

## AGENDA



Revere Local School District  
Revere Board Meetings  
Regular March Meeting  
Tuesday, March 18, 2025, 5:30 pm - 8:00 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: ***Pledge Leaders***

**Cora Dukles**  
**Ella Stack**  
**Oliver Oriti**

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

The following students are being recognized for:

#### ***Voices of Bath***

**Lucas Dean**  
**Vivian Vukoder**  
**Briella Jones**

#### **Revere Middle School - Presented by: Mrs. Alessandro**

The following students are being recognized for: ***RMS Science Club***

**Anish Chandran**  
**Lily Fox**  
**Saumya Sharma**

#### **Revere High School - Presented by: Mr. Faris, Ms. Martin & Ms. McDonald**

The following students are being recognized for:

#### ***Engaging with Purpose***

**Jack Gage**  
**Cooper Gardner**  
**Sophia Massouh**  
**Tyler Nestor**  
**Usher Qasim**  
**Riley Schultz**  
**Stephanee Woofter**

#### ***Presentations:***

**Proposed Changes to Board Policy 6.51 Electronic Communication Devices, Mr. White**

V. **PUBLIC SPEAKS TO AGENDA ITEMS**

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

No items at this time.

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

CVCC Report

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

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

The Treasurer recommends approval of the minutes from the Work Session held **February 11, 202**, the **Special Meeting** held **Februar12, 2025** and the Regular Meeting held **February 18, 2025**.

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

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

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

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

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

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

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.

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

1. **Certificated/Licensed Personnel**

a. Resignation for Retirement (certificated)

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

**Wade Vantrease** / Teacher / Richfield Elementary School / Effective: End of 2024-2025 School Year

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

It is recommended that the Board of Education accept the following supplemental contract resignation:

**Katie Pflueger**, RHS Revere Players Band Director;

Furthermore, It is recommended that the Board of Education approve the following supplemental contract:

**Montana Fassnacht**, RHS Revere Players Band Director (Pflueger vacancy)

c. 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:*

**Boys' Track**

**Jen Exten**, Assistant Coach 50%

**Girls' Track**

**Meredith Wooley**, Assistant Coach

### Track Combined

**David Howson**, RMS Assistant Coach 50%

**Ryan Lekan**, RMS Assistant Coach 50%

## 2. **Classified Personnel**

### a. 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.*

**Nick Wodogaza** / Custodian / Revere High School / Step 1 / Effective: March 3, 2025 (Austin vacancy)

### b. Resignation for Retirement (classified)

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

**Kathryn Manochi** / School Bus Driver / Transportation / Effective: End of 2024-2025 School Year

### c. Resignation(s) (classified)

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

**Donna Treubig** / Guaranteed (permanent) Substitute Bus Driver / Transportation / Effective: March 7, 2025

### d. 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.*

**Donna Treubig** / Substitute Bus Driver / Transportation / Effective: March 10, 2025

### e. Game Workers / 2024/2025 (classified)

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.*

**Seth Apple**

## 3. **Student Services**

### a. Summit ESC Audiology - 5 Additional Days for 2024/2025 School Year

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

### b. LD Expert/ Instructional Services Agreement

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

## 4. **Other Business**

### a. Student Handbooks for 2025-2026 School Year / **Second and Final Reading**

It is recommended that the Board of Education approve the 2025-2026 Student Handbooks as detailed in **Attachment OB-1** as a **second and final reading**.

### b. Policies - Revised / **First Reading** (No Action)

The Board of Education will review the below revised policy detailed in **Attachment OB-2** as a **first reading** with the intention of approving the recommendations with a second and final reading during the April 2025 Regular Meeting:

#### **Revised:**

**6.51** / Electronic Communication Devices

### c. Richfield Elementary Bookroom Proposal / **First Reading**

The Board of Education will review the recommended proposal for a Bookroom at Richfield Elementary

that would be made possible through the Power of Teaching Grant as a **first reading** with the intention of approving the recommendation with a second and final reading during the April 2025 Regular Meeting as detailed below and in **Attachment OB-3**:

**Richfield Elementary Bookroom:**

*At Richfield Elementary, we are in need of a resource room where both new and veteran teachers can access books for a variety of reasons, including small literature groups, book clubs, research activities, books for pleasure reading, and books to support education of the whole child and meets needs for positive behavior expectations. When students are surrounded with good literature, they are motivated to read more, in order to seek out additional knowledge or transport themselves to a safe and happy place while reading a good book. Without books, teachers are not able to connect students with new book titles, themes, lessons, and levels of reading readily. As Maya Angelou said, "Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."*

d. Proposed New RMS Course / **Second and Final Reading**

It is recommended that the Board of Education approve the recommended new middle school course listed below as a **second and final reading** as detailed below:

**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.*

e. Honors HS Music Ensemble Proposal / **Second and Final Reading**

It is recommended that the Board of Education approve the recommended extension/opportunity to the Honors High School Music Ensemble as a **second and final reading** as detailed below:

**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.*

- f. District Calendar for 2026-2027 School Year / **First Reading** (no action)

The Board of Education will review the DRAFT 2026-2027 District Calendar as detailed in **Attachment OB-4** as a **first reading** with the intention of approving the recommendation with a second and final reading during the April 2025 Regular Meeting.

**X INFORMATIONAL ITEMS**

The **April Work Session** will be held **Tuesday, April 8, 2025**, beginning at 5:30 PM in the Revere Administration Building Conference Room;

The **Regular April Meeting** will be held **Tuesday, April 15, 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  
 February Work Session  
 Tuesday, February 11, 2025, 5:30 pm - 8:30 pm  
 Revere Administration Building



## I. CALL TO ORDER

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

## II. ROLL CALL

**Kasha Brackett**  
**Hayden Hajdu**  
**Keith Malick**  
**Natalie Rainey**  
**Courtney Stein**

## III. PRESENTATIONS

School Transportation Safety, **Special Agent, Ben Tyrrel**, *Supervisory Special Agent at The United States Secret Service*

School Therapy Dogs, **Mrs. Kieser**

New Elective Proposal for 25-26SY: Introduction to Personal Finance at Revere Middle School, **Mr. Conley & Mr. Lekan**

Honors HS Music Ensemble Proposal, **Mr. Chiera**

SAT vs. ACT Testing at Revere High School, **Mr. Faris & Mrs. Long**

## IV. BOARD OF EDUCATION'S AGENDA

No items at this time.

## V. TREASURER'S AGENDA - Mr. Berdine

No items at this time.

## VI. SUPERINTENDENT'S AGENDA - Mr. White

a. 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.*

b. 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.*

## **VII. INFORMATION/DISCUSSION ITEMS**

Review draft agenda for the February 18, 2025 regular meeting.

## **VIII. EXECUTIVE SESSION**

### **Res. 25-104045**

Moved into Executive Session at 7:11 PM to discuss the following items:

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

Personnel: To discuss the employment of a public employee.

Move: Courtney Stein Second: Kasha Brackett Status: Passed

IX. The President called the Board of Education out of Executive Session 9:18 PM

## **X. ADJOURNMENT**

### **Res. 25-104046**

Moved by Mr. Hajdu, seconded by Mrs. Stein to adjourn the meeting at 9:18 PM

Approved By:  
Richard Berdine

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Date

**MINUTES**

Revere Local School District  
Revere Board Meetings  
Special Meeting of the Board of Education  
Wednesday, February 12, 2025, 11:00 am - 5:00 pm  
Fairlawn Country Club

**I. CALL TO ORDER**

Mr. Malick called the meeting to order at 11:00 AM

**II. ROLL CALL**

Kasha Brackett  
Hayden Hajdu  
Keith Malick  
Natalie Rainey  
Courtney Stein

**III. EXECUTIVE SESSION****Res. 25-104047**

Moved into Executive Session at 11:00 AM to discuss the following item:

Personnel: To discuss the employment of a public employee.

Move: Keith Malick Second: Courtney Stein Status: Passed

**IV. Mr. Hajdu exited the meeting at 3:45 PM****V. The President called the Board of Education out of Executive Session at 4:55 PM****VI. ADJOURNMENT****Res. 25-104078**

Moved by Mrs. Brackett, seconded by Mrs. Rainey to adjourn the meeting at 4:55 PM

Approved By:  
Richard Berdine

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Date

## MINUTES

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

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

### II. ROLL CALL

**Kasha Brackett**  
**Hayden Hajdu**  
**Keith Malick**  
**Natalie Rainey**  
**Courtney Stein**

### III. PLEDGE OF ALLEGIANCE

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**  
**Ella 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

#### **Res. 25-104079 consensus items a-f**

#### 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.

**Res. 25-104079 consensus items a-f**

Move: Kasha Brackett Second: Courtney Stein 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. 25-104080 consensus items 1. a-c**

## 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).

**Res. 25-104080 consensus items 1. a-c**

Move: Keith Malick Second: Hayden Hajdu Status: Passed

**2. Classified Personnel**

**Res. 25-104081 consensus items 2. a-f**

- 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:

**Abby Hetman**  
**Max Richardson**

#### **Res. 25-104081 consensus items 2. a-f**

Move: Keith Malick Second: Courtney Stein Status: Passed

### 3. Student Services

#### a. Home Instruction

#### **Res. 25-104082**

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**

Move: Keith Malick Second: Kasha Brackett Status: Passed

### 4. Other Business

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

#### **Res. 25-104083 consensus items 4. a-d**

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. OHSA 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**

