



Revere Board of Education

Regular Meeting Agenda

March 17, 2026 at 5:30pm

Revere High School Media Center

3420 Everett Road

Richfield , OH, 44286

Revere Board of Education / Regular Meeting/ 3/17/26

Agenda / March 17, 2026 / 5:30pm

I. CALL TO ORDER

II. ROLL CALL

Jeffrey Bowler

Kasha Brackett

Jennifer Burke

Natalie Rainey

Courtney Stein

III. PLEDGE OF ALLEGIANCE

Led by students from Richfield Elementary.

IV. RECOGNITIONS/PRESENTATIONS

1. RECOGNITIONS

a. STUDENT RECOGNITIONS

a. RICHFIELD ELEMENTARY

The following students are being recognized by Mr. Pavelich and Mrs. Smith for Leading the Pledge of Allegiance and being Revere Ready:

Maxwell MacDonald-Schultz, Emmy Gradert, Henry Schrank and Harrison Vukoder

b. BATH ELEMENTARY

The following student is being recognized by Mr. Fry, Mr. Wilson, Mrs. Schubert, Mrs. McCausland and Mrs. Peters:

Evie Manofsky (Invention), Max Ginter (Kindness) and Elliot Fuller (Fossils/Dinosaurs)

c. REVERE MIDDLE SCHOOL

The following students are being recognized by Dr. Oberhauser:

Julia Ramsey (Perserves and Adapts),

Aiden Lewis (Demonstrates a Learner's Mindset) and Tajah (Tay) Wiley-Harris (Engages with Purpose)

d. REVERE HIGH SCHOOL

The following students are being recognized by Mr. Faris for Engaging with a Purpose:

Prisha Juyal, Aditi Ramalingam and My Nguyen

2. PRESENTATIONS

a. Richfield Elementary PTA Pavilion Project - Mr. Pavelich

b. Zoology Text for Revere High School - Ms. Hiltbrand and Mrs. Roach

V. PUBLIC SPEAKS TO AGENDA ITEMS

VI. BOARD OF EDUCATION'S AGENDA

No items at this time.

VII. CUYAHOGA VALLEY CAREER CENTER (CVCC) - David Mangas, CVCC Superintendent

VIII. TREASURER'S AGENDA - Mr. Berdine

1. Approval of the Minutes, Attachment T-1

The Treasurer recommends approval of the minutes from the Special Meeting held on February 3, 2026, the Work Session held on February 10, 2026 and the Regular Meeting held on February 17, 2026.

2. Approval of Financial Report, Attachment T-2

The Treasurer recommends approval of the Financial Report for the month of February 2026.

3. Purchase Orders, Attachment T-3

The Treasurer recommends that the Board of Education authorize and certify payment of the purchase orders as detailed in the attachment, 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.

4. Asset Deletions, Attachment T-4

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

5. Donations, Attachment T-5

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

IX. SUPERINTENDENT'S AGENDA - Mr. White

1. Certificated/Licensed Personnel

a. Resignation(s) for Retirement - Certificated

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

Teresa (Terry) Kobetitsch / RHS / Intervention Specialist / Effective: End of 2025-2026 School Year

b. Internal Transfer(s) - Certificated

It is recommended that the Board of Education approve the following internal transfers effective the 2026/2027 school year as listed below:

Dawn Cancelierre / Transfer from: 7th Grade Social Studies Teacher at RMS / Transfer to: 8th Grade Social Studies Teacher at RMS (J.McKnight vacancy)

Jill Burket / Transfer from: English Language Arts Teacher at RMS / Transfer to: 7th Grade Social Studies Teacher at RMS (Cancelierre vacancy)

Cindy Gobrogge-Beshara / Transfer from: District Media Specialist located at Bath

Elementary / Transfer to: District Media
Specialist located at Revere High School (to
support AP course offerings)

Theresa Whyte/ Transfer from:
Technology/Media Teacher at RMS / Transfer
to: Technology/Media Teacher at BES (to
support library/media center due to Gobrogge-
Beshara relocation)

Ryan Lekan / Transfer from: Electives
Teacher at RMS / Transfer to: 6th Grade
Science Teacher at RMS (Combs vacancy)

2. Classified Personnel

a. Resignation for Retirement - Classified

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

Jeff Schuelein / Head Custodian / RMS /
Effective: June 1, 2026

Edward Bartunek / Contract Bus Driver /
Transportation / Effective: End of 2025-2026
School Year

Diane Pallotta / Contract Bus Driver /
Transportation / Effective: End of 2025-2026
School Year

Karen Ring / Intensive Needs Aide / RES /
Effective: End of 2025-2026 School Year

b. New Hire(s) - Classified

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

Deb D'Orio / 10 Month Attendance Secretary /
RHS / Step: 10 / Effective: 2/18/26 (Juengel
vacancy)

Ashley McClung / Guaranteed (permanent)
Substitute Bus Driver / Transportation / Step:
0 / 4.5 hours / Effective: 2/10/26 (previously
approved as a driver in training)

c. Track Aide for RMS Student - Classified

It is recommended that the Board of
Education approve Russ Neubert on an as
needed basis as a RMS student's track aide
for the 25-26 track season, payable at the
base aide rate by timesheet.

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:

Scott Egnatuk / Substitute: Driver (Van
Certified) / Transportation / Effective on or
after: 3/2/26

Greg Hocevar / Substitute: Driver (Van
Certified) / Transportation / Effective on or
after: 2/17/26

Cheryl McGuire / Substitute: Bus Aide /
Transportation / Effective on or after: 3/2/26

e. Change in Hours/Schedule

It is recommended that the Board approve the
change in hours/schedule for the staff
member listed below due to Richfield
Elementary adjusting their lunchtime
schedule. This change reflects an additional
15 minutes of worktime.

Mark Gartland / Part-time Food Service
Worker / RES / Step 0 / 3 Hours (10:45am -
1:45pm) / Effective: 9/2/25

f. Co-Curricular Non-Athletic Supplemental

Contracts 25-26 (classified)

It is recommended that the Board of Education approve the following as detailed below. Please note that all new hires are contingent upon an approved background check and confirmation of appropriate licensure/permit, if required.

RHS Revere Players:

Joseph Pine, Volunteer Assistant Director

g. Game Worker(s) 25-26 (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.

Abigail Hetman (RHS Student)

3. Student Services

No items at this time.

4. Other Business**a. NEW/REVISED Board Policies / Second and Final Reading**

It is recommended that the Board of Education approve the NEW/REVISED Board Policies as a Second and Final Reading as detailed on Attachment OB-1

1.04 / Membership and Election of BOE / Revised

2.09 / Job Description - Treasurer / Revised

3.10 / Alcohol and Drug Abuse Testing / Revised

6.31 / Student Health Services and First Aid / Revised

6.45 / Transportation of Students in Board Owned Vehicles / New

6.50 / Overdose Reversal Drugs / Revised

7.16 / Extracurricular Activities / Revised

8.00 / Budget Planning and Appropriations
Measure / Revised

8.08 / Expense Reimbursement / Revised

8.19 / Inventory and Disposition of Equipment
and Unused Supplies Obtained with Federal
Awards / Revised

9.21 / HIV-AIDS / Revised

9.40 / Recording of Academic Instruction,
Meetings, and Other Services / Revised

**b. NEW/REVISED Board Policies / First
Reading**

It is recommended that the Board of
Education review the NEW/REVISED Board
Policies as a First Reading (NO ACTION) as
detailed on Attachment OB-1B

1.03 / Formulation, Amendment,
Dissemination, and Update of Policies /
Revised

1.11 / Board of Education Meetings / Revised

6.01 / Academic Acceleration, Early Entrance
to K, Early HS Graduation / Revised

6.08 / Student Absences and Excuses /
Revised

6.59 / Artificial Intelligence / Revised

7.05 / Remediation/Intervention Program for
Reading Skills / Revised

7.11 / Home Education / Revised

7.35 / Released Time for Religious Instruction
/ Revised

7.37 / NIL - Personal Branding Rights / New

8.20 / Prohibition Against Purchase of Certain
Foods / New

9.09 / Complaints of Sexual Harassment /
Revised

9.25 / Prohibition and Reporting of Sexual
Abuse / Rescind

**c. 2027/2028 District Calendar / Second and
Final Reading**

It is recommended that the Board of
Education approve the proposed 2027/2028
District Calendar as a Second and Final
Reading as detailed in Attachment OB-2

d. REVISED 2026/2027 District Calendar

It is recommended that the Board of
Education approve the REVISED 2026/2027
District Calendar as detailed in Attachment
OB-3

**e. Curriculum Recommendations / First
Reading (NO ACTION)**

It is recommended that the Board of
Education review the curriculum
recommendations as a first reading as
detailed in Attachment OB-4

Integrated Principals of Zoology 18th Edition,
McGraw Hill

**f. Curriculum Recommendations / Second and
Final Reading**

It is recommended that the Board of
Education approve the curriculum
recommendations as second and final reading
as detailed in Attachment OB-5

1. RMS Intensive Needs Math Instruction

2. Enrichment Text Sets for Second Grade

g. College Credit Plus (CCP) MOU Agreement(s) / 2026-2027

It is recommended that the Board of Education approve the following annual Memorandum of Understanding(s) for College Credit Plus as detailed in Attachment OB-6

Walsh University

h. Student Handbooks 2026-2027 School Year / First Reading (NO ACTION)

It is recommended that the Board of Education review the 2026-2027 Student Handbooks as a First Reading (NO ACTION) as detailed in Attachment OB-7

X. INFORMATION/DISCUSSION ITEMS

1. Next Board Meeting Dates

The April Work Session will be held on Tuesday, April 14, 2026 beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Regular April Meeting will be held Tuesday, April 21, 2026, beginning at 5:30 PM in the High School Media Center.

XI. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

XII. EXECUTIVE SESSION

1. Personnel: To discuss the employment of a public employee with no action to follow.

XIII. ADJOURNMENT

NEW DOCUMENT

Revere Board of Education / Special Meeting / 2/3/26 - MINUTES

Agenda / February 3, 2026 / 5:30pm / MINUTES

I. CALL TO ORDER

Mrs. Brackett called the meeting to order at 5:30 PM

II. ROLL CALL

Jeffrey Bowler

Kasha Brackett

Jennifer Burke

Natalie Rainey

Courtney Stein

III. INFORMATION/DISCUSSION

1. Board Policy Review/Discussion

2. Board Community Engagement Discussion

**3. Communicating with Community regarding
"Facebook chatter" on District website**

IV. EXECUTIVE SESSION

Res. 26-104209

Moved into Executive Session at 7:27 PM to discuss
the following item:

**1. Personnel: To discuss the employment of a
public employee.**

Moved by Mrs. Stein, seconded by Mr. Bowler

Motion Passed

**V. The President called the Board of Education
out of Executive Session at 8:00 PM**

VI. ADJOURNMENT

Res. 26-104210

Moved by Mrs. Brackett, seconded by Mrs. Burke to
adjourn the meeting at 8:00 PM

Approved By:

Richard Berdine

Treasurer

Date

Revere Board of Education / Work Session / 2/10/26 - MINUTES

Agenda / February 10, 2026 / 5:30pm / MINUTES

I. CALL TO ORDER

Mrs. Brackett called the meeting to order at 5:30 PM

II. ROLL CALL

Jeffrey Bowler

Kasha Brackett

Jennifer Burke

Natalie Rainey-Absent

Courtney Stein

III. PRESENTATIONS

1. Physical Education and Physical Activity at Revere MS

Dr. Oberhauser

2. Advanced Placement and College Credit Plus: Understanding Options for College Credit in High School

Revere HS Counselors: Mr. DePompei, Mrs. Long and Mrs. Rion

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

No items at this time.

VII. INFORMATION/DISCUSSION ITEMS

1. Discussion with RHS Counselors about Needs

2. District Academic Calendar Discussion

3. Board Policy Update

In follow-up to questions related to the Board
Policies reviewed/discussed during the February
3rd Special Board Meeting.

4. Review draft agenda for the February 17, 2026 regular meeting.

VIII. EXECUTIVE SESSION

Res. 26-104211

Moved into Executive Session at 8:03 PM to the
discuss the following item:

**1. Personnel: To discuss the employment of a
public employee with no action to follow.**

Moved by Mrs. Burke, seconded by Mrs. Stein
Motion Passed

IX. The President called the Board of Education out of Executive Session at 8:44 PM

X. ADJOURNMENT

Res. 26-104212

Moved by Mrs. Brackett, seconded by Mrs. Burke to
adjourn the meeting at 8:44 PM

Approved By:
Richard Berdine

Treasurer

Date

Revere Board of Education / Regular Meeting/ 2/17/26 - MINUTES

Agenda / February 17, 2026 / 5:30pm / MINUTES

I. CALL TO ORDER

Mrs. Brackett called the meeting to order at 5:30 PM

II. ROLL CALL

Jeffrey Bowler

Kasha Brackett

Jennifer Burke

Natalie Rainey

Courtney Stein

III. PLEDGE OF ALLEGIANCE

Led by students from Richfield Elementary.

IV. RECOGNITIONS/PRESENTATIONS

1. RECOGNITIONS

a. STUDENT RECOGNITIONS

a. RICHFIELD ELEMENTARY

The following students are being
recognized by Mr. Pavelich and Mrs.
Smith for being Revere Ready:

Vivian Raines, Owen Smith, Korben
Klinksiek and Gwen Goldenbaum

b. BATH ELEMENTARY

The following student is being recognized
by Mr. Fry and Mr. Wilson for Fighting
through Adversity:

Ava Cooper

c. REVERE MIDDLE SCHOOL

The following students are being
recognized by Dr. Oberhauser for
Engaging with Purpose:

Emery Cross, Miles Zaremba and Matteo
Mutersbaugh

d. REVERE HIGH SCHOOL

The following students are being recognized by Mr. Faris:

Devon O'Rourke (CVCC Student of the Month - Dec.), Avery Smith (Band - Tournament of Roses Parade) and Chad Carpenter (Band - Tournament of Roses Parade)

2. PRESENTATIONS

a. CURRICULUM PRESENTATIONS

a. Programming Approvals / Mrs. Roach, Mrs. Toth and Mrs. Yoder

Math manipulatives and children's text for RMS Intensive Needs Class and Enrichment Text Sets for 2nd grade.

b. Early Literacy Assessment and Instruction Updates / Mr. Pavelich, Mrs. Smith, Mrs. Roach & RTI Case Managers

V. PUBLIC SPEAKS TO AGENDA ITEMS

VI. BOARD OF EDUCATION'S AGENDA

No items at this time.

VII. CUYAHOGA VALLEY CAREER CENTER (CVCC) - Mrs. Burke

No report at this time.

VIII. TREASURER'S AGENDA - Mr. Berdine

Res. 26-104213 consensus items 1-7

1. Approval of the Minutes, Attachment T-1

The Treasurer recommends approval of the minutes from the Organizational Meeting/Work Session held on January 13, 2026, the Special Board Meeting held on January 15, 2026 and the Regular Meeting held on January 20, 2026.

2. Approval of Financial Report, Attachment T-2

The Treasurer recommends approval of the Financial Report for the month of January 2026.

