00	18,483.98	64.88%
599	Miscellaneous Federal Grants	\$0.00	\$14,650.00	\$14,650.00	\$14,650.00	\$0.00	\$0.00	0.00	100.00%
Totals		\$55,435,843.88	\$909,564.06	\$56,345,407.94	\$33,905,348.93	\$3,885,335.90			%

Revere Local School District



Check Register for Checks > \$9,999.99 January 2025

Vendor	Amount	Fund	Description
D10 Consstruction	\$ 24,450.00	003	RES window shades
Ohio Schools Council	\$ 11,250.00	001	Natural gas
Vista Higher Learning Inc.	\$ 69,272.39	001/009	Spanish textbooks
Barnes & Noble College Bookstores	\$ 18,180.45	001	College credit plus textbooks
Renhill Group, Inc.	\$ 17,712.90	001	Substitute teachers
Comdoc	\$ 11,739.48	001	Copier lease, staples for copiers
ESC of Northeast Ohio	\$ 33,266.00	001	Hearing impaired teacher, visually impaired instructional services, technology support, assessment literacy
Nason Landscaping Inc.	\$ 17,495.00	001	Property maintenance
PRN Therapy Services Inc.	\$ 31,773.30	001	OT/PT/speech services
ESC of Northeast Ohio	\$ 142,689.44	001/516/584	Special education aides, preschools teachers/aides, LEP services, at-risk coordinator, professional development, behavioral support services
Kidslink Neurobehavioral	\$ 23,450.01	001	Special education tuition
PSI	\$ 19,200.00	001	Nursing services
Renhill Group, Inc.	\$ 15,564.89	001	Substitute teachers
Squire Patton Boggs LLP	\$ 13,700.00	001	Legal services
CDW-Government	\$ 34,479.00	003	Replacement computers/monitor
Effective Utility Service	\$ 18,138.75	001	Electricity
Renhill Group, Inc.	\$ 10,789.24	001	Substitute teachers
Squire Patton Boggs LLP	\$ 14,435.00	001	Legal services
Ullman Oil Company, LLC	\$ 19,973.04	001	Fuel
Ohio Edison Co.	\$ 24,181.36	001	Electricity
Kaylee Entereprises Inc.	\$ 10,635.01	300	Softball spring trip
Kaylee Entereprises Inc.	\$ 10,635.01	300	Softball spring trip
Gordon Food Service	\$ 16,660.80	006	Food services supplies
Gordon Food Service	\$ 12,422.59	006	Food services supplies
Gordon Food Service	\$ 11,345.87	006	Food services supplies
Gordon Food Service	\$ 12,643.07	006	Food services supplies
Huntington Bank	\$ 14,258.64	various	Medicare contributions
Huntington Bank	\$ 15,202.11	various	Medicare contributions
SERS	\$ 65,242.00	various	Classified retirement
STRS	\$ 204,455.47	various	Certified retirement
STRS	\$ 37,110.53	various	Certified retirement
SRHCC-Dental	\$ 22,632.24	001/006	Employee benefits dental insurance
SRHCC-Medical	\$ 472,333.44	001/006	Employee benefits medical/prescription insurance
rb020325			

NEW DOCUMENT

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

The Board of Education of the Revere Local School District, Summit County, Ohio, met in regular session on the 18th day of February 2025 at Revere High School Media Center with the following members present:

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

_____ moved the adoption of the following Resolution:

WHEREAS, the Fiscal Officer of the Board of Education has provided the Alternative Tax Budget for the next succeeding fiscal year commencing July 1, 2025: and,

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

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

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

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

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

Adopted this 18th day of February 2025.

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



KRISTEN M. SCALISE CPA, CFE

Fiscal Officer
County of Summit

February 3, 2025

All School Treasurers

RE: Rates and Amount Resolution

Enclosed is the Summit County Budget Commission Certification of Tax Levy for the School Fiscal Year that begins July 1, 2025. This Certification includes levies currently certified for collection during collection year 2025 and/or 2026. Please use this data to prepare your own Rates and Amounts Resolution.

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

According to Ohio Revised Code Section 5705.34, you have through April 1, 2025 for timely return of your board approved Rates and Amounts Resolution.

The Official Certificate of Estimated Resources for your fiscal period beginning July 1, 2025 will be sent to you by June 30, 2025.

If you have any questions concerning this matter, please contact:
Jaret Adams 330-643-8409 or Dawn Yurick 330-643-7892

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

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

POLITICAL ENTITY: **REVERE LSD**
SCHOOL FISCAL YEAR 2025/2026 ESTIMATE

THE VALUATIONS AND TAX RATES HAVE BEEN UPDATED TO REFLECT TAX YEAR 2024/COLLECTION YEAR 2025
LEVIES INSIDE AND OUTSIDE 10 MILL LIMITATION, INCLUSIVE OF DEBT LEVIES

Date: February 3, 2025

1. RES/AG REAL VALUE	1,248,378,470
2. OTHER REAL VALUE	214,137,270
3. TOTAL RES/AG & OTHER REAL VALUE	1,462,515,740
4. PUBLIC UTILITY PERSONAL VALUE	37,576,000
5. TOTAL REAL & PUBLIC UTILITY VALUE	1,500,091,740

EXEMPT VALUE	165,978,170
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THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION													
RES/AG REAL PENDING EXEMPTION													
OTHER REAL PENDING EXEMPTION													
TOTAL REAL & PU LESS PENDING EXEMPTION VALUE													
30,220													
565,830													
1,499,495,690													
FUND TYPE	PURPOSE	AUTH BY VOTERS ON MODA/YR	NO YRS LEVY TO RUN	Tax Year	Collection Year	Maximum Rate Authorized to be Levied	REDUCTION FACTOR	EFFECTIVE RATE TO BE LEVIED	RES/AG	OTHER	PUBLIC UTILITY	TOTAL	ROLL BACK
General 01 00 FULL YEAR	Inside			Begins/Ends	Begins/Ends	5.70	RES/AG OTHER	RES/AG OTHER					Y
JANUARY - JUNE									RES/AG	OTHER			
JULY - DECEMBER													
General 01 01 FULL YEAR	Curr. Expense	1976 and Prior	Cont.	68/NA	69/NA	24.06	0.728333 0.685604	6.536308 7.564368					Y
JANUARY - JUNE									\$4,079,795	\$807,767	\$452,040	\$5,339,601	
JULY - DECEMBER									\$4,079,795	\$807,767	\$452,040	\$5,339,601	
General 02 00 FULL YEAR	Curr. Expense	Additional 03/19/81	Cont.	81/NA	82/NA	7.70	0.675510 0.658091	2.498573 2.632699					Y
JANUARY - JUNE									\$1,559,545	\$281,135	\$144,668	\$1,985,347	
JULY - DECEMBER									\$1,559,545	\$281,135	\$144,668	\$1,985,347	
General 03 00 FULL YEAR	Curr. Expense	Additional 11/04/86	Cont.	86/NA	87/NA	5.90	0.596800 0.498942	2.378880 2.956242					Y
JANUARY - JUNE									\$1,484,836	\$315,685	\$110,849	\$1,911,369	
JULY - DECEMBER									\$1,484,836	\$315,685	\$110,849	\$1,911,369	

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

POLITICAL ENTITY: **REVERE LSD**
SCHOOL FISCAL YEAR 2025/2026 ESTIMATE

THE VALUATIONS AND TAX RATES HAVE BEEN UPDATED TO REFLECT TAX YEAR 2024/COLLECTION YEAR 2025
LEVIES INSIDE AND OUTSIDE 10 MILL LIMITATION, INCLUSIVE OF DEBT LEVIES

Date: February 3, 2025

1. RES/AG REAL VALUE	1,248,378,470
2. OTHER REAL VALUE	214,137,270
3. TOTAL RES/AG & OTHER REAL VALUE	1,462,515,740
4. PUBLIC UTILITY PERSONAL VALUE	37,576,000
5. TOTAL REAL & PUBLIC UTILITY VALUE	1,500,091,740

EXEMPT VALUE	165,978,170
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THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION															
RES/AG REAL PENDING EXEMPTION 30,220															
OTHER REAL PENDING EXEMPTION 565,830															
TOTAL REAL & PU LESS PENDING EXEMPTION VALUE 1,499,495,690															
FUND TYPE	PURPOSE	AUTH BY VOTERS ON MOD/AYR	NO YRS LEVY TO RUN	Tax Year	Collection Year	Maximum Rate Authorized to be Levied	REDUCTION FACTOR	RES/AG OTHER	RES/AG OTHER	EFFECTIVE RATE TO BE LEVIED	RES/AG	OTHER	PUBLIC UTILITY	TOTAL	ROLL BACK
General 04 00 FULL YEAR	Current Expense	Additional 05/08/90	Cont.	90/NA	91/NA	2.80	0.568809 0.433261	1.207335 1.586869			\$1,507,175	\$338,910	\$105,213	\$1,951,298	Y
JANUARY - JUNE											\$753,588	\$169,455	\$52,607	\$975,649	
JULY - DECEMBER											\$753,588	\$169,455	\$52,607	\$975,649	
General 05 00 FULL YEAR	Current Expense	Additional 05/02/95	Cont.	95/NA	96/NA	3.20	0.463764 0.310304	1.715955 2.207027			\$2,142,109	\$471,358	\$120,243	\$2,733,710	Y
JANUARY - JUNE											\$1,071,055	\$235,679	\$60,122	\$1,366,855	
JULY - DECEMBER											\$1,071,055	\$235,679	\$60,122	\$1,366,855	
Capital Projects 16 00 FULL YEAR	Perm. Improve.	Additional 05/04/99	Cont.	99/NA	00/NA	1.75	0.403869 0.299534	1.043229 1.225816			\$1,302,313	\$261,799	\$65,758	\$1,629,870	Y
JANUARY - JUNE											\$651,157	\$130,900	\$32,879	\$814,935	
JULY - DECEMBER											\$651,157	\$130,900	\$32,879	\$814,935	

(ORC Sections 5705.34 & 5705.35)

NEVILLE
SCHOOL FISCA

X RATES HAVE BEEN UPDATED TO RELECT T

OUTSIDE 10 MILL LIMITATION, INCLUSIVE

5. TOTAL REAL & PUBLIC UTILITY VALUE

EXEMPT VALUE	165,918,170
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THIS ESTIMATE REFLECTS LESS THE PENDING EXEMPTION ASSESSED VALUATION													
												30,220	
												RESAG REAL PENDING EXEMPTION	565,830
												OTHER REAL PENDING EXEMPTION	1,499,495,690
												TOTAL REAL & PU LESS PENDING EXEMPTION VALUE	
FUND TYPE	PURPOSE	AUTH BY VOTERS ON	NO VRS LEVY TO RUN	Tax Year	Collection Year	Maximum Rate Authorized to be Levied	REDUCTION FACTOR	EFFECTIVE RATE TO BE LEVIED	RESAG	OTHER	PUBLIC UTILITY	TOTAL	ROLL BACK
Debt Service 24 00 FULL YEAR	Bond Retirement	Additional 11/08/16	30	16/45	17/46	2.42	0.000000 0.0000000	2.420000 2.420000	\$3,021,003	\$516,843	\$90,934	\$3,628,780	N
JANUARY - JUNE									\$1,510,502	\$258,422	\$45,467	\$1,814,390	
JUL Y - DECEMBER									\$1,510,502	\$258,422	\$45,467	\$1,814,390	
Emergency 06 00 FULL YEAR	Current Expense	Substitute 11/05/19	Cont	19/NA	20/NA	7.21	0.000000 0.0000000	7.210000 7.210000	\$9,000,591	\$1,539,850	\$270,923	\$10,811,364	Y
JANUARY - JUNE									\$4,500,296	\$769,925	\$135,462	\$5,405,682	
JUL Y - DECEMBER									\$4,500,296	\$769,925	\$135,462	\$5,405,682	
TOTAL FULL YEAR						60.74		30.710280 33.503021	\$38,337,126	\$7,155,288	\$2,282,366	\$47,774,782	
JANUARY - JUNE									\$19,168,563	\$3,577,644	\$1,141,183	\$23,887,391	
JUL Y - DECEMBER									\$19,168,563	\$3,577,644	\$1,141,183	\$23,887,391	

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

SUMMIT COUNTY BUDGET COMMISSION CERTIFICATION OF TAX LEVY

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

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

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

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

Jaret Adams at 330-643-8409 or email jladams@summitoh.net

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

Revised 01/31/2025

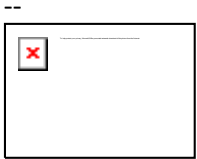
NEW DOCUMENT

From: Roach, Marcia <mroach@revereschools.org> on behalf of Roach, Marcia
Sent: Friday, January 24, 2025 2:58 PM
To: Moll, Brenda; Berdine, Richard
Cc: Micki Krantz
Subject: Disposal Request

Hi Brenda,
Please add the following to the February Board Meeting for disposal:

1. 4 Teacher Kits for the Developmental Reading Assessment by Joetta Beaver - this is no longer a supported assessment under the learning from the Science of Reading
2. Simple Solutions workbooks from 2009 (approximately 20 total workbooks)
3. enVisions math workbooks from 2016 for 2nd grade (approximately 70 total workbooks)
4. 100 leveled readers from previous early literacy programming. These are no longer supported under the learning from the Science of Reading.

Thank you,
Marcia



Marcia Roach
Curriculum Coordinator
3496 Everett Road
Richfield, OH 44286
(330) 523 - 3112
mroach@revereschools.org

Brenda Moll

From: Berdine, Richard <rberdine@revereschools.org> on behalf of Berdine, Richard
Sent: Wednesday, February 5, 2025 12:23 PM
To: Brenda Moll
Cc: Richard Berdine
Subject: Fwd: Equipment Disposal Request
Attachments: Apple Devices for Disposal Spring 2025.pdf; Technology Equipment for Disposal Spring 2025.pdf

Brenda - Please add this disposal request to the February Board meeting agenda. Thanks! Rick

----- Forwarded message -----

From: **Schinker, John** <jschinker@revereschools.org>
Date: Wed, Feb 5, 2025 at 12:17 PM
Subject: Equipment Disposal Request
To: Richard Berdine <rberdine@revereschools.org>

Mr. Berdine,

I would like to request approval to dispose of the technology equipment listed in the two attachments. These lists include the following:

- Long-obsolete Windows laptops and Chromebooks purchased prior to our transition to Apple.
- Network equipment replaced during the upgrade projects in 2021 and 2024.
- Macbooks that were purchased prior to 2018 that have been replaced.
- iPads purchased prior to 2019 that have been replaced.
- Apple devices in need of repair, with repair costs exceeding the value of the device.

We will reach out to the numerous companies and organizations who have offered to purchase used technology equipment to get the best price, and responsibly recycle anything that has no resale value.

Please reach out with any concerns.

Thanks!

--

John C. Schinker
Director of Technology
Revere Local Schools

Desktop Computers

Serial Number	Asset Tag	Location	Model	Serial Number	Asset Tag	Location	Model
F8B1BG1	8369	RES	Dell Optiplex	106175		MS Paper Room	Dell Optiplex
FHTDXF1	9668	RES	Dell Optiplex	GN7R101		MS Paper Room	Dell Optiplex
7577GJ1		RES	Dell Optiplex	4N7R1D1		MS Paper Room	Dell Optiplex
7K2ZWC1		RES	Dell Optiplex	803YWC1		MS Paper Room	Dell Optiplex
10G0BK1	8796	RES	Dell Optiplex	4YP0T52		MS Paper Room	Dell Optiplex
71P17G1	9659	RES	Dell Optiplex	2X2R9Y1		MS Paper Room	Dell Optiplex
C8B1BG1	8353	RES	Dell Optiplex	GD6NNG1		MS Paper Room	Dell Optiplex
DM30BK1	8660	RES	Dell Optiplex	5MXLDX1		MS Paper Room	Dell Optiplex
11G0BK1	8776	RES	Dell Optiplex	4YL2T52		MS Paper Room	Dell Optiplex
79B1BG1	8365	RES	Dell Optiplex	4YL0T52		MS Paper Room	Dell OptiPlex 9020
8G7XWC1	9059	RES	Dell Optiplex	4YP4T52		MS Paper Room	Dell OptiPlex 9020
3FM31D1	8111	RES	Dell Optiplex	4T35752		MS Paper Room	Dell OptiPlex 9020
JBY6YV1	10255	RES	Dell Optiplex	4TC3T52		MS Paper Room	Dell OptiPlex 9020
3PF1RP2	26844128	RES	Dell Optiplex	232XU02	012035	MS Paper Room	Dell OptiPlex 9020
3PDYQP2	26844127	RES	Dell Optiplex	4T44T52		MS Paper Room	Dell OptiPlex 9020
9Q9C7V1		RES	Dell Optiplex	4YL3T52		MS Paper Room	Dell OptiPlex 9020
4T71T52		RES	Dell Optiplex	4YN4T52		MS Paper Room	Dell OptiPlex 9020
232TJ02	12034	RES	Dell Optiplex	4TC0T52		MS Paper Room	Dell OptiPlex 9020
4F8KS52		RES	Dell Optiplex	4T43T52		MS Paper Room	Dell OptiPlex 9020
4TC6T5S	11766	RES	Dell Optiplex	4TD0T52		MS Paper Room	Dell OptiPlex 9020
4FBL552		RES	Dell Optiplex	4YK6T52		MS Paper Room	Dell OptiPlex 9020
9V28FZ1		RHS Media	Dell Optiplex 9010	4TB1T52		MS Paper Room	Dell OptiPlex 9020
3PD3RP2	26844129	RHS Media	Dell Optiplex 7050	597MP22	012275	MS Paper Room	Dell OptiPlex 9020
3PF0RP2	26844130	RHS Media	Dell Optiplex 7050	4YL6T52		MS Paper Room	Dell OptiPlex 9020
5SM2GQ2	26844137	RHS Media	Dell Optiplex 7050	4TC1T52		MS Paper Room	Dell OptiPlex 9020
88MWK02		RHS Media	Dell Optiplex 9020	4YP3T52		MS Paper Room	Dell OptiPlex 9020
4YP5T52		RHS Media	Dell Optiplex 9020	4T33T52		MS Paper Room	Dell OptiPlex 9020
FL11VV1		RHS Media	Dell Optiplex 990	62S6T52		MS Paper Room	Dell OptiPlex 9020
9L1DHX1		RHS Media	Dell Optiplex 9010	4FBGS52		MS Paper Room	Dell OptiPlex 9020
2X3V9Y1		RHS Media	Dell Optiplex 9010	2X1V9Y1		MS Paper Room	Dell OptiPlex 9010
2X3S9Y1		RHS Media	Dell Optiplex 9010	4YP1T52		MS Paper Room	Dell OptiPlex 9020
4YK4T52		RHS Media	Dell Optiplex 9020	4T66T52		MS Paper Room	Dell OptiPlex 9020
4YN3T52		RHS Media	Dell Optiplex 9020	4FBNS52		MS Paper Room	Dell OptiPlex 9020
5SM0HQ2	26844136	RHS Media	Dell Optiplex 7050	4F9JS52		MS Paper Room	Dell OptiPlex 9020
5SM71Q2	26844134	RHS Media	Dell Optiplex 7050	4F8MS52		MS Paper Room	Dell OptiPlex 9020
4FBD552		RHS Media	Dell Optiplex 9020	624WZ72	011852	MS Paper Room	Dell OptiPlex 9020
5SM81Q2	26844135	RHS Media	Dell Optiplex 7050	4FBHS52		MS Paper Room	Dell OptiPlex 9020
4F8JS52		RHS Media	Dell Optiplex 9020	G11QSW1		MS Paper Room	Dell OptiPlex 9010
FLH2VV1		RHS Media	Dell Optiplex 990	4CCY552	011719	MS Paper Room	Dell OptiPlex 9020
FLH5VV1		RHS Media	Dell Optiplex 990	4YL5T52		MS Paper Room	Dell OptiPlex 9020
FLG2VV1		RHS Media	Dell Optiplex 990	4FBMS52		MS Paper Room	Dell OptiPlex 9020
FLJ4VV1		RHS Media	Dell Optiplex 990	9L1FHX1		MS Paper Room	Dell OptiPlex 9010
FLJ0VV1		RHS Media	Dell Optiplex 990	NO SERIAL NUMBER		MS Paper Room	Dell OptiPlex 755
FL00VV1		RHS Media	Dell Optiplex 990	6WC8KQ1	010158	MS Paper Room	Dell OptiPlex 745
FLK1VV1		RHS Media	Dell Optiplex 990	B51RZQ1	009987	MS Paper Room	Dell OptiPlex 780
FLM2TV1		RHS Media	Dell Optiplex 990	81L3GH1	009857	MS Paper Room	Dell OptiPlex 755
FLK0VV1		RHS Media	Dell Optiplex 990	4TB4T52		MS Paper Room	Dell OptiPlex 9020
FLG0VV1		RHS Media	Dell Optiplex 990	2X2V9Y1		MS Paper Room	Dell OptiPlex 9010
FLKZTV1		RHS Media	Dell Optiplex 990	BLFGK02	010748	MS Paper Room	Dell OptiPlex 9020
FLH0VV1		RHS Media	Dell Optiplex 990	2X3T9Y1		MS Paper Room	Dell OptiPlex 9010
FLHZTV1		RHS Media	Dell Optiplex 990	FFFZW52	011752	MS Paper Room	Dell OptiPlex 9020
FLJZTV1		RHS Media	Dell Optiplex 990	4F9DS52		MS Paper Room	Dell OptiPlex 9020
FLF4VV1		RHS Media	Dell Optiplex 990	37TZV02		MS Paper Room	Dell D09S
FLF5VV1		RHS Media	Dell Optiplex 990	4YL4T52		MS Paper Room	Dell OptiPlex 9020
FLM2VV1		RHS Media	Dell Optiplex 990	2X1T9Y1		MS Paper Room	Dell OptiPlex 9010
FLM0VV1		RHS Media	Dell Optiplex 990	2X2T9Y1		MS Paper Room	Dell OptiPlex 9010
FLH3VV1		RHS Media	Dell Optiplex 990	BZBNS52		MS Paper Room	Dell OptiPlex 9020
FLJ2VV1		RHS Media	Dell Optiplex 990	4F8PS52		MS Paper Room	Dell OptiPlex 9020
4YP2T52		RHS Media	Dell Optiplex 9020	2X2S9Y1		MS Paper Room	Dell OptiPlex 9010
4T72T52		RHS Media	Dell Optiplex 9020	4TC4T52		MS Paper Room	Dell OptiPlex 9020
4F9FS52		RHS Media	Dell Optiplex 9020	5ZX3GX1		RHS Media	Dell OptiPlex 9010
4F9HS52		RHS Media	Dell Optiplex 9020	4P927G1	9815	RHS Media	Dell Optiplex 755
96DQBF1		MS Paper Room	Dell Optiplex				