**Res. 25-104083 consensus items 4. a-d**

Move: Courtney Stein Second: Hayden Hajdu Status: Passed

- 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

**Res. 25-104084 consensus items 4. f-g**

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 College as detailed in **Attachment OB-7**

**Res. 25-104084 consensus items 4. f-g**

Move: Courtney Stein Second: Keith Malick Status: Passed

- 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. ADJOURNMENT**

**Res, 25-104085**

Moved by Mrs. Brackett, seconded by Mrs. Rainey to adjourn the meeting at 6:10 PM

Approved By:  
Richard Berdine

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Date

# NEW DOCUMENT

**FEBRUARY 28, 2025**

# **Financial Report**



**Revere Local School District**

**Richard Berdine  
Treasurer**

# Revere Local School District

## Forecast Comparison - General Operating Fund - February 2025



	Current Month FCST Estimate	Current Month Actuals	Prior FY Month Actuals	Variance- Current Month Actuals to Estimate	Explanation of Variance
<b>Revenue:</b>					
1.010 - General Property Tax (Real Estate)	\$ 3,728,136	\$ 7,908,789	\$ 3,740,008	\$ 4,180,653	timing of tax advances compared to prior fiscal years
1.020 - Public Utility Personal Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 253,460	\$ 264,558	\$ 228,713	\$ 11,098	increase in transportation funding from ODEW
1.040 - Restricted Grants-in-Aid	\$ 14,915	\$ 14,938	\$ 15,318	\$ 23	
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 103,006	\$ 84,001	\$ 115,387	\$ (19,005)	timing oi receipt of tuition compared to prior fiscal years
<b>1.070 - Total Revenue</b>	\$ 4,099,517	\$ 8,272,285	\$ 4,099,426	\$ 4,172,768	
<b>Other Financing Sources:</b>					
2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ 40	\$ 40	\$ 40	\$ -	
<b>2.080 Total Revenue and Other Financing Sources</b>	\$ 4,099,557	\$ 8,272,325	\$ 4,099,466	\$ 4,172,768	
<b>Expenditures:</b>					
3.010 - Personnel Services	\$ 2,041,533	\$ 2,017,412	\$ 1,941,902	\$ 24,121	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 839,351	\$ 840,116	\$ 764,331	\$ (765)	
3.030 - Purchased Services	\$ 502,547	\$ 472,772	\$ 518,742	\$ 29,775	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 54,330	\$ 87,688	\$ 64,486	\$ (33,358)	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 9,000	\$ 8,317	\$ 1,313	\$ 683	
3.060 - Intergovernmental	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 25,000	\$ 22,334	\$ 25,386	\$ 2,666	
<b>4.500 - Total Expenditures</b>	\$ 3,471,761	\$ 3,448,639	\$ 3,316,160	\$ 23,122	
<b>Other Financing Uses:</b>					
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
<b>5.050 - Total Expenditures and Other Financing Uses</b>	\$ 3,471,761	\$ 3,448,639	\$ 3,316,160	\$ 23,122	
<b>Surplus/(Deficit) for Month</b>	\$ 627,796	\$ 4,823,686	\$ 783,306	\$ 4,195,890	
<b>rb030525</b>					

# Revere Local School District

## Forecast Comparison - General Operating Fund -February 2025



	Current FYTD FCST Estimate	Current FYTD Actuals	Prior FYTD Actuals	Variance- Current FYTD Actuals to Estimate	Explanation of Variance
<b>Revenue:</b>					
1.010 - General Property Tax (Real Estate)	\$ 20,913,337	\$ 25,093,990	\$ 18,221,360	\$ 4,180,653	
1.020 - Public Utility Personal Property Tax	\$ 966,993	\$ 966,993	\$ 946,235	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 2,224,939	\$ 2,336,710	\$ 2,009,303	\$ 111,771	increase in transportation funding from ODEW
1.040 - Restricted Grants-in-Aid	\$ 140,479	\$ 214,922	\$ 120,047	\$ 74,443	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	\$ 1,612,342	\$ 1,650,849	\$ 1,926,861	\$ 38,507	timing of receipt of tuition and interest earnings compared to prior fiscal years
<b>1.070 - Total Revenue</b>	<b>\$ 27,997,555</b>	<b>\$ 32,402,929</b>	<b>\$ 25,042,829</b>	<b>\$ 4,405,374</b>	
<b>Other Financing Sources:</b>					
2.050 - Advances In	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
2.060 - All Other Financing Sources	\$ 320	\$ 320	\$ 320	\$ -	
<b>2.080 Total Revenue and Other Financing Sources</b>	<b>\$ 28,097,875</b>	<b>\$ 32,503,249</b>	<b>\$ 25,143,149</b>	<b>\$ 4,405,374</b>	
<b>Expenditures:</b>					
3.010 - Personnel Services	\$ 16,493,957	\$ 16,458,792	\$ 15,539,668	\$ 35,165	timing of payments compared to prior fiscal years
3.020 - Employees' Retirement/Insur. Benefits	\$ 7,293,741	\$ 7,311,406	\$ 6,170,172	\$ (17,665)	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	\$ 4,794,797	\$ 4,861,274	\$ 4,816,905	\$ (66,477)	increase in special education students, services, and out-of-district placements; timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 873,084	\$ 1,011,417	\$ 717,332	\$ (138,333)	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 76,139	\$ 52,395	\$ 222,399	\$ 23,744	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	\$ 433,257	\$ 433,957	\$ 301,372	\$ (700)	
<b>4.500 - Total Expenditures</b>	<b>\$ 30,190,655</b>	<b>\$ 30,344,291</b>	<b>\$ 27,982,898</b>	<b>\$ (153,636)</b>	
<b>Other Financing Uses:</b>					
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	\$ -	\$ -	\$ -	\$ -	
<b>5.050 - Total Expenditures and Other Financing Uses</b>	<b>\$ 30,865,655</b>	<b>\$ 31,022,468</b>	<b>\$ 28,667,560</b>	<b>\$ (156,813)</b>	
<b>Surplus/(Deficit) FYTD</b>	<b>\$ (2,767,780)</b>	<b>\$ 1,480,781</b>	<b>\$ (3,524,411)</b>	<b>\$ 4,248,561</b>	
<b>rb030525</b>					

# 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	7,908,789	-	53,963	30,038	264,558	-	14,938	40	8,272,325
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
Totals	\$25,093,990	\$966,993	\$663,430	\$987,419	\$2,336,708	\$2,229,226	\$125,162	\$100,320	\$32,503,248
% of Total	77.20%	2.98%	2.04%	3.04%	7.19%	6.86%	0.39%	0.31%	

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




# 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	2,017,412	840,116	472,772	87,688	8,317	22,334	-	-	3,448,639
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>\$16,458,792</b>	<b>\$7,311,407</b>	<b>\$4,861,274</b>	<b>\$1,011,418</b>	<b>\$52,394</b>	<b>\$433,956</b>	<b>\$215,051</b>	<b>\$678,177</b>	<b>\$31,022,469</b>
<b>% of Total</b>	<b>53.05%</b>	<b>23.57%</b>	<b>15.67%</b>	<b>3.26%</b>	<b>0.17%</b>	<b>1.40%</b>	<b>0.69%</b>	<b>2.19%</b>	
<i>*Non-Operating expenses include advances and transfers out.</i>									
									<i>rb030525</i>

Revere Local School District

									
	February 2025					Financial Summary			
									rb030525

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	\$8,272,324.66	\$32,503,248.41	\$3,448,639.13	\$31,022,468.34	\$21,426,052.35	\$2,338,537.08	\$19,087,515.27
002	Bond Retirement	\$5,375,645.72	\$694,021.46	\$2,941,472.04	\$0.00	\$3,356,898.55	4,960,219.21	\$0.00	4,960,219.21
003	Permanent Improvement	\$967,637.35	\$204,446.94	\$1,143,142.33	\$21,715.77	\$813,028.21	1,297,751.47	\$886,153.75	411,597.72
006	Food Service	\$942,843.51	\$113,091.13	\$843,567.78	\$132,385.87	\$1,004,697.85	781,713.44	\$289,845.65	491,867.79
007	Special Trust	\$65,578.79	\$2,500.00	\$2,540.00	\$2,000.00	\$11,446.17	56,672.62	\$5,729.28	50,943.34
008	Endowment	\$19,987.14	\$51.77	\$572.11	\$0.00	\$0.00	20,559.25	\$0.00	20,559.25
009	Uniform School Supplies	\$27,459.63	\$3,450.00	\$106,495.17	\$3,408.25	\$89,535.28	44,419.52	\$18,160.89	26,258.63
018	Public School Support	\$228,091.56	\$9,609.53	\$121,612.44	\$33,857.39	\$83,972.53	265,731.47	\$29,681.79	236,049.68
019	Other Grants	\$17,152.25	\$200.00	\$5,500.00	\$224.88	\$2,146.32	20,505.93	\$6,263.59	14,242.34
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	\$4,790.02	\$38,336.73	\$3,737.81	\$39,219.98	10,025.06	\$18,917.02	(8,891.96)
026	Employee Benefits Section 125	\$2,821.67	\$8,739.82	\$69,005.31	\$10,796.69	\$66,702.73	5,124.25	\$37,394.63	(32,270.38)
200	Student Managed Activity	\$280,391.81	\$12,400.65	\$83,308.51	\$5,157.45	\$53,040.83	310,659.49	\$43,435.05	267,224.44
300	District Managed Student Activities	\$175,802.84	\$13,534.85	\$453,845.84	\$50,688.18	\$492,609.72	137,038.96	\$71,742.44	65,296.52
451	Data Communications	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	0.00	\$0.00	0.00
499	Miscellaneous State Grants	\$12,678.38	\$12,820.37	\$36,644.87	\$0.00	\$24,373.20	24,950.05	\$0.00	24,950.05
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)	\$64,024.47	\$452,920.09	\$50,382.70	\$469,058.33	(30,465.37)	\$0.00	(30,465.37)
551	Limited 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	\$72,451.36	\$9,079.76	\$72,281.96	(4,539.88)	\$0.00	(4,539.88)
584	Title IV-A	\$0.00	\$1,500.00	\$2,500.00	\$0.00	\$2,500.00	0.00	\$0.00	0.00
587	Early Childhood Special Education	\$0.00	\$932.28	\$9,744.73	\$0.00	\$9,744.73	0.00	\$0.00	0.00
590	Title II-A	(\$2,788.00)	\$5,882.00	\$39,883.35	\$5,882.00	\$40,036.35	(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	\$9,433,399.71	\$38,946,052.15	\$3,777,955.88	\$37,683,304.81	\$29,260,106.01	\$2,745,061.17	\$25,622,225.54