3. Purchase Orders, Attachment T-3

The Treasurer recommends that the Board of

Education authorize and certify payment of the purchase orders as detailed in the attachment, 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.

4. Asset Deletions, Attachment T-4

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

5. Donations, Attachment T-5

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

6. 2027 Tax Resolution, Attachment T-6

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

7. Five Year Forecast, Attachment T-7

It is recommended that the Board of Education approve the Five Year Forecast as detailed.

Res. 26-104213 consensus items 1-7

Moved by Mrs. Burke, seconded by Mrs. Rainey

Motion passed

IX. SUPERINTENDENT'S AGENDA - Mr. White

1. Administrative Personnel

Res. 26-104214 consensus items 1.a-e

a. Revised Job Description and Title - Director of Personnel and Operations

It is recommended that the Board of Education approve the proposed revisions to the job description, changing the title from Director of Operations to Director of Personnel and Operations, effective 8/1/26, as outlined in Attachment 1;

Furthermore, it is recommended that the Board of Education approve the revised contract for the Director of Operations to reflect the approved changes to the position of Director of Personnel and Operations, effective 8/1/26.

b. New Administrative Position and Job Description - Director of School Performance

It is recommended that the Board of Education approve the new position and job description for the Director of School Performance as detailed in Attachment 2

c. Change of Employment - Dr. Dan Oberhauser

It is recommended that the Board of Education accept the resignation of Dr. Dan Oberhauser as Principal of Revere Middle School, effective 8/1/26, contingent upon the Board approving him as the Director of School Performance;

It is further recommended that the Board of Education approve Dr. Dan Oberhauser as the Director of School Performance for a three year term, effective 8/1/26.

d. Change of Employment - Mr. Bryan Petsche

It is recommended that the Board of Education accept the resignation of Mr. Bryan Petsche as Assistant Principal of Revere Middle School, effective 8/1/26, contingent upon the Board approving him as the Principal of Revere Middle School;

It is further recommended that the Board of Education approve Mr. Bryan Petsche as the Principal of Revere Middle School for a three year term, effective 8/1/26.

e. Administrative Contract Renewals

It is recommended that the Board of Education approve the following 3 year administrative contracts, effective 8/1/2026

through 7/31/29:

Kirk Pavelich / Principal, Richfield Elementary School

Angela Smith / Assistant Principal, Richfield Elementary School

Res. 26-104214 consensus items 1.a-e
Moved by Mrs. Stein, seconded by Mrs. Brackett
Motion Passed

2. Certificated/Licensed Personnel

Res. 26-104215 consensus items 2.a-b

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 (request received by 2/15 deadline, per the REA Master Agreement):

Adena Schneider / MA+15

Jodi Hetman / MA+15

Angeline Redman / MA

Elyssa Koutrodimos / BA+15

Ripley Crosley / BA+15

b. Resignation for Retirement - Certificated

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

Kristi Kerrigan / Bath Elementary School /
Guidance Counselor / Effective: End of 2025-
2026 School Year

Wendy Combs / Revere Middle School /
Science Teacher / Effective: June 1, 2026

Res. 26-104215 consensus items 2.a-b
Moved by Mrs. Stein, seconded by Mrs. Rainey

Motion passed

3. Classified Personnel

Res. 26-104216 consensus items 3. a-d

a. Resignation - Classified

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

Jennifer Juengel / Attendance Secretary /
RHS / Effective: 2/20/26

b. Change of Position/Transfer - Classified

It is recommended that the Board of Education accept the transfer request of Holly Quellos to return to her previous position at Richfield Elementary as a 3 hour Playground/Cafeteria Aide, effective January 20, 2026. Holly was previously approved as a 2.75 hour Playground/Cafeteria Aide at Bath Elementary during our 1/20/26 Regular Board meeting with an effective date of 1/6/26. This transfer request meets the guidelines set forth in the OAPSE Negotiated Agreement.

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:

Jessica Raimondo / Instructional Aide / RMS /
Step: 0 / Effective: 1/13/26 (H. Kulhawick
vacancy)

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:

Mary Mourton / Substitute: Instructional Aide,
Intensive Needs Aide, Playground Aide and
Library Aide / Effective on or after: 12/3/25

Nichole Frantzis / Substitute: Intensive Needs
Aide, Playground Aide and Food Service
Worker / Effective on or after: 1/23/26

Marie Biasella / Substitute: Intensive Needs
Aide, Playground Aide and Cafeteria Aide /
Effective on or after: 1/23/26

Anthony Delnegro / Substitute: Intensive
Needs Aide, Playground Aide and Cafeteria
Aide / Effective on or after: 1/29/26

Love Gwaltney / Substitute: Instructional Aide,
Intensive Needs Aide, Playground and
Cafeteria Aide / Effective: 2/3/26

Res. 26-104216 consensus items 3. a-d
Moved by Mrs. Brackett, seconded by Mr.
Bowler
Motion passed

4. Student Services

No items at this time.

5. Other Business

a. NEW/REVISED Board Policies / First Reading

It is recommended that the Board of
Education review the NEW/REVISED Board
Policies as a First Reading (NO ACTION) as
detailed on Attachment OB-1

1.04 / Membership and Election of BOE /
Revised

2.09 / Job Description - Treasurer / Revised

3.10 / Alcohol and Drug Abuse Testing /
Revised

6.31 / Student Health Services and First Aid /
Revised

6.45 / Transportation of Students in Board
Owned Vehicles / New

6.50 / Overdose Reversal Drugs / Revised

7.16 / Extracurricular Activities / Revised

8.00 / Budget Planning and Appropriations
Measure / Revised

8.08 / Expense Reimbursement / Revised

8.19 / Inventory and Disposition of Equipment
and Unused Supplies Obtained with Federal
Awards / Revised

9.21 / HIV-AIDS / Revised

9.40 / Recording of Academic Instruction,
Meetings, and Other Services / Revised

b. 2027/2028 District Calendar / First Reading

It is recommended that the Board of
Education review the proposed 2027/2028
District Calendar as a First Reading (NO
ACTION) as detailed in Attachment OB-2

**c. College Credit Plus (CCP) MOU Agreements
/ 2026-2027**

Res. 26-104217 consensus items 5. c-d

It is recommended that the Board of
Education approve the following annual
Memorandum of Understandings for College
Credit Plus as detailed in Attachment OB-3

- The University of Akron
- Cuyahoga Community College
- Stark State College

**d. OHSA Membership for the 2026-2027
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-4

Res. 26-104217 consensus items 5. c-d
Moved by Mrs. Brackett, seconded by Mr. Bowler
Motion passed

e. Curriculum Recommendations / First Reading (NO ACTION)

It is recommended that the Board of Education review the curriculum recommendations as a first reading as detailed in Attachment OB-5

1. RMS Intensive Needs Math Instruction
2. Enrichment Text Sets for Second Grade

X. INFORMATION/DISCUSSION ITEMS

1. Next Board Meeting Dates

The March Work Session will be held on Tuesday, March 10, 2026 beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Regular March Meeting will be held Tuesday, March 17, 2026, beginning at 5:30 PM in the High School Media Center.

XI. CONCERNS OF THE PUBLIC AND COMMUNITY ANNOUNCEMENTS

XII. EXECUTIVE SESSION

Res. 26-104218
Moved into Executive Session at 7:33 PM to discuss the following item:

1. Personnel: To discuss the employment of a public employee with no action to follow.

Moved by Mrs. Burke, seconded by Mrs. Stein
Motion passed.

XIII. The President called the Board of Education out of Executive Session at 9:33 PM

XIV. ADJOURNMENT

Res. 26-104219

Moved by Mrs. Stein, seconded by Mrs. Brackett to
adjourn the meeting at 9:33 PM

NEW DOCUMENT

FEBRUARY 28, 2026

Financial Report



Revere Local School District

**Richard Berdine
Treasurer**

Revere Local School District

Forecast Comparison - General Operating Fund - February 2026

	Current Month FCST Estimate	Current Month Actuals	Prior FY Month Actuals	Variance- Current Month Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ 7,357,068	\$ 7,357,068	\$ 7,908,789	\$ -	using updated FEB forecast estimates thus no variances
1.020 - Public Utility Personal Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 312,750	\$ 312,750	\$ 264,558	\$ -	
1.040 - Restricted Grants-in-Aid	\$ 13,961	\$ 13,961	\$ 14,938	\$ -	
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 103,769	\$ 103,769	\$ 84,001	\$ -	
1.070 - Total Revenue	\$ 7,787,548	\$ 7,787,548	\$ 8,272,285	\$ -	
Other Financing Sources:					
2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ -	\$ -	\$ 40	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 7,787,548	\$ 7,787,548	\$ 8,272,325	\$ -	
Expenditures:					
3.010 - Personnel Services	\$ 2,043,291	\$ 2,043,291	\$ 2,017,412	\$ -	
3.020 - Employees' Retirement/Insur. Benefits	\$ 924,432	\$ 924,432	\$ 840,116	\$ -	
3.030 - Purchased Services	\$ 555,448	\$ 555,448	\$ 472,772	\$ -	
3.040 - Supplies and Materials	\$ 79,266	\$ 79,266	\$ 87,688	\$ -	
3.050 - Capital Outlay	\$ 804	\$ 804	\$ 8,317	\$ -	
3.060 - Intergovernmental	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 13,285	\$ 13,285	\$ 22,334	\$ -	
4.500 - Total Expenditures	\$ 3,616,527	\$ 3,616,527	\$ 3,448,639	\$ -	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ -	\$ -	\$ -	\$ -	
5.020 - Advances Out	\$ -	\$ -	\$ -	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 3,616,527	\$ 3,616,527	\$ 3,448,639	\$ -	
Surplus/(Deficit) for Month	\$ 4,171,021	\$ 4,171,021	\$ 4,823,686	\$ -	
rb030326					

Revere Local School District

Forecast Comparison - General Operating Fund - February 2026



	Current FYTD FCST Estimate	Current FYTD Actuals	Prior FYTD Actuals	Variance- Current FYTD Actuals to Estimate	Explanation of Variance
Revenue:					
1.010 - General Property Tax (Real Estate)	\$ 24,825,631	\$ 24,825,631	\$ 25,093,990	\$ -	using updated FEB forecast estimates thus no variances
1.020 - Public Utility Personal Property Tax	\$ 1,025,997	\$ 1,025,997	\$ 966,993	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 2,740,338	\$ 2,740,338	\$ 2,336,710	\$ -	
1.040 - Restricted Grants-in-Aid	\$ 135,258	\$ 135,258	\$ 214,922	\$ -	
1.050 - Property Tax Allocation	\$ 2,165,272	\$ 2,165,272	\$ 2,139,465	\$ -	
1.060 - All Other Operating Revenues	\$ 1,836,395	\$ 1,836,395	\$ 1,650,849	\$ -	
1.070 - Total Revenue	\$ 32,728,891	\$ 32,728,891	\$ 32,402,929	\$ -	
Other Financing Sources:					
2.050 - Advances In	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
2.060 - All Other Financing Sources	\$ 951	\$ 951	\$ 320	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 32,829,842	\$ 32,829,842	\$ 32,503,249	\$ -	
Expenditures:					
3.010 - Personnel Services	\$ 17,024,891	\$ 17,024,891	\$ 16,458,792	\$ -	
3.020 - Employees' Retirement/Insur. Benefits	\$ 7,536,989	\$ 7,536,989	\$ 7,311,406	\$ -	
3.030 - Purchased Services	\$ 5,074,514	\$ 5,074,514	\$ 4,861,274	\$ -	
3.040 - Supplies and Materials	\$ 888,808	\$ 888,808	\$ 1,011,417	\$ -	
3.050 - Capital Outlay	\$ 62,688	\$ 62,688	\$ 52,395	\$ -	
3.060 - Intergovernmental	\$ 21,929	\$ 21,929	\$ 215,051	\$ -	
4.300 - Other Objects	\$ 408,877	\$ 408,877	\$ 433,957	\$ -	
4.500 - Total Expenditures	\$ 31,018,696	\$ 31,018,696	\$ 30,344,292	\$ -	
Other Financing Uses:					
5.010 - Operating Transfers-Out	\$ 595,694	\$ 595,694	\$ 578,177	\$ -	
5.020 - Advances Out	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
5.030 - All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	
5.050 - Total Expenditures and Other Financing Uses	\$ 31,714,390	\$ 31,714,390	\$ 31,022,469	\$ -	
Surplus/(Deficit) FYTD	\$ 1,115,452	\$ 1,115,452	\$ 1,480,780	\$ -	
rb030326					

Revere Local School District



Revenue Analysis Report - General Operating Fund Only - FY26

	Local Revenue				State Revenue			Non-Operating*	Total Revenue
	Taxes		Interest	All Other Operating	Unrestricted Grants-in-Aid	Property Tax Allocation	Restricted Grants-in-Aid		
	Real Estate	Personal Property							
July	9,469,118	-	87,935	54,473	291,155	-	14,789	100,216	10,017,686
August	5,873,516	-	101,484	123,208	393,155	-	45,298	196	6,536,858
September	1,802,616	1,022,797	147,058	521,371	291,272	2,165,272	14,804	-	5,965,190
October		-	117,516	275,166	413,701	-	14,358	-	820,741
November	-	-	86,257	24,633	314,811	-	14,169	-	439,870
December	323,313	3,200	99,974	28,074	313,997	-	3,992	-	772,550
January	-	-	37,841	27,636	409,497	-	13,887	539	489,400
February	7,357,068	-	81,745	22,024	312,750	-	13,961	-	7,787,548
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
Totals	\$24,825,630	\$1,025,998	\$759,810	\$1,076,585	\$2,740,339	\$2,165,272	\$135,259	\$100,951	\$32,829,843
% of Total	75.62%	3.13%	2.31%	3.28%	8.35%	6.60%	0.41%	0.31%	
*Non-Operating Revenue includes advances in, and refund of prior year expenditures.									rb030326

Revere Local School District



Expenditure Analysis Report - General Operating Fund - FY26

	Salaries	Benefits	Services	Supplies	Equipment	Other-Dues/Fees	Intergov. Debt	Non-Operating*	Total Expenses
July	1,929,298	925,613	617,405	198,790	19,750	18,927	-	695,694	4,405,478
August	2,380,399	985,075	983,888	156,459	12,322	17,773	-	-	4,535,915
September	2,081,311	919,043	597,548	146,794	(37)	279,363	-	-	4,024,021
October	2,112,324	931,836	708,001	122,118	19,337	20,521	-	-	3,914,137
November	2,206,123	922,401	527,615	88,798	2,894	14,540	31,383	-	3,793,755
December	2,231,121	1,001,316	557,346	57,706	332	25,650	(9,454)	-	3,864,016
January	2,041,024	927,273	527,263	38,877	7,286	18,818	-	-	3,560,541
February	2,043,291	924,432	555,448	79,266	804	13,285	-	-	3,616,527
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
TOTALS	\$17,024,891	\$7,536,989	\$5,074,514	\$888,808	\$62,689	\$408,876	\$21,929	\$695,694	\$31,714,390
% of Total	53.68%	23.77%	16.00%	2.80%	0.20%	1.29%	0.07%	2.19%	
<i>*Non-Operating expenses include advances and transfers out.</i>									<i>rb030326</i>