Network Equipment

Quantity	Serial Number	Location	Model	Quantity	Serial Number	Location	Model
1	F0C1429Z1LV	MS Paper Room	Cisco 2960S 48 Port POE	1	F0C1429Z1UQ	MS Paper Room	Cisco 2960S 48 Port POE
1	F0C1429Z1UA	MS Paper Room	Cisco 2960S 48 Port POE	1	F0C1429Z1MW	MS Paper Room	Cisco 2960S 48 Port POE
1	F0C1442Y3P0	MS Paper Room	Cisco 2960S 48 Port POE	1	F0C1429Z1NE	MS Paper Room	Cisco 2960S 48 Port POE
1	F0C1429Z1UP	MS Paper Room	Cisco 2960S 48 Port POE	1	F0C1429Z1Q8	MS Paper Room	Cisco 2960S 48 Port POE
1	F0C1429Z1UR	MS Paper Room	Cisco 2960S 48 Port POE	1	F0C1429Z1NU	MS Paper Room	Cisco 2960S 48 Port POE
1	F0C1429Z1UH	MS Paper Room	Cisco 2960S 48 Port POE				
1	F0C1429Z1MC	MS Paper Room	Cisco 2960S 48 Port POE	1	3AP2475U0019D	MS Paper Room	Netgear ProSafe GS728TP 24 Port Switch
1	F0C1429Z1PY	MS Paper Room	Cisco 2960S 48 Port POE	1	3AP2475P001A7	MS Paper Room	Netgear ProSafe GS728TP 24 Port Switch
1	F0C1429Z1TW	MS Paper Room	Cisco 2960S 48 Port POE	1	3AP2425V004A6	MS Paper Room	Netgear ProSafe GS728TP 24 Port Switch
1	F0C1429Z1RT	MS Paper Room	Cisco 2960S 48 Port POE	1	3AP245550019S	MS Paper Room	Netgear ProSafe GS728TP 24 Port Switch

1	FOC1429Z1UM	MS Paper Room	Cisco 2960S 48 Port POE	1			
1	FOC1428Z5LA	MS Paper Room	Cisco 2960S 48 Port POE	1	CAT0911Z2D4	MS Paper Room	Cisco Catalyst 3560 24 Port
1	FOC1429Z1NP	MS Paper Room	Cisco 2960S 48 Port POE				
1	FOC1429Z1UW	MS Paper Room	Cisco 2960S 48 Port POE	1	00049628030F	MS Paper Room	Extreme Networks X450 24 Port
1	FOC1429Z1R7	MS Paper Room	Cisco 2960S 48 Port POE	1	00049634ACD5	MS Paper Room	Extreme Networks X450 24 Port
1	FOC1429Z1UB	MS Paper Room	Cisco 2960S 48 Port POE	1	00049634ACD7	MS Paper Room	Extreme Networks X450 24 Port
1	FOC1429Z1G9	MS Paper Room	Cisco 2960S 48 Port POE				
1	FOC1429Z1UD	MS Paper Room	Cisco 2960S 48 Port POE	1	10009027857	MS Paper Room	HIKVISION 24 Port Switch
1	FOC1429Z1QJ	MS Paper Room	Cisco 2960S 48 Port POE				
1	FOC1429Z1QK	MS Paper Room	Cisco 2960S 48 Port POE	1	3KH5635B00375	RHS Media	Netgear ProSafe JG5524E 24 Port Switch
1	FOC1429Z1PF	MS Paper Room	Cisco 2960S 48 Port POE				
1	FOC1429Z1PS	MS Paper Room	Cisco 2960S 48 Port POE	131		MS Paper Room	Cisco AP - Model: AIR-CAP 3502I-A-K9
1	FOC1429Z1TY	MS Paper Room	Cisco 2960S 48 Port POE	7 (with external antennas)		MS Paper Room	Cisco AP - Model: AIR-CAP 3502E-A-K9
1	FOC1429Z1U8	MS Paper Room	Cisco 2960S 48 Port POE				

Projectors

Serial Number	Asset Tag	Location	Model	Serial Number	Asset Tag	Location	Model
6601640RD	014687	MS Paper Room	NEC NP-M323X	0005098		MS Paper Room	Mitsubishi XD550U
0006176		MS Paper Room	Mitsubishi XD550U	6601639RD	11977	HS Media	NEC NP-M323X

Windows Laptops

Serial Number	Asset Tag	Location	Model	Serial Number	Asset Tag	Location	Model
6LMDK72	011924	MS Paper Room		7PIY232	012261	MS Paper Room	Dell Latitude 3340
2LGKC12	012298	MS Paper Room	Dell Latitude 3340	B96KC12	012300	MS Paper Room	Dell Latitude 3340
9NJY232	012272	MS Paper Room	Dell Latitude 3340	3B20VY1		MS Paper Room	Dell Latitude E6530
JNJY232	012255	MS Paper Room	Dell Latitude 3340	7BJXZN1		MS Paper Room	Dell Latitude E6510
FNJY232	012263	MS Paper Room	Dell Latitude 3340	5BS6VY1		MS Paper Room	Dell Latitude E6530
8NJY232	012265	MS Paper Room	Dell Latitude 3340	H9FN2M1	009203	MS Paper Room	Dell Latitude E6510
D0P1532	012296	MS Paper Room	Dell Latitude 3340	4RQDK72	011923	MS Paper Room	Dell Latitude E7450
3NJY232	012256	MS Paper Room	Dell Latitude 3340	71GTN32	010983	MS Paper Room	Dell Latitude E6540
2NJY232	012259	MS Paper Room	Dell Latitude 3340	6THP2R1		MS Paper Room	
6NJY232	012273	MS Paper Room	Dell Latitude 3340	JBFRYW1		MS Paper Room	Dell Latitude E6430
5NJY232	012271	MS Paper Room	Dell Latitude 3340	8V6KRY1		MS Paper Room	Dell Latitude E6530
9PIY232		MS Paper Room	Dell Latitude 3340	5BFN2M1	009207	MS Paper Room	Dell Latitude E6510
2PIY232		MS Paper Room	Dell Latitude 3340	No Serial Number		MS Paper Room	Dell Latitude E6530

Chromebooks

Serial Number	Asset Tag	Location	Description	Serial Number	Asset Tag	Location	Description
P2011CVZ	26623608	RES Tech Office	Lenovo Chromebook	P20119KP	26623596	RES Tech Office	Lenovo Chromebook
P20119FM	26623603	RES Tech Office	Lenovo Chromebook	P20119US	26623631	RES Tech Office	Lenovo Chromebook
P20119Q9	26623602	RES Tech Office	Lenovo Chromebook	P2011DJIK	26623599	RES Tech Office	Lenovo Chromebook
P2011AUN	26623610	RES Tech Office	Lenovo Chromebook	P2011DA3	26623640	RES Tech Office	Lenovo Chromebook
P20119NL	26623637	RES Tech Office	Lenovo Chromebook	LR09PXP6	26623952	RES Tech Office	Lenovo Chromebook
P20119V6	26623630	RES Tech Office	Lenovo Chromebook	LR09PWYW	26623957	RES Tech Office	Lenovo Chromebook
P20119PT	26623605	RES Tech Office	Lenovo Chromebook	LR09PWQM	26623936	RES Tech Office	Lenovo Chromebook
P20119DM	26623642	RES Tech Office	Lenovo Chromebook	LR09PWYT	26623945	RES Tech Office	Lenovo Chromebook
P2010RPU	26623618	RES Tech Office	Lenovo Chromebook	LR09PX34	26623943	RES Tech Office	Lenovo Chromebook
P20119RP	26623614	RES Tech Office	Lenovo Chromebook	LR09PWYC	26623947	RES Tech Office	Lenovo Chromebook
P2011DKU	26623597	RES Tech Office	Lenovo Chromebook	LR09PWV3	26623955	RES Tech Office	Lenovo Chromebook
P201199W	26623623	RES Tech Office	Lenovo Chromebook	LR09PX4W	26623935	RES Tech Office	Lenovo Chromebook
P20119BG	26623633	RES Tech Office	Lenovo Chromebook	LR09PWQJ	26623941	RES Tech Office	Lenovo Chromebook
P2010X7F	26623644	RES Tech Office	Lenovo Chromebook	LR09PX4U	26623933	RES Tech Office	Lenovo Chromebook
P20119MU	26623621	RES Tech Office	Lenovo Chromebook	LR09PWQB	26623950	RES Tech Office	Lenovo Chromebook
P2011AKW	26623632	RES Tech Office	Lenovo Chromebook	LR09PWQT	26623948	RES Tech Office	Lenovo Chromebook
P2011DLH	26623615	RES Tech Office	Lenovo Chromebook	LR09PWQL	26623954	RES Tech Office	Lenovo Chromebook
P20119RL	26623619	RES Tech Office	Lenovo Chromebook	LR09PX4Y	26623931	RES Tech Office	Lenovo Chromebook
P20119RT	26623613	RES Tech Office	Lenovo Chromebook	LR09PX2Z	26623960	RES Tech Office	Lenovo Chromebook
P20119L4	26623612	RES Tech Office	Lenovo Chromebook	LR09PWYY	26623942	RES Tech Office	Lenovo Chromebook
P2011B0G	26623627	RES Tech Office	Lenovo Chromebook	LR09PWNS	26623938	RES Tech Office	Lenovo Chromebook
P20119J9	26623624	RES Tech Office	Lenovo Chromebook	LR09PWYE	26623932	RES Tech Office	Lenovo Chromebook
P2010XFG	26623606	RES Tech Office	Lenovo Chromebook	LR09PWPA	26623939	RES Tech Office	Lenovo Chromebook
P20119FQ	26623638	RES Tech Office	Lenovo Chromebook	LR09PWQR	26623949	RES Tech Office	Lenovo Chromebook
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P20119MT	26623598	RES Tech Office	Lenovo Chromebook	LR09Q09T	26623958	RES Tech Office	Lenovo Chromebook
P2011A83	26623607	RES Tech Office	Lenovo Chromebook	LR09PXPS	26623951	RES Tech Office	Lenovo Chromebook
P20117H9	26623617	RES Tech Office	Lenovo Chromebook	LR09PWW0	26623946	RES Tech Office	Lenovo Chromebook
P2011752	26623616	RES Tech Office	Lenovo Chromebook	LR09PUFV	26623953	RES Tech Office	Lenovo Chromebook
P2011938	26623622	RES Tech Office	Lenovo Chromebook	LR09PWP4	26623944	RES Tech Office	Lenovo Chromebook
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P2011DN0	26623609	RES Tech Office	Lenovo Chromebook	LR09PWP9	26623934	RES Tech Office	Lenovo Chromebook
P20119UL	26623611	RES Tech Office	Lenovo Chromebook	LR06WV5S	26623053	MS Paper Room	Lenovo Chromebook
P20119UQ	26623604	RES Tech Office	Lenovo Chromebook	CNU80947LG		MS Paper Room	HP Laptop
P2011AL3	26623601	RES Tech Office	Lenovo Chromebook	7BJKRY1		MS Paper Room	Dell Laptop
P20119VU	26623636	RES Tech Office	Lenovo Chromebook	G5NPBD1	008177	MS Paper Room	Dell Laptop

6th Generation iPads

SERIAL NUMBER	ASSET TAG	MODEL	SERIAL NUMBER	ASSET TAG	MODEL
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DMQY746QJF8J	27966002	MR7J2LL/A	DMPY7VH9JF8J	27885458	6th gen
DMPWX13RJF8J	26844148	MR7J2LL/A	DMQXWHQ5JF8J	27884398	6th gen
DMPY7X8RJF8J	27884671	MR7J2LL/A	DMPY82N7JF8J	27883801	6th gen
DMPY81P8JF8J	27883821	MR7J2LL/A	DMPY7NRUJF8J	27884674	6th gen
DMPY79RPJF8J	27885265	MR7J2LL/A	DMQXX1KFJF8J	27884450	6th gen
DMQY7541JF8J	27883827	MR7J2LL/A	DMQXX0QPJF8J	27966034	6th gen
F6QD90EPJF8J	26655003	MR7J2LL/A	DMPY79QMJF8J	27885264	6th gen
DMQY75NEJF8J	27883824	MR7J2LL/A	DMQXWEYXJF8J	27884376	6th gen
DMPY78HAJF8J	27966245	MR7J2LL/A	DMPY7Y07JF8J	27885388	6th gen
DMPXVXH8JF8J	27884317	MR7J2LL/A	F6QDC043JF8J	26844567	6th gen
DMQY74P5JF8J	27883675	MR7J2LL/A	DMQY72J2JF8J	27884373	6th gen
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DMPY7E0HJF8J	27883616	MR7J2LL/A	DMQXX1C3JF8J	27883967	6th gen
DMPY7SV5JF8J	27883530	MR7J2LL/A	DMQXX1MAJF8J	27884027	6th gen
DMPY7A0VJF8J	27966310	MR7J2LL/A	DMQXX2ABJF8J	27884333	6th gen
DMQY72G5JF8J	27884003	MR7J2LL/A	GG723W7DJF8J	26648539	6th gen
DMQY7EDUJF8J	27884626	MR7J2LL/A	DMPY790AJF8J	27966563	6th gen
DMPY7DSCJF8J	27883697	MR7J2LL/A	DMPXVZA8JF8J	27885218	6th gen
DMPY58UXJF8J	27883637	MR7J2LL/A	FPLZP0E5JF8J	26844501	6th gen
DMPY7VU7JF8J	27885446	MR7J2LL/A	DMQY74JGJF8J	27883753	6th gen
DMQY728WJF8J	27966320	MR7J2LL/A	DMPY79FNJF8J	27966499	6th gen
F6QZM0BGJF8J	26844495	MR7J2LL/A	DMPY7UTVJF8J	27884072	6th gen
DMPY798UJF8J	27966576	MR7J2LL/A	DMQXW05HJF8J	27885471	6th gen
DMPXVWU5JF8J	27883555	MR7J2LL/A	DMPXVZZEJF8J	27884320	6th gen
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DMQY7H1WJF8J	No Asset Tag	MR7J2LL/A	DMQXW0DCJF8J	27885337	6th gen
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DMQY70KBJF8J	27884534	MR7J2LL/A	DMPY738GJF8J	27883513	6th gen
DMQY73FKJF8J	27884786	MR7J2LL/A	FPLD90FQJF8J	26844549	6th gen
DMPY7ZTBJF8J	27884741	MR7J2LL/A	DMQY7BN5JF8J	27884461	6th gen
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DMQY7EE6JF8J	27884794	MR7J2LL/A	DMPY4AB1JF8J	27966642	6th gen
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DMPY4ACAJF8J	27966636	MR7J2LL/A	DMPY5215JF8J	27966700	6th gen
DMQXX2BWJF8J	27884086	MR7J2LL/A	DMPY4A40JF8J	27966679	6th gen
DMPY4DVTJF8J	27883779	MR7J2LL/A	DMPY7SNDJF8J	27884018	6th gen
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DMPY75J2JF8J	27966284	MR7J2LL/A	DMQXX10JJF8J	27966341	6th gen
DMPY7U76JF8J	27885384	MR7J2LL/A	DMPWX0FKJF8K	26844168	6th gen
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F6QDP0A7JF8J	26844657	MR7J2LL/A	DMQY7G51JF8J	27884120	6th gen
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DMPY7GDRJF8J	27966300	MR7J2LL/A	DMQXWF30JF8J	27884240	6th gen
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DMPXWXRJF8J	27884143	MR7J2LL/A	F6QC4039JF8J	26844534	6th gen
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GG7X24SDJMT	26844406	MRJV2LL/A	DMPY74UUJF8J	27883960	6th gen

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DMPY77DWJF8J	27885254	MR7F2LL/A	DMPY7DXDJF8J	27885114	6th gen
DMPY8D7EJF8M	26648117	MR7J2LL/A	DMPY794BJF8J	27966512	6th gen
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DMPY7ZXDJF8J	27884905	MR7F2LL/A	DMQY70ZEJF8J	27885484	6th gen
DMQXX1FAJF8J	27884326	MR7F2LL/A	DMPY74UTJF8J	27884425	6th gen
DMPY55P8JF8J	27966615	MR7F2LL/A	DMQY7DC2JF8J	27885418	6th gen
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DMPY821ZJF8J	27883594	MR7F2LL/A	DMQXWFGSJF8J	27884274	6th gen
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DMPY7RCHJF8J	27966594	MR7F2LL/A	DMQXWQGEJF8J	27884267	6th gen
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DMPY7WZUJF8J	27884532	MR7F2LL/A	DMPY82T5JF8J	27966047	6th gen
DMQY70K2JF8J	27884907	MR7F2LL/A	DMQXX2CCJF8J	27884091	6th gen
DMPY776GJF8J	27966495	MR7F2LL/A	DMPY81K2JF8J	27883687	6th gen
DMPY78PNJF8J	27885052	MR7F2LL/A	DMPY79JGJF8J	27966670	6th gen
DMPY7YW4JF8J	27884537	MR7F2LL/A	DMQXXJLLJF8J	27883725	6th gen
DMPY7QFXJF8J	27885489	MR7F2LL/A	DMPY7SDTJF8J	27885306	6th gen
DMPY82BLJF8J	27883595	MR7F2LL/A	DMPY81GEJF8J	27966425	6th gen
DMPY7W2NJF8J	27883503	MR7F2LL/A	DMPY82CUJF8J	27885036	6th gen
DMQXW37BJF8J	27884138	MR7F2LL/A	DMQY79RJF8J	27884164	6th gen
DMQY743LJF8J	27883642	MR7F2LL/A	DMQY72CLJF8J	27966446	6th gen
DMPY7YMGJF8J	27884059	MR7F2LL/A	DMQXV09NJF8J	27884220	6th gen
DMQY7KESJF8J	27966133	MR7F2LL/A	DMQY7BPNJF8J	27966029	6th gen
DMPY7Z01JF8J	27884765	MR7F2LL/A	DMQY71EGJF8J	27966547	6th gen
DMQXX12DJF8J	27966144	MR7F2LL/A	DMQXWFJEJF8J	27884131	6th gen
DMPY76SBJF8J	27884262	MR7F2LL/A	GG8YM4D1JF8J	26648535	6th gen
DMPY55YRJF8J	No Asset Tag	MR7F2LL/A	DMPY8DFAJF8M	26648181	6th gen
DMPY561NJF8J	27966698	MR7F2LL/A	DMPY7P95JF8J	27966538	6th gen
DMQXW2E2JF8J	27885473	MR7F2LL/A	DMPY7ZC4JF8J	27884983	6th gen
DMPY7ZB3JF8J	27883578	MR7F2LL/A	DMPY52YUJF8J	27966308	6th gen
DMQXW1DTJF8J	27883525	MR7F2LL/A	DMPY55Z7JF8J	27966178	6th gen
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F6QZT093JF8J	27966738	MR7F2LL/A	DMPY7B0PJF8J	27966013	6th gen
DMQY7GB8JF8J	27884514	MR7F2LL/A	DMPY7JB0JF8J	27883730	6th gen
DMPY7GWSJF8J	27884488	MR7F2LL/A	DMQXWGPPJF8J	27884165	6th gen
DMQY754BJF8J	27966016	MR7F2LL/A	DMQY70YQJF8J	27884472	6th gen
DMQY7204JF8J	27966503	MR7F2LL/A	DMPY7X53JF8J	27884004	6th gen
DMPY7JA9JF8J	27966703	MR7F2LL/A	DMPY49RXJF8J	27966667	6th gen
DMPXWZXBJF8J	27883526	MR7F2LL/A	DMPY7Y1LJF8J	27885367	6th gen
DMQY75QUJF8J	27883619	MR7F2LL/A	DMPY49UZJF8J	27966623	6th gen
DMPY77EFJF8J	27883857	MR7F2LL/A	DMQY7HSPJF8J	27885440	6th gen
DMQY70HDJF8J	27885161	MR7F2LL/A	DMQY70R3JF8J	27884226	6th gen
DMQY73D9JF8J	27884541	MR7F2LL/A	DMPY82REJF8J	27885066	6th gen
DMPY798LJF8J	27966573	MR7F2LL/A	DMPY7ZZ9JF8J	27884917	6th gen
DMPY795JJF8J	27885025	MR7F2LL/A	DMQXX16SJF8J	27966388	6th gen
DMPXWZNFJF8J	27885207	MR7F2LL/A	DMPY7DRSJF8J		6th gen
DMPY82QRJF8J	27884432	MR7F2LL/A	DMPY7VT8JF8J	27883508	6th gen
DMPY7Z5HJF8J	27885350	MR7F2LL/A	DMPY77ABJF8J	27885112	6th gen
DMPY55T0JF8J	27883780	MR7F2LL/A	DMQXX1EVJF8J	27966142	6th gen
DMQY76JUJF8J	27884199	MR7F2LL/A	DMQXX0ZBJF8J	27966410	6th gen
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DMPY3BA5JF8J	27966641	MR7F2LL/A	DMPY79FSJF8J	27885241	6th gen
DMPY82RKJF8J	27884341	MR7F2LL/A	DMQY70XDJF8J	27883664	6th gen
DMQXX10TJF8J	27966363	MR7F2LL/A	DMPY7Y0MJF8J	27884813	6th gen
DMQY70N1JF8J	27885366	MR7F2LL/A	DMQY74SLJF8J	27883843	6th gen
DMQY7HZTJF8J	27885166	MR7F2LL/A	DMPY49U4JF8J	27966657	6th gen