# Revere Local School District



## Cash Reconciliation

February 28, 2025

<b>Cash Summary Report Balance</b>			\$ 29,369,186.81
<b>Bank Balance:</b>			
Huntington Bank	1,995,226.92		
	-		
	-		
		\$ 1,995,226.92	
<b>Investments:</b>			
Meeder Investment Managers Managed Portfolio	20,189,295.26		
STAR Ohio - General Account	7,252,226.90		
	-		
		\$ 27,441,522.16	
<b>Petty Cash:</b>			
Building Principals	300.00		
Athletic Director	100.00		
DragonFly	5,000.00		
Treasurer's Office	200.00		
		\$ 5,600.00	
<b>Change Fund:</b>			
Food Service Vending	717.35		
BCII Background Check Service	100.00		
	-		
	-		
		\$ 817.35	
Less: Outstanding Checks		\$ (11,577.54)	
<b>Outstanding Deposits/Other Adjustments:</b>			
NSF Checks To Recover	-		
Check clearing error adjustment	-		
ACH Payments/Deposits In Transit	(43.56)		
Bank Debits & Credits Not Posted in USAS	-		
STRS Shortfall Payment In Transit	(62,358.52)		
		\$ (62,402.08)	
<b>Bank Balance</b>			\$ 29,369,186.81
<b>Variance</b>			\$ -
rb030525			

# Revere Local School District

February 28, 2025



## Appropriation Summary

	<i>rb030525</i>
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			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	\$31,022,468.34	\$3,448,639.13	\$2,338,537.08	11,968,135.36	73.60%
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	\$813,028.21	\$21,715.77	\$886,153.75	236,476.14	87.78%
006	Food Service	\$1,700,000.00	\$5,574.30	\$1,705,574.30	\$1,004,697.85	\$132,385.87	\$289,845.65	411,030.80	75.90%
007	Special Trust	\$69,900.00	\$11,675.45	\$81,575.45	\$11,446.17	\$2,000.00	\$5,729.28	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	\$89,535.28	\$3,408.25	\$18,160.89	92,311.45	53.85%
018	Public School Support	\$336,250.00	\$38,752.84	\$375,002.84	\$83,972.53	\$33,857.39	\$29,681.79	261,348.52	30.31%
019	Other Grants	\$19,312.95	\$2,839.30	\$22,152.25	\$2,146.32	\$224.88	\$6,263.59	13,742.34	37.96%
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	\$39,219.98	\$3,737.81	\$18,917.02	4,863.00	92.28%
026	Employee Benefits Section 125	\$139,000.00	\$1,393.50	\$140,393.50	\$66,702.73	\$10,796.69	\$37,394.63	36,296.14	74.15%
200	Student Managed Activity	\$198,520.00	\$1,750.00	\$200,270.00	\$53,040.83	\$5,157.45	\$43,435.05	103,794.12	48.17%
300	District Managed Student Activities	\$617,688.45	\$82,878.58	\$700,567.03	\$492,609.72	\$50,688.18	\$71,742.44	136,214.87	80.56%
451	Ohio K-12 Network Subsidy	\$8,000.00	\$0.00	\$8,000.00	\$4,000.00	\$0.00	\$0.00	4,000.00	50.00%
499	Miscellaneous State Grants	\$48,673.25	\$650.00	\$49,323.25	\$24,373.20	\$0.00	\$0.00	24,950.05	49.42%
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	\$722,793.26	\$0.00	\$722,793.26	\$469,058.33	\$50,382.70	\$0.00	253,734.93	64.90%
551	Limted English Proficiency	\$1,483.57	\$0.00	\$1,483.57	\$351.29	\$0.00	\$0.00	1,132.28	23.68%
572	Title I	\$136,608.54	\$0.00	\$136,608.54	\$72,281.96	\$9,079.76	\$0.00	64,326.58	52.91%
584	Title IV-A	\$18,853.67	\$0.00	\$18,853.67	\$2,500.00	\$0.00	\$0.00	16,353.67	13.26%
587	Early Childhood Special Education	\$9,765.72	\$0.00	\$9,765.72	\$9,744.73	\$0.00	\$0.00	20.99	99.79%
590	Title II-A	\$53,784.18	\$0.00	\$53,784.18	\$40,036.35	\$5,882.00	\$0.00	13,747.83	74.44%
599	Miscellaneous Federal Grants	\$0.00	\$14,650.00	\$14,650.00	\$14,650.00	\$0.00	\$0.00	0.00	100.00%
Totals		\$55,460,927.44	\$909,564.06	\$56,370,491.50	\$37,683,304.81	\$3,777,955.88			%

## Revere Local School District



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

**February 2025**

Vendor	Amount	Fund	Description
Cuyahoga Valley National Park	\$ 32,685.00	018	Bath ES outdoor education trips
OSBA	\$ 10,112.00	001	Annual membership legal assistance fund dues
Village of Richfield	\$ 15,186.79	001	Sewer charges
Ohio Schools Council	\$ 11,250.00	001	Natural gas
Kidslink Neurobehavioral	\$ 10,331.25	001	Special education tuition
Nason Landscaping Inc.	\$ 16,750.00	001	Property maintenance services
Kidslink Neurobehavioral	\$ 30,981.26	001	Special education tuition
Nason Landscaping Inc.	\$ 17,545.00	001	Property maintenance services
PRN Therapy Services Inc.	\$ 32,855.95	001	OT/PT/speech services
Renhill Group, Inc.	\$ 13,392.58	001	Substitute teachers
Summit County Sherriff's Office	\$ 36,499.64	001	School resource officer
Effective Utility Service	\$ 18,138.75	001	Electricity
ESC of Northeast Ohio	\$ 136,069.38	001/516	Special education aides, LEP services, gifted coordinator services, preK teachers/aides, at-risk coordinator
Renhill Group, Inc.	\$ 32,065.78	001	Substitute teachers
Ullman Oil Company, LLC	\$ 23,774.66	001	Fuel
Ohio Edison Co.	\$ 23,093.09	001	Electricity
American Benefits Group	\$ 10,585.37	026	Section 125 claims
Gordon Food Service	\$ 14,618.45	006	Food services supplies
Gordon Food Service	\$ 13,065.18	006	Food services supplies
Gordon Food Service	\$ 13,339.78	006	Food services supplies
Gordon Food Service	\$ 17,299.25	006	Food services supplies
Huntington Bank	\$ 14,280.73	various	Medicare contributions
Huntington Bank	\$ 15,342.07	various	Medicare contributions
SERS	\$ 65,242.00	various	Classified retirement
STRS	\$ 179,207.48	various	Certified retirement
STRS	\$ 62,358.52	various	Certified retirement
SRHCC-Dental	\$ 22,725.62	001/006	Employee benefits dental insurance
SRHCC-Medical	\$ 475,648.81	001/006	Employee benefits medical/prescription insurance
rb030525			

NEW DOCUMENT

**Brenda Moll**

---

**From:** Venus, Candi <cvenus@revereschools.org> on behalf of Venus, Candi  
**Sent:** Wednesday, February 12, 2025 10:45 AM  
**To:** Brenda Moll  
**Subject:** Fwd: RMS Lib Items for BOE discard approval 2025-02-12  
**Attachments:** RMS Lib DISCARD List 20250212.xlsx

Please see the attached.  
Thank you,  
Candi

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

From: **Kelleher, Joseph** <[jkelleher@revereschools.org](mailto:jkelleher@revereschools.org)>  
Date: Wed, Feb 12, 2025 at 10:28 AM  
Subject: RMS Lib Items for BOE discard approval 2025-02-12  
To: Candi Venus <[cvenus@revereschools.org](mailto:cvenus@revereschools.org)>  
Cc: Bill Conley <[bconley@revereschools.org](mailto:bconley@revereschools.org)>, Dan Oberhauser <[doberhauser@revereschools.org](mailto:doberhauser@revereschools.org)>

Attached is the list of items that have been weeded from the library catalog due to duplication, replacement, loss or zero circulation. The list will need BOE approval before we can dispose of the items.