Revere Local School District

February 2026



Financial Summary

rb030326

Fund	Fund Name	Beginning Balance 7/1/2025	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	\$22,619,798.71	\$7,787,548.11	\$32,829,842.80	\$3,616,526.66	\$31,714,390.43	\$23,735,251.08	\$2,133,867.35	\$21,601,383.73
002	Bond Retirement	\$5,367,096.37	\$731,169.96	\$2,980,575.24	\$0.00	\$3,398,332.19	4,949,339.42	\$500.00	4,948,839.42
003	Permanent Improvement	\$1,377,562.72	\$73,590.43	\$1,027,981.03	\$58,428.80	\$1,521,735.65	883,808.10	\$386,452.17	497,355.93
006	Food Service	\$853,251.04	\$124,349.27	\$841,288.22	\$132,792.55	\$937,364.69	757,174.57	\$331,628.06	425,546.51
007	Special Trust	\$66,639.36	\$7,084.84	\$107,701.23	\$3.63	\$19,002.59	155,338.00	\$0.00	155,338.00
008	Endowment	\$20,858.01	\$70.31	\$563.62	\$0.00	\$1,000.00	20,421.63	\$0.00	20,421.63
009	Uniform School Supplies	\$47,442.95	\$6,926.00	\$104,439.33	\$1,754.06	\$72,647.89	79,234.39	\$32,920.72	46,313.67
018	Public School Support	\$170,952.20	\$9,775.00	\$131,486.90	\$113.90	\$51,183.24	251,255.86	\$18,213.48	233,042.38
019	Other Grants	\$19,656.54	\$0.00	\$2,850.00	\$125.73	\$3,382.83	19,123.71	\$11,657.01	7,466.70
022	District Agency	\$42,535.99	\$215.00	\$6,820.96	\$0.00	\$2,535.55	46,821.40	\$0.00	46,821.40
024	Employee Benefits Self-Insurance	\$14,551.94	\$4,836.88	\$38,591.03	\$4,303.42	\$38,419.20	14,723.77	\$19,717.80	(4,994.03)
026	Employee Benefits Section 125	\$1,400.06	\$8,402.49	\$67,494.92	\$7,638.14	\$74,742.71	(5,847.73)	\$27,659.14	(33,506.87)
200	Student Managed Activity	\$301,124.82	\$11,280.03	\$69,985.95	\$10,657.57	\$56,841.41	314,269.36	\$52,556.52	261,712.84
300	District Managed Student Activities	\$123,710.73	\$39,319.18	\$524,777.76	\$45,326.94	\$443,482.51	205,005.98	\$82,191.75	122,814.23
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	\$14,400.00	\$0.00	\$52,866.13	\$0.00	\$14,400.00	52,866.13	\$40,271.43	12,594.70
516	IDEA Special Education	(\$48,830.78)	\$107,033.49	\$412,531.42	\$57,063.90	\$462,023.99	(98,323.35)	\$51,445.00	(149,768.35)
551	Limited English Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$0.00	0.00
572	Title I	(\$4,539.88)	\$0.00	\$76,264.63	\$9,433.84	\$85,875.51	(14,150.76)	\$0.00	(14,150.76)
584	Title IV-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$0.00	0.00
587	Early Childhood Special Education	\$0.00	\$1,912.00	\$5,736.00	\$956.00	\$5,736.00	0.00	\$3,744.00	(3,744.00)
590	Title II-A	\$0.00	\$0.00	\$25,930.00	\$6,482.50	\$35,653.75	(9,723.75)	\$0.00	(9,723.75)
599	Miscellaneous Federal Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$0.00	0.00
	Grand Totals (ALL Funds)	\$30,987,610.78	\$8,913,512.99	\$39,311,727.17	\$3,951,607.64	\$38,942,750.14	\$31,356,587.81	\$3,192,824.43	\$28,163,763.38

Revere Local School District



Cash Reconciliation

February 28, 2026

Cash Summary Report Balance			\$ 31,356,587.81
Bank Balance:			
Huntington Bank	2,015,252.47		
	-		
	-	\$ 2,015,252.47	
Investments:			
Meeder Investment Managers Managed Portfolio	20,795,943.17		
STAR Ohio - General Account	7,945,499.84		
	-		
		\$ 28,741,443.01	
Petty Cash:			
Building Principals	300.00		
Athletic Director	100.00		
DragonFly	5,000.00		
Treasurer's Office	200.00		
		\$ 5,600.00	
Change Fund:			
Food Service Vending	717.35		
BCII Background Check Service	100.00		
	-		
	-		
		\$ 817.35	
Less: Outstanding Checks		\$ (14,250.63)	
Outstanding Deposits/Other Adjustments:			
Payroll Adjustment	(2,132.52)		
ACH Payments/Deposits In Transit	1,299.19		
Insurance Consortium Advance Payment for June 2026 Premiums	640,000.00		
STRS Shortfall Payment In Transit	(31,441.06)		
		\$ 607,725.61	
Bank Balance			\$ 31,356,587.81
Variance			\$ -
rb030326			

Revere Local School District									
February 28, 2026				Appropriation Summary					
				rb030326					

February 28, 2026



Appropriation Summary

		<i>rb030326</i>

			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	\$47,822,209.81	\$349,593.19	\$48,171,803.00	\$31,714,390.43	\$3,616,526.66	\$2,133,867.35	14,323,545.22	70.27%
002	Bond Retirement	\$4,617,300.00	\$0.00	\$4,617,300.00	\$3,398,332.19	\$0.00	\$500.00	1,218,467.81	73.61%
003	Permanent Improvement	\$1,441,872.98	\$755,094.85	\$2,196,967.83	\$1,521,735.65	\$58,428.80	\$386,452.17	288,780.01	86.86%
006	Food Service	\$1,763,279.00	\$0.00	\$1,763,279.00	\$937,364.69	\$132,792.55	\$331,628.06	494,286.25	71.97%
007	Special Trust	\$78,400.00	\$22,194.58	\$100,594.58	\$19,002.59	\$3.63	\$0.00	81,591.99	18.89%
008	Endowment	\$1,000.00	\$1,000.00	\$2,000.00	\$1,000.00	\$0.00	\$0.00	1,000.00	50.00%
009	Uniform School Supplies	\$144,377.41	\$2,064.18	\$146,441.59	\$72,647.89	\$1,754.06	\$32,920.72	40,872.98	72.09%
018	Public School Support	\$221,949.31	\$16,525.01	\$238,474.32	\$51,183.24	\$113.90	\$18,213.48	169,077.60	29.10%
019	Other Grants	\$17,040.05	\$5,604.72	\$22,644.77	\$3,382.83	\$125.73	\$11,657.01	7,604.93	66.42%
022	District Agency	\$3,012.00	\$0.00	\$3,012.00	\$2,535.55	\$0.00	\$0.00	476.45	84.18%
024	Employee Benefits Self-Insurance	\$63,000.00	\$0.00	\$63,000.00	\$38,419.20	\$4,303.42	\$19,717.80	4,863.00	92.28%
026	Employee Benefits Section 125	\$145,000.00	\$0.00	\$145,000.00	\$74,742.71	\$7,638.14	\$27,659.14	42,598.15	70.62%
200	Student Managed Activity	\$172,951.35	\$6,250.00	\$179,201.35	\$56,841.41	\$10,657.57	\$52,556.52	69,803.42	61.05%
300	District Managed Student Activities	\$625,067.08	\$30,628.62	\$655,695.70	\$443,482.51	\$45,326.94	\$82,191.75	130,021.44	80.17%
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	\$67,266.13	\$0.00	\$67,266.13	\$14,400.00	\$0.00	\$40,271.43	12,594.70	81.28%
516	IDEA Special Education	\$648,030.01	\$0.00	\$648,030.01	\$462,023.99	\$57,063.90	\$51,445.00	134,561.02	79.24%
551	Limited English Proficiency	\$3,001.21	\$0.00	\$3,001.21	\$0.00	\$0.00	\$0.00	3,001.21	0.00%
572	Title I	\$130,579.31	\$0.00	\$130,579.31	\$85,875.51	\$9,433.84	\$0.00	44,703.80	65.77%
584	Title IV-A	\$31,520.98	\$0.00	\$31,520.98	\$0.00	\$0.00	\$0.00	31,520.98	0.00%
587	Early Childhood Special Education	\$9,538.05	\$0.00	\$9,538.05	\$5,736.00	\$956.00	\$3,744.00	58.05	99.39%
590	Title II-A	\$55,798.88	\$0.00	\$55,798.88	\$35,653.75	\$6,482.50	\$0.00	20,145.13	63.90%
599	Miscellaneous Federal Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	#DIV/0!
Totals		\$58,070,193.56	\$1,188,955.15	\$59,259,148.71	\$38,942,750.14	\$3,951,607.64	\$3,192,824.43	\$17,123,574.14	71.10%

Revere Local School District



Check Register for Checks > \$9,999.99 February 2026

Vendor	Amount	Fund	Description
Ohio Schools Council	\$ 10,925.00	001	Natural gas
Village of Richfield	\$ 17,153.08	001	Sewer charges
Gingo & Bair Law, LLC	\$ 10,118.30	001	Legal services
PRN Therapy Services	\$ 31,860.34	001	OT/PT services
Riddell All-American	\$ 11,500.00	300	Football equipment reconditioning
Kidslink Neurobehavioral	\$ 16,133.34	001	Special education tuition
Lewis Landscaping & Nursery	\$ 46,636.36	001	Property maintenance
Renhill Group, Inc.	\$ 17,631.88	001	Substitute teachers
Applewood Centers Inc.	\$ 12,347.00	001	Special education tuition
CT Taylor Company	\$ 58,428.80	003	Middle School stage walls for orchestra classroom
ESC of Northeast Ohio	\$ 15,810.00	001	Teaching services for students with visual and/or hearing impairments
Ullman Oil Company	\$ 22,643.52	001	Fuel
Effective Utility Service	\$ 18,138.75	001	Electricity
Lewis Landscaping & Nursery	\$ 17,625.00	001	Property maintenance
PSI	\$ 20,591.00	001	Nursing services
Renhill Group, Inc.	\$ 20,237.85	001	Substitute teachers
Ohio Edison Co.	\$ 26,745.75	001	Electricity
ESC of Northeast Ohio	\$ 147,690.24	001/516/587	Special education aides, interpreter, gifted coordinator, preK teachers/aides, at-risk coordinator, LEP services
Gordon Food Service	\$ 10,029.87	006	Food services supplies
Gordon Food Service	\$ 21,110.97	006	Food services supplies
Gordon Food Service	\$ 13,041.24	006	Food services supplies
Gordon Food Service	\$ 13,000.69	006	Food services supplies
Huntington Bank	\$ 14,315.16	various	Medicare contributions
Huntington Bank	\$ 15,644.95	various	Medicare contributions
SERS	\$ 67,526.00	various	Classified retirement
STRS	\$ 220,214.94	various	Certified retirement
STRS	\$ 31,441.06	various	Certified retirement
SRHCC-Medical	\$ 547,825.01	001/006	Employee benefits medical/prescription insurance
SRHCC-Dental	\$ 23,936.71	001/006	Employee benefits dental insurance
rb030326			

NEW DOCUMENT

Brenda Moll

From: Fuciu, Kitsa <kfuciu@revereschools.org> on behalf of Fuciu, Kitsa
Sent: Friday, February 27, 2026 2:29 PM
To: Brenda Moll
Cc: Richard Berdine
Subject: Then and now for board agenda

Here you go!

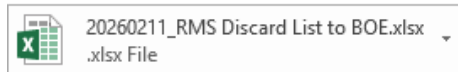
930122	363643	HUNTINGTON NATIONAL BANK	02-19-26
405204	570002	STRATEGIC SOLUTIONS LLC	02-12-26
405135	043185	RIDDELL/ ALL AMERICAN	02-04-26
405252	375399	LEWIS LANDSCAPING & NURSERY IN	02-25-26
405182	375399	LEWIS LANDSCAPING & NURSERY IN	02-12-26



NEW DOCUMENT

Attachment T-4

 Venus, Candi <cvenus@revereschools.org> | Brenda Moll | 1 | 2/11/2026
Fwd: RMS Library book discard list 2026 02 11
i You replied to this message on 2/11/2026 10:39 AM. 



Hi Brenda!

Please see the attached.
Thank you!

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

From: Kelleher, Joe <jkelleher@revereschools.org>

Date: Wed, Feb 11, 2026 at 10:32 AM

Subject: RMS Library book discard list 2026 02 11

To: Candi Venus <cvenus@revereschools.org>, Dan Oberhauser <doberhauser@revereschools.org>, Bryan Petsche <bpetsche@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**. Please process this for the next available BOE agenda.

--

Mr. Joe Kelleher

 Revere Library/Media Centers

RMS (M-W-F), RHS (Tu-Th)

Bath-Richfield, Ohio

330-523-3440 (x63 3440)

Being nice *still* matters.