DMQY7J8EF8J	27884036	MR7F2LL/A	DMQXX245JF8J	27883930	6th gen
DMQXX0WPF8J	27966393	MR7F2LL/A	DMQXX1ETJF8J	27883985	6th gen
DMQY73SUJF8J	27966593	MR7F2LL/A	DMPY7YT7JF8J	27884902	6th gen
DMPY78Q4JF8J	27885255	MR7F2LL/A	DMPWKGDSJF8K	26844144	6th gen
DMPY7SEAJF8J	27966335	MR7F2LL/A	DMPXVZT7JF8J	27884318	6th gen
DMPY7YN6JF8J	27885163	MR7F2LL/A	DMPXX95DJF8J	27884127	6th gen
DMQXWF49JF8J	27883602	MR7F2LL/A	DMPY82Q0JF8J	27884430	6th gen
DMQXX1GSJF8J	27884448	MR7F2LL/A	DMQY7A25JF8J	27966566	6th gen
F6QC10GKJF8J	26844522	MR7F2LL/A	DMPY7SD0JF8J	27966092	6th gen
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DMPY87KRJF8M	26648143	MR7J2LL/A	DMPY7ST3JF8J	27885313	6th gen
DMPY8DNMJF8M	26648255	MR7J2LL/A	DMQXX1G5JF8J	27966398	6th gen
DMPY8D21JF8M	26648162	MR7J2LL/A	DMPY4AHWJF8J	27966535	6th gen
GG7X288SJMVT	26844416	MRJP2LL/A	DMPY4D08JF8J	27966620	6th gen
DMPY91TEJF8M	26648300		DMPY79YGJF8J	27966244	6th gen
DMPY910WJF8M	26648038		DMPY3L1HJF8J	27966533	6th gen
DMPY90X1JF8M	26648036	MR7J2LL	DMPXX9KJJF8J	27884266	6th gen
F6QD3028JF8J	26844544	NR7F2LL/A	DMPY525HJF8J	27966104	6th gen
DMPY90Z8JF8M	26648142	MR7J2LL	DMPY7MVHJF8J	27884827	6th gen
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DMPY8B7HJF8M	26648150	MR7J2LL	DMPY8C0VJF8M	26648302	6th gen
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DMPY79VXJF8J	27885242		DMPXXVELJF8J	27884033	6th gen
DMPY7UA4JF8J	27884106		DMPY82KDJF8J	27883809	6th gen
DMPY763CJF8J	27884286		DMQXX112JF8J	27884048	6th gen
DMPY7DQFJF8J	27885330		DMPY7AFJJF8J	27884160	6th gen
DMPY7V02JF8J	27885228		DMPY7WL4JF8J	27883509	6th gen
DMPY76KUJF8J	27883519		DMPY7Z71JF8J	27885352	6th gen
DMQXX17QJF8J	27966361		DMQY76LVJF8J	27884229	6th gen
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DMPY8D8NJF8M	26648006		DMQY7G9ZJF8J	27885003	6th gen
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FPLZM0BTJF8J	26844514		DMQY7H2QJF8J	27966263	6th gen
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DMQXW2V2JF8J	27885176		FPLZ80JLJF8J	26844482	6th gen
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DMPY790KJF8J	27884157		DMPY7JC0JF8J	27966123	6th gen
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DMPY7DXSJF8J	27884419		DMPY8274JF8J	27884340	6th gen
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DMPY79GCJF8J	27885239		DMPXXAXNJF8J	27884382	6th gen
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DMPY4A74JF8J	27966165		DMPY82UHJF8J	27885062	6th gen
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DMPY766KJF8J	27884263		DMPY55WNJF8J	27966645	6th gen
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DMPY774FJF8J	27966493		DMQXX1HHJF8J	27884442	6th gen
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DMPY7SV4JF8J	27966065		DMPY79BWJF8J	27884158	6th gen
DMPY7T64JF8J	27884023		DMQY72HPJF8J	27884167	6th gen
DMPY7T81JF8J	27966212		DMQY712MJF8J	27884116	6th gen
DMPY790YJF8J	27966579		DMQY7JP5JF8J	27883500	6th gen
DMPY81MCJF8J	27883799		DMPY7MFSJF8J	27883752	6th gen
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DMPY79X1JF8J	27883676		DMPY7PYDJF8J	27884553	6th gen
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DMPY7MW1JF8J	27966023		DMPY7B4PJF8J	27883866	6th gen
DMPY73B2JF8J	27885125		DMQY76FWJF8J	27966230	6th gen
DMPY7HQBJF8J	27966103		DMPY78CPJF8J	27885406	6th gen
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DMPY824BJF8J	27883837		DMPY81DVJF8J	27883907	6th gen
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DMPY7SC4JF8J	27966099		DMPWX28SJF8K	26844139	6th gen
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DMPWX0BJJF8K	26844151		DMPY798EJF8J	27966479	6th gen
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DMPWX0Q3JF8K	26844147		DMPXVZBHJF8J	27884278	6th gen
DMPXXB2JJF8J	27884351		DMPY828ZJF8J	27883850	6th gen
DMPY7USCJF8J	27885381		DMPY7DV9JF8J	27883715	6th gen
DMQY72GCJF8J	27884123		F6QZ800BJF8J	27966713	6th gen
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DMQXX14ZJF8J	27966225		DMQXW14KJF8J	27884387	6th gen
DMQY7HKTJF8J	27966336		DMPY798FJF8J	27884288	6th gen
DMPY82L0JF8J	27883862		DMQXX1PKJF8J	27966385	6th gen
DMPY7767JF8J	27885134		DMPY7XN0JF8J	27884175	6th gen
DMPY7Y6EJF8J	27966028		DMPY7ZTVJF8J	27885417	6th gen
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DMQY75D2JF8J	27966238		DMPY7VVKJF8J	27884069	6th gen
DMQY75F8JF8J	27884967		DMPY77FXJF8J	27883758	6th gen
DMPY7UAWJF8J	27885230		DMPY52X7JF8J	27966295	6th gen
DMPY7M6LJF8J	27966109		DMPXXAUJF8J	27884217	6th gen
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DMQXX29BJF8J	27883936		DMPXXB15JF8J	27884379	6th gen
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DMPY7XXFJF8J	27884231		FPLCH12UJF8J	26844541	6th gen
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DMPY7E0FJF8J	27884165		DMPWX0TAJF8K	26844157	6th gen
DMPY7PF1JF8J	27966237		DMQY7EB7JF8J	27884013	6th gen
DMPY82MUJF8J	27966041		DMPY9182JF8M	26648082	6th gen
DMPY7VQQJF8J	27884540		DMPY8BLMJF8M	26648132	6th gen
FPLZ80CLJF8J	26844483		DMPY82GYJF8J	27883858	6th gen
DMPY55YGJF8J			DMPY8BSFJF8M	26648060	6th gen
DMPY90EQJF8M	26648118		DMPY8DG3JF8M	26648188	6th gen
DMPY7YPYJF8J	27966111		DMPY86QXJF8M	26648039	6th gen
DMQY712YJF8J	27884370		DMPY92KLJF8M	26648125	6th gen
DMPY7EYXJF8J	27966586		DMPY90C7JF8M	26648295	6th gen
DMPY81GKJF8J	27883582		DMPY906RJF8M	26648004	6th gen
DMPY7394JF8J	27885076		DMPXXB2KJF8J	27884128	6th gen
DMPY81TVJF8J	27966048		DMPY8D0XJF8M	26648182	6th gen
DMPXXVUKJF8J	27883969		DMPY8D4HJF8M	26648037	6th gen
DMPY7Y8LJF8J	27966444				

iPads Damaged Beyond Repair

SERIAL NUMBER	ASSET TAG	MODEL	SERIAL NUMBER	ASSET TAG	MODEL
DMQXW09ZJF8J	27884215	MR7F2LL/A	DMPXXAXSJF8J	27884359	
DMQY74N2JF8J	27966454	MR7F2LL/A	DMPY51NCJF8J	27885490	
DMQY70VFJF8J	27885124	MR7F2LL/A	DMPY4A1ZJF8J	27966671	
DMPY78XCJF8J	27966518	MR7F2LL/A	GCKV248VHLF9	26623811	
GG7Z18K6JF8J	No Asset Tag	MR7F2LL/A	DMPY7ZNCJF8J	27885435	
DMPY76D3JF8J	27966525	MR7F2LL/A	DMPY903EJF8J	27884301	
DMPY7AQPJF8J	27885177	MR7F2LL/A	DMPY826GJF8J	27883898	
DMQY753NJF8J	No Asset Tag	MR7F2LL/A	FPLZT0U3JF8J	26844519	
DMQY75FDJF8J	27885091	MR7F2LL/A	DMQY74S3JF8J	27885031	
DMPY4CU9JF8J	27966317	MR7F2LL/A	FPLDC05BJF8J	26844564	
DMQY753NJF8J	No Asset Tag	MR7F2LL/A	DMPY55ESJF8J		
DMQY75FDJF8J	27885091	MR7F2LL/A	DMPXXB4MJF8J	27884236	
DMPY78HXJF8J	27885412	MR7F2LL/A	DMPXXB03JF8J	27885138	
DMPY7DZZJF8J	27885252	MR7F2LL/A	DMPY7A7RJF8J	27966602	
FPLDD040JF8J	26655001	MR7F2LL/A	DMPY7Y3DJF8J	27884044	

DMPY7Y5JF8J	27884903	MR7F2LL/A	DMPY7W5WJF8J	27884113	
DMPY7ADRF8J	27885136	MR7F2LL/A	DMPY7W5WJF8J	27966117	
DMPY55DPJF8J	27966126	MR7F2LL/A	DMPY78PDJF8J	27885057	
F6QDC069JF8J	26844563	MR7F2LL/A	DMPY4ADTJF8J	27966634	
DMQY74UAJF8J	27883639	MR7F2LL/A	DMQXX2BUJF8J	27883927	
DMQXW36BJF8J	27885472	MR7F2LL/A	DMQXWG4ZJF8J	27884243	
GG7YMGQTJF8J	26648532	MR7F2LL/A	DMPY778UJF8J	27883902	
DMPY7Y6DJF8J	27884893	MR7F2LL/A	DMPY78W4JF8J	27966562	
DMPY74ZKJF8J	27966452	MR7F2LL/A	DMQY78FMJF8J	27884830	
DMPY7V7GJF8J	27884585	MR7F2LL/A	DMPY49XWJF8J	27966621	
DMPY78FGJF8J	27966247	MR7F2LL/A	F6QZJ09UJF8J		
DMPY81SCJF8J	No Asset Tag	MR7F2LL/A	DMQY7H3XJF8J	27885392	
DMPY8D6PJF8M	26648141	MR7J2LL/A	DMPY79Z7JF8J	27883583	
DMPY77HXJF8J	27883579	MR7F2LL/A	DMQY7454JF8J	27883712	
DMPY7X5SJF8J	27884963	MR7F2LL/A	DMPY794YJF8J	27966565	
DMPY7EW7JF8J	27884507	MR7F2LL/A	DMPY792ZJF8J	27884156	
FPLD90R8JF8J	26655000	MR7F2LL/A	DMQXXZMXJF8J	27883964	6th gen
DMQXX1PHJF8J	27966202	MR7F2LL/A	DMPY9368JF8J	27884298	6th gen
DMPY7YR0JF8J	27885002	MR7F2LL/A	DMPXWXQUJF8J	27884192	6th gen
DMPY779LJF8J	27883618	MR7F2LL/A	DMPY7T5NJF8J	27884071	6th gen
DMPY7A84JF8J	27966701	MR7F2LL/A	DMPY7ZC5JF8J	27885455	6th gen
DMPY7X5DJF8J	27884739	MR7F2LL/A	DMQXX25MJF8J	27966031	6th gen
DMQY76R5JF8J	27883693	MR7F2LL/A	DMPY79PDJF8J	27884495	6th gen
DMPY74UMJF8J	27883709	MR7F2LL/A	DMPXVXBDJF8J	27883551	6th gen
DMQY72E6JF8J	27885319		DMPY7360JF8J	27884294	6th gen
DMPY81MSJF8J	27883891		DMPY7A0RJF8J	27883681	6th gen
DMQXX1N1JF8J	27966039		DMPY79T7JF8J	27885482	6th gen
DMQY74PJF8J	27883842		DMPY7YPHJF8J	27884945	6th gen
F6QZ702GJF8J	No Asset Tag		DMPY7ZXFJF8J	27884006	6th gen
DMPY7LZMJF8J	27884630		DMPY7DV5JF8J	27883956	6th gen
DMPXWZMEJF8J	27884206		DMPY4E1AJF8J	27966122	6th gen
DMQXWFWLJF8J	27884183		DMPY51W1JF8J	27966624	6th gen
GG8YMTZUJF8J	No Asset Tag		DMPY8235JF8J	27883807	6th gen
DMPY82TCJF8J	27883897		DMPWX0KJF8J	26844158	6th gen
DMPY82T1JF8J	27883852		DMPXVZ8JJF8J	27884218	6th gen
DMPY7AHCJF8J	27885119		DMQXX0WXJF8J	27883990	6th gen
DMPY81S3JF8J	No Asset Tag		DMQXX0QLJF8J	27884083	6th gen
DMQY71W5JF8J	27885394		DMPY51SSJF8J	27966587	6th gen
DMPY81W6JF8J	27885100		DMPXWZBFJF8J	27885215	6th gen
DMQY758HJF8J	27883679		DMPY76KTJF8J	27885078	6th gen
DMQY72TDJF8J	27883997		GG7YMT3QJF8J	26648521	6th gen
DMPY81MGJF8J	27883883		DMPY79LEJF8J	27885086	6th gen
DMPY733XJF8J	27885102		DMQY7JWNJF8J	27885284	6th gen
DMQY71JDJF8J	27884063		DMPY7T1MJF8J	27884068	6th gen
DMQY75GCJF8J	27883562		DMPY4DX1JF8J	27966171	6th gen
DMPY77GEJF8J	27885156		DMQY72VVJF8J	27884171	6th gen
DMQY75DTJF8J	27883692		DMPY82FAJF8J	27883593	6th gen
DMQY71CFJF8J	27966067		DMPY4A5YJF8J	27966357	6th gen
DMPXVZZJJF8J	No Asset Tag		DMPXXAA4JF8J	27884223	6th gen
DMQY719GJF8J	27884372		DMPY7TD3JF8J	27966661	6th gen
DMPY78DKJF8J	27966240		DMPY81LQJF8J	27884471	6th gen
GG8YMBDTJF8J	26648530		DMPY51S9JF8J	27966163	6th gen
DMPY92L2JF8M	26648121		DMPY81K9JF8J	27883880	6th gen
DMPY7ZW4JF8J	27884008		F6QZT0J6JF8J	26844515	6th gen
DMPY775XJF8J	27885204		DMPY7WHDJF8J	27966116	6th gen
DMPY7RENJF8J	27885424		DMPY79CLJF8J	27885032	6th gen
DMPY7761JF8J	27885106		DMPY7A29JF8J	27883663	6th gen
DMPY795RJF8J	27884253		DMQXX1BGJF8J	27966228	6th gen
DMQY7H0MJF8J	27885278		GG7YMZBRJF8J	26648519	6th gen
DMQXW364JF8J	27885466		DMQXW3CTJF8J	27884211	6th gen
DMPY7YZDJF8J	27966068		DMPY77CKJF8J	27883901	6th gen
DMQXX2DDJF8J	27884436		DMPY774CJF8J	27885275	6th gen
FPLCJ01DJF8J	27966754		DMPY74M9JF8J	27884493	6th gen
DMQXW0LUJF8J	27884207		DMPY4ACUJF8J	27966169	6th gen
DMPY7DT0JF8J	27885073		DMPY7PKCJF8J	27884776	6th gen
DMPY81Q7JF8J	27885270		DMPY777UJF8J	27884265	6th gen

DMPY564WJF8J	27966174		DMQXX1QJF8J	27966226	6th gen
DMQY711JJF8J	27885415		DMPY569GJF8J	27966532	6th gen
DMPY76LSJF8J	27885243		DMQY73H0JF8J	27884708	6th gen
DMPY7YJ1JF8J	27885464		DMPXXARSJF8J	27884308	6th gen
DMPY82K9JF8J	27883886		DMPY74ULJF8J	27883740	6th gen
DMQY7G3UJF8J	27966094		DMPY81XHJF8J	27966273	6th gen
FPLZR0M6JF8J	26844507		DMPY7A0TJF8J	27885409	6th gen
DMQXXJTHJF8J	27883719		DMQY7A2LJF8J	27966569	6th gen
DMPY55UDJF8J	27966101		DMQY7761JF8J	27966015	6th gen
DMPY81S1JF8J	27883881		DMPY7DV4JF8J	27885070	6th gen
DMPY82LGJF8J	27885197		DMQY74C0JF8J	27885024	6th gen
DMQY7F2KJF8J	27884691		DMPY7X6NJF8J	27966688	6th gen
DMQXX1PJF8J	27884046		DMPY81TBJF8J	27884467	6th gen
DMQXW0T5JF8J	27884390		DMPY7T7NJF8J	27885281	6th gen
DMPY7S8XJF8J	27966337		GG7YMN8VJF8J	26648520	6th gen
GG8YM76WJF8J	26648524		DMPY4D43JF8J	27966619	6th gen
DMPY78U2JF8J	27966560		DMQY7G72JF8J	27966056	6th gen
DMPXW01WJF8J	27966397		DMPXWZ1BJF8J	27884136	6th gen
DMPY82R3JF8J	27966277		DMPY7SAEJF8J	27966261	6th gen
DMPY824TJF8J	27966088		DMQXX22ZJF8J	27884441	6th gen
DMPY74LXJF8J	27884423		DMQY7AF5JF8J	27966189	6th gen
DMPY7U23JF8J	27884019		DMQY7HJYJF8J	27885318	6th gen
DMPY7YG0JF8J	27884996		DMQXX16RJF8J	27966258	6th gen
DMPY81J2JF8J	27884485		DMPY81SZJF8J	27885038	6th gen
DMPY566RJF8J	27883726		DMPY7NRBJF8J	27884777	6th gen
DMPY81M0JF8J	27883775		DMQY76LSJF8J	27966540	6th gen
DMQY7HVTJF8J	27883999		DMPY7VSNJF8J	27883506	6th gen
DMPWX23LJF8K	26844163		DMPY77F6JF8J	27966492	6th gen
DMPY7H5BJF8J	27966009		DMQY73Y6JF8J	27883750	6th gen
DMQY7G95JF8J	27966057		DMPWX0NQJF8K	26844149	6th gen
DMPY7S5AJF8J	27885374		TWY6W3VJ61	26656840	10th gen
DMPY7VQSJF8J	27885457		CYQKD6DJ3Y	26656647	10th gen
DMQXX2B9JF8J	27966417		K334F644RD	No Asset Tag	10th gen
DMPY81PSJF8J	27884343		GG7FQND0Q1GC	26844770	8th gen
DMPY78CFJF8J	27966083		L2JJP9TGHC	26655688	9th gen
DMPY7YMEJF8J	27884912		GG7FQW45Q1GC	26844787	8th gen
DMQY74PXJF8J	27966239		GG7FQR34Q1GC	26844752	8th gen
DMPY77ETJF8J	27885122		G0WXLG4GW	26655433	9th gen
DMPY7T5QJF8J	27884073		DMPDC9WPMF3M	26656047	7th gen
DMPY7W7JJF8J	27883549		MY4TWCT9LD	26655224	9th gen
DMPY7S4VJF8J	27884819		H4LWPLVP4C	26655327	9th gen
FPLZM01UJF8J	26844497		HY56W0726M	26844959	9th gen
DMPY76KXJF8J	27885117		KDM9J79NP9	26655369	9th gen
DMPY79MVJF8J	27885128		VTJCVQ35DT	26655078	9th gen
DMPY7ZX4JF8J	27884894		DMPDCHZ5MF3M	26656086	7th gen
DMPY79YVJF8J	27883660		GDQPX92NMJ	26655430	9th gen
DMQY74YXJF8J	27883959		GVFT93P9LL	26655358	9th gen
F6QZJ06EJF8J	26844490		G7Q19N4279	26655480	9th gen
FPLZR133JF8J	26844512		LN6F4YDCPJ	26655319	9th gen
DMQY79JPJF8J	27884554		C2242WX9JT	26655493	9th gen
DMPY82G3JF8J	27883791		C4TN6TXQ2J	26655107	9th gen
DMPY51MPJF8J	27966530		XPJXDQC791	26655074	9th gen
F6QZF0E4JF8J	26844488		C0HWTGX366	26655677	9th gen
DMPY774UJF8J	27966463		W0WDJGFWHQ	26655071	9th gen
DMPY82CWJF8J	27966278		QK7GTV57HG	26655166	9th gen
DMQXWFKJF8J	27884311		GG7FQRSKQ1GC	26844811	8th gen
GG7Z7F9WJF8J	26844485		GG7FQ7P0Q1GC	26844698	8th gen
F6QDG08EJF8J	26844554		GG7FQD99Q1GC	26844856	8th gen
DMPY4E3GJF8J	27966628		GG7FQJYAQ1GC	26844778	8th gen
DMPZW2UHMDG1		7th gen	GG7FQ00RQ1GC	26844746	8th gen
DMQY7K59JF8J	27966537		GG7FQN8DQ1GC	26844774	8th gen
DMRSJCNKHG5D	26844429	2nd gen air	P2J9XC94HD	26656520	10th gen
DMPZLZSRHLF9	26623313	5th gen	C577Y4RMV6	26656629	10th gen
DMQXX1ECJF8J	27883988		VPT9P7TMH3	26656770	10th gen
GCJV2ZW9HLF9	26623768	5th gen	K9CV66R075	3C084	10th gen
GCKV23C5HLF9	26623518	5th gen	P97VF7JMC9	26656916	10th gen