--

**Mr. Joe Kelleher**  
Library Media Center  
**R**evere Middle School | Bath, Ohio  
330-523-3440 (x63 3440)

--

Candi Venus  
**R**evere Middle School  
Secretary to the Principal  
330.523.3403 (office)  
330.659.3795 (fax)

Item#	Call #	Title	ItemGrp	ShelfLoc	Library	Pub Year
34090070028874	031.02 WOR	The world almanac and book of facts, 2008 / [editorial director, C. Alan Joyce]	NONFICTION	DISCARD	REMS	2008
34090070038121	423 KIN	The Kingfisher visual factfinder	NONFICTION	DISCARD	REMS	1996
34090160297223	741.59 WIA	The Marvel book / Stephen "Win" Wiacek, author	NONFICTION	DISCARD	REMS	2019
34090070052189	780.9 BAU	How music grew : from prehistoric times to the present by Marion Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	DISCARD	REMS	1939
34090070052197	780.9 MOO	A guide to musical styles : from madrigal to modern music	NONFICTION	DISCARD	REMS	1962
34090070052221	780.92 VEN	Great composers / Piero Ventura	NONFICTION	DISCARD	REMS	1989
34090070059630	904.7 BON	Disaster!: catastrophes that shook the world	NONFICTION	DISCARD	REMS	1997
34090070062881	920 POL	Shapers of Africa / [by] Florence T. Polatnick and Alberta L. Saletan	NONFICTION	DISCARD	REMS	1969
34090070073284	975.3 JEN	The White House and its thirty-four families / Howard C. Jensen, art editor	NONFICTION	DISCARD	REMS	1965
34090070020053	B ANG	Maya Angelou / text by Patricia Kirkpatrick ; illustrations by John Thompson	BIOGRAPHY	DISCARD	REMS	2004
34090070021028	B COL	Christopher Columbus and the great voyage of discovery : with a message from President George Bush / written by JoAnne B. Weisman and Kenneth M. Deitch ; illustrated by Marion Eldridge	BIOGRAPHY	DISCARD	REMS	1990
34090070021317	B DAV	Leonardo da Vinci : artist, inventor, and scientist of the Renaissance / Francesca Romei ; illustrated by Sergio, and Andrea Ricciardi	BIOGRAPHY	DISCARD	REMS	1994
34090070021572	B EAR	Dale Earnhardt, Jr. : the driving force of a new generation / [by Mike Hembree and others ; as told to Tom Gillispie and others]	BIOGRAPHY	DISCARD	REMS	2000
34090070021614	B EAR	Dale Earnhardt / [by] Frank Moriarty	BIOGRAPHY	DISCARD	REMS	2000
34090070022091	B FRA	Inventing America : the life of Benjamin Franklin / Mark Essig	BIOGRAPHY	DISCARD	REMS	2006
34090070026167	B REA	Ronald Reagan : A Life Remembered 1911-2004 / by Sarah Gallick	BIOGRAPHY	DISCARD	REMS	2004
34090070026498	B ROO	FDR / [by] Robert D. Graff & Robert Emmett Ginna. Text by Roger Butterfield	BIOGRAPHY	DISCARD	REMS	1963
34090070000907	F ADA	The hitchhiker's guide to the galaxy / Douglas Adams	FICTION	DISCARD	REMS	1980



Item#	Call #	Title	ItemGrp	ShelfLoc	Library	Pub Year
34090160182771	F AND	The impossible knife of memory / Laurie Halse Anderson	FICTION	DISCARD	REMS	2014
34090165003675	F COL	The Hunger Games / Suzanne Collins	FICTION	DISCARD	REMS	2008
34090070005724	F DLA	The fire within / Chris D'Lacey	FICTION	DISCARD	REMS	2005
34090070010666	F LAW	The cannibals / Iain Lawrence	FICTION	DISCARD	REMS	2005
34090165006694	F PAT	Witch & wizard / James Patterson and Gabrielle Charbonnet	FICTION	DISCARD	REMS	2009
34090160191178	F SHU	Challenger deep / Neal Shusterman ; illustrations by Brendan Shusterman	FICTION	DISCARD	REMS	2015
34090165040248	F WIL	P.S. be eleven / by Rita Williams-Garcia	FICTION	DISCARD	REMS	2013
34090070075602	PB BEL	The prophecy / Hilari Bell	PAPERBACK	DISCARD	REMS	2007
34090070075636	PB BEL	The spell of the sorcerer's skull / John Bellairs ; frontispiece by Edward Gorey	PAPERBACK	DISCARD	REMS	1985
34090070075644	PB BEL	The trolley to yesterday / John Bellairs	PAPERBACK	DISCARD	REMS	1989
34090070075719	PB BER	She said yes : the unlikely martyrdom of Cassie Bernall / Misty Bernall ; with a new introduction by the author ; foreword by Madeleine l'engle ; afterword by Michael W. Smith	PAPERBACK	DISCARD	REMS	2000
34090070077020	PB CLA	Tom Clancy's Net Force : the deadliest game / created by Tom Clancy and Steve Pieczenik	PAPERBACK	DISCARD	REMS	1999
34090070077038	PB CLA	Tom Clancy's Net Force : virtual vandals / created by Tom Clancy and Steve Pieczenik	PAPERBACK	DISCARD	REMS	1999
34090070077152	PB COD	Sahara special / Esmirraji Codell	PAPERBACK	DISCARD	REMS	2004
34090160183043	PB COH	Gingerbread / Rachel Cohn	PAPERBACK	DISCARD	REMS	2003
34090070077483	PB COO	The face on the milk carton / Caroline B. Cooney	PAPERBACK	DISCARD	REMS	1994
34090070077491	PB COO	The face on the milk carton / Caroline B. Cooney	PAPERBACK	DISCARD	REMS	1994
34090070078127	PB CRE	Chasing Redbird	PAPERBACK	DISCARD	REMS	1997
34090070078440	PB CUS	Iceberg : a Dirk Pitt adventure / Clive Cussler	PAPERBACK	DISCARD	REMS	2000
34090070078796	PB DEA	Say goodnight, Gracie / Julie Deaver	PAPERBACK	DISCARD	REMS	1989
34090070078937	PB DEU	Painting the black / Carl Deuker	PAPERBACK	DISCARD	REMS	1999
34090070078945	PB DIC	Because of Winn-Dixie / Kate DiCamillo	PAPERBACK	DISCARD	REMS	2004
34090070079240	PB DUE	Hurricane : open seas, 1844 / by K. Duey and K.A. Bale	PAPERBACK	DISCARD	REMS	1999
34090070079760	PB FER	Overkill / Alane Ferguson	PAPERBACK	DISCARD	REMS	1992
34090070079950	PB FOL	The Mardi Gras mystery / by Louise Munro Foley ; illustrated by Ron Wing	PAPERBACK	DISCARD	REMS	1987
34090070080016	PB FOX	The moonlight man / Paula Fox	PAPERBACK	DISCARD	REMS	1988

Item#	Call #	Title	ItemGrp	ShelfLoc	Library	Pub Year
34090070080172	PB FUN	Inkheart / Cornelia Funke ; translated from the German by Anthea Bell	PAPERBACK	DISCARD	REMS	2005
34090070080651	PB GOO	Treasure diver / by Julius Goodman ; illustrated by Paul Granger	PAPERBACK	DISCARD	REMS	1984
34090070080800	PB GUT	Babe & me / Dan Gutman	PAPERBACK	DISCARD	REMS	2002
34090070081493	PB HES	Out of the dust / Karen Hesse	PAPERBACK	DISCARD	REMS	1999
34090070082582	PB HUG	Soldier boys / Dean Hughes	PAPERBACK	DISCARD	REMS	2003
34090070082715	PB HUN	Across five Aprils / by Irene Hunt	PAPERBACK	DISCARD	REMS	1986
34090070083317	PB JOH	Humming whispers / by Angela Johnson	PAPERBACK	DISCARD	REMS	1995
34090070083325	PB JOH	Toning the sweep	PAPERBACK	DISCARD	REMS	1993
34090070083424	PB JUS	The phantom tollbooth	PAPERBACK	DISCARD	REMS	1961
34090160234705	PB LIB	Invisible Emmie / Terri Libenson	GRAPHICNOV	DISCARD	REMS	2017
34090165010100	PB LUP	Heat / Mike Lupica	PAPERBACK	DISCARD	REMS	2007
34090165010613	PB MIK	Sparrow Hawk Red / Ben Mikaelson	PAPERBACK	DISCARD	REMS	2010
34090070087029	PB NAY	Shiloh	PAPERBACK	DISCARD	REMS	1991
34090070089496	PB PRI	Death and the arrow / Chris Priestly	PAPERBACK	DISCARD	REMS	2006
34090160269768	PB ROW	Harry Potter and the half-blood prince / by J.K. Rowling ; illustrations by Mary GrandPré	PAPERBACK	DISCARD	REMS	2005
34090070102638	REF 909 CHR	Chronicle of the 20th century / [editor in chief, Clifton Daniel ; foreword by Arthur M. Schlesinger, Jr.]	REFERENCE	DISCARD	REMS	1995
34090070107314	REF 973 PRE	The Presidency : a history of the office of the President of the United States from 1789 to the present / editor, Michael Nelson	REFERENCE	DISCARD	REMS	1996