270150.xlsx								03-02-26	
Item#	Call#	Title	Item Grp	Mat Type	Shelf Loc	Author	Library		
34090200006170	302.34 HAL	Real friends / Shannon Hale ; artwork by LeUyen Pham	NONFICTION	BOOK	DISCARD	Hale, Shannon	REMS		
34090165016529	641.6374 HER	Hershey's recipe collection	NONFICTION	BOOK	DISCARD		REMS		
34090070052189	780.9 BAU	How music grew : from prehistoric times to the present by Marion Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	BOOK	DISCARD	Bauer, Marion	REMS		
34090070052197	780.9 MOO	A guide to musical styles : from madrigal to modern music	NONFICTION	BOOK	DISCARD	Moore, Douglas	REMS		
34090070052221	780.92 VEN	Great composers / Piero Ventura	NONFICTION	BOOK	DISCARD	Ventura, Piero	REMS		
340901602166709	909.8 NEW	The New York times : front pages 1851-2012 / introduction by Bill Keller ; essays by Richard Bernstein ... [et al.] ; front page news summaries by James Barron	NONFICTION	BOOK	DISCARD	Keller, Bill	REMS		
34090070059838	910 ENC	The encyclopedia of world geography / [writers, John Baines ... [et al.]]	NONFICTION	BOOK	DISCARD	Baines, John D	REMS		
34090070064010	930.02 SCA	Smithsonian timelines of the ancient world / [editor-in-chief], Chris Scarre	NONFICTION	BOOK	DISCARD	Scarre, Christopher	REMS		
34090070067161	940.53 WAR	The war : an intimate history, 1941-1945 / by Geoffrey C. Ward ; with an introduction by Ken Burns ; picture research by David McMahon	NONFICTION	BOOK	DISCARD	Ward, Geoffrey C	REMS		
34090070008892	F HOB	Downriver / Will Hobbs	FICTION	BOOK	DISCARD	Hobbs, Will	REMS		
34090160265501	F NIE	Uprising / Jennifer Nielsen	FICTION	BOOK	DISCARD	Nielsen, Jennifer A	REMS		
34090165020240	F SAC	Holes / Louis Sachar	FICTION	BOOK	DISCARD	Sachar, Louis, 1954-	REMS		
34090160207412	PB CAM	A dog's purpose / W. Bruce Cameron	PAPERBACK	BOOK	DISCARD	Cameron, W. Bruce	REMS		
34090160211190	PB CAM	A dog's purpose / W. Bruce Cameron	PAPERBACK	BOOK	DISCARD	Cameron, W. Bruce	REMS		
34090165027591	REF 200.223 DVO	Hammond atlas of world religions : a visual history of our great faiths / cartography, Neil Dvorak	REFERENCE	BOOK	DISCARD	Dvorak, Neil	REMS		
34090070097416	REF 325 MOQ 1	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097507	REF 325 MOQ 10	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097424	REF 325 MOQ 2	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097432	REF 325 MOQ 3	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097440	REF 325 MOQ 4	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097457	REF 325 MOQ 5	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097465	REF 325 MOQ 6	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097473	REF 325 MOQ 7	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097481	REF 325 MOQ 8	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097499	REF 325 MOQ 9	Makers of America / Editor: Wayne Moquin. General editors: Mortimer J. Adler and Charles Van Doren. Assistant editor: Dorothy Anderson. Consultants: Theodore C. Blegen, Nathan Glazer [and] Feliciano Rivera	REFERENCE	BOOK	DISCARD	Moquin, Wayne	REMS		
34090070097531	REF 331.7 AME	America's 50 fastest growing jobs / J. Michael Farr ; includes information and data from various U.S. Department of Labor publications	REFERENCE	BOOK	DISCARD		REMS		
34090070097549	REF 331.7 AME	America's top 300 jobs : a complete career handbook	REFERENCE	BOOK	DISCARD		REMS		
34090070097556	REF 331.7 ENC 1	The encyclopedia of careers and vocational guidance / William E. Hopke, editor-in-chief	REFERENCE	BOOK	DISCARD	Hopke, William E	REMS		
34090070097564	REF 331.7 ENC 2	The encyclopedia of careers and vocational guidance / William E. Hopke, editor-in-chief	REFERENCE	BOOK	DISCARD	Hopke, William E	REMS		
34090070097572	REF 331.7 ENC 3	The encyclopedia of careers and vocational guidance / William E. Hopke, editor-in-chief	REFERENCE	BOOK	DISCARD	Hopke, William E	REMS		
34090070097580	REF 331.7 ENC 4	The encyclopedia of careers and vocational guidance / William E. Hopke, editor-in-chief	REFERENCE	BOOK	DISCARD	Hopke, William E	REMS		
34090070097606	REF 331.7 YOU	Young person's occupational outlook handbook : descriptions for America's top 250 jobs	REFERENCE	BOOK	DISCARD		REMS		
34090070097614	REF 331.702 CAR	Career discovery encyclopedia / [Holli Cosgrove, editor-in-chief]	REFERENCE	BOOK	DISCARD	Cosgrove, Holli, 1961-	REMS		
34090070097622	REF 331.702 CAR	Career discovery encyclopedia / [Holli Cosgrove, editor-in-chief]	REFERENCE	BOOK	DISCARD	Cosgrove, Holli, 1961-	REMS		
34090070097630	REF 331.702 CAR	Career discovery encyclopedia / [Holli Cosgrove, editor-in-chief]	REFERENCE	BOOK	DISCARD	Cosgrove, Holli, 1961-	REMS		
34090070097648	REF 331.702 CAR	Career discovery encyclopedia / [Holli Cosgrove, editor-in-chief]	REFERENCE	BOOK	DISCARD	Cosgrove, Holli, 1961-	REMS		
34090070097655	REF 331.702 CAR	Career discovery encyclopedia / [Holli Cosgrove, editor-in-chief]	REFERENCE	BOOK	DISCARD	Cosgrove, Holli, 1961-	REMS		
34090070097663	REF 331.702 CAR	Career discovery encyclopedia / [Holli Cosgrove, editor-in-chief]	REFERENCE	BOOK	DISCARD	Cosgrove, Holli, 1961-	REMS		
34090070098588	REF 503 NEW 1	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098679	REF 503 NEW 10	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098687	REF 503 NEW 11	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098695	REF 503 NEW 13	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098703	REF 503 NEW 14	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098711	REF 503 NEW 15	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098729	REF 503 NEW 16	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098596	REF 503 NEW 2	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098604	REF 503 NEW 3	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098612	REF 503 NEW 4	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098620	REF 503 NEW 5	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098638	REF 503 NEW 6	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098646	REF 503 NEW 7	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098653	REF 503 NEW 8	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070098661	REF 503 NEW 9	New encyclopedia of science / [consultant editor, Tony Osman]	REFERENCE	BOOK	DISCARD	Osman, Tony	REMS		
34090070099683	REF 520 RUD	Larousse encyclopedia of astronomy / by Lucien Rudaux and G. de Vaucouleurs. With an intro. by F. L. Whipple. [Translated by Michael Guest and John B. Sidgwick and rev. by Z. Kopal]	REFERENCE	BOOK	DISCARD	Rudaux, Lucien, 1871-	REMS		
34090070099958	REF 551.46 COU 1	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100046	REF 551.46 COU 10	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100053	REF 551.46 COU 11	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100061	REF 551.46 COU 12	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100079	REF 551.46 COU 13	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100087	REF 551.46 COU 14	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100095	REF 551.46 COU 15	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100103	REF 551.46 COU 16	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100111	REF 551.46 COU 17	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100129	REF 551.46 COU 18	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100137	REF 551.46 COU 19	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070099966	REF 551.46 COU 2	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100145	REF 551.46 COU 20	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070099974	REF 551.46 COU 3	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070099982	REF 551.46 COU 4	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070099990	REF 551.46 COU 5	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100004	REF 551.46 COU 6	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100012	REF 551.46 COU 7	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100020	REF 551.46 COU 8	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100038	REF 551.46 COU 9	Oasis in space	REFERENCE	BOOK	DISCARD	Cousteau, Jacques Y	REMS		
34090070100202	REF 574 CHI	Concise color encyclopedia of nature	REFERENCE	BOOK	DISCARD	Chinery, Michael	REMS		
34090070100533	REF 591 ILL 1	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100715	REF 591 ILL 1	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100616	REF 591 ILL 10	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100798	REF 591 ILL 10	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100806	REF 591 ILL 11	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100624	REF 591 ILL 12	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100145	REF 591 ILL 12	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100632	REF 591 ILL 13	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100822	REF 591 ILL 13	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100640	REF 591 ILL 14	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100830	REF 591 ILL 14	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100657	REF 591 ILL 15	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100848	REF 591 ILL 15	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100665	REF 591 ILL 16	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100673	REF 591 ILL 17	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100681	REF 591 ILL 18	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100699	REF 591 ILL 19	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100723	REF 591 ILL 2	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100707	REF 591 ILL 20	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100541	REF 591 ILL 3	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100731	REF 591 ILL 3	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100558	REF 591 ILL 4	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100749	REF 591 ILL 4	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100566	REF 591 ILL 5	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100756	REF 591 ILL 5	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100574	REF 591 ILL 6	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100582	REF 591 ILL 7	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100764	REF 591 ILL 7	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100590	REF 591 ILL 8	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100772	REF 591 ILL 8	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070100608	REF 591 ILL 9	The illustrated encyclopedia of the animal kingdom / [Edited by Percy Knauth	REFERENCE	BOOK	DISCARD	Knauth, Percy, 1914-	REMS		
34090070100780	REF 591 ILL 9	The illustrated encyclopedia of wildlife / wildlife consultant, Mary Corliss Pearl	REFERENCE	BOOK	DISCARD	Pearl, Mary C	REMS		
34090070101986	REF 741.5 MAR	America's great comic-strip artists / by Richard Marschall	REFERENCE	BOOK	DISCARD	Marschall, Richard	REMS		
34090070102273	REF 796.357 SAB	SABR presents the home run encyclopedia : the who, what, and where of every home run hit since 1876 / edited by Bob McConnell and David Vincent	REFERENCE	BOOK	DISCARD	McConnell, Bob	REMS		
34090070103081	REF 909.8 BRI	The nineteenth century; the contradictions of progress / Texts by Asa Briggs [and others] / Edited by Asa Briggs	REFERENCE	BOOK	DISCARD	Briggs, Asa, 1921-	REMS		
34090165029902	REF 911 HOW	The illustrated atlas of exploration / [consultant editor: Raymond John Howgego ; contributing authors: Robert Clancy ... [et al.]]	REFERENCE	BOOK	DISCARD	Howgego, Raymond	REMS		
34090070104444	REF 920 PRE	The Presidents : a reference history / Henry F. Graff, editor	REFERENCE	BOOK	DISCARD	Graff, Henry F. (Henri	REMS		
34090070106167	REF 938 DUR	Ancient Greece : the dawn of the Western world / Furio Durando	REFERENCE	BOOK	DISCARD	Durando, Furio	REMS		
34090070106308	REF 940.53 MAT	World War II	REFERENCE	BOOK	DISCARD	Matanile, Igor	REMS		
34090070106357	REF 997.004 THR	Through Indian eyes : the untold story of Native American peoples	REFERENCE	BOOK	DISCARD	Reader's Digest Assoc	REMS		
34090070106365	REF 997.004 YEN	Encyclopedia of North American Indian tribes / Bill Yenne	REFERENCE	BOOK	DISCARD	Yenne, Bill, 1949-	REMS		
34090070106597	REF 973 ANN 1	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106688	REF 973 ANN 10	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106696	REF 973 ANN 11	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106704	REF 973 ANN 12	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106712	REF 973 ANN 13	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106720	REF 973 ANN 14	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106738	REF 973 ANN 15	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106746	REF 973 ANN 16	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106753	REF 973 ANN 17	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106761	REF 973 ANN 18	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106779	REF 973 ANN 19	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106605	REF 973 ANN 2	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106589	REF 973 ANN 3	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106613	REF 973 ANN 20	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106621	REF 973 ANN 21	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		
34090070106639	REF 973 ANN 5	The Annals of America	REFERENCE	BOOK	DISCARD		REMS		

NEW DOCUMENT

Attachment T-5

**LIST OF DONATIONS
RECEIVED BY THE REVERE LOCAL SCHOOL DISTRICT
March 17, 2026**

CASH DONATIONS

1. To: Revere Middle School-7 th grade Cedar Point trip From: RMS PTA	\$ 500.00
2. To: Revere High School-Ben Christman Scholarship From: Chris Geer	\$ 103.62
3. To: Revere HS Athletics-Softball program From: RBSA	\$1,000.00

EQUIPMENT / OTHER DONATIONS

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

- | |
|---|
| 1. To: Richfield Elementary-Pavilion/Playground
From: Richfield Elementary PTA |
|---|

NEW DOCUMENT

Attachment OB-1

MEMBERSHIP AND ELECTION OF BOARD OF EDUCATION

The Board of Education of the Revere Local School District shall consist of five members who shall be electors residing in the District. Candidates for membership on the Board shall be nominated in accordance with the provisions of O.R.C. §3513.254. The Board members shall be elected at large by the qualified electors of the District on a nonpartisan ballot on the first Tuesday following the first Monday in November in odd-numbered years (O.R.C. §3501.02). Vacancies on the Board will be filled in accordance with O.R.C. §§3313.11 and 3313.85. Before the Board fills any vacancy in its membership caused by resignation, the written resignation of the member shall be filed with the Treasurer.

~~The term of office of a Board member shall begin on the first day of January after election and shall continue for four years, except as otherwise provided by law or until a successor is elected and qualified. The four year term of office shall expire on December 31, except as otherwise provided by law.~~

- **The term of office for a Board member begins January 1 following election and continues for four years, expiring December 31, unless otherwise provided by law.**

Or

- ~~• The term of a Board member shall be four years, commencing January 1 following election and expiring December 31, except as otherwise provided by law.~~

Or

- ~~• A Board member's term of office shall commence on January 1 following election and shall expire on December 31 four years thereafter, except as otherwise provided by law.~~

Before beginning elected duties, the Board member shall take an oath of office as required by O.R.C. §3313.10. **Such oath shall be taken again upon each subsequent reelection or appointment to office.** Such oath may be administered by the Treasurer, by any member of the Board, or by any person authorized to administer oaths.

The oath shall be as follows:

“I, _____, do hereby swear that I will support the Constitution of the United States, and the Constitution of the State of Ohio, and that

Revere Local School District
Board of Education
Policy Manual
Chapter I – Board of Education

1.04

I will to the best of my ability faithfully perform and discharge the duties of my office as a member of the _____ Board of Education.”

LEGAL REFS: O.R.C. §§~~3313.09~~; 3313.10; 3313.11; 3313.85; 3501.02; 3513.254

Adopted: _____ ~~August 1, 2017~~

Chapter II – Administrative Organization/Personnel

JOB DESCRIPTION - TREASURER

Job Title: Chief Financial Officer (Treasurer) ~~& Chief Operations Officer~~

Reports Directly to: The Board of Education

General Description

Serves as Chief Fiscal Officer ~~and Chief Operations Officer~~ for the District ~~and overseeing District-wide operations, including facilities, transportation, food service and technology~~. Directly supports the primary goal of education by providing the best possible educational services within the financial resources available. ~~Provides oversight and direction on the broad range of business affairs required of a public school system, with a strong focus on those issues which have an economic impact or risk management consequences.~~ Functions as secretary at Board meetings. Works effectively with the Board of Education and Superintendent, serving as a key member of the District's administrative team. Facilitates strong community relations. Represents the District with appropriate organizations. Functions as a proper model for staff and students, both in and outside of the School District.

Management Style and Philosophy

Must continually work to identify methods of improving service to pupils, staff, and community. Seeks to work effectively with all administrators, with a specific emphasis in relationship to the Superintendent, on a regular, consultative and interactive basis. Practices a team based management style to ensure that key decisions and non-routine matters impacting fiscal matters, business operations and instruction are thoroughly explored and actions are soundly based. Coordinates with the appropriate Administrative team member on those functions not directly under the supervision of the Treasurer. Requires the ability to think independently, yet the willingness to be open to change in the face of new information.

Major Areas of Responsibility

- A. Coordinates District finances with Federal, State, County and other fiscal agency officials.
- B. Fosters an environment wherein the fiscal effectiveness of the District is continually evaluated and challenged in order to identify new strategies for maximizing resources. This

includes, but is not limited to, programs, staffing, purchased services, business operations, and facilities.

C. Works with the Superintendent and other Central Office Administrators in establishing and maintaining long-range fiscal strategies and building plans. Includes preparation of annual appropriations and budgets based upon available resources and tied to specific goals.

D. Ensures that all District operations and records comply with the laws and regulations of the state, the negotiated agreements, and policies of the Board.

E. Maintains accurate records of all moneys and financial transactions, manages accounting systems, oversees payables, oversees payroll processing, directs internal controls, provides fiscal certificates, coordinates financial data processing systems, and prepares management reports in support of ongoing day to day operations.

~~F. Supervises Food Service, Facilities, Transportation and Technology and directs to the Superintendent, as appropriate, those matters directly impacting parents or students, i.e. student discipline or route issues.~~

~~F~~ ~~G~~. Provides classified staff leadership; develops action plans; helps resolve problems; maintains open and effective communications with staff, parents, and the community.