DMPXW0SQJF8J	27883529		G6X145VYWT	26648720	10th gen
DMQY73G9JF8J	27885361		QW07D0JQXG	26656966	10th gen
DMPXXVLUF8J	27884452		G6PYCP7KXK	26656741	10th gen
DMQY725BJF8J	27884844		HFQKT4R5V2	26656930	10th gen
DMPY79M1JF8J	27885083		V02QCFX4XD	26656830	10th gen
DMPXXWKCJF8J	27883984		Q31M2TXQCD	26656960	10th gen
DMQXX1GNJF8J	27966254		TD3FJXXF63	26656591	10th gen
DMQY720PJF8J	27884124		WHQ4MW34RW	26656776	10th gen
DMPY8DL7JF8M	26648000		NKWRHYTGW1	26656819	10th gen
DMQXW2TDJF8J	27885336		M2NL2MQ6VL	26648719	10th gen
DMQY70HRJF8J	27885355		LGCF3HY22D	27966990	10th gen
F9FDFQKPMG1	26656100	7th gen	GG7FQVGPQ1GC	26844693	8th gen
DMPDC7E3MF3M	26656062	7th gen	HQJVXRP7J	26655475	9th gen
DMPY8D4KJF8M	26648051		GG7FQPVVQ1GC	26844851	8th gen
DMQY7H0CJF8J	27966026		L076XR6XN2	26655315	9th gen
DMPXW32GJF8J	27884328		Q5NR2K439L	26655529	9th gen
DMPY797MJF8J	27884336		DMRD7JW9MF3M	26656021	7th gen
DMPY55NAJF8J	27883614				
DMPXX8S6JF8J	27884364				
DMPXVZL0JF8J	27884322				

Obsolete iPads

SERIAL NUMBER	ASSET TAG	MODEL	SERIAL NUMBER	ASSET TAG	MODEL
GCJV2T4LHLF9	26623745	MP2F2LL/A	F9FST2NYFCM6	14696	iPad mini 2nd gen
GCGV3Q2HHLF9	26623699		F9FST1UVFCM6	14698	iPad mini 2nd gen
GCGV3G0JHLF9	26623657		F9FST2EBFCM6	14695	iPad mini 2nd gen
GCJV2VVCHLF9	26623757		GCGV3B2FHLLF9	26623649	5th gen
DMRMWCC1F182	12113	4th gen	GCJV2T0BHLF9	26623746	5th gen
GCGV3G4QHLF9	26623659	5th gen	GCKV23CVHLF9	26623789	5th gen
GCGV3UMCHLF9	26623708	5th gen	GCGV3F4AHLF9	26623655	5th gen
DMRMWC7SF182	12100	4th gen	GCGV3UU2HLF9	26623711	5th gen
DMRMWBKUF182	12102	4th gen	GCJV2T9WHLF9	26623753	5th gen
DMRMWATAF182	12101	4th gen	GCTV415PHLF9	26623858	5th gen
DMRMWBJCF182	12103	4th gen	GCGV3NM0HLF9	26623666	5th gen
F9FST5HPFCM6	14697	iPad mini 2nd gen			

Obsolete Macbooks

SERIAL NUMBER	ASSET TAG	MODEL	SERIAL NUMBER	ASSET TAG	MODEL
FVfy54FMJ1WK	26648235	MacBook Air (13-inch Early 2015)	C02WQ6P1GFWM	26844332	MacBook Air (11-inch Early 2015)
FVfy542PJ1WK	26648238	MacBook Air (13-inch Early 2015)	C02WQ7AKGFWM	26844348	MacBook Air (11-inch Early 2015)
FVfy81V2J1WK	26648374	MacBook Air (13-inch Early 2015)	C02WQ6HKGFWM	26844208	MacBook Air (11-inch Early 2015)
FVfy7U73J1WK	26648394	MacBook Air (13-inch Early 2015)	C02WQ7QRGFWM	26844377	MacBook Air (11-inch Early 2015)
FVfy54G5J1WK	26648107	MacBook Air (13-inch Early 2015)	C02S366FGFWM	11781	MacBook Air (11-inch Early 2015)
C1MS557GH3QD	14011	MacBook Air (13-inch Early 2015)	C02WQ6J1GFWM	26844396	MacBook Air (11-inch Early 2015)
FVfy81W0J1WK	26648383	MacBook Air (13-inch Early 2015)	C02WQ7KGGFWM	26844271	MacBook Air (11-inch Early 2015)
C02X32ETGFWM	26844450	MacBook Air (11-inch Early 2015)	C02WQ5BEGFWM	26844379	MacBook Air (11-inch Early 2015)
FVfy7NVSJ1WK	26648399	MacBook Air (13-inch Early 2015)	C02WQ7R2GFWM	26844272	MacBook Air (11-inch Early 2015)
C1MVCEM1J1WK	26623885	MacBook Air (13-inch Early 2015)	C02WQ6ZCGFWM	26844269	MacBook Air (11-inch Early 2015)
FVfy54RFJ1WK	26648208	MacBook Air (13-inch Early 2015)	C02WQ7JXGFWM	26844275	MacBook Air (11-inch Early 2015)
FVfy54F3J1WK	26648213	MacBook Air (13-inch Early 2015)	C02WQ7PTGFWM	26844212	MacBook Air (11-inch Early 2015)
FVfy7UGYJ1WK	26648101	MacBook Air (13-inch Early 2015)	C02WQ7MEGFWM	26844358	MacBook Air (11-inch Early 2015)
FVfy81XWJ1WK	26648406	MacBook Air (13-inch Early 2015)	C02WQ70XGFWM	26844198	MacBook Air (11-inch Early 2015)
C02WQ6BVGFWM	26844296	MacBook Air (11-inch Early 2015)	C02WQ6VTGFWM	26844247	MacBook Air (11-inch Early 2015)
C02WQ6BBGFWM	26844295	MacBook Air (11-inch Early 2015)	C02WQ79FGFWM	26844248	MacBook Air (11-inch Early 2015)
C02WN84PGFWM	26844339	MacBook Air (13-inch Early 2015)	C02WQ6H7GFWM	26844284	MacBook Air (11-inch Early 2015)
C02WQ7S6GFWM	26844313	MacBook Air (11-inch Early 2015)	C02WQ7SPGFWM	26844389	MacBook Air (11-inch Early 2015)
C02S42JKGFWM	13735	MacBook Air (11-inch Early 2015)	C02WQ74JGFWM	26844209	MacBook Air (11-inch Early 2015)
C02WQ7VSGFWM	26844324	MacBook Air (11-inch Early 2015)	C02WQ6GVGFWM	26844360	MacBook Air (11-inch Early 2015)
C02WQ33EGFWM	26844280	MacBook Air (11-inch Early 2015)	C02WQ7J9GFWM	26844312	MacBook Air (11-inch Early 2015)
C02WQ7SGGFWM	26844177	MacBook Air (11-inch Early 2015)	C02WQ7P1GFWM	26844244	MacBook Air (11-inch Early 2015)
C02WQ7AFGFWM	26844186	MacBook Air (11-inch Early 2015)	C02WQ6D4GFWM	26844297	MacBook Air (11-inch Early 2015)

MacBooks Damaged Beyond Repair

SERIAL NUMBER	ASSET TAG	MODEL	SERIAL NUMBER	ASSET TAG	MODEL
FVFHN1MAQ6L5	26652635	A2337	FVFHN1D3Q6L5	27966832	A2337

NEW DOCUMENT

Then and Now

2/18/2025 ATTACHMENT T-5

Check Number	Paid To	Check Date	Check Amount
149503	BECHTER PLUMBING CO	01-23-25	4,482.09
929672	HUNTINGTON NATIONAL BANK	01-23-25	4,727.02
149470	HICKMAN & LOWDER CO LPA	01-10-25	5,000.00
149499	VALORE'S TRUCK PAINTING & BODY	01-15-25	5,454.14
402903	TOTAL EDUCATION SOLUTIONS INC	01-28-25	9,311.98
402845	SQUIRE PATTON BOGGS LLP	01-17-25	13,700.00
402902	SQUIRE PATTON BOGGS LLP	01-28-25	14,435.00
149481	BARNES & NOBLE COLLEGE BOOKSTO	01-15-25	18,180.45
402790	ESC OF NORTHEAST OHIO	01-09-25	33,266.00
402820	ESC OF NORTHEAST OHIO	01-17-25	142,689.44

NEW DOCUMENT

Attachment T-6

**LIST OF DONATIONS
RECEIVED BY THE REVERE LOCAL SCHOOL DISTRICT
February, 2025**

EQUIPMENT / OTHER DONATIONS

1. To: Richfield Elementary-shelving unit for “lost and Found” valued at \$120.00
From: Anonymous

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

NEW DOCUMENT

COLLEGE CREDIT PLUS

Memorandum of Understanding By and between

The University of Akron
AND
Revere Local Schools
2025-2026 Academic Year

1. STATEMENT OF WORK

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

2. THE PROGRAM

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

3. PARTICULARS

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

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

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

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

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

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

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

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

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

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

4. CURRICULUM

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

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

5. TERM

The services described in this Agreement will be provided for the 2025 - 2026 academic year (summer, fall and spring.)

6. CANCELLATION

This MOU may be terminated only as follows:

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

7. COST SHARING

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

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

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

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

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

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

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

8. ENTIRETY OF AGREEMENT

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

9. NONDISCRIMINATION

Each party agrees that there shall be no unlawful discrimination because of race, color, religion, sex/gender, sexual orientation, gender identity or expression, age, national origin, ethnicity, disability, status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a nursing mother, status as a foster parent, military status, genetic information, or status as a veteran.

10. PUBLICITY

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

11. GOVERNING LAW

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

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

THE UNIVERSITY OF AKRON

BY:

Dr. John Wiencek
Executive VP & Provost

Date

DISTRICT

BY:

Daniel White, Superintendent
Revere Local Schools

Date

Reviewed and approved for
legal form and sufficiency:

Scott M. Campbell
Assistant General Counsel

Date

Exhibit A

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

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

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

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

NEW DOCUMENT

Mr. Tom Chiera
Director of Bands
Mrs. Montana Fassnacht
Assistant Band Director
Mr. Jacob Taylor
Assistant Band Director
Mr. RJ Marcoz
Percussion
Ms. Keely Ryan
Color Guard



Ms. Sierra Pabon
Director of Choirs
Mr. Micheal Wiley
Assistant Choir Director
Mr. Josh Bowman
Director of Orchestra

Attachment OB-2

Dear Revere School Board Members,

We are writing to request approval for the Revere High School Band and Orchestra Students to represent the Revere Local Schools and our communities on a performance tour and educational trip to Orlando Florida in the 2025-2026 school year. It has been a standing expectation for the music students to have a travel experience in their careers at Revere. We believe the planned itinerary is of great quality and world class enhancement of their classroom experience. If you have further questions after review of this proposal please do not hesitate to contact any of the directors. After investigating this opportunity we are certain it will be a memorable, educational, and enjoyable experience for all involved.

Where: Orlando Florida
Why: Participation in Magic Kingdom Disney Parade and Disney Production Studio Recording Clinics, audience experiences in Disney Talent Productions and Cirque du Soleil, as well as camaraderie and relationship building in Orlando Parks.
When: January 15 - 18, 2026
How: Commercial flights to Orlando, Charter Buses on location as needed.
Who: All RHS band and orchestra students, staff, and chaperones
Price: Estimated cost \$1500-1800 per person

Calendar Absences: Working with Revere High School Administration and careful look at the school calendar, the timing of the trip is least conflicting with school events and testing. Students would be missing one day of school (January 15) in order to make the most of their time and experience on the trip. Teachers and students will communicate proactively concerning the absences to the building. Students would be responsible for all missed work.

Fundraising: Opportunities to aid students and families financially through this endeavor will be offered through the Revere Music Parents Association. Efforts will be made to include all music students that are interested in participating.

Student Travel Agency:

We have met and investigated multiple travel agencies that come with high regard in the area. Our resulting research led us to Premier Tour and Travel.

[Premier Tour and Travel](#) - Premier Tour and Travel has been the student travel experts for over two decades. We provide safe, secure, and fun experiences while giving students unforgettable memories. Our destinations include some of the most popular cities in America such as New York City, Orlando, and Washington, D.C. as well as other amazing locations of your choice. Premier Tour and Travel come with high recommendations from area programs who have taken similar trips recently. They are motivated and competitive among their peers to create a world class experience for students and all involved. [SAMPLE tentative Itinerary](#)

Staff: Staff necessary to lead students through the educational performances and travel logistics are, but not limited to:

Tom Chiera (band)	TChiera@reverschools.org
Josh Bowman (orchestra)	JBowman@reverschools.org
Montana Fassnacht (band)	MFassnacht@reverschools.org

Chaperones: 12-20 Chaperones will be selected based on number of students participating, completed background checks, and timely registration. Mirroring past practice the chaperones are working travelers to support the directors and students in the performances, travel procedures and expectations. Chaperones should expect an enjoyable experience but it is not a “vacation”. They are integral to the success and safety of our large group travel.

NEW DOCUMENT



BOARD OF EDUCATION/GOVERNING BOARD RESOLUTION

Authorizing 2025-2026 Membership in the Ohio High School Athletic Association

Whereas, **REVERE LOCAL SCHOOL DISTRICT**, District IRN number: **050054**
of 3496 EVERETT RD, Summit County, Ohio

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

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

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION/GOVERNING BOARD that all
schools listed on the reverse side of this card do hereby voluntarily renew membership in the OHSAA
and that in doing so, the Constitution, Bylaws, General/Sport-specific Regulations and Business Rules of
the OHSAA are hereby adopted by this Board as and for its own minimum requirements as it pertains to,
but not limited to, student-eligibility, coaching requirements, and administrative responsibility.
Notwithstanding the foregoing, the Board reserves the right to raise the minimum standards as it deems
appropriate for the schools and students under its jurisdiction; and

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

Date of Resolution _____

President of the Board of Education/Governing Body
(Print)

(Signature)

Superintendent/Head of School
(Print)

(Signature)

Superintendent/Head of School E- Mail:



RETURN NO LATER THAN JUNE 30, 2025

SCHOOL(S)

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

High Schools (grades 9-12)

School Name	IRN	School Name	IRN
REVERE	31393		

7th and 8th Grade Schools

School Name	IRN	School Name	IRN
REVERE MIDDLE SCHOOL	009720		

NEW DOCUMENT

Memorandum of Understanding 2025-2026
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 set up 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 College Credit Plus 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 training and annual Title IX training.
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. Note: Textbooks provided to individual students must be returned to the College at the conclusion of the semester.

_____(Name)

_____(Email)

District IRN#: _____ ACT Code: _____

15. As in the past, the District will provide the books for students who take courses on Stark State College's campus.
16. When a publisher's access code (called inclusive or instant 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.
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 course drop date.
18. Districts (High School CCP Adjuncts) will provide Never Attends, Mid-Term Grades and Final Grades based on the IHE timelines.

Stark State College MOU 2025-2026

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 underperforming College Credit Plus 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. The IHE will not charge tuition or fees to students unless the student is self-pay (Option A) or has exceeded the maximum allowable credit hours under College Credit Plus rules.
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. However, the District will pay for lab kits when the student takes an on-line lab course.
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, service fees, and charges that are required for the student to participate in their course or field of study. These include individual course charges and fees to cover the cost of consumables in courses, such as welding kits, culinary supplies, digital photography supplies and equipment, medical assisting health screenings, health records management, background checks, uniforms, items specified for EMS and Fire programs, charges for assessments tied to credentials, supplies or equipment required for a course, and other charges and 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 33, 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.
 - B. \$76.64/semester credit hour for classes taken online taught fully by IHE faculty member.
 - 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, or classes that are delivered partially online and partially at a physical location where the class is taught by an IHE faculty member.
 - 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 2025-2026 academic year, including the Summer session in 2025-2026. 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

Stark State College MOU 2025-2026

IHE President Para M. Jones, Ph.D. Date 2/4/2025

School District _____

Superintendent _____ Date _____

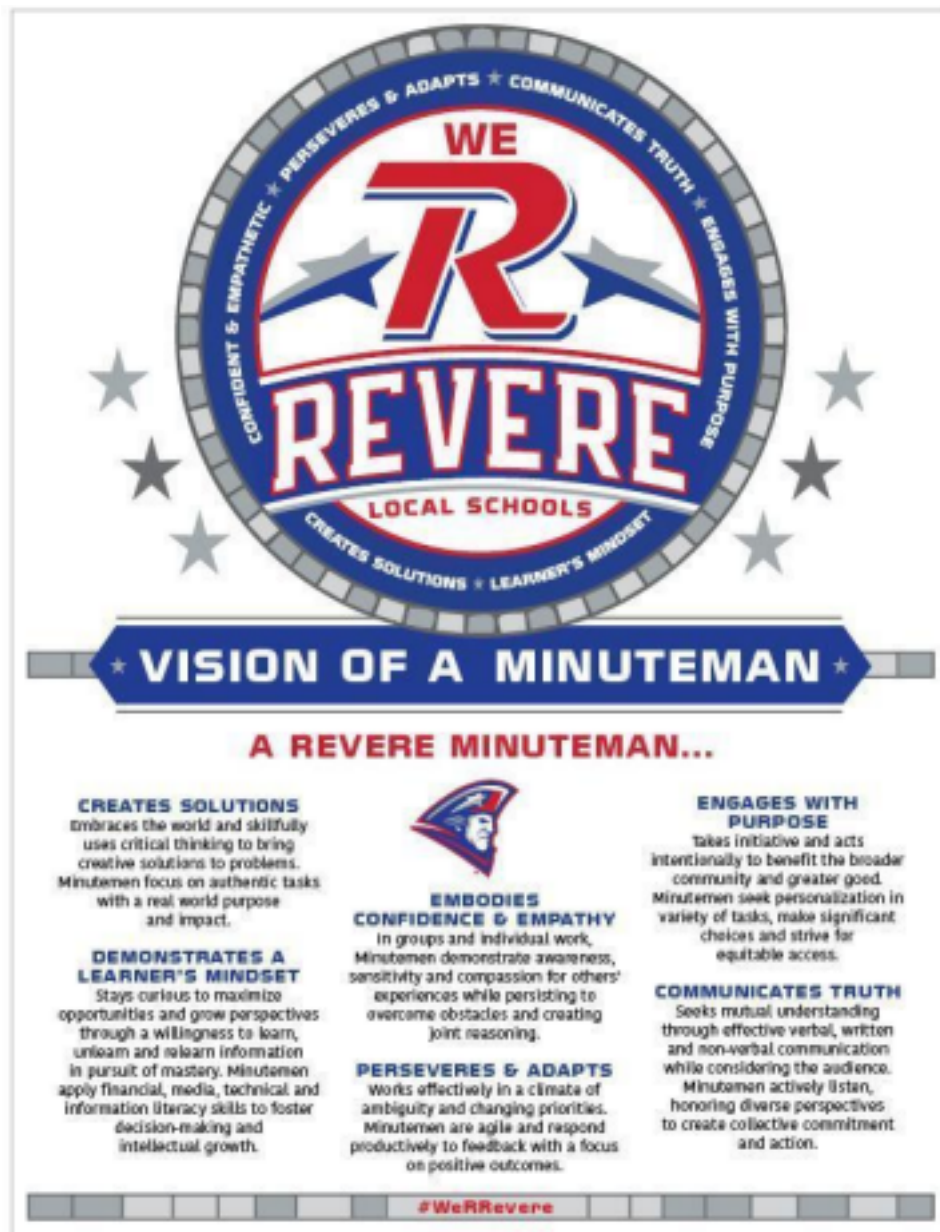
NEW DOCUMENT

STUDENT HANDBOOK

Richfield Elementary School

2025-2026

Attachment OB-5



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 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. Students arriving before 8:25 will wait in the cafeteria/gym until the start of the school at 8:25, and then they will proceed to their classrooms.

All students are to be dropped off at the front of the school building. There are adults present from 8:00 to 8:25AM 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 and the Richfield School Office at 330.523.3604 or email Mrs. Head at lhead@revereschools.org.

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. Please see Revere Local Schools Volunteer Guidelines on the district website for more details.

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 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 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

2025 - 2026



★ 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.

#WeRevere

2025 – 2026
BATH ELEMENTARY SCHOOL

NAME: _____

TEACHER: _____

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

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

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

Dan Fry, Principal

Andrew Wilson, Assistant Principal

Bath Student Day: 8:25 PM – 3:05 PM

Please visit us at: www.revereschools.org

REVERE LOCAL SCHOOL DISTRICT

The following buildings comprise the Revere Local School District:

Richfield Elementary School, PK-2
Bath Elementary School, 3-5
Revere Middle School, 6-8
Revere High School, 9-12
Transportation Department
Revere Local Board of Education Office

ABSENCES AND PARTICIPATION

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

ACADEMIC INTEGRITY

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

ACCIDENTS

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

ATTENDANCE

Bath Attendance Number

330-523-3811

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

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

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

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

An absence for any reason other than those listed above shall be 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

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

weapons; or any item with obscene or questionable printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

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

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

FIELD TRIPS

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

FINES AND FEES

All financial obligations incurred by students must be paid in full.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

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

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

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

1. Definition of Harassment, Intimidation, or Bullying

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

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

1. Causes mental or physical harm to the other student; and
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or

B. Violence within a dating relationship.

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

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

A. Physical violence and/or attacks.

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

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

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

E. Exclusion from the peer group or spreading rumors.

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

1. Posting slurs on Web sites where students congregate on Web logs (personal online journals or diaries);
2. Sending abusive or threatening instant messages;
3. Using camera phones to take embarrassing photographs of students and posting them online;
4. Using Web sites to circulate gossip and rumors to other students;
5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

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

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

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. 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 are verified, other District actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;
- E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;

- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

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

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

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

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

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

Adopted: October 17, 2017

GRADING

The grade earned at the end of the ~~trimester~~ **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.**

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 privi

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 attempt

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

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

1. Please complete the information on the bottom half of this card.
2. Prepare identification (If you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Local.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

..... split here

 **Revere Reunification Information** (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.
Pre-release Information:

Student Name Student Birthday

Student Grade Student Cell Phone Number

Printed name of authorized person picking up student

Phone number of authorized person picking up student

Relationship to student being picked up

Below to be completed upon release of student:

Date Time First initial, last name of school personnel

Signature of authorized person picking up student

School personnel to verify that ID matches the name of the person authorized to pick up student before final release of student in his/her care.