# NEW DOCUMENT

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

CASH DONATIONS

1. To: Revere Middle School- \$1500 for the Washington DC trip  
From: Bath Volunteers for Service
2. To: Revere Local Schools-\$2500 to benefit the Carson Higgins Scholarship  
From: The Carson Strong Foundation
3. To: Revere High School- \$1000 for Active Minds  
From: Bath Volunteers for Service
4. To: Revere Local Schools- \$200 for Girls with Grit  
From: Bath Volunteers for Service
5. To: Revere Local Schools-\$2500 grant for Mr. White to attend the AI Show  
From: Martha Holden Jennings Foundation

EQUIPMENT / OTHER DONATIONS

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

# NEW DOCUMENT

## Then and Now

3/18/2025 **ATTACHMENT T-5**

Check Number	Paid To	Check Date	Check Amount
149589	Dynamic Apparel Design, LLC	02-25-25	5,920.00
403025	Guenther Mechanical, Inc	02-20-25	6,030.45
929703	HUNTINGTON NATIONAL BANK	02-19-25	6,104.19
403080	Samsara Inc	02-25-25	7,104.00
403039	RIDDELL/ ALL AMERICAN	02-20-25	8,106.20
402954	STRATEGIC SOLUTIONS LLC	02-05-25	9,173.77
149533	OSBA	02-04-25	10,112.00
402944	NASON LANDSCAPING INC.	02-05-25	16,750.00
149524	Conservancy for Cuyahoga Valley National Park	02-04-25	32,685.00

# NEW DOCUMENT

**AUDIOLOGY CONSORTIUM SERVICES CONTRACT  
BETWEEN SUMMIT EDUCATIONAL SERVICE CENTER  
AND LOCAL EDUCATION AGENCY  
SUPERVISED BY ESC BOARD**

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This AGREEMENT is entered into this \_\_\_ day of \_\_\_\_\_, 2025, between **Revere Local School District**, Richfield, Ohio (hereinafter referred to as the "LEA" or Local Education Agency) and the Summit Educational Service Center Governing Board, Cuyahoga Falls, Ohio (hereinafter referred to as "the ESC").

The ESC shall provide to the LEA the following services during the 2024-25 school year (hereinafter referred to as "the Service"):

**PART I: LEA OBLIGATIONS**

The LEA agrees:

1. To a "consortium" process of estimating, billing, and payment wherein:
  - a. The ESC will project an estimate of the total cost of the audiology program (salaries, benefits, mileage, need for substitutes, etc.) and to identify an *estimated* daily rate necessary to cover the program cost. This rate will be used to provide an estimate for individual LEA's based upon the number of service days requested. Quotes for subsequent requests will use the same rate.
  - b. Mid-year billing by the ESC will be based on the estimated rate, and LEA payment will be remitted to the ESC per the estimate.
  - c. The LEA will pay a final end-of-year bill that reflects the reconciliation of estimated rates with the actual rate based on the actual cost of the service, and the LEA's proportionate share of the services requested by all LEAs in the consortium. The LEA understands and agrees that there will be rate differentiation between ESC affiliated and non-affiliated districts, which will be reflected in both the initial estimate and the final bill derived from actual costs.
  - d. The LEA recognizes that the final rate and cost for the service requested may be higher or lower than the initial estimate once final costs have been determined and requests for services from all LEA's are final.
2. To an estimated cost of \$ **4,975.00** for the **additional 5** days of service that have been requested.
3. The cost of services is not subject to pro-rata reduction for days the Service Provider is on sick or emergency/personal leave. If the Service Provider is absent for five (5) consecutive service days or more due to long-term illness without a substitute provided by the ESC Board, the LEA can claim a pro-rata reduction for those days. However, there is no pro-rata reduction for time spent on ESC supervision, staff development, and inter-district projects related to the assigned work.
4. That all requests for services shall be in full-day increments, but fulfillment of services shall be tracked and calculated in one-quarter (1/4) day increments using Click-Time. Any trip to the district by a provider shall be for a minimum of ¼ day.
5. The LEA shall provide adequate workspace for the Service Provider, as may be necessary.
6. The LEA will be billed for calculated service time, covering all direct and indirect services for the student. This includes but is not limited to travel, planning, consultation, communication, equipment servicing, and participation in IEP's and other meetings.

**PART II: ESC OBLIGATIONS**

The ESC shall:

1. Hire and pay a licensed service provider for the specified days in item 2 and any additional requested days.
2. Plan for a substitute when the Service Provider is on extended leave.



**AUDIOLOGY CONSORTIUM SERVICES CONTRACT  
BETWEEN SUMMIT EDUCATIONAL SERVICE CENTER  
AND LOCAL EDUCATION AGENCY  
SUPERVISED BY ESC BOARD**

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3. The LEA and the Service Provider comply with the requirements of 45 CFR 164.504€ (1) for safeguarding and limiting access to information concerning beneficiaries.
4. Representatives of the U.S. Department of Human Services, Ohio Department of Medicaid, Ohio Department of Education or their respective designee access to the subcontractor's books, documents, and records.
5. The LEA and the Service Provider acknowledge from the contracted party that they or their principles are not suspended or debarred per 45CFR 75.213.
6. Provide supplies, equipment, support, mileage reimbursement, and staff development as determined by the ESC Board.
7. Supervise and evaluate the Service Provider according to Section 3319.111, Ohio Revised Code.
8. Determine and monitor the Service Provider's work schedule.

**CONSORTIUM AGREEMENT SIGNATURES**

**REVERE LOCAL SCHOOL DISTRICT**

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
*District Superintendent*

\_\_\_\_\_  
Treasurer Signature

\_\_\_\_\_  
*District Treasurer*

**SUMMIT EDUCATIONAL SERVICE CENTER**

\_\_\_\_\_  
Board of Governors President's Signature

\_\_\_\_\_  
**Michael Chadsey**  
*President, Board of Governors*

\_\_\_\_\_  
Treasurer Signature

\_\_\_\_\_  
**Laura Molnar**  
*Treasurer, Summit Educational Service Center*

# NEW DOCUMENT



## Instructional Services Agreement

State of Texas

This Private Services Agreement, hereinafter referred to as "Agreement," is entered into and made effective as of the date set forth at the end of this document by and between the following parties: The LD Expert, LLC, including independent contractors ("LD Expert"), having a primary address at the following:

Address: 706 Mesa Ridge, San Antonio, Texas 78258  
Email: info@ldexpert.org

and Revere Local Schools ("School" or "Revere"), having a primary address at the following:

Address: 3496 Everett Road Richfield, Ohio 44286  
Contact Email: akassel@revereschools.org

The School will be contracting in this Agreement for services for the following services: tutoring. The school will be referred to throughout this Agreement as Client, but it is understood that all references to Client shall be taken to refer to the School's contractual representation of its organization and students.

Client and LD Expert may be referred to individually as "Party" and collectively as the "Parties."

### *RECITALS:*

*WHEREAS, Client wishes to retain LD Expert to provide certain Services, described more fully below;*

*WHEREAS, LD Expert and its contractors have the skills, qualifications, and expertise required to provide the Services to the Client;*

*WHEREAS, LD Expert wishes to render such Services to Client.*

NOW, therefore, in consideration of the promises and covenants contained herein, as well as other good and valuable consideration (the receipt and sufficiency of which is hereby acknowledged), the Parties do hereby agree as follows:

## **Article 1 - DEFINITIONS:**

As used in this Agreement:

A) "Services" shall be used to refer to the following specific Instructional Services and Indirect Services (progress report writing and meeting attendance) that LD Expert will provide to the Client under the terms and conditions set forth herein:

Reading intervention services provided using the Wilson Reading System intensive program delivered by an individual that has completed the Wilson certification process for steps 1-12 of the program.

B) "Commencement Date" shall be used to refer to the date LD Expert begins the instructional Services. The Commencement Date shall be **April 1, 2025**.

C) "Completion Date" shall be used to refer to the date that LD Expert will complete or cease the provision of Instructional Services to the Client. The Completion Date will be **June 3, 2025**.

D) "Fees" shall be used to refer to the payment Client will pay The LD Expert, LLC for the rendering of the Services. Specifically, the fees shall be as follows:

\$110 (one hundred-ten US dollars), per hour, from the Commencement Date of the Services to the Completion Date of the Services

## **Article 2 - AGREEMENT:**

Subject to the terms and conditions of this Agreement, LD Expert hereby agrees to render the Instructional Services and indirect services to Client, beginning on the Commencement Date and ending on the Completion date, and Client agrees to pay LD Expert the Fees required for the Services.

## **Article 3 - LOCATION:**

LD Expert will render Services to the Client online via Zoom video conference.

2/7 \_\_\_\_\_ (initial)

#### **Article 4 - SCHEDULE:**

The schedule of instructional sessions ("Sessions") shall be as follows:

2x per week during the students assigned class period as dictated by the School

#### **Article 5 - FEES:**

The Client agrees to pay LD Expert the required Fees, as outlined elsewhere in this Agreement, for the provision of the Instructional Services and Indirect Services, subject to the following terms and conditions:

A) Invoice Interval: The LD Expert will be entitled to invoice the Client at the following time period: Monthly.

B) Invoice Period: The Client shall have the following time period in which to pay LD Expert's invoice: 30 days

C) Method of Payment: LD Expert will accept the following forms of payment:

Check sent via mail to: 706 Mesa Ridge, San Antonio, Texas 78258

\*Make checks payable to LD Expert, LLC

D) Tax Statement: Any and all charges payable under this Agreement are exclusive of taxes, surcharges, or other amounts assessed by state or federal governments. Taxes imposed upon or required to be paid by Client or LD Expert shall be the sole and exclusive responsibility of each, respectively.