1. Expresses high expectations and monitors staff performance.
2. Collaborates with supervisors to improve staff competencies.
3. Supports opportunities for staff to develop new skills.
4. Advises on certified staff needs and assignments.

~~H~~-~~G~~. Assists in all state, federal, and local grant management.

~~I~~ ~~H~~. Addresses administrative issues and acts, in the absence of the Superintendent, as the Chief Executive Officer for the Revere Local School District.

~~J~~ ~~I~~. Seeks out opportunities for self-development that would result in improved personal capabilities and supervisory methods that would enhance fiscal management skills.

~~K~~-~~J~~. Demonstrates strong oral, written, and interpersonal skills in order to interpret the budget and fiscal operations to all interested parties including the community, media, and staff.

~~L~~ ~~K~~. Inventory control relating to fixed assets, consumables, and real estate.

M-L. Administers service contracts, monitors the performance of outside contractors, manages purchased services and supply distribution in coordination with the Director of Business Affairs and other Administrators as is applicable.

M N. From a risk management perspective, evaluates District safety programs by working in cooperation with other District administrators.

N O. Discharges all duties in conformity with the philosophy and policies adopted by the local Board, the rules of the state board of education, and the provisions of law.

O. Observes all business functions of the District on a regular basis to be familiar with existing practices, challenges, and future needs of the school system.

P Q-N. Negotiates insurance contracts, administers claims and oversees related aspects of risk management for medical insurance, liability insurance, property/fleet insurance, and workers compensation.

Q R-O. Performs all other duties as directed by the Board of Education from time to time and as necessary for the successful operation of the District related to fiscal control and business affairs.

R S-P. Acts as general accountant of the Board and preserves all accounts, vouchers, and contracts relating to the District.

S T-Q. Serves as an integral part of the Board's negotiating and labor management team for classified and certified staff.

Duties Required by Law

In order to fully perform the duties of this position, specifically those of Treasurer, the incumbent shall have knowledge of, carry out, and comply with those laws and sections of the Ohio Revised Code applicable to the position of Treasurer, including licensure requirements.

Evaluation

The local Board of Education shall evaluate this position annually in accordance with the provisions of the Board's policy on Evaluation of Professional personnel. Said evaluations shall include performance feedback but emphasize the sharing of information which will help achieve the District's long and short range objectives.

Adopted: August 1, 2017

ALCOHOL AND DRUG ABUSE TESTING POLICY FOR EMPLOYEES PERFORMING SAFETY-SENSITIVE DUTIES

I. PURPOSE

It is the intention of this policy to eliminate substance abuse and its effects involving those employees whose regular work duties include safety sensitive duties. Involvement with drugs and alcohol off the job can take its toll on job performance and the safety of students and employees. The presence of drugs and alcohol in any amount on the job, and the effects of these substances on employees during the working hours, however slight, are inconsistent with the Board of Education's objectives.

In order to promote the safety of students, and the safety and health of all employees, the Board adopts the drug and alcohol testing policy outlined herein. In recognition of the public service responsibilities entrusted to the employees of the District performing safety-sensitive duties, and of the fact that drug and alcohol usage can affect a person's ability to perform such duties safely and effectively, the following policy against drug and alcohol abuse is hereby adopted by the Board.

II. APPLICABILITY

This policy applies to employees performing safety-sensitive duties who are required to have a commercial driver's license **or who operate motor vans on behalf of the district. ~~MOTOR VAN DRIVERS ARE DRIVERS OF VEHICLES ORIGINALLY~~ Motor vans" are defined as drivers of vehicles originally "Motor Vans" are defined as vehicles originally designed for not more than 12 passengers, not including the driver).** Safety-sensitive duties include all on-duty functions performed from the time an employee begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising, performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driver requirements related to accidents; and performing any other work for the District or paid work for any other entity.

III. EMPLOYEE ALCOHOL TESTING REQUIREMENTS

A. Prohibitions of Alcohol Misuse

Employees are prohibited from:

1. Possessing or using alcohol while on the job;

2. Using alcohol during the four hours before performing safety-sensitive duties;
3. Having prohibited concentrations of alcohol in their system while performing safety-sensitive duties;
4. Using alcohol during the eight hours following an accident, or until post-accident testing is completed, whichever occurs first; and
5. Refusing to take a required alcohol test.

The District must prohibit an employee having an alcohol concentration of 0.04 or above from performing safety-sensitive duties until he/she has been evaluated by a substance abuse professional, and tests at less than 0.02 for the presence of alcohol. An employee with an alcohol concentration of 0.02 or greater, but less than 0.04, is not permitted to perform safety-sensitive duties for 24 hours. In addition to these requirements, the District has the right to discipline the employee for alcohol misuse.

B. Required Tests: Alcohol

The following tests are required pursuant to federal law, 49 U.S.C. §382.

1. Post-accident Testing
 - a. As soon as practicable following an accident, an employee will be tested for alcohol if:
 - (1) the employee was performing a safety-sensitive duty with the vehicle involved in the accident resulting in the loss of human life; ~~or~~
 - (2) the employee receives a citation under a state or local law for a moving traffic violation arising from the accident; **or**
 - (3) **At the discretion of the Transportation Supervisor**
 - b. Employees shall make themselves readily available for testing, absent the need for immediate medical attention.

- c. An employee shall not use alcohol for eight hours after an accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.
- d. When possible, a post-accident alcohol test will be administered within two hours following the accident. An alcohol test will not be administered more than eight hours after the accident.
- e. Employees involved in a fatal accident registering an alcohol concentration of 0.02 or greater are at a minimum prohibited from driving for one year and are also subject to disciplinary procedures, including termination.
- f. Tests conducted by federal, state or local officials will satisfy the requirements of post-accident testing if:
 - (1) such tests conform to applicable legal requirements and
 - (2) the results of the tests are obtained by the District.

2. Random Testing

- a. Tests will be conducted on a random basis at unannounced times throughout the year.
- b. Tests for alcohol shall be conducted just before, during or just after the performance of safety-sensitive duties.
- c. The number of random alcohol tests annually must equal the legally required percentage of employees subject to testing.
- d. Employees shall be selected for random testing by a scientifically valid random process, and each employee shall have an equal chance of being tested each time selections are made.

3. Reasonable Suspicion Testing

- a. Employees may be tested for alcohol misuse at any time, without notice, when a trained supervisor has reasonable suspicion to believe the employee may be under the influence of alcohol or has violated the District's prohibitions against alcohol use.

- b. A determination that reasonable suspicion exists requiring an alcohol test shall be documented in writing and will be based upon specific, articulable, contemporaneous observations of the appearance, behavior, speech, or body odors of the employee and happen during, just preceding, or just after work. The observations may include indications of the chronic and withdrawal effects of controlled substances.

C. Administration of the Alcohol Test

The procedure for the administration of any alcohol test will be determined by the District in accordance with the requirements of law.

IV. EMPLOYEE DRUG TESTING REQUIREMENTS

A. Prohibition

1. An employee may not report for work or remain at work when he/she uses any unprescribed controlled drug, with the exception of marijuana, which is prohibited regardless of whether it is prescribed (“unprescribed controlled drugs”). Use of unprescribed controlled drugs by employees performing safety-sensitive duties is prohibited on or off duty.
2. An exception to this rule is made for an employee’s use of a drug pursuant to the instruction of a physician. All employees are required to notify their immediate supervisor of any therapeutic drug use and provide a written statement from the physician prescribing the drug.

B. Notice to Supervisor of Prescription Drug Use

1. Possession or use pursuant to a valid prescription from a physician who has informed the employee the substance will not adversely affect his/her ability to perform safety-sensitive duties is not a violation of this policy if:
 - a. The employee has presented a written statement from their physician to his/her direct supervisor, prior to beginning work, stating the name of the prescription drug, effects of the drug on the employee’s behavior, length of time the employee will be using the prescription drug and has received permission from the supervisor to work notwithstanding the prescription;
 - b. The employee complies with any limitations imposed on the employee’s work tasks by the supervisor because of using the prescription drug; and
 - c. The employee’s use does not exceed the prescribed dosages.
2. Should the employee fail to follow any of these requirements, the prescription drug exception to possession or use of unprescribed controlled drugs is not applicable.

C. Required Tests: Drugs

Pursuant to 49 C.F.R. 40.85, testing is limited to determine the presence of the five controlled drugs: marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP).

The following drug tests will be applicable to employees:

1. Pre-employment/Job Applicant Testing

- a. Drug testing shall be required of any applicant who has received a conditional offer of employment for a position with safety-sensitive duties.
- b. The District will not employ anyone who has a positive result from a drug test or who refuses to take the drug test.
- c. This requirement applies to new hires and persons transferring to a position with safety-sensitive duties.

2. Post-accident Testing

- a. As soon as practicable following an accident, an employee will be tested for drugs if:
 - (1) the employee was performing a safety-sensitive duty with the vehicle involved in the accident resulting in the loss of human life; ~~or~~
 - (2) the employee received a citation under state or local law for a moving traffic violation arising out of the accident; ~~or~~
 - (3) **At the discretion of the Transportation Supervisor.**
- b. Employees shall make themselves readily available for testing, absent the need for immediate medical attention.
- c. The drug test must be administered as soon as possible after the accident, but in no case more than 32 hours after the accident. An employee who is seriously injured and cannot provide a specimen at the time of the accident is required to authorize the release of hospital documents that would indicate the presence of unprescribed controlled drugs.

- d. Tests conducted by federal, state or local officials will satisfy the requirement of post-accident testing if such test conforms to the applicable federal, state or local requirements, and the results of the test are obtained by the District.

3. Random Testing

- a. Tests will be conducted on a random basis at unannounced times throughout the year.
- b. Tests for drugs shall be conducted just before, during or just after the performance of safety-sensitive duties.
- c. The number of random drug tests annually must equal the legally required percentage of employees subject to testing.
- d. Employees shall be selected for random testing by a scientifically valid random process, and each employee shall have an equal chance of being tested each time selections are made.

4. Reasonable Suspicion Testing

- a. Employees may be tested for drugs at any time without notice when a trained supervisor has reasonable suspicion to believe that the employee may be under the influence of drugs.
- b. A determination that reasonable suspicion exists to require a drug test will be documented in writing and based on facts including the specific, contemporaneous observations of the appearance, behavior, speech or body odors of the employee and happen during, just preceding, or just after work. The observations may include indications of the chronic and withdrawal effects of controlled drugs.

D. Administration of the Drug Test

- 1. One or more collection sites where an employee may provide urine specimens for testing will be designated by the District. If the first drug test on the urine sample reveals a positive sample result, the employee, within seventy-two hours of receipt of the results of the first test, may request a second test of the split specimen of the first urine sample.

2. Once a test is verified as positive, the employee must be removed from safety-sensitive duties. The results of the split test, if requested by the employee, do not need to be received before the employee is removed from safety-sensitive duties.
3. The employee may not again perform safety-sensitive duties until the result of the test of the split specimen has been received.

V. ENFORCEMENT

A. Refusal to Take Required Tests

Any employee who refuses to submit to a post-accident, random, reasonable suspicion, return-to-duty or follow-up tests shall not perform or continue to perform safety-sensitive duties. The consequences for a refusal to take a test are the same as if the employee failed the test. A refusal to take a test includes:

1. the failure to provide adequate breath or urine for testing without a valid medical reason;
2. engaging in conduct that obstructs the testing process;
3. failure to sign a testing form; and
4. leaving the scene of an accident before post-accident testing is performed.

B. Discipline/Disqualification Standards

Employees who test positive for alcohol or drugs or who refuse to take an alcohol or drug test required by this policy shall be subject to disciplinary action, **up to and including termination**, as provided in the **applicable** Negotiated Agreement ~~governing employees who are required to have a CDL~~ and/or as set forth in Board policy and Ohio law.

C. Return-To-Duty Tests

1. An alcohol or drug test shall be conducted when an employee who has violated the District's alcohol or drug prohibitions returns to performing safety-sensitive duties.
2. Employees whose conduct involved alcohol cannot return to safety-sensitive duties until the return-to-duty alcohol test produces a verified result of less than 0.02 alcohol concentration.

3. Employees whose conduct involved drugs cannot return to safety-sensitive duties until the return-to-duty drug test produces a verified negative result.

D. Follow-up Tests

1. An employee who violates the District's alcohol or drug prohibitions who is not terminated shall be subject to unannounced follow-up testing as directed by the Superintendent in accordance with law.
2. Follow-up alcohol testing shall be conducted just before, during or just after the time when the employee is performing safety-sensitive duties.

E. Costs

The District will pay all costs of alcohol and drug testing, return-to-duty, and follow-up tests which are not covered by the District's medical insurance plan.

VI. RECORDS

- A. Employee alcohol and drug test results and records shall be confidential and will be released only in accordance with law.
- B. Upon written request, an employee can obtain copies of only records pertaining to his/her use of alcohol or drugs, including any records pertaining to his/her alcohol or drug tests.
- C. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the employee.

VII. ALCOHOL MISUSE AND DRUG USE INFORMATION, TRAINING, AND REFERRAL

- A. The requirements of the alcohol and drug prohibitions and testing requirements as contained in this policy will be made available to employees. This policy will be distributed to each employee performing safety-sensitive duties, and all such employees shall execute a Certificate of Receipt of this Alcohol and Drug Abuse Testing Policy.
- B. Written notice of the availability of this information will be provided to the collective bargaining representative of the employees covered by the policy.

- C. The designated person to answer questions about the alcohol misuse and drug use rules will be the Superintendent.

LEGAL REFS.: 49 C.F.R. §382
O.A.C. 3301-83-06

Adopted: _____ ~~April 17, 2018~~

STUDENT HEALTH SERVICES AND FIRST AID

The nurses or other health professionals/aides employed by the Board of Education are members of the school staff. In this capacity, they contribute to the overall educational program of the school. Since all of these functions shall have administrative and medical approval, they shall work closely with central administration, each principal in the individual schools, and with the school doctor. The health professionals also work with parents, teachers, administrators, school guidance personnel, doctors, dentists, and other agencies in helping students get appropriate attention for health problems. As a resource person to the teacher, the health professionals help by securing health films, pamphlets, and charts.

First Aid. First aid measures are initiated by the nurses, secretaries, teachers, or principals in case of emergency until the parents can take over. However, this service is limited to comfort and protection of the patient until medical evaluation and recommendation is secured. In emergency cases, the parents shall be notified as soon as possible.

Screen for Vision and Hearing. Each student's vision and hearing will be screened periodically. Students who appear to show defects in hearing or vision may be referred for screening tests at any time during the school year.

Health Histories. Health professionals will attempt to compile a health history on each child so that the school gains a better understanding of the child. Parents of all children are encouraged to meet with the nurses or to schedule conferences at mutually satisfactory times.

In cases where a student has a health condition diagnosed by a health department nurse or by any qualified physician as a communicable disease or condition posing a threat to the health of other students or employees, the building principal may, on behalf of the Board, exclude such student from school and may require the parent or guardian of the student to provide a doctor's statement that the communicable condition no longer exists and that there is no danger to other students, before permitting the student to return to school.