Bring Valid ID to Check In

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

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

Interviews and Counseling

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

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

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

I. Notice of Free Language Assistance.

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

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

V. Translation of Vital Documents.

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

VI. Annual Evaluation of these Procedures.

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

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

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

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

Injury Protocol:

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

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

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


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

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

STUDENT HANDBOOK


Revere Middle School

2025 - 2026



VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

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

#WeRRevere

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 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 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 four classes during the last grading period to remain eligible. The four 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

Student absences are verified daily by the attendance secretary.

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.

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.

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. Students must sign-in immediately upon their return and go to class.

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. 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 In-school suspension

Note: Each two subsequent tardies will result in additional disciplinary action.

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

DROP DATE

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

EMERGENCY HALL PASSES

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

FIELD TRIPS

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

FINES AND FEES

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

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

FOOD AND BEVERAGES

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

GRADING

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

District Grading Policy

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

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

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

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

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

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

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

1. Definition of Harassment, Intimidation, or Bullying

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

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

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

The behavior prohibited by this policy is marked by the intent to ridicule, humiliate, or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

3. Complaint Process

- A. Formal Complaints

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

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

B. Informal Complaints

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

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

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

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

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

7. Post-Investigation Procedures

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

8. Retaliation is Prohibited

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

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

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

11. Disciplinary Interventions

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

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

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

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

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;

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

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

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

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

The Administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The Administration shall semi-annually provide the president of the Board a written summary

of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

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

Adopted: October 17, 2017

INJURY PROTOCOL

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

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

A copy of the completed incident report is sent to Central Administration

(Parents are given a copy of the incident report upon request)

LIBRARY

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

LOCKERS

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

LOST AND FOUND

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

LUNCH PERIOD

All students must eat lunch in the Cafeteria or the courtyard adjacent to the Cafeteria whether they purchase or carry their lunches. All food and beverages must be consumed in these two areas. Students are to take pride in the lunch facilities and are responsible for clearing tables of trays, litter, and debris before they leave the Cafeteria. Lunchroom conduct should conform to general rules of courteous behavior. Cutting in line, throwing food, placing trays in trash cans, and boisterous behavior are unacceptable and will result

in discipline. Lunch periods are closed. This means that students are not permitted to leave school during their lunch period. Students who do so are subject to disciplinary action. As a rule, students are not permitted to leave the Cafeteria during their lunch period except to use the restroom. Every student has their own lunch code. It should never be shared with other students. Students are prohibited from using other students' lunch codes as well.

MEDICATION

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

OUT OF SCHOOL SUSPENSION/IN-SCHOOL SUSPENSION

The student may make up any available missed assignments or tests during out of school suspensions. It is strictly the student's responsibility to determine what work is missed by checking Progress Book or contacting their teachers for information. It may not be possible to make up class participation activities. 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.

PROGRESS BOOK AND REPORT CARDS

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

PUBLIC RECORDS

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

SATURDAY MORNING DETENTIONS

The guidelines for students serving Saturday Detention are:

1. Sessions will be held at Revere Middle School from 9:00 a.m. until 12:00 p.m. Anyone arriving after the session starts will not be allowed to enter and will be considered unexcused and absent. (No exceptions.)

2. Students will enter the building at the front door and will be in their seats by 9:00 a.m.
3. Students who fail to show up for Saturday detention will be subject to additional disciplinary action.
4. Students are to bring books and materials to complete their assignments. No one will be permitted to go to his/her lockers.
5. No food, audio equipment or any recreational/leisure activities will be permitted.
6. Students are responsible for having work to do to cover the complete three (3) hour time period.
7. Failure to follow the stated rules will result in the students being removed from the session and being subject to additional disciplinary action.

SCHOOL BUS PROCEDURES

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

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

The following bus regulations are in effect:

1. Students boarding the bus from the right side of the road must stand back in a safe designated spot and wait until the bus comes to a complete stop and the red lights are flashing before approaching the bus.
Students boarding from the left will use the same rules as the right side, but must wait for the driver to give a hand signal to cross the street.
2. Students must carry backpacks and other bags in front of them when boarding and disembarking the bus. **No key chains of any kind can be on the backpacks.**
3. While on the bus, the pupil is under authority of, and directly responsible to the bus driver.
4. Upon entering the school bus, the pupils shall take their assigned seats. Pupils shall remain seated at all times, facing forward in the seat. The aisle must be kept clear at all times. No arms, legs, feet or parcels shall extend into the aisle way at any time. **This is a state law.** All backpacks and bags must be held on their laps. Nothing is to be stored under the seat. Any over-sized project for school may not be transported by bus.

5. Pupils should conduct themselves on the school bus as they would in the classroom **except** that a reasonable amount of quiet conversation is permissible. Yelling to one another is not permitted.
6. **Eating or drinking on the bus is not permitted at any time.**
7. Pupils shall not smoke or light matches or cigarette lighters, or cause any other flammable material to burn on or near the bus.
8. Pupils causing damage of any type to the school bus will be held liable for the cost of repairing the damage to the bus. Students causing willful and malicious damage will be denied the privilege of riding the bus to school.
9. Permission must be given by the bus driver before any windows may be opened. No throwing of any objects out of the windows is allowed. No pencils, pens or any sharp objects are permitted out of book bags while student is on the bus.
10. **Carrying of any dangerous objects or materials (such as knives, guns or fireworks) is an automatic suspension of bus riding privileges. The following items may not be transported on the bus: glass containers, skateboards, lawn chairs, balloons, large boxes, lacrosse or hockey sticks, golf clubs, skis, plastic sleds, baseball bats. All soccer balls, footballs, basketballs, etc. may be transported if they are contained either in a closed bag or backpack.**
11. The Board of Education is required by state regulations to designate all bus stops. Bus stops have been placed in locations throughout the district that have, through the years, proven safe for loading and unloading students. Due to the number of students transported, an effort has been made to locate stops so that no student has to walk more than one half mile to a bus stop. The exception to this would be students living on spur roads not traveled by Revere school buses. Parental assistance is requested in seeing that the children arrive safely to and from the stop.
12. All pupils will load and unload from the buses only at designated stops. When on schedule, the bus cannot wait for tardy pupils. Pupils are to be at their designated bus stop five minutes before the bus is scheduled to arrive. When ahead of schedule the driver shall wait until the bus is on schedule for the stop. Transfer of a pupil from his regular bus will be permitted only in case of hardship. A signed note from the parent must be presented to the principal's office in advance.
13. Bus drivers are to report discipline cases on the bus to the Transportation Supervisor. The Transportation Supervisor will consult with the pupil's school principal after a reported infraction of the bus rules. Continued disorderly conduct or refusal to submit to authority of the bus driver shall be sufficient reason for refusing transportation service to any pupil. The administration shall follow the procedures outlined for suspending a pupil from school.

SCHOOL TRANSPORTATION PRIVILEGES

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

SCHOOL CLOSINGS

In the event of inclement weather or a calamity, school may be closed or starting time delayed. The same conditions may also necessitate early dismissal. School closings, delays in starting time, or early dismissals will be announced via the Alert Now notification system. If no report is heard, it can be assumed that school will be in session.

WAKR	1590 AM	WTAM	1100 AM	WQMX	94.9 FM
WKDD	98.1 FM	WCRF	103.3 FM		
WONE	97.5 FM	WGAR	99.5 FM		

STUDENT ACTIVITIES

The following is a list of clubs and activities available at Revere Middle School. Any questions concerning the following should be discussed with a guidance counselor, administrator or club advisor.

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

STUDENT IDENTIFICATION CARDS

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

STUDENT VALUABLES

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

TELEPHONES

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

TEXTBOOKS

All basic texts are loaned to students for their use during the school year. The student pays for workbooks and other supplies. Textbooks are to be kept clean and handled carefully.

Students are to use book covers to prevent damage to their books. Students should write their name and grade on the book label in case the book is misplaced. Pupils will be required to pay for lost or damaged books.

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

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

VACATIONS DURING SCHOOL DAYS

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

VIDEO AND AUDIO RECORDING DEVICES

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

VISITORS

All visitors must report to the office immediately and secure a pass. Students from other schools are not encouraged to visit unless they plan ~~to compare to~~ enroll **in the district..** 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

The image is a screenshot of a Microsoft Word document titled "Revere Reunification Form 1.22.15 bmoil". The document contains the following text:

1. Please complete the information on the bottom half of this card.
2. Prepare identification (If you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Local.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

.....split here.....

 **Revere Reunification Information** (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.
Pre-release Information:

Student Name..... Student Birthday.....

Student Grade..... Student Cell Phone Number.....

Printed name of authorized person picking up student.....

Phone number of authorized person picking up student.....

Relationship to student being picked up.....

Below to be completed upon release of student:

Date..... Time..... First initial, last name of school personnel.....

Signature of authorized person picking up student.....

School personnel to verify that ID matches the name of the person authorized to pick up student before final release of student in his/her care.

Bring Valid ID to Check In

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

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

Interviews and Counseling

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

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

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

I. Notice of Free Language Assistance.

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

II. Identifying and Supporting LEP Parents.

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

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

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

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

The District maintains a District-wide list of LEP Parents with student names, including the type of language services the parent/guardian requires and a log of the language services provided to the parent/guardian by date, type of service and provider. Each school is provided a list of its LEP Parents, and all staff members who interact

with LEP Parents have access to the list. Each building's list is updated August 1 to reflect new enrollees and transfers from other buildings, and updated throughout the school year as needed.

III. Obtaining Language Supports.

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

IV. Preference for Professional Translators/Interpreters.

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

V. Translation of Vital Documents.

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

building-wide communications will automatically be made available in FELs and as needed in any other language for LEP Parents.

VI. Annual Evaluation of these Procedures.

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

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

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

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

STUDENT HANDBOOK

Revere High School

2025 - 2026





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 2025-26 school year! To our freshmen and new students to the district, we welcome you into our RHS family. To our sophomores, juniors, and seniors, we call on you to be the leaders and role models of our school. With each challenge and new experience, we grow stronger and I encourage you to 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. 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's make 2025-26 a year to remember!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Doug Faris', with a stylized flourish at the end.

Doug Faris
Principal of Revere High School

Quick Reference

Administrative Assistants

RHS Main Office - Mrs. Zendlo

(330) 523-3202

dzendlo@revereschools.org

RHS Attendance Office - Mrs. Juengel (pronounced Yengle)

(330) 523-3206

jjjuengel@revereschools.org

24-HOUR ATTENDANCE REPORT LINE

Parents and guardians can report an absence from school, a tardy to school or an early dismissal from school by using the direct 24-hour attendance line.

RHS Counseling Office - Mrs. Reinhold

(330) 523-3210

treinhold@revereschools.org

RHS Athletic Office - Ms. Lechman

(330) 523-3205

hlechman@revereschools.org

RHS Data Assistant - Mrs. Cathy Rundo

(330) 523-3240

crundo@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 <https://rhs.revereschools.org/>

BUILDING ADMINISTRATION

Mr. Doug Faris

Principal

dfaris@reverseschools.org

Ms. Tiffany George

Assistant Principal

tgeorge@reverseschools.org

Mr. Don Seeker

Athletic Director

dseeker@reverseschools.org

SCHOOL COUNSELING DEPARTMENT

Nick DePompei

School Counselor (A - G)

ndepompei@reverseschools.org

Emily Rion

School Counselor: (H - O)

erion@reverseschools.org

Elizabeth Long

School Counselor: (M - Z)

elong@reverseschools.org

SCHOOL RESOURCE OFFICER

Officer Scott Dressler

sdressler@reverseschools.org

Safe School Hotline

www.safeschoolhelpline.com

1-800-418-6423 (EXT 359)

ACADEMIC EXTRACURRICULAR ELIGIBILITY

Students are required to meet all eligibility requirements set forth by the Ohio High School Athletic Association and the Revere Local School District Board of Education to participate in extracurricular activities. Requirements are passing a minimum of five (5) one-credit classes and having earned a minimum GPA of 2.0 in the previous grading term. Students meeting the credit requirements but having a GPA of 1.00 to 1.99 will be placed on Academic Probation. Study tables are available for students year round.

ACADEMIC INTEGRITY

Students are expected to present only their work for any assignment, project, or assessment. Presenting another's work as one's own is considered cheating and/or plagiarism. This includes the unauthorized use of data to gain an academic advantage. Students who violate this policy are subject to the consequences set forth by the classroom teacher. Students may also be referred to administration for further disciplinary action which could result in loss of National Honor Society recommendation.

ACCIDENTS

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

ATHLETICS

The Revere Local School District believes that participation in school athletics is a privilege, not a right, and can have a direct positive impact on a student's overall high school experience. Revere Local Schools offer numerous opportunities for our young men and women to explore and develop their personal skills as part of a team. We believe that participation on a team brings with it certain responsibilities that are above and beyond those that are expected of individuals who are not participants. **This belief is based upon the fact that participation in athletics is a privilege and not a right.**

There is a need for students to learn respect for authority in the classroom, on the court or playing field, as well as in society. There is a

need for students to learn that there are rules and regulations that one must follow to be a member of society. Athletes are expected to follow the rules and regulations in the RHS Code of Student Behavior as well as the rules and regulations established by their coaches and other authorities or governing bodies. These authorities or governing bodies include but are not limited to the athletic director, principals, superintendent, board of education, or the Ohio High School Athletic Association (OHSAA).

All athletes and at least one parent and/or guardian must view the online OHSAA Preseason Meeting video/powerpoint and sign off to be eligible to compete. Players need to have a complete set of athletic forms on file. The RHS Athletic Department uses an online system called Final Forms to achieve this. During this process, all athletes will be asked to digitally sign they have read and understand all aspects of the Revere High School Code of Conduct and the Extracurricular Code of Conduct. Final Forms must be completed before an athlete is allowed to participate on an athletic team.

❖ **ATHLETICS AND OHSAA**

Student Athletes and Parents should familiarize themselves with the following OHSAA Bylaws:

- All beginning ninth graders must have passed five (5) one-credit classes in which they were enrolled during the immediately preceding grading period. (Ex: 4th grading period of 8th grade year to be eligible for participation during fall of 9th grade year.)
- Eligibility for each grading period is determined by grades received the preceding grading period.
- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in a member school and, again, have received passing grades in a minimum of **five one-credit courses, or the equivalent**, in the immediately preceding grading period. (**Note:** Students taking post-secondary options must comply with these standards).
- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of

the regular school year or for lack of enough courses taken the preceding grading period.

❖ INTERSCHOLASTIC ATHLETICS

Boys/Girls Basketball

Football

Boys/Girls Soccer

Boys/Girls Tennis

Softball

Wrestling

Boys/Girls Swimming

Boys/Girls Lacrosse

Boys/Girls Golf

Boys/Girls Cross Country

Baseball

Dance Team

Boys/Girls Track

Volleyball

Cheerleading

The following websites are listed for the convenience of student-athletes and parents. Students and parents will be able to research eligibility, rules, regulations, and a variety of other topics.

www.revereminutemen.org

www.ohsaa.org

www.ncaa.org

ATTENDANCE

Each parent or guardian, having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher education and the workforce upon high school graduation. **In December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 38 hours of absence per month or 65 hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. The student and family may be required to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.**

When a student submits an excused medical note pertaining to an absence, this absence remains a part of their permanent record but will not be counted towards the above bolded House Bill 410 hours.

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

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

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

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

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

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

A student must be in attendance at school for half of the school day in order to participate in any school-sponsored activity that is conducted on that day. This includes but is not limited to athletics, band, choir, drama, and field trips. Exceptions or in cases of emergency this policy will be determined by the administration.

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

Ohio Department of Education EMIS Manual, Section 2.1.1: Student Enrollment Overview, Version 4.0 (2017) Adopted: December 19, 2017

❖ **REPORTING ABSENCES FROM SCHOOL**

It is the responsibility of the parent and/or guardian to report all absences from school to the attendance office on the day of the absence. The attendance phone line is available 24 hours a day at (330) 523-3206. Parents/guardians must call by 8:00 AM the day of the absence. Failure to report a student's absence may result in truancy. The attendance secretary will verify absences daily, and place an automated call home to unconfirmed absent students within 2 hours after the school day begins. **This is required by the State of Ohio according to guidelines of Alianna's Alert.**

❖ **REPORTING TO SCHOOL UPON ARRIVAL (TARDIES)**

Students who arrive at school after 7:34 AM are considered tardy. Upon arrival, students must immediately report to the Main Office **for a pass from the attendance administrative assistant**. 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	1-Hour Delay (PLC) Schedule
0 (PLC)	N/A	PLC Time: 7:24 – 8:24
1	7:34 – 8:25	8:34 – 9:16
2	8:30 – 9:20	9:21 – 10:02
3	9:25 – 10:15	10:07 – 10:51
MMT	N/A	N/A
4	10:20 – 11:10	10:56 – 11:37
5	11:15 – 12:45	11:42 – 1:04
6	12:50 – 1:40	1:09 – 1:50
7	1:45 – 2:37	1:55 – 2:37

Lunch Period	Regular Bell Schedule	1-Hour Delay (PLC) Schedule
A	11:15 – 11:45	11:39 – 12:09
B	11:45 – 12:15	12:07 – 12:37
C	12:15 – 12:45	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 **or posted to social media.**

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. **Any student enrolled in CCP and wishing to withdraw from the course in accordance with the communicated college deadlines MUST speak directly with their college advisor. It is NOT the responsibility of a Revere High**

School counselor to do this for any student. Please refer to all CCP documents for further clarification.

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. Students should meet the recommended skills for success for each individual program at CVCC
4. ~~Attendance at the CVCC Parent and Student Information Night in January.~~
5. ~~Attendance at the CVCC field trip in January~~

6. 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. **Seniors, and students who travel for off-campus instruction or work placement, will get priority concerning issuance of a parking permit followed by juniors and then sophomores.**
- The permit is valid only for the assigned parking zone of the vehicle. Staff and visitor spots are off-limits for general parking.
- All rules of the Code of Student Conduct may apply to student cars.
- Traffic laws are to be obeyed on any school property and/or school events.
- Driving inappropriately or in an unsafe manner within the school zone may result in forfeiture of parking and/or other school disciplinary action.
- Permits may not be shared or borrowed.
- Students are not permitted to loiter in or near their vehicles or in the parking lot during school hours.
- Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Revere Board of Education if there is reasonable suspicion that the student is in violation of the Code of Student Behavior. Failure to comply with a reasonable search will be considered insubordination.

EARLY DISMISSAL

Early dismissal opportunities are available to students enrolled in work study, post-secondary or volunteer options only. Students must have a signed approval form in the school office to participate. All students scheduled for early dismissal must leave the building at the time of sign-out.

EARLY GRADUATION

Early completion of graduation requirements is not advised. There are many advantages and opportunities for students to expand their academic and social development by completing four full years of high school. However, there may be circumstances in which early graduation is desired and will be considered for approval. The guidelines listed below must be followed:

- ~~1. The student must declare their intention to graduate by May 1st of the year prior to graduation.~~
2. A student/parent/principal conference **with your school counselor and an administrator** may be required prior to June 1st of the year before graduation. An educational plan detailing the request for early graduation and its relationship to the student's overall education must be completed and submitted prior to this conference. Assistance in preparing the educational plan may be obtained from the Counseling Department.
3. Completion of the "Early Graduation Approval Form" must be submitted by the student and parents prior to final approval by the principal.

FIELD TRIPS

Field trips enhance the educational experience of students. A completed student field trip permission form with a parent/guardian signature is required for student participation. Teachers may decline approval for student field trip participation if the student's attendance or academic performance is of concern. All emergency contact information in Final Forms must be completed prior to permission to attend field trips.

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

All drills are conducted periodically in accordance with state law. Safety routes are posted in each classroom and in various locations in the building. It is expected students will follow the direction of staff during drills and assist in the orderly completion of any drill. Anyone involved in

causing a false fire alarm is subject to the penalties defined in Ohio Revised Code section 2917.32.

FINES AND FEES

All financial obligations incurred by students must be paid in full. All students are assessed a general student fee for the current school year. The amount of the fee will be determined and communicated prior to the beginning of the school year. Some courses may require additional fees. Diplomas and final transcripts may be held for unpaid fees.

FLEXIBLE SCHEDULING

~~If a student wishes to take a course that is part of the RHS curriculum, but cannot take that course during a regularly scheduled class period according to the Master Schedule, he or she may do so according to the following guidelines:~~

- ~~1. They must have the approval of the teacher, department chairperson, counselor, and principal.~~
- ~~2. They must enroll for the course during another class period or meet with the teacher during his/her preparation time.~~
- ~~3. The presence of the student in the classroom cannot cause a disruption or increase class size beyond recommended limits.~~
- ~~4. Please see your school counselor regarding Credit Flexibility Policies in addition to the above guidelines.~~

FOOD, BEVERAGES, AND LUNCH

Delivery orders and foods from any restaurants are not permitted in the cafeteria. Food and beverages in the classroom is at the discretion of the teacher and/or activity supervisor. All visitors to the lunchroom must be approved by the administration.

GRADING

The semester grade earned at the end of the course is the grade that determines credit and appears on the student's transcript. Advanced Placement courses are weighted by one point.