#### **Article 6 - CANCELLATION POLICY:**

Cancelations by LD Expert: LD Expert and contractors may cancel Sessions with Client if conflicts arise. In such a case, Client shall be under no obligation to make payment. If LD Expert cancels after payment has been made, payment will be applied to the rescheduled Session. Rescheduling shall be done at a time agreeable to both Parties. LD Expert will also attempt to find a substitute certified instructor for contractor absences. If such rescheduling or teacher substitution is not possible, Client will be refunded the full amount.

Cancelations by Client: Client shall be permitted to cancel Sessions for services rendered on the academic calendar prior to 24-hours before the scheduled Session. If Client cancels less than 24-hours prior, any payment made for that Session is forfeited. LD Expert may agree to refund funds at LD Expert's sole and exclusive discretion, but is under no obligation to do so.

3/7 \_\_\_\_\_ (initial)

**Article 7 - LATE ARRIVALS:**

Client's late arrival to any Session will not toll the time of the Session. In other words, Client is expected to be on time to each Session or forfeit the amount of late arrival. No adjustment shall be made on Fees for time lost because of late arrival by Client.

If LD Expert contractor arrives late, LD Expert shall compensate the Client by extending a Session by mutual agreement.

**Article 8 - INTELLECTUAL PROPERTY:**

Any intellectual property provided by the Client to LD Expert to assist in the provision of Instructional Services shall belong to Client. Any intellectual property belonging to LD Expert, provided or shown to the Client in any way shall belong to LD Expert.

**Article 9 - OBLIGATIONS:**

LD Expert agrees to be fully prepared for each Session by reviewing any material prior provided by Client. LD Expert shall keep all Client information confidential.

Client agrees to undertake the work LD Expert identifies, as well as to actively participate in each Session.

LD Expert does not offer any promises or guarantees with regard to the Services. Client hereby acknowledges and agrees:

- A) Client is solely and exclusively responsible for the choices that Client makes with regard to the Services or any changes to Client's academic education, business, or life.
- B) Client is solely responsible for any actions or inaction Client chooses to take;
- C) LD Expert is not liable for any result or non-result or any consequences which may come about due to Client's participation in the Services.

**Article 10 - LIMITATION OF LIABILITY:**

Except in cases of death or personal injury caused by either party's negligence, either party's liability in contract, tort or otherwise arising through or in connection with this Agreement or through or in connection with the completion of obligations under this Agreement shall be limited to Fees paid by the Client to LD Expert.

4/7 \_\_\_\_\_ (initial)

To the extent it is lawful, neither Party shall be liable to the other Party in contract, tort, negligence, breach of statutory duty or otherwise for any loss, damage, costs or expenses of any nature whatsoever incurred or suffered by that other Party of an indirect or consequential nature including without limitation any economic loss, data loss, loss of goodwill, or other loss of turnover, profits, or business.

#### **Article 11 - INDEMNITY:**

Client and LD Expert hereby agree to mutual indemnity between LD Expert and Client against any and all damage, liability, and loss, as well as legal fees and costs incurred, as a result of the Services rendered this Agreement or any transaction or matter connected with the Services or the relationship between Client and LD Expert. This clause shall not be read to provide indemnification for any Party in the event that a competent court of law, rendering a final judgment, holds that the bad faith, gross negligence, or willful misconduct of the Party caused the damage, liability, or loss

#### **Article 12 - TERMINATION:**

This Agreement may be terminated by either party, upon notice in writing:

I) if the other party commits a material breach of any term of this Agreement that is not capable of being remedied within fourteen (14) days or that should have been remedied within fourteen (14) days after a written request and was not, such as non-payment or non-performance;

II) if the other party becomes unable to perform its duties hereunder, including a duty to pay or a duty to perform;

If this Agreement is terminated before the expiration of its natural term, Client hereby agrees to pay for all Services rendered up to the date of termination.

Any termination of under this subpart shall not affect the accrued rights or liabilities of either Party under this Agreement or at law and shall be without prejudice to any rights or remedies either Party may be entitled to. Any provision or subpart of this Agreement which is meant to continue after termination or come into force at or after termination shall not be affected by this subpart.

5/7 \_\_\_\_\_ (initial)

### **Article 13 - RELATIONSHIP OF THE PARTIES:**

The Parties hereby acknowledge and agree that nothing in this Agreement shall be deemed to constitute a partnership, joint venture, agency relationship or otherwise between the Parties and that this Agreement is for the sole and express purpose of the rendering of the specific Services by LD Expert to the Client under the terms and conditions herein.

### **Article 14 - GENERAL PROVISIONS:**

A) GOVERNING LAW: This Agreement shall be governed in all respects by the laws of the state of Texas and any applicable federal law. Both Parties consent to jurisdiction under the state and federal courts within the state of Texas and Bexar County. The Parties agree that this choice of law, venue, and jurisdiction provision is not permissive, but rather mandatory in nature.

B) LANGUAGE: All communications made or notices given pursuant to this Agreement shall be in the English language.

C) ASSIGNMENT: This Agreement, or the rights granted hereunder, may not be assigned, sold, leased or otherwise transferred in whole or part by either Party.

D) AMENDMENTS: This Agreement may only be amended in writing signed by both Parties.

E) NO WAIVER: None of the terms of this Agreement shall be deemed to have been waived by any act or acquiescence of either Party. Only an additional written agreement can constitute waiver of any of the terms of this Agreement between the Parties. No waiver of any term or provision of this Agreement shall constitute a waiver of any other term or provision or of the same provision on a future date. Failure of either Party to enforce any term of this Agreement shall not constitute waiver of such term or any other term.

F) SEVERABILITY: If any provision or term of this Agreement is held to be unenforceable, then this Agreement will be deemed amended to the extent necessary to render the otherwise unenforceable provision, and the rest of the Agreement, valid and enforceable. If a court declines to amend this Agreement as provided herein, the invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of the remaining terms and provisions, which shall be enforced as if the offending term or provision had not been included in this Agreement.

G) ENTIRE AGREEMENT: This Agreement constitutes the entire agreement between the Parties and supersedes any prior or contemporaneous understandings, whether written or oral.

H) HEADINGS: Headings to this Agreement are for convenience only and shall not be construed to limit or otherwise affect the terms of this Agreement.

I) COUNTERPARTS: This Agreement may be executed in counterparts, all of which shall constitute a single agreement.

6/7 \_\_\_\_\_ (initial)



J) FORCE MAJEURE: LD Expert is not liable for any failure to perform due to causes beyond their reasonable control including, but not limited to, acts of God, acts of civil authorities, acts of military authorities, riots, embargoes, acts of nature and natural disasters, and other acts which may be due to unforeseen circumstances.

K) NOTICES ELECTRONIC COMMUNICATIONS PERMITTED: Any notice to be given under this Agreement shall be in writing and shall be sent by first class mail, air mail, or e-mail, to the address of the relevant Party set out at the head of this Agreement.

Notices sent as above shall be deemed to have been received 3 working days after the day of posting (in the case of inland first class mail), or 7 working days after the date of posting (in the case of air mail), or next working day after sending (in the case of e-mail).

In proving the giving of a notice it shall be sufficient to prove that the notice was left, or that the envelope containing the notice was properly addressed and posted, or that the applicable means of telecommunication was addressed and dispatched and dispatch of the transmission was confirmed and/or acknowledged as the case may be.

### ***EXECUTION:***

**LD Expert:**

Stephanie Tsapakis, MA, CDP  
CEO & Founder  
The LD Expert, LLC

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Revere Local Schools**

Director of Student Services

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

7/7 \_\_\_\_\_ (initial)