Tuberculosis

The Board shall require and provide, in accordance with R.C. 3313.67, such tests and examinations for tuberculosis of pupils in selected grades as may be required by the Director of Health.

The Board may require annual tuberculin tests of any grades. All pupils with positive reactions to the test shall have chest x-rays, and all positive reactions and x-ray findings shall be reported promptly to the County Record Bureau of tuberculosis cases. The Board shall waive the required test where a pupil presents a written statement from the pupil's family physician certifying that such test has been given and that such pupil is free from tuberculosis in a communicable stage, or that such test is inadvisable for medical reasons, or from the pupil's parent or guardian objecting to such test because of religious convictions.

Whenever a pupil is found to be ill or have tuberculosis in a communicable stage or other communicable disease, the school physician shall promptly send such pupil home, with a statement to the pupil's parents or guardian, briefly setting forth the discovered facts and advising that the family physician be consulted. If the parent or guardian of any pupil, after notice from the Board, furnishes within two weeks thereafter the written certificate of any reputable physician that the pupil has been examined, in such cases the service of the school physician shall be dispensed with, and such certificate shall be furnished by such parent or guardian. Such individual records shall not be open to the public and shall be solely for the use of the Board and boards of health officer.

First Aid and Emergency Care

The health professionals shall perform all first aid and emergency care. In the event that the school nurse is not available, the chain of responsibility for administration of first aid shall be as follows:

- A. Principal/administrator (or secretary under direction of administrator).
- B. Guidance counselor.
- C. Physical education teacher.
- D. Other properly trained personnel.

If the injury is minor, one of the designated staff members may administer first aid in accordance with the posted instructions. In the event of a serious injury to a student, the family or guardian shall be notified as soon as possible.

First aid shall be administered only as needed to students and employees who are injured or become ill during school hours. Students who become ill may be excused. Parents shall be contacted for transportation home.

Records are to be kept on all injuries which occur while students are on school property or at school-sponsored or controlled activities.

Feminine Hygiene Products. Each of the District's schools that enroll girls in any of grades ~~six~~ **three** through twelve shall provide free feminine hygiene products to those students. The feminine hygiene products shall be kept in the women's bathrooms **and in single stall bathrooms at the middle school and high school. Grades three through five will be in the school clinic.** All such products shall be for use on school premises.

LEGAL REF.: R.C. 3313.6413; 3313.71

Adopted: _____ ~~August 1, 2017~~

TRANSPORTATION OF STUDENTS IN BOARD OWNED VEHICLES

The following are authorized Board-owned vehicles for the transportation of pupils to and from school and school-related events:

A. School Buses

All vehicles designed to carry more than 12 passengers, not including the driver, and used to transport pupils to or from school or school-related events will meet or exceed all applicable federal regulations and the Ohio school bus construction standards.

B. Motor Vans

A “motor van” is a vehicle originally designed for not more than 12 passengers, not including the driver. Motor vans may be used for student transportation, in compliance with the following:

1. The vehicle is to be equipped with safety equipment including a fire extinguisher, first-aid kit, body fluid cleanup kit, fuses, spare fuses, and emergency reflectors.
2. The vehicle will have a rooftop sign marked “School Transportation.”
3. The name of the District will be clearly marked on the side of the vehicle.
4. These vehicles will be inspected by a qualified mechanic not less than two times per year to determine that the vehicle is safe for pupil transportation. This inspection will cover, at the minimum, all applicable sections of the motor van inspection detailed in O.A.C. 3301-83-11. In addition, periodic maintenance intervals will be established and implemented by the District’s Transportation Department. Documentation and proof of these inspections and service procedures, in addition to all other vehicle records discussed in O.A.C. 3301-83-14, are to be kept on file with the District’s Transportation Department.
5. It is the responsibility of each vehicle driver to complete and document a daily pre-trip inspection before transporting pupils unless the Transportation Director designates another qualified individual to complete and record portions of the stationary inspection in lieu of the vehicle driver. Pre-trip inspection records will be kept on file for a minimum of 12 months.
6. Loading of these vehicles will be performed in compliance with the passenger, weight, and other associated restrictions as identified by the original equipment manufacturer.

7. Drivers of these vehicles are to be accustomed to driving the vehicle and meet all qualifications for school transportation drivers.

Qualifications for School Bus and Motor Van Drivers:

The qualifications for a school bus or motor van driver are:

1. Having an understanding of the role of pupil transportation in the educational program and meeting all the qualifications established by federal rule, state laws, and O.A.C. Chapter 3301-83.
2. Meeting applicable federal age qualifications and having a minimum of two years driving experience.
3. Being physically qualified pursuant to O.A.C. 3301-83-07.
4. Completion of initial and semi-annual driver record checks through the Department of Education and Workforce (“DEW”) with records to be maintained by the District for a minimum of six years. School bus or motor van drivers with any of the following are disqualified from operating a school bus or motor van:
 - a. More than six points during the past two years;
 - b. A guilty plea or conviction of driving while under the influence of alcohol and/or a controlled substance during the past 10 years;
 - c. Two (or more) serious traffic violations, as defined in R.C. 4506.01(II), during the past two years;
 - d. Any railroad crossing violation during the past year as evidenced by a conviction, video, or a report by a railroad official; or
 - e. Any other disqualifying offense, as set forth in rule(s) adopted by the Ohio state board of education.
5. All drivers are to hold a valid driver’s license, and school bus drivers will hold a valid commercial driver’s license with school bus and passenger endorsements.
6. Holding school bus or motor van driver certification.
7. Completion of pre-service and in-service training per O.A.C. 3301-83-10.

8. Physical capability of safely and appropriately lifting and managing preschool and special needs children when necessary.
9. Ability to cope with stressful situations.
10. Possessing or upgrading skills through formal and/or in-service training.
11. A satisfactory criminal background report in accordance R.C. 3327.10:
 - a. A new report is to be obtained every six years with driver re-certification.
 - b. A driver is not qualified for employment unless the driver has been enrolled in the retained applicant fingerprint database by the state board of education.
 - c. Records are to be maintained by the District for a minimum of six years.
12. A negative pre-employment drug test.
13. Participation in drug and alcohol testing as mandated by the federal motor carrier safety administration (FMCSA). Individuals who refuse to participate in testing are disqualified from operating a school bus.

Alternative Vehicles

An “alternative vehicle” is a motor vehicle originally manufactured and designed for not more than 12 passengers, not including the driver. The District may own and operate alternative vehicles to transport students to and from regularly scheduled school sessions, school-related activities, and school-sanctioned events. The District shall ensure that all of the following apply to the operation of that vehicle:

1. A qualified mechanic inspects the vehicle not fewer than two times each year and determines that it is safe for pupil transportation;
2. The driver of the vehicle does not stop on the roadway to load or unload passengers;
3. The driver of the vehicle meets the requirements specified for a driver of a school bus or motor van under R.C. 3327.10 and DEW rules. The driver is not required to have a commercial driver’s license but shall have a current, valid driver’s license and shall be accustomed to operating the vehicle used to transport the students.

4. The driver and all passengers in the vehicle comply with the requirements of Ohio law regarding child and occupant restraint systems.

Multifunction School Activity Buses

A “multifunction school activity bus” means a school bus whose purposes do not include transporting children to and from home or school bus stops. The District may own and operate a multifunction school activity bus to transport students between school and school functions or activities. A multifunction school activity bus shall not be used to transport students between school and home or between school and designated school bus stops.

LEGAL REFS.: O.R.C. §3327.10; 4511.76
O.A.C. §3301-83-06; 3301-83-19

Adopted: _____

OVERDOSE REVERSAL DRUGS

The District may obtain and maintain a supply of overdose reversal drugs, including any instruments or devices used to administer such drugs, for use in emergency situations to assist an individual who is apparently experiencing an opioid-related overdose.

Maintenance of Overdose Reversal Drugs

The District's maintenance of overdose reversal drugs shall adhere to the following conditions:

1. The overdose reversal drugs shall be in their original manufacturer's packaging;
2. The overdose reversal drug's packaging shall contain the manufacturer's instructions for use; and
3. The overdose reversal drugs shall be stored in accordance with the manufacturers' or distributors' instructions **in a secure location that is easily accessible and known to school employees or contractors.**

Instructions to Individuals Accessing Overdose Reversal Drugs

Any individual who accesses the District's supply of overdose reversal drugs shall be provided instructions regarding emergency administration of such drugs, including the specific instruction to summon emergency services. **Training regarding the maintenance and use of overdose reversal drugs will be provided to employees and contractors at least every two years or in accordance with the recommendation of the manufacturer, if any, whichever occurs more frequently.**

Notification of Use

As soon as practicable after using an overdose reversal drug in an emergency situation, the Superintendent shall report its use to the Board and to the parent or guardian of the student to whom the drug was administered.

The Superintendent shall annually report the District's use of overdose reversal drugs in emergency situations to the Department of Education and Workforce.

If the Superintendent determines that a persistent pattern of overdoses at the District's schools has emerged, the Superintendent shall notify the parent or guardian of each student enrolled in the District.

Replacing Overdose Reversal Drugs

Not later than the next workday following an individual's access to and use of an overdose reversal drug, or such drug's expiration if applicable, the District shall attempt to contact a manufacturer or distributor of such drug and make arrangements for the procurement of a replacement supply of such drug.

The amount of the drug's supply to be maintained at the bus garage, the administrative building, Richfield Elementary and Bath Elementary each school shall be a minimum of one dose; and a minimum of two doses at the Athletic Field House, Middle School and High School.

Acceptance of Donations

The Board may accept donations of money from any person or entity to purchase overdose reversal drugs and shall use the donations only for that purpose and shall track the expenditure of such donated funds.

Limitation of Liability

Pursuant to O.R.C. §3715.50, if the authority to access and use overdose reversal drugs in accordance with this Board Policy is exercised in good faith, the person exercising the authority is not subject to administrative action or criminal prosecution and is not liable for damages in a civil action for injury, death, or loss to person or property for an act or omission that arises from exercising that authority. After an overdose reversal drug has been dispensed or personally furnished, the person is not liable for or subject to any of the following for any act or omission of the individual to whom the drug is dispensed or personally furnished: damages in any civil action, prosecution in any criminal proceeding, or professional disciplinary action.

Adopted: _____ ~~December 12, 2023~~

EXTRACURRICULAR ACTIVITIES

The Board of Education believes that student activities at school are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals. The Board recognizes that the greatest values to be derived from both curricular and extracurricular student school activities occur when such activities are developed and encouraged through participation among, or the knowledge of, the student body, interested members in the community, and school staff.

The Board further believes that any program of student activities should:

- A. Require all student participation to be on a voluntary basis;
- B. Require that student activity funds should be used for purposes which benefit the student body of the school;
- C. Require that the management of student activity funds be the direct responsibility of the advisor in conjunction with the Treasurer's office and the building principal; and
- D. Permit the formation of student clubs, and other student groups organized to promote or pursue specialized athletic, social service, social activities, arts, and government.

District-Sponsored Activities

The Superintendent shall ensure that the planning, conduct, and evaluation of all extracurricular activities are in compliance with equal opportunity law and Board policies. Students are to be informed of all extracurricular activities and the requirements for participation.

Professional staff members may be employed as advisors by means of a supplemental contract based on the recommendation of the Superintendent and subject to the approval of the Board.

District-Sanctioned Activities

In addition to extracurricular activities it sponsors, the Board may, from time to time, choose to permit certain activities which are not part of the regular extracurricular program of the District but which can benefit those students who wish to participate. Although permitting an activity, the Board:

- A. Will not assume any responsibility for its planning, conduct, or evaluation;
- B. Will not provide other resources.

The Board may make facilities available in accordance with its policy governing the use of school facilities.

No organization may use the name of the District or any other name which would associate the activity with the District without the consent of the Board. Requests for such consent must be submitted to the Superintendent and receive his/her recommendation prior to consideration by the Board.

Loss of Instructional Time

Approved student activities that require the loss of instructional time shall be kept to a minimum. District personnel shall not schedule activities at times that interfere with classroom instruction unless it is reasonably necessary. The Superintendent or designee may approve such activities if in his/her judgment:

- A. The benefits of the activity cannot be obtained within the scheduled instructional program.
- B. The activity contributes to the development of important skills or interests of the students involved.
- C. The total length of time does not impair the curricular achievement of the students involved.
- D. The students are given the opportunity and the responsibility for making up work.
- E. The experiences cannot be obtained outside of regular school hours.

The Superintendent or designee shall review and may approve requests for student participation in activities scheduled during the school day by organizations and agencies other than those of the Board. Consideration shall be given to the activity as it relates to the learning experiences of students.

Pursuant to O.R.C. §3301.60, the District shall facilitate the opportunity for students who are children of military families who have transferred from another state (the “sending state”) to be included in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

“Extracurricular Activity” Defined

Pursuant to O.R.C. §3313.537, an “extracurricular activity” is a student activity program that the District operates which is not included as a graded course of study, including an interscholastic

extracurricular activity that the District sponsors or participates in and that has participants from more than one school or school district.

Participation of Chartered or Nonchartered Nonpublic School Students

If a student who is enrolled in a chartered or nonchartered nonpublic school, is enrolled in a community school established under Chapter 3314 of the Ohio Revised Code, or is enrolled in a science, technology, engineering, and mathematics (“STEM”) school established under Chapter 3326 of the Ohio Revised Code, would otherwise be entitled to attend school in the District pursuant to O.R.C. §§3313.64 or 3313.65, the Superintendent shall afford such student the opportunity to participate in those extracurricular activities that the student’s chartered or nonchartered nonpublic school does not offer. The opportunity to participate shall be offered at the District school to which the student would otherwise be assigned by the Superintendent under O.R.C. §3319.01 during the school year.

The Superintendent may afford any student enrolled in a chartered or nonchartered nonpublic school, a community school, or a STEM school, who is not entitled to attend school in the District under O.R.C. §§3313.64 or 3313.65, the opportunity to participate in an extracurricular activity offered by the District, if the nonpublic school in which the student is enrolled does not offer the extracurricular activity and either of the following apply:

- (1) The extracurricular activity is not interscholastic athletics or interscholastic contests or competition in music, drama, or forensics.
- (2) The extracurricular activity is in an interscholastic athletic or interscholastic contest or competition in music, drama, or forensics. In order to participate, the student shall seek to participate at either the school district in which the student’s nonpublic school is located or the school district in which the student is entitled to attend school under O.R.C. §3313.64 or §3313.65, so long as the chosen district offers the extracurricular activity.

If the student seeks to participate at the school district in which the student’s nonpublic school is located, both of the following shall apply.

- (a) The superintendent of the school district in which the student is entitled to attend school must certify that the student has not participated in any extracurricular activity that is in an interscholastic athletic or interscholastic contest or competition in music, drama, or forensics at that school district during that school year. If the student has participated in such an extracurricular activity at that school district during the school year, the student shall be ineligible to participate in the extracurricular activity at the school district in which the student’s nonpublic school is located for that school year.