Failure to complete course requirements may result in a failing grade for the course. ~~Students removed from a class for disciplinary or attendance violations will receive a Withdrawal Failure. The WF will appear on the student's permanent transcript. The student will remain in the course on a non-credit basis.~~

District Grading Policy

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

***Weighted grades will only be given to students completing an entire AP course and taking the AP Exam. AP students must finalize their decision to take or not take the AP Exam by the end of the 1st grading period. Weighted grades will not be given for grades below a C.**

8th Grade students will receive high school credit for any high school course taken at the middle school when earning a C or better. The grade will not be calculated into a student's GPA. All Flex Credit Courses or courses taken in the summer between 8th and 9th grade will be calculated into a student's GPA.

Juniors and Seniors may choose up to one (1) credit per year as a No Grade/No GPA Credit Option from the Elective course offerings. The purpose of this option is to afford students an opportunity to experience a course that they may enjoy without adversely affecting the GPA. If a student earns less than a "C" in the course, the actual grade will be calculated into the GPA, and appear on the report card and transcript. For a grade of "C" or higher, a "P" Pass grade will appear. Students interested in this option must make an appointment with their school counselor prior to the start of the school year. Not all courses qualify for this option.

HALL PASSES

Permission for hall privileges is required from each teacher. Students must complete necessary tasks during hall pass in a reasonable amount of time.

HARASSMENT, INTIMIDATION, AND BULLYING

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

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

- A. Students must report acts of harassment, intimidation, or bullying to teachers, District employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;

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

1. Definition of Harassment, Intimidation, or Bullying

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

SEXUAL HARASSMENT

Sexually offensive speech and conduct are wholly inappropriate to the operation of the District and will not be tolerated. This policy or a version which provides students adequate notice of the prohibition against sexual

harassment, the conduct that constitutes sexual harassment, and the complaint procedure for reporting sexual harassment shall be included in the student handbooks.

It shall be a violation of this policy for any member of the District staff to harass a student through conduct or communications of a sexual nature as defined below or to have romantic or sexual relations with a student. Retaliation in any form against those persons alleging that sexual harassment has occurred or participating in the investigation of the complaint is also prohibited. It shall also be a violation of this policy for students or third parties (i.e. visiting speaker, or visiting athletic team) to harass other students through conduct or communication of a sexual nature as defined below.

Any teacher, counselor or administrator who receives a report, verbally or in writing, from any person regarding sexual harassment of a student or employee must forward that report to the building principal or Title IX Coordinator within one school day or within a reasonable period of time if there is a good cause for the delay. Any building principal receiving a report of sexual harassment shall promptly notify the Title IX Coordinator.

The District's designated and authorized Title IX Coordinator is:

Karen Arbogast, Coordinator of Human Resources
3496 Everett Road
Richfield, OH 44286

The designated/authorized Title IX Coordinator and his/her contact information shall be made known to all applicants for admission and employment, students, parents or legal guardians of students, employees, and all of the District's employee unions. Further, the District shall prominently display on its website the contact information for the Title IX Coordinator.

No person designated by the District to serve as a Title IX Coordinator, investigator, decision maker, or any person designated by the District to facilitate an informal resolution process, shall have a conflict of interest or bias for or against complaints or respondents generally or an individual complaint or respondent.

1. Definitions

- a. Sexual Harassment - conduct on the basis of sex that satisfies one or more of the following:
 - i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (*i.e. quid pro quo*): or
 - ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - iii. Sexual assault (as defined in the Clery Act, 20 U.S.C. 1092(f)), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.
- b. Complainant - an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. Respondent - an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- d. Formal Complaint - a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education programs of the District.

2. Duty to Respond

The District will promptly respond when an allegation of sexual harassment occurs in an education program or activity. Education programs and activities include locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs. This may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by or used in the operations of the District's schools.

3. Supportive Measures

“Supportive Measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to an alleged victim or respondent, before or after the filing of a formal complaint or where no formal complaint has been filed. The purpose of supportive measures is equal access to education.

The District shall offer supporting measures to a complaint. The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Supportive measures may include:

- a. Counseling;
- b. Extensions of deadlines or other course-related adjustments;
- c. Modifications of class schedules;
- d. Campus escort services;
- e. Mutual restrictions on contact between the parties;
- f. Leaves of absence;
- g. Increased security and monitoring of certain areas of campus.

4. Complaint Procedure

- a. Any student or staff member who alleges sexual harassment by any staff member or student in the District may complain directly to the Title IX Coordinator, guidance counselor, teacher, Superintendent, any other school employee whom the student or staff member trusts, or any other individual designated to receive such complaints. An individual who is complaining of sexual harassment is not required to work out the problem directly with the individual alleged to have harassed him or her.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the

person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

The District will treat a person as a complainant any time it has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint.

- b. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. No employee or representative of the District, nor any other person, may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Complaints alleging retaliation may be filed according to the procedures for sex discrimination.

Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the student's or staff member's status nor will it affect future employment, grades, or work assignments. The person to whom the complaint was made shall, within one school day, report the complaint to the Title IX Coordinator. If the Title IX Coordinator or Superintendent is the employee alleged to have engaged in the sexual harassment, the report shall be made to the Board.

- c. The right to confidentiality, both of the complainant and the respondent, will be respected consistent with the District's legal obligation and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. The District will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding.

5. Investigation

- a. The investigator should remember that the investigation required a balancing of the respondent's rights, the complainant's right to an environment free of sexual harassment, and the Board's interest in a prompt and fair investigation. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties. The investigator shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- b. The investigator shall send written notice to both parties of the allegations set forth in the complaint upon receipt of a formal complaint. The notice must include sufficient details known at the time, including the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and notice of any provision in District's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. If a party chooses to have

an advisor, he/she may be accompanied to any related meeting or preceding by the advisor.

- c. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaining. However, the investigator is urged to meet with the complainant as soon as possible.
- d. Following the meeting with the complainant, the investigator shall conduct an adequate, reliable, and impartial investigation to determine if sexual harassment has occurred. The investigation shall include a conference with the respondent and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment has occurred. Both parties must be permitted an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The parties shall not be restricted from discussing the allegations under investigation or from gathering and presenting relevant evidence.
- e. The investigator will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so.
- f. Both parties shall be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

- g. The District shall provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigate interviews, or other meetings, with sufficient time for the party to prepare to participate.

6. Post-Investigation Procedures

Prior to completion of the investigative report, the school district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 school days to submit a written response, which the investigator will consider prior to completion of the investigative report. All such evidence must be subject to the parties' inspection and review and be available at any hearing.

Upon conclusion of the investigation, the investigator shall issue a written report to the parties and their advisors that fairly summarizes the relevant evidence. After the investigate report has been sent to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision maker(s) must explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Although the facts and circumstances of a particular investigation may require an investigation to continue beyond 45 school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the respondent was found to have engaged in harassment,

was found not to have engaged in harassment, or whether the investigation was inconclusive.

The District shall use a “preponderance of the evidence” standard to make such determination. This shall be the same standard used for both complaints involving students and staff members. The burden rests on the District to meet that standard for purposes of reaching a determination regarding responsibility.

The report shall be issued to the complainant, if an employee, or to the complainant’s parents, if a student. A copy of the report shall also be sent to the Superintendent or his/her designee and the respondent.

7. Final Determination

- a. Following receipt of the investigator’s report and recommendation, the decision maker (who cannot be the same person as the Title IX Coordinator or investigator) must issue a written decision which sets forth the decision maker’s determination of responsibility or non-responsibility based on the relevant standard of evidence. The written decision shall include the following elements:
 - i. Identification of the allegations potentially constituting sexual harassment.
 - ii. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearing held.
 - iii. Findings of fact supporting the determination.
 - iv. Conclusions regarding the application of the school district’s code of conduct to the facts.
 - v. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district’s education program or

activity will be provided by the school district to the complainant.

- vi. The District's procedures and permissible bases for the complainant and respondent to appeal.
- b. The decision maker must objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence.
- c. Credibility determinations shall not be made based on a person's status as a complainant, respondent or witness.
- d. The decision maker must provide his/her written decision to the parties simultaneously within 15 school days of receipt of the investigator's report and recommendation.
- e. The Title IX Coordinator is responsible for effective implementation of any remedies set forth in the written determination.

8. Informal Resolution

The District may offer informal resolution options if a formal complaint is filed, at any time prior to reaching a determination regarding responsibility, provided both parties give voluntary, informed, written consent. The District shall not require, as a condition of enrollment or continuing enrollment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Any party has the right to withdraw from informal resolution and resume the grievance process with respect to the formal complaint. The investigator may not require the parties to participate in an informal resolution process. The investigator will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed by a student. If an informal resolution is sought by the parties, a written statement to that effect shall be signed by the parties, and the informal resolution process will conclude within 20 school days of the parties' signature.

9. Appeals

- a. The District will offer both parties the opportunity to appeal from a determination regarding responsibility, and from a dismissal of a formal complaint or any allegations therein on the following basis:
 - i. Procedural irregularity that affected the outcome of the matter;

- ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter and/or
 - iii. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias that affected the outcome of the matter.
- b. An appeal must be submitted in writing to the Title IX Coordinator within five school days of the issuance of the determination regarding responsibility, which includes a statement specifying the grounds for the appeal. The opposing party will be notified of the appeal and provided five school days from such notice to submit a statement in support of the outcome.
- c. An “Appeal Decision Maker” shall be designated by the Superintendent to review the investigative report and the statements submitted by the parties as part of the appeal. The Appeal Decision Maker shall investigate whether a basis for overturning the decision regarding responsibility exists. The Appeal Decision Maker shall not be the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
- d. The Appeal Decision maker shall issue a written decision describing the result of the appeal and the rationale for the result, and shall provide the written decision simultaneously to both parties and their advisors within 20 school days of the Title IX Coordinator’s receipt of a parties’ notice of appeal of the original decision maker.

10. Dismissal of Complaints

- a. Complaints must be dismissed by the decision maker where the allegations, if true, would not meet the Title IX jurisdictional conditions:
 - i. The actions complained of do not meet the definition of “sexual harassment”;
 - ii. The actions complained of were not against a person in the United States;
 - iii. The actions complained of did not occur in the District’s education program or activity.

- b. Complaints may be dismissed by the decision maker where:
 - i. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - ii. The respondent is no longer enrolled or employed by the District; and/or
 - iii. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the allegations contained in the formal complaint.
- c. The Title IX Coordinator will promptly send the parties simultaneous written notice of any dismissal decision, and the reason(s) therefore.
- d. Both parties shall have the right to appeal a dismissal decision by submitting written notice of appeal to the Title IX Coordinator within five school days of the issuance of the dismissal notice. The Appeal Decision Maker shall review the notice of appeal and issue a decision regarding the appeal in writing to both parties within 10 school days of the issuance of the notice of dismissal.

11. Discipline and Remedies

A substantiated charge against a student in the District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code. A substantiated charge against an employee shall result in the employee being subjected to disciplinary action, up to and including termination. Making a materially false statement in bad faith in the course of an investigation under this policy may subject a student or employee to disciplinary action.

Complainants and respondents shall be treated equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process outlined in this policy before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. All remedies provided by the District shall be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services provided as "supportive measures";

however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

12. Training

The District will ensure that Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The District shall further ensure that decision makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. The District shall also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Any materials used to train Title IX Coordinators investigators, decision makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

13. Time Limits

All time limits established in this policy are temporarily delayed or extended by the Title IX Coordinator for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good causes may include considerations such as the absences of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

14. Consolidation of Formal Complaints

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the

other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

15. Record Keeping

The District shall maintain, for a period of seven years, records of:

- a. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
- b. Any appeal and the result therefrom;
- c. Any informal resolution and the result therefrom;
- d. All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website; and
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the education program or activity. If the District does not provide a complainant with supportive measures, then the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

LEGAL REFS: Title IX of the Education Amendments of 1972
34 C. F. R. 106

TITLE IX GRIEVANCE PROCEDURE

The Board of Education shall not discriminate on the basis of sex in the educational programs or activities of the District that receive federal financial assistance. The Board hereby designates the following employee as the Title IX Coordinator for the District:

Karen Arbogast, Coordinator of Human Resources
3696 Everett Road
Richfield, OH 44286

The Title IX Coordinator's duties shall include, but not be limited to, coordinating the district's effort to comply with and carry out its responsibilities under Title IX and carry out an investigation of any complaint communicated to the District alleging its noncompliance with title IX or alleging any suits which would be prohibited by Title IX in accordance with the procedures set forth hereinafter. The Title IX Coordinator may be assisted by such additional personnel as from time to time may be appointed.

Complaints involving alleged discrimination on the basis of sex in any program or activity that receives federal financial assistance, whether carried out by District employees, students, or third parties, shall be handled in accordance with the following procedure unless a policy exists, that policy shall be followed.

Step 1:

Any student or employee who has a complaint of alleged sex discrimination shall attempt promptly to resolve the complaint by discussion with the building principal or immediate supervisor. If the subject of the complaint, the complaint should be filed with the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint can be filed directly to the Board. The complaint should be in writing and describe, in as much detail as possible, the facts of the situation. The principal or supervisor shall keep a written record of the discussion and provide a copy to the student or employee involved.

Step 2:

If the complaint is not resolved in Step 1, the complainant may, within 10 (10) calendar days after receiving an answer, file the complaint in writing with the Title IX Coordinator and mail a copy to the principal or supervisor involved. The Title IX Coordinator shall arrange a meeting to discuss the complaint within ten (10) calendar days after receiving the written complaint, and subsequent meetings may be scheduled as agreed to by both parties. The Title IX Coordinator shall conduct an adequate, reliable, and impartial investigation of complaints. and shall allow the complainant to identify witnesses and other evidence. The Title IX Coordinator shall give a written answer to the complainant by certified mail, return receipt requested, within ten (10) calendar days after the final meeting regarding the complaint. A copy of the written answer shall also be provided to the accused and the building principal or supervisor.

Step 3:

If the decision rendered by the Title IX Coordinator does not resolve the complaint to the satisfaction of the complainant or the accused, such person can, within ten (10) calendar days, appeal in writing to the Board. The notice of appeal shall be sent to the Title IX Coordinator and a copy filed with the Treasurer of the Board. Failure to file such an appeal within ten (10) calendar days from the receipt of the written memorandum of the Title IX Coordinator's action on said grievance shall be deemed a waiver of the right to appeal. The Superintendent shall place the matter on the agenda for the next meeting of the Board to be held within thirty (30) days, and the complainant and the accused shall be advised in writing of the time, place, and date of the meeting.

The complainant and the accused shall receive written notice of the meeting no less than five (5) calendar days in advance of the meeting. The Board shall act upon such appeal officially no later than its next regular meeting following the meeting with the complainant. Copies of the final decision shall be sent to the complainant, the accused, the Title IX Coordinator, and the building principal or supervisor. The decision of the Board shall be final.

If the grievance cannot be resolved through the above procedure, a request for an official interpretation may be filed with the U.S. Department

of Education - Office for Civil Rights, 1350 Euclid Avenue - Suite 325, Cleveland, OH 44115-1812.

If discrimination in violation of Title IX is found to have occurred, steps will be taken to prevent its recurrence and to remedy its effects on the complainant, and others, if appropriate. The District will use a “preponderance of the evidence” standard to determine whether a hostile environment exists.

LEGAL REFS: 34 C.F. 106.8

INDEPENDENT / SUMMER SCHOOL 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.~~ Revere High School will accept transfer credit from any accredited institution that awards high school credit and will produce a transcript with a grade. Students are encouraged to connect with their counselor prior to enrolling in these courses to ensure accreditation. These courses will be included in a student's GPA calculation.

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 OHSA 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~~ **8:00 am to 11:00 am**) is held bi-monthly at Revere ~~Middle~~ **High** School and is supervised by school personnel. Sessions are assigned by the administration as a result of violations of the Code of Student Behavior. Students are expected to bring school books and materials to Saturday Detention, as well as school assignments to work on during the 3 hour detention. Various procedures are followed and further explanation is provided to students when such an assignment is made.

SCHOOL CLOSINGS

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

SCHOOL COUNSELING POLICIES

The assignment of a school counselor is determined by the student's last name. Students retain the same counselor throughout the student's high school career. School counselors work to support the whole student in the areas of academics, social/emotional needs, and college/career readiness. Students are encouraged to establish rapport with their counselor as they attend RHS.

SCHEDULE CHANGES

Since all students have registered for course selections with parent/guardian approval, any change after the start of the school year will only occur as a result of extenuating circumstances. Requests for changes will be reviewed by the administration and must include a conference with the teacher and parent/guardian.

SECURITY

In our continued efforts to increase security, Revere Local Schools employs a School Resource Officer. Please contact SRO Dressler with any concerns about school safety. His contact email is sdressler@revereschools.org.

SENIOR INTERNSHIP

The Senior Internship Program at Revere High School is an optional, ~~three~~ **two** 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 Program 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~~ **have access to their unofficial transcript through their SchoolLinks account.** 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 using our Visitor Management System (a valid drivers license or state ID is required)**, 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.~~ **RHS does not allow for students who are considering enrollment into the school to complete a shadow day during normal school hours. Please contact the building principal to set up a tour and meeting after hours.**

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



College Credit Plus

MEMORANDUM OF UNDERSTANDING

School Year 2025-2026

Between

Kent State University
(hereafter known as IHE)

AND

School District
(hereafter known as LEA)

Revised 12/2024

Version approved for use by the Office of General Counsel without changes. Any changes to these terms must be submitted to OGC for further review as to form and legal sufficiency before execution.

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SECTION I: INTRODUCTION, DEFINITION, AND PURPOSE

"College Credit Plus Program" (hereafter CCP) means a program that provides multiple opportunities for secondary school students in grades 7-12 who are Ohio residents to enroll in college-level courses on a full or part time basis and complete allowable academic, non-sectarian, non-remedial courses, for high school and college credit pursuant to ORC3365.02 (effective 9/29/2017).

Kent State University allows eligible students entering grades 7-12 to enroll in college courses while attending middle or high school and permits the students to take courses in place of, or in addition to, the normal course load at their high school in its CCP program. Students must apply and be eligible to participate in the program to receive college credit. In addition, students admitted to the program must meet the same requirements as all other college students. College credit earned upon successful completion of the course(s) may be applied towards an Associate Degree or Baccalaureate Degree at Kent State University or may transfer to other colleges and universities.

The primary purpose of the CCP program is to increase the educational options and opportunities for secondary students. Fundamentally, CCP provides the opportunity for students in grades 7-12 to earn credit at the secondary and postsecondary levels simultaneously. The program may also encourage more students to consider post-secondary education. Research indicates that CCP programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban. CCP is not intended to be a substitute for the academic programs and other educational experiences offered by Ohio's high schools.

This Memorandum of Understanding (MOU) includes multiple sections for the different types of CCP course delivery, credentialing and responsibilities of high school instructors, and financial structure for the 2025-2026 Academic Year.

SECTION II: SCOPE

College Credit Plus (CCP) shall be provided in accordance with the terms and conditions of this uniform College Credit Plus Master Agreement (*hereafter* Agreement), which supersedes all previous agreements, versions and addenda.

This Agreement applies to local education agencies (public school districts, locally chartered and state-chartered charter schools, state-supported schools) (*hereafter* LEA).

This Agreement applies to all Kent State University campuses. Separate agreements with each campus are not required. The LEA is encouraged to work directly with their closest Kent State University campus. The LEA may complete agreements with multiple Colleges and Universities. The University may complete agreements with multiple LEAs.

SECTION III: STATE REPORTING

The LEA and IHE shall retain educational records in accordance with Ohio or Federal statutes and record retention regulations and shall collaborate where necessary to provide required statistical information.

SECTION IV: LIABILITY OF PARTIES

CCP status will not affect the institutional liability for students while physically present on the respective campuses of the LEA or IHE. The policies and code of conduct will govern the students while physically present on the respective campuses or while enrolled and participating in distance learning courses. To the extent permitted by Ohio law, each party agrees only to be liable for the acts and omissions of its own officers and employees engaged in the scope of their employment arising under this Agreement, as may be determined by a court of competent jurisdiction, and each party hereby agrees only to be responsible for certain claims with respect to that party's actions in connection with this Agreement. It is specifically agreed that neither party shall indemnify the other party and each party agrees to be responsible for its own defense. The parties agree that nothing in this provision shall be construed as a waiver of the protections, immunities, and limitations for by the laws of the State of Ohio, including but not limited to Ohio Revised Code 9.27. The parties agree that nothing in this provision shall be construed as a waiver of the sovereign or qualified immunity of the University, its employees, and/or the State of Ohio.

Each party warrants and represents that it has adequate insurance coverage for any liabilities arising out of the presence of students on its campus.

SECTION V: STUDENT ELIGIBILITY AND ADMISSION

Steps to Admission

The LEA and IHE shall qualify and advise candidates entering grades 7-12 for CCP participation. For acceptance into the program the IHE will review the following application materials provided by the student:

- a. Evidence student meets or exceeds state CCP remediation free standards as indicated in the "Uniform Statewide Standards for Remediation-Free Status" dated May 2019 (see Appendix C) and/or secondary school transcripts with an unweighted high school GPA of 3.0 or higher or other eligibility requirements.
- b. Online CCP application submitted prior to IHE application deadline: April 15 for Summer; June 1 for Fall; October 15 for Spring enrollment - Applications are FREE of charge
- c. Secondary school transcripts
- d. CCP Permission Form signed by student and parent/guardian
- e. Applications are reviewed holistically in accordance with practices utilized with undergraduate applications for admission

Upon admission, students will participate in required orientation events and will meet with an assigned academic advisor prior to initial course registration. Students will continue to meet with their academic advisor prior to registration each academic term.

Course Approval

Student approval for CCP courses shall be by the IHE representatives on a course-by-course basis each semester based on the student's prior coursework, career pathway, and/or academic readiness. The IHE and LEA agree that this agreement cannot be used by either party to limit participation of a student in enrolling in allowable courses not part of the agreement.