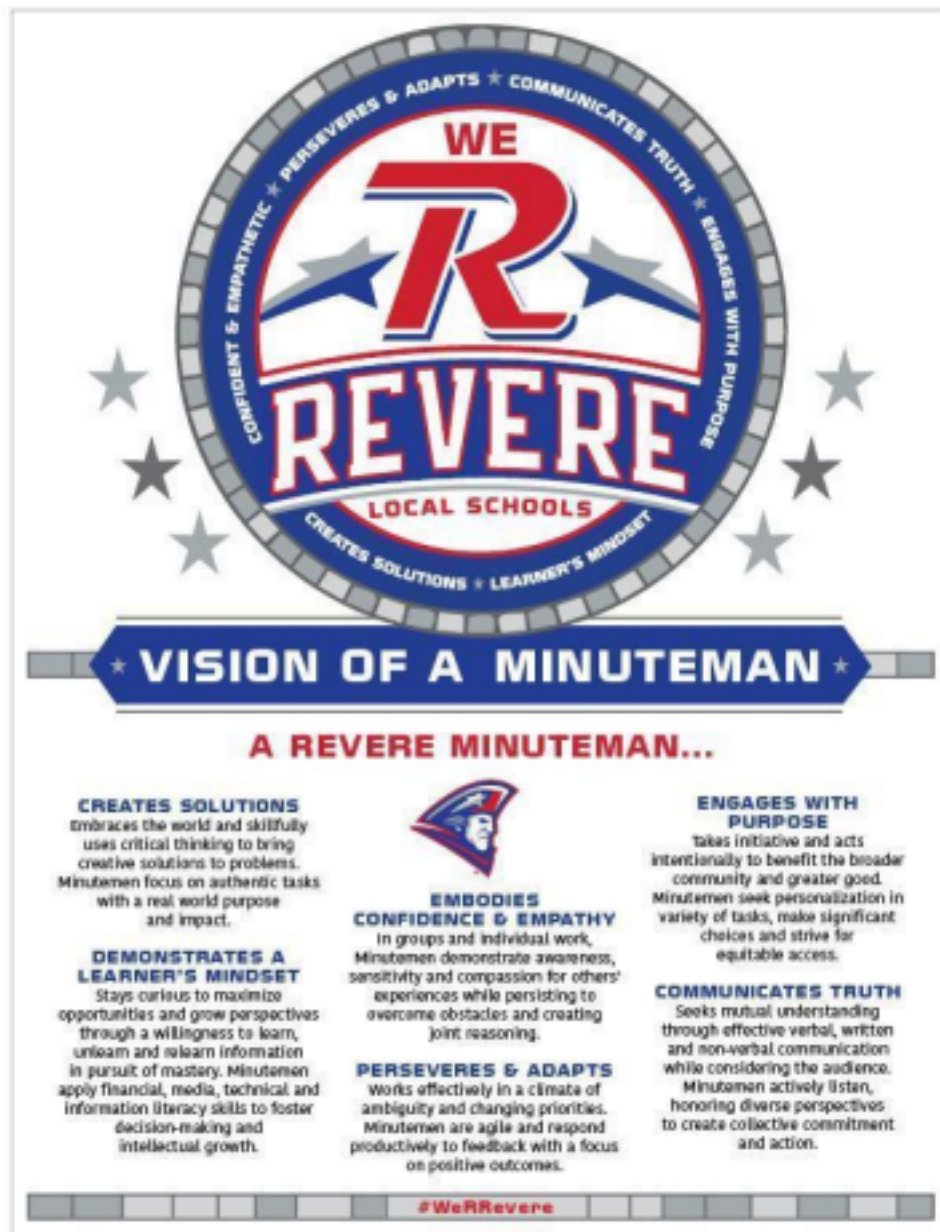
# NEW DOCUMENT

# STUDENT HANDBOOK

## Richfield Elementary School

### 2025-2026

Attachment OB-1



# **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 distractive, disruptive, or detrimental to the routine operation of school is prohibited.

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

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

### **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](mailto: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.  
\*\*

**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](http://www.revereschools.org)**

**REVERE LOCAL SCHOOL DISTRICT**

The following buildings comprise the Revere Local School District:

Richfield Elementary School, PK-2  
Bath Elementary School, 3-5  
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 privilege.

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 newsle

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 c

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

#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.

<b>First missed detention</b>	Two detentions assigned
<b>Second missed detention</b>	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**

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

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

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

## **HARASSMENT, INTIMIDATION, AND BULLYING**

### **Introduction**

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

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

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

#### 1. Definition of Harassment, Intimidation, or Bullying

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

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

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

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

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

## 2. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

## 3. Complaint Process

- A. Formal Complaints

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

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

#### B. Informal Complaints

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

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

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

#### 4. Deliberately Making False Reports

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



## 5. Confidentiality

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

## 6. Investigation

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

## 7. Post-Investigation Procedures

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

## 8. Retaliation is Prohibited

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

## 9. Remedial Actions

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

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

## 10. Non-Disciplinary Interventions

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

## 11. Disciplinary Interventions

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: October 17, 2017

## **INJURY PROTOCOL**

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

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

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

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

## **LIBRARY**

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

## **LOCKERS**

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

## **LOST AND FOUND**

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

## **LUNCH PERIOD**

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

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

### **MEDICATION**

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

### **OUT OF SCHOOL SUSPENSION/IN-SCHOOL SUSPENSION**

The student may make up any available missed assignments or tests during out of school suspensions. It is strictly the student's responsibility to determine what work is missed by checking Progress Book or contacting 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.

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

## **STUDENT IDENTIFICATION CARDS**

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

## **STUDENT VALUABLES**

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

## **TELEPHONES**

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

## **TEXTBOOKS**

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

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

#### **UNAUTHORIZED USE OF YEARBOOK AND WEBSITE**

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

#### **VACATIONS DURING SCHOOL DAYS**

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

#### **VIDEO AND AUDIO RECORDING DEVICES**

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

#### **VISITORS**

All visitors must report to the office immediately and secure a pass. Students from other schools are not encouraged to visit unless they plan ~~to compare to~~ enroll **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](mailto:dzendlo@revereschools.org)

**RHS Attendance Office - Mrs. Juengel (pronounced Yengle)**

(330) 523-3206

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

## **24-HOUR ATTENDANCE REPORT LINE**

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

**RHS Counseling Office - Mrs. Reinhold**

(330) 523-3210

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

**RHS Athletic Office - Ms. Lechman**

(330) 523-3205

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

**RHS Data Assistant - Mrs. Cathy Rundo**

(330) 523-3240

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

**Ms. Tiffany George**

**Assistant Principal**

[tgeorge@reverschools.org](mailto:tgeorge@reverschools.org)

**Mr. Don Seeker**

**Athletic Director**

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

## **SCHOOL COUNSELING DEPARTMENT**

**Nick DePompei**

**School Counselor (A - G)**

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

**Emily Rion**

**School Counselor: (H - O)**

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

**Elizabeth Long**

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

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

## **SCHOOL RESOURCE OFFICER**

**Officer Scott Dressler**

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

**Safe School Hotline**

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

1-800-418-6423 (EXT 359)

## **ACADEMIC EXTRACURRICULAR ELIGIBILITY**

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

## **ACADEMIC INTEGRITY**

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

## **ACCIDENTS**

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

## **ATHLETICS**

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

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

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

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

#### ❖ **ATHLETICS AND OHSAA**

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

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

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

## ❖ INTERSCHOLASTIC ATHLETICS

Boys/Girls Basketball  
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](http://www.revereminutemen.org)

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

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

## ATTENDANCE

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

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

## AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

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

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

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

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

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

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

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

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

### ❖ **REPORTING ABSENCES FROM SCHOOL**

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

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

Students who arrive at school after 7:34 AM are considered tardy. Upon arrival, students must immediately report to the 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 1<sup>st</sup> 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 1<sup>st</sup> of the year before graduation. An educational plan detailing the request for early graduation and its relationship to the student's overall education must be completed and submitted prior to this conference. Assistance in preparing the educational plan may be obtained from the Counseling Department.
3. Completion of the "Early Graduation Approval Form" must be submitted by the student and parents prior to final approval by the principal.

## FIELD TRIPS

Field trips enhance the educational experience of students. A completed student field trip permission form with 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.**

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

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



## **HALL PASSES**

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

## **HARASSMENT, INTIMIDATION, AND BULLYING**

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

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

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

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

## 1. Definition of Harassment, Intimidation, or Bullying

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

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

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

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

## 2. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

### 3. Complaint Process

#### A. Formal Complaints

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

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the

building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

## B. Informal Complaints

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

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

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

## 4. Deliberately Making False Reports

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

## 5. Confidentiality

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

## 6. Investigation

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

## 7. Post-Investigation Procedures

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

for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

## 8. Retaliation is Prohibited

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

## 9. Remedial Actions

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

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

## 10. Non-Disciplinary Interventions

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

of conflict between students or groups of students, peer mediation may be considered.

## 11. Disciplinary Interventions

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

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

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

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

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



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

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

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

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

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

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

Adopted: October 17, 2017

## **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](mailto: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

### **ELECTRONIC COMMUNICATION DEVICES**

For purposes of this policy, electronic communication devices (“ECDs”) means any device that is powered by batteries or electricity and that is capable of receiving or transmitting communications from or to another ECD or person. An ECD includes, but is not limited to a cellular telephone. A student has no expectation of privacy in the use of an ECD on District property.

**A building principal may prohibit the possession and use of cellular telephones by students in their assigned school building. Exceptions to such prohibition will be made only if use of a cellular telephone is included in a student’s individualized education plan or 504 plan for purposes of student learning or to monitor or address a health concern.**

If a student brings a cellular telephone to school, it must be kept in his/her assigned locker during school hours, unless otherwise specified by an administrator or a teacher. A **high school** student may possess, access, and use a cellular telephone only while immediately in front of his/her assigned locker. Students are prohibited from possessing, accessing, or using a cellular telephone at any other location during school hours, unless otherwise authorized by the student’s teacher or an administrator for purposes of student learning or to monitor or address a health concern, or unless a student’s individualized education plan or 504 plan permit such use. **Students are permitted to access and use cellular telephones while on school buses with the permission of the school bus driver or a District staff member, and during extracurricular activities.**

Use of ECDs must comply with state and federal law, Board Policy, and the Student Code of Conduct.

No student shall use an ECD to record images, video or audio of another student or staff member without the express permission of the person being recorded. ECDs shall not be used to record images, video, or audio at any time or place on District property where a reasonable expectation of privacy exists, such as in locker rooms, bathrooms, shower facilities, or any other place where persons may be found in a state of undress.

Students are prohibited from using ECDs to facilitate academic dishonesty by way of recording and/or transmitting test materials or information.

Violations of this policy ~~may shall~~ result in the ECD being confiscated. A confiscated ECD will only be returned to the **student or the** student’s parent or guardian at the end of the school day. A student who violates this policy may also be subject to discipline, including suspension and/or expulsion, and/or may have the privilege of using an ECD suspended or revoked.