- (b) The superintendent of the school district in which the student is entitled to attend school and the superintendent of the school district in which the student is seeking to participate must mutually agree, in writing, to allow the student to participate in the extracurricular activity at the school district in which the student's nonpublic school is located.

Chartered or nonchartered nonpublic school students, community school students, and STEM school students afforded the opportunity to participate in any of the District's extracurricular activities must be of the appropriate age and grade level, as determined by the Superintendent, for the school that offers the extracurricular activity. Such students must fulfill the same academic, nonacademic, and financial requirements as any other participant in the District's extracurricular activities.

No student who is enrolled in the District shall be denied the opportunity to participate in interscholastic athletics offered solely because the student is participating or has participated in the college credit plus program under Chapter 3365 of the Ohio Revised Code, so long as the student fulfills all other academic, nonacademic, and financial requirements that are not related to participation in the program.

Additionally, no student who is enrolled in a community school, STEM school, or nonpublic school or who is receiving home ~~instruction~~ education shall be denied the opportunity to participate in interscholastic athletics at the District school in which the student is entitled to attend school under O.R.C. §3313.64 or §3313.65 solely because of participation in the college credit plus program, so long as the student meets the applicable requirements under O.R.C. §3313.537, §3313.5311, or §3313.5312 and fulfills all other academic, nonacademic, and financial requirements that are not related to participation in the program.

Foreign Student Participation in Interscholastic Athletics

Any student from a country or province outside the United States, who attends school in the District, shall be permitted to participate in interscholastic athletics at that school on the same basis as students who are residents of Ohio, so long as the student holds an F-1 visa issued by the U.S. Department of State. Such a student shall not be denied the opportunity to participate in interscholastic athletics solely because the student's parents do not reside in this state.

Transfer Students

The same rules for participation in interscholastic athletics shall apply to students transferring into the District, regardless of ~~the~~ whether the student is transferring from a public or non-public school.

Participation in Interscholastic Athletics By Unenrolled Student Victims

The Superintendent may afford any home-educated education student ~~or any student enrolled in a community school, a STEM school, a chartered nonpublic school, or a nonchartered nonpublic school, or a different school district~~, regardless of whether such student resides within the District, the opportunity to participate in interscholastic athletics at a District school if the student was subject to any of the following by a school official, employee, or volunteer or another student from ~~the district or school in which the student is enrolled or~~ the district in which the student is participating in interscholastic athletics:

1. Harassment, intimidation, or bullying;
2. An offense of violence or importuning (R.C. 2907.07) (or an attempt to commit either), for which the school official, employee or volunteer, or another student has been either of the following:
 - a. Charged with, indicted for, convicted of, or pled guilty to committing;
 - b. Alleged to be or is adjudicated a delinquent child for committing.
3. Conduct by a school official, employee, or volunteer that violates the licensure code of professional conduct for Ohio educators developed by the state board of education.

~~To participate in interscholastic athletics under this section, a student who is not a home-educated student must be of the appropriate age and grade level, as determined by the Superintendent, for the school at which the student participates in interscholastic athletics and must fulfill the same academic, nonacademic, and financial requirements as any other participant.~~

LEGAL REFS.: O.R.C. §§3301.60; 3313.53; 3313.5311; 3313.5313; 3313.5314; 3313.5316;
3313.537

Adopted: _____ June 24, 2025

BUDGET PLANNING AND APPROPRIATIONS MEASURE

BUDGET PLANNING

The budget presents a comprehensive forecast of all expenditures and receipts of the District based on educational plans and needs. It is a controlled spending plan for the fiscal year. In general, this control, along with sound financial practices, will evolve from a continuous and systematic effort on the part of the Treasurer and the administrative staff to improve budget planning, budget making, and budget administration. The Treasurer is directed to submit a proposed budget and the information used to prepare the proposed budget to the Board of Education in sufficient time to allow the Board to provide its input and provide a budget to the public for inspection and later adoption by the Board.

The proposed budget shall be prepared with input from the Superintendent and administrators and supervisors.

The Treasurer and Superintendent shall confer with the Board and District personnel in making the budget represent an expression of the interests of all concerned. Proper planning of a budget should then resolve itself into the formulation of sound:

- A. Educational plans – comprising definite statements of goals, policies and curriculum plans of the District;
- B. Spending plans – including a translation of the educational plans into dollars and cents; and
- C. Finance plans – including proposed means and sources for securing adequate revenue to meet school program needs.
- D. Consideration must be given to both short-term and long-term planning.

Although the immediate concern will be the ensuing fiscal year, budget projections should be prepared for at least ~~three~~ ~~four~~ years beyond the current fiscal year. Budget planning will be related to the District's goals, objectives and programs. The policy of the Board is to follow the planned projections as closely as possible.

The budget will reflect in detail the educational programs previously approved, and must contain all information required under Ohio law and guidelines set forth by the State Auditor. Any changes or alterations in programs will have been approved by vote of the Board.

Deadlines for Adoption and Submission of a Budget

Unless exceptions provided by law are met, the Board shall adopt the tax budget for the next fiscal year by January 15. Before the adoption of the budget, the Treasurer shall prepare for public inspection two copies of the proposed budget. The proposed budget shall be available for public inspection for at least ten days in the Treasurer's office. The Board shall also hold a public hearing on the proposed budget following the opportunity for the public to inspect the budget. The hearing shall take place on a date and at a time determined by the Treasurer. Notice of the public hearing shall be provided in a newspaper of general circulation in the District not less than ten days prior to the date of the hearing.

The Treasurer shall submit the budget adopted by the Board to the County Auditor on or before January 20, unless a later date is prescribed by the tax commissioner.

Mandatory Budget Contents

The budget shall contain at least the following:

- A. A statement of the necessary current operating expenses for the upcoming fiscal year for each department of the District, classified as to personal services and other expenses. The budget shall also set forth the fund from which the expenditures are to be made. This estimate may include a contingent expense not designated for any particular purpose and shall not exceed 10% of the total appropriations for current expenses;
- B. A statement of the expenditures for the upcoming fiscal year necessary for permanent improvements, classified as to the improvements contemplated by the Board and the fund from which expenditures are to be made;
- C. The amounts required for the payment of final judgments;
- D. A statement of expenditures for the upcoming fiscal year necessary for any purpose for which a special levy is authorized, and the fund from which such expenditures are to be made;
- E. An estimate of receipts from other sources than the general property tax during the ensuing fiscal year, to include an estimate of unencumbered balances at the end of the current fiscal year, and the funds to which the estimated receipts are credited;
- F. The amount each fund requires from the general property tax;
- G. Comparative statements for the current fiscal year and the two preceding fiscal years for expenses and receipts;

- H. The amount required for debt charges;
- I. The estimated receipts from sources other than the tax levy for payment of debt charges, including the proceeds of refunding bonds to be issued to refund bonds maturing in the next succeeding fiscal year;
- J. An estimate of amounts from taxes authorized to be levied in excess of the ten-mill limitation on the tax rate, and the fund to which such amounts will be credited.

Permissive Budget Contents

- A. The Treasurer may include for the fiscal year in which a levy proposed under section 5705.194, 5705.21, or 5705.213, or the original levy under section 5705.212 of the Revised Code is first extended on the tax list and duplicate an estimate of expenditures to be known as a voluntary contingency reserve balance, which shall not be greater than 25% of the total amount of the levy estimated to be available for appropriation in such year;
- B. The Treasurer may include for the fiscal year following the year in which a levy proposed under section 5705.194, 5705.21, or 5705.213, or the original levy under section 5705.212 of the Revised Code is first extended on the tax list and duplicate an estimate of expenditures to be known as a voluntary contingency reserve balance, which shall not be greater than 20% of the amount of the levy estimated to be available for appropriation in such year.

Budget Modification

The budget may be modified throughout the fiscal year by the Board pursuant to Ohio law

APPROPRIATIONS MEASURE

Each school board is required to adopt a yearly appropriations measure. The annual appropriations measure may be adopted on or after July 1, but must be adopted by October 1, unless the Board has not yet received the amended certificate of estimated resources or certificates that no amended certificates need be issued. Temporary appropriations measures may be adopted by the Board prior to the adoption of the annual appropriations measure. The Board shall also have the authority to amend or supplement the annual appropriations measure in accordance with Ohio law.

LEGAL REFS.: O.R.C. §§5705.08; 5705.28; 5705.30; **5705.391**

Adopted: _____ **August 1, 2017**

EXPENSE REIMBURSEMENTS

The Board of Education may only make expenditures of public funds if the expenditure is for a valid public purpose. Expenditures are for a valid public purpose if the expenditure is required for the general good of all District inhabitants. Second, the primary objective of the expenditure must be to further a public purpose, even if an incidental private end is advanced.

The expenditure of public funds for alcoholic beverages is not a proper public purpose. Therefore, neither Board members nor District staff will be reimbursed for alcoholic beverages.

Further, the Auditor of State has concluded that if prior authorization has been given for an expense, the Auditor will not question an expense reimbursement in the course of an audit for coffee, meals, refreshments or other amenities unless there is a clear indication that the reimbursement is arbitrary or incorrect. For this reason, the Board establishes the following expense reimbursement limits. The Board will reimburse up to ~~\$40.00~~ **\$80.00** per day for meals **with itemized receipts, unless the amount is part of a union negotiated agreement**. The Board will reimburse an employee for the reasonable expense of lodging and transportation that has been preapproved by the employee's supervisor and the Treasurer. In no event will the Board reimburse an employee for transportation expenses beyond the value of the least expensive airplane ticket available to the traveler.

The Board shall pay mileage to employees engaged in District business at the current IRS rate.

Reimbursement of Sales Tax

The following rules apply to the reimbursement of District officials and employees for the full purchase price and sales tax when such individuals have made lawful expenditures on behalf of the District using their own personal credit card or checking account:

1. To be reimbursable, all expenditures must be authorized and made pursuant to a proper government purpose.
2. The maximum dollar threshold for reimbursable purchases that a District official or employee may make using his/her personal credit card or checking account shall be \$500 (including the purchase price and sales tax).
3. A District official or employee who makes a purchase for the District using his or her personal credit card or checking account is prohibited from presenting the District's tax-exempt certificate.
4. A District official or employee who makes a purchase on behalf of the District using his or her personal credit card or checking account must pay the associated sales tax at the point of sale.

Revere Local School District
Board of Education 8.08
Policy Manual
Chapter VIII – Fiscal Management

Use of the District's Tax Exempt Certificate

Purchases in excess of \$500 (including the purchase price and sales tax) must be made using the District's credit card or account and sales tax exemption. The written consent of the Treasurer must be received for a District official or employee to access the District's tax-exempt certificate for use. A direct purchase made on the District's account must include an invoice or bill of sale clearly indicating the sale was to the District.

[OPTIONAL] *Include below Rewards with the policy.*

Rewards

Unless otherwise prohibited under an applicable collective bargaining agreement or individual contract of employment, District officials and employees may use frequent flyer miles, credit card rewards, hotel points, or other rewards earned during official business for which they have been reimbursed ("rewards") for their personal use, provided that: (1) these rewards are earned the same way as members of the public would earn them; and (2) they do not impose additional costs on the Board. District officials and employees are prohibited from choosing an airline, vendor, or service solely to obtain rewards points for themselves. For purposes of travel planning, District officials and employees are to select the lowest reasonable rate that meets the District's needs.

LEGAL REF.: Ohio Auditor of State Bulletin 2025-013
Ohio Ethics Commission Advisory Opinion No. 2025-02

Adopted: _____ August 1, 2017

**INVENTORY AND DISPOSITION OF EQUIPMENT AND UNUSED SUPPLIES
OBTAINED WITH FEDERAL AWARDS**

For purposes of this Board Policy, the term “equipment” means tangible personal property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds Ten Thousand Dollars (\$10,000.00), which was acquired by the Board, in whole or in part, under a federal award.

Equipment Inventory

Until disposition occurs, all equipment shall be managed in accordance with the following requirements:

1. Records shall be maintained which include:
 - a. A description of the property;
 - b. A serial number or other identification number;
 - c. The source of funding for the property, including the federal award identification number;
 - d. The holder of title to the property;
 - e. The acquisition date;
 - f. The cost of the property;
 - g. The percentage of federal participation in the project costs for the federal award under which the property was acquired;
 - h. The location, use, and condition of the property; and
 - i. Any ultimate disposition data, including the date of disposal and sale price of the property.
2. A physical inventory of the property shall be taken, and the results reconciled with the property records at least once every two (2) years.
3. Safeguards to prevent loss, damage, or theft of the property shall be implemented and documented. Any loss, damage, or theft shall be investigated.
4. Maintenance procedures shall be implemented and documented to keep the property in good condition.
5. If the Board is authorized or required to sell the property, proper sales procedures, in compliance with law, shall be followed to ensure the highest possible return.

Equipment Disposition

When original or replacement equipment is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, except as otherwise provided in federal statutes, regulations, or federal awarding agency disposition instructions, the Board shall request disposition instructions from the federal awarding agency if required by the terms and conditions of the federal award. Disposition of the equipment will be made as follows, in accordance with federal awarding agency disposition instructions:

1. Items of equipment with a current per unit fair market value of Ten Thousand Dollars (\$10,000.00) or less may be retained, sold, or otherwise disposed of with no further responsibility to the federal awarding agency.
2. Unless prohibited by disposition instructions issued by the federal awarding agency per 2 C.F.R. §200.312(b), or if the federal awarding agency fails to provide requested disposition instructions within one hundred twenty (120) days, items of equipment with a current per-unit fair market value in excess of Ten Thousand Dollars (\$10,000.00) may be retained by the Board or sold.
3. The Board may transfer title to the property to the federal government or to an eligible third party provided that, in such cases, the Board is entitled to compensation for its attributable percentage of the current fair market value of the property.
4. If the Board does not take appropriate disposition actions, the federal awarding agency may direct the Board to take disposition actions.

Unused Supplies

As used in this policy, “unused supplies” means supplies that are in new condition, not having been used or opened before. The aggregate value of unused supplies consists of all supply types, not just like-item supplies.

- 5.——When there is a residual inventory of unused supplies exceeding Ten Thousand Dollars (\$10,000.00) in aggregate value at the end of the period of performance, and the supplies are not needed for any other federal award, the Board may retain or sell the unused supplies.

LEGAL REFS: 2 C.F.R. §§200.312; 200.313; 200.314; ~~200.33~~

Adopted: _____ **June 24, 2025**

HIV/AIDS
(HUMAN IMMUNODEFICIENCY VIRUS/ACQUIRED IMMUNE
DEFICIENCY SYNDROME)
STAFF AND STUDENTS

General Principles

The Board of Education recognizes that the human immunodeficiency virus (HIV) and the condition of acquired immune deficiency syndrome (AIDS), which is caused by the HIV infection, present significant medical, legal, educational and social issues. The Board desires to protect the rights of all students and employees and does not discriminate against students and employees who are **living with HIV** ~~HIV-infected~~. The Board works cooperatively with state and local health organizations to assess the needs of ~~HIV-infected~~ students or staff **living with HIV** and to keep updated on current educational information that could be included in the District's educational plan.