The student must meet course eligibility requirements including but not limited to placement and course prerequisites. The student is limited to no more than 18 semester hours of credit per semester; no more than 30 credit hours per academic year; and not more than the equivalent of four academic years, or one hundred and twenty (120) college credit hours total through the CCP program under division (B) of section 3365.06 of the Revised Code, including those students eligible to start participating in the

program in seventh and eighth grade.

The LEA is responsible for assuring that each student does not exceed full-time status which is calculated as follows:

- 1) Determine student's number of high school ONLY units.
- 2) Multiply that number by 3, and
- 3) Subtract the result from the number 30.
- 4) That number is the total number of college credits that a CCP student may earn that academic year (summer, fall and spring terms) at any college or university as part of CCP.

Course Requirements

The course requirements for high school students enrolled in CCP courses shall be the same as those of regular college students. Course requirements/syllabus information shall include the course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information whether the course is taught at the high school or college location or taught by a credentialed high school faculty member or IHE faculty member.

Eligible Semesters

Eligible students may enroll in CCP courses during Summer, Fall and Spring Semester under this Agreement pursuant to the provisions of ORC 3365.

Academic Standing

Students whose semester and/or cumulative Kent State University GPAs fall below a 2.0 shall be required to meet with their academic advisor to determine the appropriate actions and/or whether that student is eligible to continue in CCP. Students enrolled in CCP are subject to Kent State University policies regarding academic probation and dismissal.

CCP students shall follow the guidelines provided in ORC 3365.091 (effective 9/29/2017) and any other laws or regulations that may come into effect beginning with the summer term of the 2025-2026 academic year and the LEA shall be responsible for monitoring academic progress for students enrolled in multiple IHEs.

The LEA shall be responsible for placing an underperforming student as defined in OAC 3333-1-65.13 (effective 2/15/2018) on CCP probation and dismissing a student from the CCP program according to the guidelines provided within this rule. The LEA shall promptly notify the student, the student's parent, and the IHE in which the student is enrolled of the student's status.

SECTION VI: COURSE ELIGIBILITY AND APPROVAL

The following general eligibility and approval requirements shall apply to all CCP Agreements:

Course Location and Format

CCP courses may be offered at the LEA or at any IHE campus. CCP courses may be delivered during or outside of LEA hours. IHE may offer CCP courses via distance learning (online, hybrid, blended, or compressed video).

Academic Quality of CCP Courses

College courses eligible for CCP credit shall meet the rigor for college credit and be congruent with the

IHE's normal offerings. All students enrolled in the IHE under the CCP program must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered. Classes offered in LEA settings shall conform to the IHE's academic standards, shall follow the same course syllabi, use the same textbook and materials, achieve the same learning outcomes, and be assessed using the same methods as the college course delivered on the college campus. For an LEA seeking adjunct faculty approval for their faculty to teach the college course, the LEA shall contact the University Outreach and Engagement Office contacts outlined in Appendix B. Faculty for all CCP courses shall be evaluated and approved by the appropriate IHE academic unit/department and are expected to meet the requirements set by the IHE and ODHE.

CCP 15 and 30 Credit Hour Pathways

The LEA in collaboration with the IHE shall determine a list of academic courses and 15/30 credit hour Pathways eligible for CCP credit for inclusion under Appendix A. Additional pathways may be created between an IHE campus and school district. These Pathways shall be published among the LEA school's official list of course offerings from which a participant may select pursuant to ORC 3365.13.

Eligible Courses

College courses that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for CCP within the parameters defined by ORC 3365.06 (C) (effective 9/29/2017) and OAC 3333-1-65.12 (effective 2/15/2018) and any other laws or regulations that may come into effect beginning with the summer term of the 2025-2026 academic year. CCP courses may be taken as high school electives or as high school core course credits. Students must complete 15 credit hours in Level I before progressing to Level II. The 15 credit hours may consist of credits earned through AP, IB, or college courses taken at other colleges or universities participating in CCP. Level I courses include:

- 1) Transferable courses: Part of CTAG, OTM, or TAG (i.e., CTAG: Career-Technical Assurance Guides, OTM: Ohio Transfer Module, TAG: Transfer Assurance Guides)
- 2) Courses in computer science, information technology, anatomy, physiology, or foreign language, including American Sign Language
- 3) Technical certificate courses
- 4) 15-credit hour or 30-credit hour model pathway courses
- 5) Study skills, academic or career success skills courses
- 6) Internship courses
- 7) Another course that may be approved by the Chancellor on an annual basis

Upon completion of 15 credit hours in Level I, students may select Level II courses which include any other college courses that are not a Level I course for which they have met prerequisites.

Non-Allowable Courses

Pursuant to Ohio Administrative Code 3333-1-65.12, the following courses are non-allowable unless the Chancellor approves them for certificate or degree completion:

- One-on-one private instruction courses
- Courses with fees that exceed amount set by Chancellor
- Study abroad courses
- Physical education courses
- *PIF* or *SIU* grades (unless the course is an internship or is a transferable course for all students enrolled)
- Remedial courses and Sectarian religion courses

SECTION VII: HIGH SCHOOL DELIVERED COURSES - GUIDELINES

The selection and offering of CCP courses are a shared responsibility between the IHE and each LEA. Each institutional representative is responsible for upholding all course requirements and agreements.

Memorandum of Understanding

The MOU authorizes the offering of CCP courses at participating LEAs. The MOU remains in effect for the academic year of 2025-2026 or until amended with agreement by both parties. See Section XXI for the Signature Page.

Overall Expectations of LEAs

- Adhere to all MOU requirements as noted within this document.
- Ensure that all students considering participation in IHE courses at the LEA location have completed the free online CCP application and have provided supporting documentation prior to the **IHE CCP application deadline dates of April 15 for Summer Semester, June 1 for Fall Semester and October 15 for Spring Semester courses.**
- Submit names, applications, and supporting application documents for all CCP teacher candidates by March 1.
- Support the CCP teacher's attendance for a minimum of three (3) contact hours per year for IHE's required professional development offerings or meetings.
- Course syllabi must be submitted to the IHE academic department and the University Outreach and Engagement office and reviewed prior to the first day of classes for each course offered at the high school location.
- Review IHE course enrollment lists and finalize student enrollment at least 14 days prior to the first day of classes for each course offered at the high school locations. The LEA must provide each participating student's SSID numbers to IHE according to the CCP timeline.
- Communicate all schedule changes immediately to the IHE including add, drop, and withdrawal. Deadlines for each type of schedule change will be established at the beginning of the academic term.
- Adhere to IHE guidelines for minimum and maximum course section enrollments.
- Follow the rules of the CCP legislation as identified by the Ohio Revised Code, Ohio Administrative Code, Ohio Department of Education, and the Ohio Department of Higher Education.

CCP Courses Taught on the LEA Campus and Student Enrollment

CCP courses delivered on the LEA campus may include students who are not enrolled in the college under the following conditions:

- All students in the class follow the same course syllabus, use the same textbook and materials, aspire to achieve the same learning outcomes and are assessed using the same methods as the college course delivered on the college campus; and
- All CCP students (enrolled and therefore receiving college and high school credit) must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.
- A student (not enrolled in the IHE) shall, along with the student's parents, be notified the student is not earning college credit and would likely be required to retake the course upon college enrollment if college credit is desired. The LEA is responsible for providing this notification in writing.

SECTION VIII: CCP HIGH SCHOOL TEACHERS - CLASSIFICATION, CREDENTIALING, AND MONITORING

Classification of CCP Teachers

CCP teachers are certified or licensed high school teaching employees who have been approved to teach Kent State University courses at those teachers' high schools during the regular school day. These teachers are employed by, and remain employees of the School Districts, not Kent State University.

Teaching Load

CCP teachers are full-time employees of their School Districts and are contractually obligated to teach an assigned number of classes during the day by their School District. Therefore, the number of classes that are offered for CCP is determined by the number of qualifying students and may vary from high school to high school.

IHE Policy and Procedures

Although CCP teachers are full-time employees of the School District wherein each teaches the college course(s), CCP teachers are expected to follow all IHE policies as applicable during the instructional time designated for CCP courses.

Credentialing of CCP Teachers

CCP teachers must meet the minimum credential requirements for postsecondary faculty as described within Chapter 4 of the "Guidelines and Procedures for Academic Program Review" document, published by the Ohio Department of Higher Education, July 2016:

Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants and high school teachers who serve as adjunct faculty members for dual enrollment courses.

1. For general education courses:
 - *Faculty members teaching general education courses must hold a minimum of a master's degree in the discipline or a master's degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline.*
 - *Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors while enrolled in a program to meet credentialing requirements. Examples of such individuals include graduate teaching assistants (GTAs), adjunct faculty members and dual enrollment faculty members*
2. For courses other than general education courses:
 - *Faculty members must hold a terminal degree or a degree at least one level above the degree level in which they are teaching:*
 - *At least a bachelor's degree if teaching in an associate degree program*
 - *At least a master's degree if teaching in a bachelor's degree program*
 - *A terminal degree if teaching in a graduate program.*

³ A "cohesive set" of courses is a program of study that includes disciplinary content comparable to that which would be obtained in a master's degree program in the discipline. The program of study should be planned in collaboration with experts in the discipline and preferably completed at a single institution.

- *Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors during their educational programs. Examples of such individuals include graduate teaching assistants (GTAs) or adjunct faculty members who are working toward meeting the faculty credentialing requirements.*
 - *Faculty members teaching technically- or practice-oriented courses must have practical experience in the field and hold current licenses and/or certifications, as applicable.*
 - *For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.*
3. *The following expectations apply to all faculty members:*
- *Faculty members must hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services.*
 - *Where professional accreditation or licensing standards for faculty differ from the Chancellor's standards, faculty members are expected to meet the higher standards.*
 - *Faculty members must show evidence of continuing professional development in the discipline.*
 - *Faculty members who teach online courses must be prepared for teaching in an online environment*
(Source: Ohio Department of Higher Education, 2015)

CCP Course Monitoring Process

The IHE is responsible for ensuring that all CCP courses are taught by qualified teachers regardless of class location (i.e., college campus, high school campus, or satellite site). The IHE will monitor the quality of instruction in CCP courses in order to assure compliance with the standards established by the State of Ohio, the Higher Learning Commission, the College, the School District, and discipline specific accrediting bodies.

Course monitoring will include the following:

- Establish opportunities for CCP teachers to meet with appropriate IHE faculty to discuss the particular requirements for the courses and department as needed;
- Provide CCP teachers with information detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, and other pertinent information;
- Coordinate Professional Development activities for the CCP teachers; and
- Conduct at least one observation for each teacher during the first year of review that the CCP Instructor is teaching the college-level course at the high school and at least once per year thereafter. The time for observations should be coordinated with the CCP instructor and building principal prior to the observation. The observation process will utilize the same criteria as for full-time and/or adjunct faculty.

SECTION IX: CCP HIGH SCHOOL TEACHERS - APPLICATION PROCESSES

The responsibilities of the LEA and IHE as well as the process for application and approval for CCP teachers are outlined as follows:

The LEA designee will:

- Identify prospective CCP teachers who will meet the credentialing criteria by March 1 of each

year. **Only under specific and unanticipated circumstances might additional teachers be considered after March 1 for the upcoming school year.** Such circumstances include consideration of a new hire after the March 1 deadline owing to an unexpected retirement or resignation. IHE maintains the sole discretion whether to consider any CCP teachers after the March 1 deadline.

- Assist their teacher with the application process which will include but may not be limited to submitting transcripts, cover letter, and application.

The IHE will:

- Communicate with the LEA about the qualifications for CCP teachers.
- Meet with the prospective CCP teacher to answer questions and discuss the required expectations.
- Evaluate the prospective CCP teacher's credentials and transcripts before forwarding the documents to the appropriate Department Chair, Academic Dean, or Provost.

CCP Teacher Application Process

A high school teacher who is identified as a prospective CCP teacher must complete the IHE application process which includes:

- Kent State University online CCP Instructor Application form located on the Kent State CCP website (www.kent.edu/ccp).
- Resume including three professional letters of recommendation (Kent State University Department Chair will have the option to conduct reference checks).
- Undergraduate and graduate college or university transcripts from all institutions attended.
- Any additional information required to determine eligibility to teach the content material.

Approval Process

The approval process for the CCP teacher who will teach a college course will be consistent with the standards used to hire a faculty member for the course taught on the IHE campuses. Merely having the credentials to teach college courses is no assurance of approval into the program. The department chair has full authority to interview and to make the final decisions regarding the approval and dismissal of teachers teaching CCP courses in the high schools based on credentials, teaching experience, presentation, subject knowledge, and other instructional factors related to the subject matter.

A high school teacher who is identified as a prospective CCP teacher must be approved by the IHE department chair in the teaching discipline, the Academic Division Dean, or the Provost and meet the same qualifications as IHE faculty. **The IHE Provost (Chief Academic Officer) has the final and official approval authority of CCP teachers.**

In accordance with Ohio law, and with guidance from the Ohio Department of Education, teachers must have a completed background check on file with the district office. Refer to the Ohio Department of Education website for background check requirements. Kent State University will also conduct a background check prior to final approval of the CCP Instructor.

Initial Approval of High School Teacher as CCP Teacher

Department Chair and the University Outreach and Engagement office will utilize the following procedures as part of the approval process:

- University Outreach and Engagement will build the candidate's application packet and when complete forward the packet to the appropriate academic Chair or Dean.
- Chair or Dean reviews and confirms that the candidate's academic credentials meet minimum requirements.

- An interview and/or assessments may be required as part of the application process.
- The academic department will inform the University Outreach and Engagement of the candidate's status.
- Upon approval, the Office of Academic Personnel will provide the candidate with instructions regarding the process for completing a background check for the University and obtaining a \$0 teaching contract.

Conditional Approval of High School Teacher

If a High School Teacher does not meet the minimum credential requirements but is conditionally approved to teach a CCP course, the "Credentialing of CCP Faculty" form must be completed by the high school teacher, high school principal, and signed by the Provost of Kent State University. The form identifies the plan for teachers to obtain the necessary requirements within a specific timeframe.

Continuation of High School Teacher as CCP Teacher

After initial approval, a CCP teacher may continue teaching CCP courses without the need to undergo the approval process again contingent upon the following items:

- 1) CCP courses being taught continuously each year in the same discipline and/or teaching area;
- 2) CCP teacher teaching the course adequately meets all evaluation requirements, departmental requirements, responsibilities, and procedures including participation in at least three (3) hours of professional development provided by the IHE annually.

SECTION X: RESPONSIBILITIES OF CCP HIGH SCHOOL TEACHERS

Curriculum, Course Competencies, and Teaching Requirements

- CCP teachers will utilize the provided course syllabi document and will customize fields as appropriate. The syllabus may not be altered other than adding customized information in the allowable fields. No other logo other than Kent State University's may be included on the syllabus. The teacher's Kent State University email address must be included on the syllabus. Any syllabus that does not meet these requirements will be returned to the teacher and a new syllabus must be created.
- The syllabus must be submitted to Kent State University **prior to** the first week of instruction with one copy to the academic department and one copy to the University Outreach and Engagement office.
- Only the approved CCP teacher will teach the course. If a CCP teacher is unable to teach the course, arrangements must be made by contacting IHE prior to an extended absence.
- CCP teachers will notify students concerning their academic progress prior to the last day to drop/withdraw from the IHE course.
- LEA teachers, as instructors for the IHE in CCP courses taught at their school location are bound by the protections provided to college students by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. All educational records with identifiable student information are required to be safeguarded per University policy 3342.5 - 08.101
<https://www.kent.edu/policyreg/operational-procedures-and-regulations-regarding-collection-retention-and-dissemination>.

- CCP teachers will post formative and summative grades for assignments and exams on the IHE learning management system on a regular basis. Any grades posted to a secure LEA site must be restricted to student view only to comply with FERPA.
- Mid-term grades are not permitted to be published on the high school grade report or transcript, nor utilized in determining high school GPA or class standing.
- **Enrollment Verification, Midterm, Final and official** grades must be reported within the Kent State University FlashLine portal in a timely manner.
- All grades and information contained in the IHE learning management system and FlashLine portal are considered maintained by the IHE and subject to the same FERPA protections as afforded to any students enrolled in college coursework. CCP teachers are responsible for safeguarding identifiable information and providing FERPA protections to CCP students enrolled in courses taught at their high school location.
- CCP teachers are required to attend IHE departmental planning meetings and staff development activities, including CCP training workshops and engage in a minimum of three hours of documented professional development provided by the IHE each academic year.

Textbooks and Required Materials

- CCP teachers are expected to use approved textbooks (whether hard copy or digital) and required materials for the IHE course.
- Textbooks must be college-level and approved by the Department Chairs.
- The textbooks and materials must be available to the students on the first day of class.
- Textbooks and materials may be obtained by contacting the IHE University Bookstore for the campus through which the course is being taught or may be obtained from another vendor.
- IHE will contact LEAs with changing textbook information as applicable. IHEs must confirm current editions of textbooks with the University Bookstore prior to purchasing textbooks from other vendors.

Contact Hours Pertaining to CCP Teachers

- CCP teachers are obligated to meet the minimum required number of contact hours for the course(s) taught per semester. While courses may have variable start dates, all courses must follow the IHE end of term, final exam, and grade submission dates.
- In order to ensure meeting the required contact hours, CCP teachers are expected to make up lost contact hours.
- In line with the importance of contact hours and attendance, students may not be added to a course after the "last date to add" deadline, unless an error in the registration process occurred.

Student Evaluation of Instructor Performance

CCP teachers will be evaluated once each semester by the students using the same course evaluation instruments utilized on the IHE's campuses. The evaluation information will be disseminated to the CCP teachers in advance to share with students approximately two weeks prior to the end of the academic semester. The course evaluation may be completed online or on paper depending on the IHE's decision for distribution.

SECTION XI: CONTINUATION OF CCP COURSE OFFERINGS AT HIGH SCHOOL

This MOU is a binding agreement and, should either party fail to adhere to its responsibilities therein, the removal of CCP courses will be considered if the infraction is not corrected after documentation.

SECTION XII: GRANTING OF COLLEGE CREDIT

Transcripts

The IHE is responsible for maintaining the college transcript for each student. All CCP approved courses are identified on the college transcript as regular college-level course work.

The LEA is responsible for maintaining the secondary school transcript. The IHE will provide official course grades to the LEA at the conclusion of the academic term and after course grades have been finalized. The LEA will post the actual course title, IHE name, and grade earned in the college course to the student's high school transcript. In cases where no grade is reported for a course, where a grade of "I" (incomplete) is reported, or where a grade change occurs after final grades have been posted, the student will request a transcript be sent to their LEA to verify corrected course grades.

Mid-term grades are not permitted to be published on the high school grade report or transcript, nor utilized in determining high school GPA or class standing.

Upon a student's request, the IHE will provide an official college transcript showing credit for the completed college-level course work. Depending upon the type of transcript requested, a service fee may be required. Students can access and print unofficial copies of their transcripts through their FlashLine portal.

SECTION XIII: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA")

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records, both financial and academic. For the student's protection, FERPA limits the release of student record information without the student's explicit written consent; however, it also gives the student's parent(s)/guardian(s) the right to review those records if the parent(s)/guardian(s) claim the student as a dependent on their Federal Income Tax Return.

Communication with Parents for Students in Courses Delivered at High Schools:

CCP students are college students, and their educational records are protected by FERPA legislation. Students enrolled in college courses, regardless of the classroom location, are protected and communication must be carefully distributed.

CCP teachers for Kent State University must adhere to FERPA legislation. **Note that while enrolled in college courses, FERPA limits ALL instructors, including CCP teachers, to provide performance information only to the student without prior consent from the student.**

Kent State University requires that each CCP teacher verify with the University that a valid FERPA Release Form and/or an approved Parent/Guardian Verification of Student Dependent Status form is in place at the University for any participating student prior to the release of any protected information. Students may complete a FERPA release online through their FlashLine account or may complete a paper release form found online at <https://www.kent.edu/registrar/ferpa-forms> and submit this to the Kent State University Registrar.

In the event that a high school CCP teacher identifies a need to contact a student's parent proactively

regarding progress in the college course, they may only do so if a signed FERPA Release form is on file with the University.

Communication with Parents for Students in Courses Delivered at IHE Locations:

Students may grant Kent State University permission to release information about their student records to a third party (including parents, stepparents, etc.) by completing a FERPA Release Form online through their FlashLine account or completing a paper release form found online at <https://www.kent.edu/registrar/ferpa-forms> and submit this to the Kent State University Registrar. In the absence of a student initiated FERPA release, parent(s)/guardian(s) may submit a Parent/Guardian Verification of Student Dependent Status form for review to the University Registrar.

SECTION XIV: STATE REPORTING

The LEA and IHE shall retain educational records in accordance with Ohio or Federal statutes and record retention regulations and shall collaborate where necessary to provide required statistical information.

SECTION XV: APPEALS

Each student has the right to appeal decisions concerning the CCP program. The LEA and IHE shall have a student appeals process. LEA and IHE decisions are final.

SECTION XVI: RELEVANT LAWS

At all times, the parties agree to follow and be responsible for their own compliance with all local, state and Federal laws and regulations related to the CCP program, including but not limited to the provisions of section 3333-1-65, et seq. of the Ohio Administrative Code, as amended. At any time, should a party's inability to comply with the law interfere with that party's ability to adhere to the terms of this Agreement or should such inability impede that party's eligibility under this program, the other party shall have the right to suspend or terminate this Agreement. Notwithstanding the foregoing, the parties shall take all reasonable actions to mitigate any effects of such action upon currently enrolled students.

SECTION XVII: NONDISCRIMINATION

Each party agrees to comply with all applicable laws regarding affirmative action and equal employment opportunity in connection with this Agreement and each party further agrees not to discriminate against any person or group of persons on the basis of race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.