If, in the judgment of the student’s building administrator, a violation of this policy potentially constitutes an illegal act, the ECD may be provided to law enforcement.

As with any other item of personal property, students are solely responsible for the safety and security of their own ECDs.

The District's teachers and administrators shall evaluate classroom settings and take actions deemed necessary to reduce cellular telephone-related distractions.

This policy shall be made publicly available, posted in a central location in each school building, and posted prominently on the District's publicly accessible website. **This policy shall be reviewed annually by the Board, which shall consider any revisions it deems necessary, consistent with Ohio law.**

LEGAL REF.: R.C. 3313.753

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



# NEW DOCUMENT



### **Power of Teaching Grant**

The purpose of the Power of Teaching Grant is to give support and empowerment to Revere Local Schools teachers for the vision they have regarding projects in their classrooms. These monies are gifted by a donor who has a passion to see our students succeed and our staff members supported. Five one thousand dollar grants will be awarded during the 2024-25 school year. Please email **submissions to Marcia and Micki by January 9, 2025.**

**Teacher name:** Ginny Habig, Sheila Farrance, Jennifer Silvidi (this will benefit all teachers at Richfield Elementary School)

**Grade level:** Preschool-Grade 2

**Date of submission:** 12/19/25

### **Project Abstract**

If awarded the Power of Teaching grant money, the funds would benefit all teachers at Richfield Elementary School, as the money would be used towards purchasing literature for our book room that we have been working to build for several years. The books chosen below are not only to inspire a love of reading in young students, but also to support current work in our elementary school to ensure an environment that supports the whole child and positive behavior expectations.

According to the Washington Post, Americans above the age of 15 have had a severe decrease in pleasure reading (30%), from 2004 to 2017. Time Magazine summarized a Common Sense Media study in 2014, citing that while 53% of 9-year-olds read for pleasure each day, only 19% of 17-year-olds do. Our hope at Richfield Elementary, if we were to receive this grant, would be to encourage students in understanding that reading can be fun and enjoyable all of the time. As educators in a preschool through second grade setting, we are building the foundation for the many years to come in the lives of our students. It is imperative that we help them to build a strong beginning in their lives as readers. A study completed by Whitten, Labby, and Sullivan (2019) found that eleventh graders who enjoyed reading for pleasure achieved higher grades in English, history, math, and science. Our wish for our students is to set them up for success academically, yet also encourage them to lead the life of a reader.

This grant money will focus on purchasing books for young readers with a positive behavior theme. Author study books have also been chosen to allow children to fall in love with and chase authors for whom they love their writing. Additionally, the authors chosen for this grant work have written books with valuable lessons.

While our school library at Richfield Elementary is a wonderful resource with a variety of titles to borrow, a school book room would allow all teachers to better serve the needs of their students who read at different levels. Baskets of books that serve specific purposes in the classroom can lead to more exploration and a deeper dive into literature with students. Book room literature allows teachers to read with small literacy groups (small groups of four to six students), reaching them at their reading level, while also engaging students in popular book choices. These books will also encourage students to discover new authors. Author book baskets provide students with a set of books they can dive into, while engaging with an author's work; books with life lessons provide conversation and potential project work for students to further their understanding of themselves and peers around them.

### **Statement of Need**

At Richfield Elementary, we are in need of a resource room where both new and veteran teachers can access books for a variety of reasons, including small literature groups, book clubs, research activities, books for pleasure reading, and books for learning lessons. When students are surrounded with good literature, they are motivated to read more, in order to seek out additional knowledge or transport themselves to a safe and happy place while reading a good book. Without books, teachers are not able to connect students with new book titles, themes, lessons, and levels of reading readily. As Maya Angelou said, "Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

### **Timeline of implementation:**

Books will be purchased at latest by the end of the 2024-2025 school year, so that teachers may begin utilizing the titles with their students in autumn of 2025.

### **Budget:**

If granted, all \$1,000 will be used to purchase a variety of books, listed below:

Small group sets of 6 copies per title

- [The Color Monster: A Story About Emotions](#) by Anna Llenas (6 @ \$12.24 = \$73.44) •
- [Wemberly Worried](#) by Kevin Henkes (6 @ \$7.99 = \$47.94)
- [Enemy Pie](#) by Derek Munsen (6 @ \$9.99 = \$59.94)
- [Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst (6 @ \$10.99 = \$65.94)
- [The Power of One](#) by Trudy Ludwig (6 @ \$11.99 = \$71.94)
- [Cookies](#) by Amy Krause Rosenthal (6 @ \$12.81 = \$76.86)
- [Elmer](#) by David McKee (6 @ \$4.76 = \$28.56)
- Total: \$424.62

Author Study Books by Kevin Henkes

- [Wemberly Worried](#) by Kevin Henkes (1 @ \$7.99)
- [Owen](#) (1 @ \$11.39)
- [Waiting](#) (1 @ \$10.56)
- [Chrysanthemum](#) (1 @ \$12.69)
- [Chester's Way](#) (1 @ \$8.88)

- Julius, The Baby of the World (1 @ \$7.19)
- Sheila Rae, The Brave (1 @ \$15.62)
- Lilly's Big Day (1 @ \$7.49)
- Kitten's First Full Moon (1 @ \$13.14)
- A Weekend With Wendell (1 @ \$15.00)
- The World and Everything In It (1 @ \$13.64)
- Penny and Her Marble (1 @ \$21.80)
- Penny and Her Doll (1 @ \$20.76)
- Penny and Her Song (1 @ 12.99)
- Penny and Her Sled (1 @ \$11.99)
- Total: \$191.13

Author Study Books by Greg Pizzoli • [The Watermelon Seed](#) (1 @ \$10.90)

- [Good Night Owl](#) (1 @ \$13.75)
- [The Book Hog](#) (1 @ \$11.11)
- [Baloney & Friends](#) (1 @ \$7.09)
- [Baloney & Friends: Going Up](#) (1 @ \$7.69)
- [Baloney & Friends: Dream Big!](#) (1 @ \$6.99)
- [Number One Sam](#) (1 @ \$7.66)
- [Templeton Gets His Wish](#) (1 @ \$16.99)
- Total: \$82.18

Author Study Books by Jory John • [The Good Egg](#) (1 @ \$11.82)

- [The Bad Seed](#) (1 @ \$10.76)
- [The Cool Bean](#) (1 @ \$12.60)
- [The Couch Potato](#) (1 @ \$12.73)
- [The Sour Grape](#) (1 @ \$10.49)
- [The Smart Cookie](#) (1 @ \$11.82)
- [The Big Cheese](#) ( 1 @ \$11.42)
- Total: \$81.64

Author Study Books by Oliver Jeffers • [How to Catch a Star](#) (1 @ \$17.99)

- [Lost and Found](#) (1 @ \$12.39)
- [The Way Back Home](#) (1 @ \$14.29)
- [Up and Down](#) (1 @ \$12.29)
- [Where to Hide a Star](#) (1 @ \$19.63)
- [Here We Are: Notes for Living on Planet Earth](#) (1 @ \$10.96) •
- [What We'll Build: Plans for Our Together Future](#) (1 @ \$10.99) •
- [This Moose Belongs to Me](#) (1 @ \$11.12)
- [Stuck](#) (1 @ \$12.19)
- [The Incredible Book Eating Boy](#) (1 @ \$13.89)
- [The Great Paper Caper](#) (1 @ \$14.59)
- Total: \$150.33

Author Study Books by Travis Jonker

- [Just One Flake](#) (1 @ \$17.46)
  - [Just One Wave](#) (1 @ \$18.99)
  - [The Very Last Castle](#) (1 @ \$17.99)
  - [Caboose](#) (1 @ \$13.84)
  - Total: \$68.28

Gross Total: \$998.18

**Evaluation of plan (how will you know the implementation of the grant achieved the intended outcomes):**

Intended outcomes will be reached upon introduction of book titles to all teachers at Richfield Elementary. With the purchase of the books listed above, students will have access to not only these literature materials, but also to potential discussions, activities, and group work that will further our learning and positive interactions at Richfield Elementary School.

NEW DOCUMENT



# 2026-2027 CALENDAR

## OPT 1

Attachment OB-4

**DRAFT**

# Revere Local School District

AUGUST 2026				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- 20 Convocation/Room Set-up
- 21 Professional Dev. Day
- 24 Wellness/PD
- 25 First Day for Students

JANUARY 2027				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- 1 Winter Break
- 15 In-Service/Records
- 18 Martin Luther King Day

SEPTEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- 7 Labor Day

FEBRUARY 2027				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

- 15 Presidents' Day

OCTOBER 2026				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 9 NEOEA Day
- 23 In-Service/Records

MARCH 2027				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- 22-26 Spring Break
- 29 In-Service/Records

NOVEMBER 2026				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- 25-27 Thanksgiving Break
- 30 Conference Pay-Back

APRIL 2027				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

- 21-31 Winter Break

MAY/JUNE 2027				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31	1	2	3	4
7	8	9	10	11

- 31 Memorial Day
- June 3 Last Day for Students
- June 4 In-Service/Records

- Staff In-service: No School for Students
- Holiday or Other: No School
- Teacher Conference Comp. Day: No School

**176 STUDENT DAYS**  
**184 TEACHER DAYS**

**GRADING PERIODS K-12**

- Q1** 8/25 - 10/22 41 DAYS
- Q2** 10/26 - 1/14 45 DAYS
- Q3** 1/19 - 3/19 43 DAYS