SECTION XVIII: MARKETING, ADVERTISING AND PROMOTION

LEA and IHE shall cooperatively market the CCP program by:

- Equally promoting the Agreement to partner's students and their families, as well as to the communities served by the partner through each entity's website.

- LEA shall provide IHE with reasonable access to LEA students, parents and counselors to allow IHE to market and promote the program.

LEA shall market the CCP program by:

- Identifying this agreement with IHE in the required annual notice to students, in the required annual information session, in the annual program of studies, and on the school website.
- Providing IHE with advanced notification and an opportunity to present during the LEA's annual CCP informational sessions.
- Providing IHE with reasonable access to partner students, parents and counselors to allow IHE to market and promote the program.
- Assisting IHE in mailing promotional materials to partner students and parents by providing their home addresses.

IHE shall market the CCP program by:

- Identifying this agreement with the LEA on the CCP website.
- Providing an annual session for IHE counselors to meet with LEA representatives regarding the CCP program.

Each party shall, prior to the issuance of any news or press release marketing the program, provide notification and a copy of the release to the other party.

The LEA must adhere to the use of the IHE logo and signage guidelines which will be provided to LEA upon request.

SECTION XIX: FINANCIAL STRUCTURE AND COST SHARING

1. The IHE will retain all State Support of Instruction (SSI) funds for students completing CCP courses.
2. The cost of textbooks, course materials and supplies including access codes will be incurred by the school district unless alternative arrangements have been made with the campus through which the student(s) is(are) enrolled and the IHE shall waive payment of all other fees related to participation in the program pursuant to ORC 3365.07 with the exception of students enrolled under ORC 3365.06 (A).
 - 1) The LEA can choose to initiate and maintain an account with the IHE University Bookstore and can elect to purchase textbooks and materials through other vendors. Students shall have the required course textbooks and materials available by the first day of classes.
 - 2) Students can participate in the Kent State University Flash books initiative whereby textbooks are made available electronically at a cost savings to the district. This initiative is currently limited to a finite number of specified course sections. Billing for Flash books materials will be invoiced to districts separately from the IHE University Bookstore partner.
3. The IHE will invoice based on the following formula subject to approval by the Chancellor, Ohio Department of Higher Education:

High School Delivery - Option A:

For courses taught by a high school teacher approved by the IHE at the LEA location, the rate will be the State of Ohio default floor amount established in the 2025 state budget (to be determined upon approval of the biennial state budget) x number of credit hours/course x number of students.

High School Delivery - Option B:

For courses taught by an IHE faculty member at the LEA location, the rate will be the State of Ohio default midpoint amount established in the 2025 state budget (to be determined upon approval of the biennial state

budget) x number of credit hours/course x number of students.

On Campus Delivery:

For courses taught by a university faculty member at an IHE location, the cost will be the State of Ohio default ceiling amount established in the 2025 state budget (to be determined after approval of the biennial state budget) x number of credit hours/course x number of students.

Distance Learning Delivery:

For courses being taught via distance learning, the cost will be the State of Ohio default ceiling amount established in the 2025 state budget (to be determined after approval of the biennial state budget) x number of credit hours/course x number of students.

Necessary tutoring for special education students and accommodations for ADA qualifying students will be the responsibility of the LEA in consultation with the IHE. CCP students will have access to student resources at the IHE.

SECTION XX: TERMS AND CONDITIONS

The initial term of this Agreement shall be from July 1, 2025, to June 30, 2026. This Agreement may not be altered or modified by any party adhering to it, with the exception of the Appendix. The IHE may modify the list of college credit plus courses in the Appendix of this Agreement. Modifications to the Appendix must be submitted to the LEA prior to the beginning of a new semester. This Agreement shall expire on June 30, 2026.

Either party may terminate this Agreement for cause upon written notice to the other party if the other party fails to cure any material breach of this Agreement within thirty (30) days after receiving written notice of such breach. In the event of such failure to cure, this Agreement will terminate on the 30th day after such notice is provided. In the event of termination, both parties will work together to mitigate any effects of such termination upon currently enrolled students.

Should any provision of this agreement be found to be invalid, illegal, or unenforceable for any reason, the invalidity or unenforceability of such provision shall not affect the validity of the remaining provisions hereof. Non-enforcement of any provision of this agreement by either party shall not constitute a waiver of that provision, nor shall it affect the enforceability of that provision or of the remainder of this agreement.

This Agreement shall be interpreted and construed in accordance with the laws of the State of Ohio.

This Agreement shall constitute the entire agreement between the parties and fully supersedes any and all prior agreements or understandings, written or oral, between the parties pertaining to the matters set forth herein. This Agreement shall not be amended, modified, or changed unless agreed such amendment is (i) in writing; (ii) refers to this Agreement; and (iii) executed by an authorized representative of each party.

SECTION XXI: APPROVALS

IHE (Kent State University):


Provost

11 December 2024
Date


Senior Vice President for Finance and Administration

12/11/2024
Date

LEA _____

(Partnering Secondary School Name)

Superintendent/Headmaster/Chief School Administrator

Date

Treasurer

Date

APPENDIX A

Listing of Authorized College Credit Plus Courses 15/30 Credit Hour Pathway

This appendix shall contain the courses included in Kent State University's 15/30 credit hour pathway. The courses listed on the following page are representative of the suggested Kent State University CORE classes. Students participating in the CCP program are not required to take these specific courses, rather they are provided as a demonstration of the typical courses into which a new college freshman might enroll.

Participating students meet with an IHE academic advisor to plan courses to be taken through CCP that will apply toward a specific certificate, associate degree or baccalaureate degree program and meet the parameters defined by ORC 3365.06 (C) (effective 9/29/2017) and OAC 3333-1-65.12 (effective 2/15/2018) and any other laws or regulations that may come into effect beginning with the summer term of the 2019-2020 academic year. CCP courses may be taken as high school electives or as high school core course credits. The applicability of the course(s) selected by the student to their high school program of study must be confirmed with their school counselor.

Course Enrollment Restrictions:

Students must complete 15 credit hours of courses designated as Level I before progressing to Level II. The 15 credit hours may consist of credits earned through AP, IB, or college courses taken at colleges or universities participating in CCP. Students must complete 15 credit hours in Level I before progressing to Level II. The 15 credit hours may consist of credits earned through AP, IB, or college courses taken at other colleges or universities participating in CCP. Level I courses include:

- 1) Transferable courses: Part of CTAG, OTM, or TAG (i.e., CTAG: Career-Technical Assurance Guides, OTM: Ohio Transfer Module, TAG: Transfer Assurance Guides)
- 2) Courses in computer science, information technology, anatomy, physiology, or foreign language, including American Sign Language
- 3) Technical certificate courses
- 4) 15-credit hour or 30-credit hour model pathway courses
- 5) Study skills, academic or career success skills courses
- 6) Internship courses
- 7) Another course that may be approved by the Chancellor on an annual basis

Upon completion of 15 credit hours in Level I, students may select Level II courses which include any other college courses that is not a Level I course.



College Credit Plus Pathways

Students participating in College Credit Plus select course(s) to be taken after consultation with both their high school counselor and their Kent State University academic advisor. Course enrollment may be determined by placement recommendations, course prerequisites, academic goals, high school graduation requirements, intended college major, and course availability.

The 15 and 30 credit hour Pathways below represent a sample of courses that may be taken by a typical full-time, first year college student. Additional specific Pathways can be created between the LEA and IHE to address student needs. CCP students may select from courses that are not part of the 15 and 30 credit hour Pathways and are not required to attend Kent State University full time. They are limited to no more than 18 credit hours per semester and no more than 30 credit hours total per academic year. Students should refer to the Kent State University Roadmaps available online at: catalog.kent.edu as a guide to the Kent CORE and additional required courses for a specific major or degree program of interest to them.

15 Credit Hour Pathway

Kent State University Course Name & Number	Course Prerequisite	College Credits
ENG 11011 - College Writing	Placement	3
Kent CORE Mathematics or Critical Reasoning Course	See Catalog	3-5
Kent CORE Humanities or Fine Arts Course		3
Kent CORE Social Science Course		3
Kent CORE Basic Science Course	See Catalog	3-5
Total Credits:		15

30 Credit Hour Pathway (includes 15 Credit Hour Pathway above)

Kent State University Course Name & Number	Course Prerequisite	College Credits
Kent CORE English course	See Catalog	3
Kent CORE Mathematics or Critical Reasoning Course	See Catalog	3-5
Kent CORE Humanities or Fine Arts Course		3
Kent CORE Social Science Course		3
Kent CORE Basic Science Course	See Catalog	3-5
Total Credits:		15

APPENDIX B

Kent State University Campus Contacts

Kent State University
650 Hilltop Drive
Kent, OH 44242
330-672-1980

Dana Lawless-Andric, Ph.D.
Senior Associate Vice President
University Outreach & Engagement
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www.kent.edu/uoe
dlawless@kent.edu
OR
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OR
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Kristin Bechter
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University Outreach & Engagement
kbechter@kent.edu
OR
CCP@kent.edu

APPENDIX C

College Readiness Indicators for CCP Students

	ACT	SAT ¹	Accuplacer ²	
			Classic	Next Gen
English Sub Score	18	Evidence Based Reading & Writing 480	Sentence Skills 88 OR on 5 on Writeplacer	NextGen Writing 263 or above OR 5 on Writeplacer
Reading Sub Score	22		80	NextGen Reading 250
Mathematics Sub Score	22	530	55 CLM	QAS – 263+
				AAF – 263+

Adapted from "Uniform Statewide Standards for Remediation-Free Status," dated April 2019

¹ Scores reflected on this table apply to the current version of the SAT; scores obtained on exams prior to 2017 will need to be cross walked to these thresholds.

² Accuplacer Classic was warehoused in January 2019. The Classic "cut scores" will remain on the chart for students who were assessed prior to 2019.

NEW DOCUMENT

Memorandum of
Understanding Between
Cuyahoga Community College District and Revere Local School District

This Memorandum of Understanding (“MOU”) is entered into as of February 1, 2025, between Cuyahoga Community College District (“College”) with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115 and Revere Local School District (“School District”) with an address at 3496 Everett Road, Richfield, Ohio 44286 (individually, the “Party,” and collectively, “the Parties”).

RECITALS

WHEREAS, Ohio House Bill 487, which includes the College Credit Plus program (“Program”), was signed into law by Governor John Kasich on June 16, 2014; and,

WHEREAS the College Credit Plus program governs arrangements in which a secondary grade student enrolls in a college and, upon successful completion of coursework taken under the Program, receives credit from the College and the high school on an official transcript; and,

WHEREAS, commencing at the start of the 2025-2026 school year, the Parties desire to provide eligible secondary grade students with the opportunity to take college courses for high school ~~and~~ or college credit; and,

WHEREAS, the Parties agree to adhere to the applicable responsibilities and expectations included in Ohio Revised Code Chapter 3365,

Now, therefore the Parties agree as follows:

A. Student Eligibility:

1. All College-ready students, grades 7 – 12, who qualify for College admission may participate.
2. Students or their parents must inform the School District of the student’s intent to participate in the Program the following year via the student’s principal or equivalent, no later than the first day of April.
3. The student must:
 - a. Apply to the College in accordance with the College’s established procedure for admission.
 - b. Meet the College’s established standards for admission, enrollment, and for course placement.
 - c. Meet remediation-free standards and/or satisfy all other eligibility criteria under Ohio Revised Code section 3365.03.

B. School District responsibility:

1. Provide students enrolled in grades six through eleven with information about the Program prior to the 15th day of February each year.
2. Provide Counseling to students and their parents before the student participates in the Program, to ensure the students and parents are aware of possible consequences and benefits of the Program. Counseling shall include, but not be limited to:
 - a. Program eligibility;
 - b. Academic credits;
 - c. Any necessary financial arrangements for tuition, textbooks, and fees;
 - d. Transportation;
 - e. Support services;
 - f. Scheduling;
 - g. Student and parental responsibilities under the Program, including the consequences and benefits of participation;
 - h. Counseling services of the College;
 - i. Academic and social responsibilities of students and parents;
 - j. Information on the potential for mature content.
3. Promote the Program on its website.
4. Schedule an informational session each school year to allow College personnel to meet with interested students and parents.
5. Implement a policy for awarding grades and calculating class standing for courses taken in the Program.
6. Develop and publish model course pathways and include those pathways among the School District's official list of courses offered through the Program.
7. Verify participants³⁰ are not taking more than thirty (30) college credit hours per academic year and not more than one hundred and twenty (120) college credits at the College during high school.
8. Develop a process according to Ohio Department of Education rules to identify students who are economically disadvantaged.
9. Collect, report, and track data related to the Program on an annual basis, pursuant to Ohio Revised Code Section 3365.15.

³⁰ Ohio Revised Code 3365.01(M) defines "participant" as, "any student enrolled in a college under the program established by this chapter." Therefore, any time the word "participant" is used in this MOU, it refers to a student who is enrolled at Cuyahoga Community College through the College Credit Plus program. The use of the word "student" refers to an individual who is not yet enrolled at Cuyahoga Community College.

C. College responsibilities:

1. Follow established standards and procedures for the admission of participants. Specifically, the College will:
 - a. Consider all available student data (e.g., grade point average, end of course examinations, etc.) to determine college-readiness.
 - b. Give priority to its currently enrolled individuals regarding enrollment in courses. However, once a participant has been accepted into a course at the College, the College shall not displace the participant for another currently enrolled individual.
 - c. Adhere to all capacity limitations that the College has established for specific courses.
2. Notify participant, participant's parent(s), participant's secondary school, and superintendent of School District of participant's admission to the College and to specific course(s) in the Program, no later than fourteen calendar days prior to the first day of classes of the term.
3. Provide to each participant, participant's secondary school, and superintendent of School District the following information, no later than twenty-one calendar days after the first day of classes for the new term:
 - a. The courses and hours of enrollment of the participant;
 - b. The option of reimbursement elected by the participant, pursuant to Ohio Revised Code Sections 3365.06 and 3365.07.
4. 4. Provide to each participant's secondary school and superintendent of the School District a roster of participants from the School District enrolled in the College, and a list of courses for each participant.
5. Promote the Program on the College's website, including a sample template of its MOU
6. Coordinate with the School District to present at least one informational session on the Program per school year for interested students and parents, including content on the benefits and consequences of Program participation and changes to Program requirements.
7. Assign a counselor who is employed by the College as an academic advisor to each participant enrolled in the College. The College shall ensure that the participant and counselor meet at least once to discuss the Program and enrolled courses prior to the date on which withdrawal from a course would negatively affect a participant's grade as reflected in a formal transcript.
8. Make an initial offer to teach College courses delivered under College Credit Plus in any modality or location, including those delivered in the high school, to the full-time faculty of Cuyahoga Community College. The College commits to an expedited process for

- determining the interest of its full-time faculty in teaching courses under College Credit Plus in any modality or location, including college courses taught in the high school. If no full-time faculty member of the College expresses an interest in teaching a College Credit Plus course(s) at the high school, the College will assign appropriately credentialed adjunct faculty to the course.
9. If the teachers who are teaching Program courses at the School District are employees of the School District, the College will:
 - a. Provide at least one, three-hour professional development session per school year.
 - b. Conduct at least one full-period classroom observation of each College Credit Plus course taught by each secondary teacher, to ensure the course meets the quality of a college-level course.
 10. Collect, report, and track data related to the Program on an annual basis, pursuant to Ohio Revised Code Section 3365.15.
 11. Commit to making higher education accessible to all eligible students with disabilities. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) mandate that post-secondary institutions ensure that qualified students with disabilities are not denied participation in, or the benefits of, post-secondary education. However, the Individuals with Disabilities Education Act (IDEA), as observed in a secondary school setting, is not applicable to institutions of higher education such as the College. The College recommends College Credit Plus students that may have a documented disability work directly with the College's Student Accessibility Services office to create a plan for accommodation.
 12. The College will not change course content and/or expectations for students participating in the College Credit Plus program. Courses may require College Credit Plus program participants to work with individuals in a class as part of a team or project. Coursework may also require meeting with classmates outside of the classroom, or off campus. Course subject matter may include adult themes and content. Course content will not be modified to accommodate the age of College Credit Plus participants.

D. Financial Responsibilities.

1. The College will use a tiered model for Program costs, modeled after the prescribed minimums of Ohio Revised Code Chapter 3365. The College will work with faculty to keep textbooks affordable and, when appropriate, open-source texts and recent editions will be suggested.
2. For courses offered at the College, the Ohio Department of Education shall reimburse the College eighty dollars (\$80) per credit hour. The School District is responsible for the first fifty dollars (\$50) for each textbook. For purposes of this MOU, "textbook" is defined as any literature, reading material, and/or publication that a professor, teacher, faculty member or instructor requires for a course. A "textbook" can be any media, including but not limited to print, e-book, electronic book, rental book, hard copy printouts, and electronic printouts, regardless of whether the "textbooks" are purchased outright, financed, leased, rented, or

acquired by any other means of payment required by the College, publisher, and/or book dealer.

- a. Unused textbooks must be returned to the College's Barnes & Noble Bookstore no later than 7 weeks after the start of the full term and 5 weeks after the start of "O" session. If unused books are not received, the School District will be charged for all books that were shipped.
 3. For courses offered at the School District and taught by a College instructor, the Ohio Department of Education shall reimburse the College forty-one dollars and sixty-four cents (\$41.64) per credit hour. The School District is responsible for the first fifty dollars (\$50) for each textbook.
 4. For courses offered at the School District and taught by appropriately qualified School District teachers, the Ohio Department of Education shall reimburse the College forty-one dollars and sixty-four cents (\$41.64) per credit hour. The School District is responsible for the first fifty dollars (\$50) for each textbook.
 5. Pursuant to Ohio Revised Code section 3365.06(A), participant shall not be charged for any tuition, textbooks, or other fees to participate in the Program unless the participant elects at the time of enrollment to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course.
 6. Public, private, and homeschool participants that opt to self-pay are not eligible to receive the College's discounted textbook rate.
 7. If the participant does not complete the College course or does not attain a passing final grade in the College course which the participant is enrolled under the College Credit Plus program, the superintendent or equivalent of the School District may seek reimbursement from the participant or the participant's parent(s) for the amount of state funds paid to the College on behalf of the participant for that College course. The School District may not seek reimbursement from participants it has identified as economically disadvantaged.
- E. Courses.** All courses offered by the College under the Program shall be the same courses that are included in the College's course catalogue for college-level, non-remedial courses and shall apply to at least one degree or professional certification at the College.
- F. Instructor Credentials.** Each instructor teaching a course under the Program shall meet the credential requirements set forth in guidelines and procedures established by the Higher Learning Commission. If the guidelines require School District teachers to take any additional graduate-level coursework in order to meet the credential requirements, that coursework shall be applicable to continuing education and professional development requirements for the renewal of the School District teacher's educator license.
- G. Miscellaneous.**
1. Severability. The provisions of this MOU are severable and independent, and if any such

provision shall be determined to be unenforceable in whole or in part, the remaining provisions and any partially enforceable provision shall, to the extent enforceable in any jurisdiction, nevertheless be binding and enforceable.

2. Governing Law. This MOU and the rights of the Parties hereunder shall be governed, construed, and interpreted in accordance with the laws of the State of Ohio.
3. Notices. All notices or other written communications required or permitted under this agreement will be effective when received in accordance with this sentence, and must be given in writing by courier, reputable overnight delivery services, or by certified mail, return receipt requested to either party at its address set forth below (or to such other address as the Parties may substitute, by providing a written notice in the manner specified in this Section):

Notice to School District:

Revere Local School District
3496 Everett Road, Richfield, Ohio 44286
Attention: School Superintendent/Principal/Head of School

Notice to College:

Cuyahoga Community College
700 Carnegie Ave
Cleveland, Ohio 44115
Attention: Janice Taylor Heard, PhD, Associate Vice President College Credit Plus

With a copy to:

Cuyahoga Community College Office of General Counsel
2500 East 22nd Street.
Cleveland, Ohio 44115
Fax: (216) 987-4895

4. Liability. Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.
5. Amendments. This MOU may be modified or amended only by writing signed by both Parties.
6. Force Majeure. Neither Party is responsible to the other for nonperformance or delay in performance of the terms and conditions of this MOU due to the acts of Government, nature, war, riots, and other causes beyond the reasonable control of the performing party.

7. Assignment. Neither party may assign its rights or delegate its duties under the MOU. Any attempted assignment or delegation in violation of this Section will be null and void.
8. No Third-Party Beneficiaries. This MOU is not a third-party beneficiary contract and confers no rights on any third party, including but not limited to students and/or employees of both Parties.
9. Independent Contractors. The Parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this MOU and neither party may make any commitment on behalf of the other or inference that such a relationship exists.
10. **Complete Agreement-Integration. This MOU contains the complete understanding of the Parties with respect to the subject matter hereof, and supersedes all other agreements, understandings, communications, and promises of any kind, whether oral or written between the Parties with respect to the subject matter hereof and to any indication that such exists.**
11. Compliance with the Laws. In performing their obligations under this MOU, the Parties will comply with all applicable state and federal laws and regulations including but not limited to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C.A. 1232g, and shall not be unlawfully discriminate against any employee or student of the School District or the College on the basis of race, sex, religion, disability, age, national origin, color, ancestry, genetic information, military status, sexual orientation, gender identity and expression, pregnancy, and/or veteran status.
12. Counterparts. Facsimile Signatures. This MOU may be executed in multiple counterparts, all of which shall be originals, and which together shall constitute a single MOU between the Parties. For the purpose of interpretation, facsimile signatures shall be equivalent to original signatures.

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The Parties listed below, have the full legal right, authority, and approval required by law to execute, deliver, and perform this MOU, and by their signatures are in agreement with the above-stated conditions.

School District

Cuyahoga Community College District

Name: _____

Name: _____

Signature: _____

Signature: _____

Title: _____

Title: Provost/ EVP, Access, Learning & Success

Date: _____

Date: _____