Decisions about any changes in the educational program of ~~a an-HIV-infected~~ student **living with HIV** shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

Evaluating Students and Staff Who Are *Living Infected* with HIV

The Superintendent and/or designee is the person to be notified regarding all HIV incidences. When the Superintendent is notified by a parent/guardian, staff member, student and/or any other credible source that an individual in the District is **living infected** with HIV, the Superintendent shall attempt to verify the health status of the individual, (i.e., consultation with parents/guardian, physician, health services personnel, etc.). Upon confirmation, and only in accordance with the Confidentiality section of this policy, the Superintendent may discuss with appropriate staff members ways that the District may help anticipate and meet the needs of the student or staff member **living infected** with HIV.

If there is no infectious disease that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall not alter the education program or job assignment of the ~~infected~~ person. The Superintendent shall periodically review the case with the ~~infected~~ person (and the parent(s)/guardian(s) of the student) and with appropriate medical advisors.

If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official and the ~~infected~~ person (and the parent(s) of the student). If necessary, they will develop an individually tailored plan for the student or staff member. Additional persons may be consulted, if this is essential for gaining additional information, with the consent of the ~~infected~~ staff member or the student's parent(s). The Superintendent should consult with those persons necessary to make sure that any official action is consistent with Ohio and federal laws.

If an individually tailored plan is necessary, it shall have minimal impact on either education or employment. The plan must be medically, legally, educationally and ethically sound. The Superintendent periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and federal laws.

Confidentiality

Information regarding a student or staff member **living infected** with HIV is classified, by law, as confidential. Those individuals who have access to the proceedings, discussions or documents must treat such information as confidential. Only with the written consent of the staff member or the student's parent(s) shall other school personnel, individuals and agencies be informed of the situation/condition. All ~~records information~~ **records** pertaining to the case shall be kept by the Superintendent in a **restricted locked** file; access to this file is granted only to those people who have written consent of the ~~infected~~ staff member **living with HIV** or the ~~infected~~ student **living with HIV's** parent(s). Records Release and Information Transmission will be administered as stipulated in the Ohio Revised Code and federal law.

HIV Education Program

An educational program will be provided to students as part of the Health curriculum.

Adopted: _____ ~~August 1, 2017~~

RECORDING OF ACADEMIC INSTRUCTION, *MEETINGS*, AND OTHER SERVICES

Current technology may enable students, parents, or third parties to create an audio or video recording of instruction, meetings, or other services. ~~Due to school building closures in response to epidemics and other exigencies, the District may provide academic instruction and other services (together, “services”) for students and parents remotely, through an online format. The provision of services through online means may enable students, parents, or third parties to create an audio or video recording of the services.~~ The Board expressly prohibits such activity, except in the limited situations outlined below, as the recording of **instruction, meetings, or other** services may **interfere with** ~~violate~~ the privacy rights of other students and employees of the District. This policy shall be uniformly applied.

The following are exceptions to the prohibition against recording services. For any exception to be applicable, the student, parent, or third party seeking to record services must: (1) make an advanced written request to the student’s building principal which identifies the services to be recorded, the date and time the services are to be recorded, and the applicable exception permitting such recording; and (2) obtain the advance written permission of the relevant student’s building principal.

- A. The recording of an Individualized Education Program (“IEP”) meeting shall be permitted if necessary to ensure that a parent understands the student’s IEP or the IEP process, or to implement other parental rights guaranteed under Part B of the Individuals with Disabilities Education Act.
- B. A recording may be permitted if it does not include audio or video of any other District student, and all District employees providing the services consent to the recording, in writing, in advance of such recording.

A person permitted to record services under this policy expressly agrees that services rendered by District employees occur within the scope of their employment by the Board, and are therefore the intellectual property of the Board. The Board expressly retains all legal rights and privileges associated with its ownership of such intellectual property. A person permitted to record services under this policy agrees that the recording shall be only for personal use and for the use of the relevant student. No such recording may be shared with a third party by any means, posted on the internet, or made commercially available in any form, without the written permission of the Board.

LEGAL REFS: O.R.C. 3319.321; 20 U.S.C. 1232g; 17 U.S.C. 101-120

Adopted: _____ August 18, 2020

NEW DOCUMENT

Attachment OB-1B

FORMULATION, AMENDMENT, DISSEMINATION, AND UPDATE OF POLICIES

Formulation and Amendment

The formulation and adoption of written policies shall constitute the basic method by which the Board of Education shall exercise its leadership in the operation of the school system. The formal adoption of policy shall be recorded in the minutes of the Board. Only those written statements so adopted by a majority of the Board and so recorded shall be regarded as official Board policy. Policy adoption or amendment should follow an orderly procedure.

- A. The ~~Policy Committee~~ **Board or the Board's designee** should draft the policy statement or amendment prior to the official Board meeting for action.
- B. All policy proposals or amendments should be titled and numbered as appropriate to ~~the~~ subject and in conformance with the numerical system used in the Board policy manual.
- C. Policies and amendments adopted by the Board receive two readings and ~~be~~ **are** attached to and made a part of the minutes of the meeting at which they were adopted. They shall then be included in the policy manual of the District.
- D. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Dissemination

The Superintendent is directed to make policies adopted by the Board accessible to the public, employees, and Board members. All policy manuals shall remain the property of the Board.

Technical Corrections

Occasionally, it may be necessary to make ~~immediate~~ technical corrections to Board policies. Technical corrections shall be non-substantive and shall not impact the constructions or meaning of policies. Technical corrections include, but are not limited to: renumbering, relabeling, or retitling policies or subsections within policies; fixing grammatical or typographical errors or omissions; updating or correcting the names, titles, or contact information for District officer(s) identified in a policy; and revising legal citations.

The Superintendent shall identify and make necessary technical corrections to Board policies effective immediately. The technical correction shall be presented to the Board at its next meeting for review. If the Board determines that the technical correction was substantive and/or impacts

the construction or meaning of the policy, the Board shall vote upon whether to rescind the technical correction or authorize a different revision to the relevant policy.

Suspension of Policies

The operation of any section or sections of Board policies not required by law or contract may be temporarily suspended by a majority vote of the Board members, even if only a quorum is present and voting, at a regular or special meeting of the Board, or by the Board's designee. Such suspension shall terminate at the next meeting of the Board or at such earlier time as is specified in the motion to suspend.

Handbooks and Directives

Student and/or employee handbooks, directories, curriculum guides, and other similar publications may be issued by the Administration. These materials must conform to Board policy and if not, they must be approved by the Board before publication and dissemination.

LEGAL REFS. O.R.C. §§3313.20; 3315.07

Adopted: _____ ~~June 28, 2022~~

BOARD OF EDUCATION MEETINGS

Meetings of the Board of Education, whether organizational, regular, or special shall be open to the public at all times. A meeting is any prearranged discussion of the public business by a public body by a majority of its members. Minutes of the proceedings shall be promptly recorded and are public documents, open to the public for inspection. These requirements do not preclude the Board from conducting executive sessions as authorized by O.R.C. §121.22. However, no official business may be transacted except in open meetings, which the public may attend.

Annual Organizational Meeting

The Board shall meet on a day occurring during the first fifteen (15) days of January of each year, and shall organize by electing one (1) of its members President and another Vice-President, both of whom shall serve for one (1) year and until their successors are elected and qualified. The Treasurer of the Board shall canvass the members of the new Board no later than December 31 to establish the day of the organizational meeting.

Regular Meetings

Regular meetings of the Board shall be held at Revere High School, 3420 Everett Road, Richfield, Ohio 44286 on the third Tuesday of each month as fixed by the Board at the organizational meeting as required by law. The Board may change the date, time, and/or place of any regular meeting to a different date agreeable to the Board, and the Treasurer shall take appropriate steps to inform the public and media of the change within a reasonable time preceding the meeting.

A notice of the time and place of regularly scheduled meetings shall be given to the media who have requested notification. Any individual may ascertain the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings by:

- A. Writing to the following address: Board of Education, Revere Local School District, c/o Revere High School, 3420 Everett Road, Richfield, Ohio 44286.
- B. Calling the following telephone number during normal business hours: (330) 659-6111
- C. **Email**

Special Meetings

A special meeting of the Board may be called by the President, by the Treasurer, or by any two (2) members, by serving a written notice of the time, place and purpose of such meeting upon each member of the Board, at least two (2) days prior to the date of such meeting. Such notice must be signed by the official or members calling the meeting. The Superintendent or Treasurer shall take

appropriate steps to inform the public and media of the special meeting at least twenty-four (24) hours in advance.

Any representative of the news media may obtain notice of all special meetings by requesting in writing that such notice be provided. Such notice will only be given, however, to one representative of any particular publication or radio or television station. The request shall provide the name of the individual media representative to be contacted, his/her mailing address, and a telephone number and a fax number where he/she can be reached. The Treasurer shall maintain a list of all representatives of the news media who have requested notice of special meetings pursuant to this section.

The Treasurer shall maintain a list of all persons who have requested, in writing, notice of all meetings at which any specific subject matter designated by such persons is scheduled to be discussed. Any person may have his/her name placed on such a list upon advance payment of the cost of this service, as determined by the Treasurer.

Work Sessions

The Board reserves the right to call work and discussion sessions as required. These sessions shall be held in accordance with the provisions of O.R.C. §121.22.

Emergency Meetings

In the event of an emergency, a meeting may be called, and the Treasurer shall notify the news media immediately of the time, place, and purpose of the meeting.

Executive Sessions

The Board may enter into an executive session as a committee of the whole, open only to such persons, other than the members thereof, as the Board may direct, only after a majority of the quorum of the Board determines, by a roll call vote, to hold such a session. The motion shall state the purpose(s) for the executive session. No business of any nature shall be transacted in an executive session, and the meeting must be reconvened before adjournment.

An executive session may be held only at a regular or special meeting for the sole purpose of the consideration of any of the following matters: (1) The appointment, employment, dismissal, discipline, promotion, demotion, or compensation of an employee or official, or the investigation of charges or complaints against an employee, official, licensee or regulated individual, unless the employee official, licensee, or regulated individual requests a public hearing. If the Board holds an executive session under this provision, the motion and vote to hold the executive session shall state the specific purpose(s) for which the executive session is being held, but need not include the name of any person to be considered at the meeting; (2) To consider the purchase of property for public purposes or the sale of property at competitive bidding if premature disclosure of

information would give an unfair competitive or bargaining advantage to a person whose personal interest is adverse to the general public interest; (3) Conferences with an attorney concerning disputes which are the subject of pending or imminent court action; (4) Preparing for, conducting, or reviewing negotiations or bargaining sessions with employees concerning their compensation or other terms and conditions of their employment; (5) Matters required to be kept confidential by federal law or state statutes; (6) Specialized details of security arrangements, if disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law.

Matters discussed during executive session shall be considered confidential. No present or former member or employee of the Board shall disclose or use without proper authorization any information acquired during the course of any executive session.

Agenda Preparation and Dissemination

The Superintendent, Treasurer, and staff shall prepare all the agendas for the Board. At the Superintendent's discretion, items of business suggested by others may be included.

The Board should receive the agenda and supporting materials prior to the Board meeting to allow the Board to properly conduct the Board meeting.

Copies of the agenda and supporting materials shall be available to those at the meeting who request them. Emergencies may occur between the time the official agenda is disseminated and the actual meeting. Such items may be included in an addendum, which then becomes a part of the printed agenda. However, last-minute items should be kept to a minimum.

Consent Agenda

The Board may use a consent agenda to deal with routine business items. **The public shall be provided reasonable notice of all items contained within the consent agenda. A member of the Board may request any item be removed from the consent agenda for individual consideration.**

Quorum

Three (3) or more of the members of the Board shall constitute a legal quorum for the transaction of business at any meeting. A majority of the Board's approval is required to take action, even if only a quorum is present. If a quorum is not present, no official action can be taken. Except as otherwise required by law, these policies, or parliamentary authority, a majority vote of those members present and voting shall be sufficient to transact business. A member of the Board must be physically present at the meeting in order to be counted as part of the quorum, unless otherwise permitted by law.

Voting

On a motion to adopt a resolution authorizing the purchase or sale of real or personal property, the employment of all personnel, the election or appointment of an officer, the payment of any debt or claim, or the adoption of any textbooks, the Treasurer of the Board shall publicly call the roll of the members composing the Board and enter into the records the names of those voting “aye” and the names of those voting “no.” If a majority of the full membership of the Board votes “aye,” the President shall declare the motion carried. A member of the Board must be physically present at a meeting in order to vote, unless otherwise permitted by law.

Order of Business

The following shall be the tentative order of business of the regular meetings of the Board. The order of business may be changed at the request of the majority of the Board.

- A. Listing of Board members.
- B. Audience comments.
- C. Approval of minutes usually with a suspension of the reading since they are distributed in written form.
- D. Approval of the Treasurer’s financial statement for the month.
- E. All other matters that may come before the Board.
- F. Administrative staff reports.
- G. Establishment of day, time and place of the next regular meeting of the Board.
- H. Adjournment.

Rules of Order

Except as otherwise provided by law, by regulation, or by the policies of the Board, meetings of the Board shall be conducted in accordance with the most recent edition of *Robert’s Rules of Order, Revised*.

Amendments, alterations, corrections or repeal of the rules may be made, or their operation may be suspended at any regular or special meeting of the Board by a vote of two-thirds of all members of the Board who are present.

Minutes of Proceedings

The minutes of an earlier Board meeting shall be considered at the next ~~regular~~ ~~succeeding~~ meeting of the Board. An accurate set of minutes of each Board meeting shall be kept by the Treasurer in an official record book specified for that purpose. It shall be kept in the office of the Treasurer. It shall be open at all reasonable times to public inspection. This record shall be dated, indexed, and include a listing of Board members and administrative members in attendance. It shall also include a copy of all resolutions approved and a listing of those persons attending the meeting in the general audience.

LEGAL REFS: O.R.C. §§121.22; 3313.14; 3313.15; 3313.16

Adopted: _____ ~~April 21, 2020~~

ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, AND EARLY HIGH SCHOOL GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

The Board ~~district~~ shall admit to kindergarten any student who is five, or, for a student who has not completed first grade, six years of age by the first day of instruction of the school year of admittance. A child shall be admitted to first grade if the child is ~~five or~~ six years of age, respectively, by the 30th day of September ~~or the first day of August. Beginning with the 2018-2019 school year, students must be five (5) years of age by August 1 of the year of admittance, or by the first day of a term or semester other than one beginning in August or September if authorized by the district Board to enroll in kindergarten.~~ Pursuant to O.R.C. §3301.60, children of military families who transfer from a public school district in another state (the “sending state”) shall be enrolled in the grade level commensurate with their grade level in the prior district regardless of age. However, a student who has satisfactorily completed the prerequisite grade level in the public school district in another state shall be eligible for enrollment in the next highest grade, regardless of age.

Early Entrance to Kindergarten or First Grade

A child who does not meet the age requirement for admittance to kindergarten or first grade, but who will be five ~~(5)~~ or six ~~(6)~~ years old, respectively, prior to the first day of January of the school year in which admission is requested, shall be evaluated for early admittance upon referral by the child’s parent or guardian, an educator employed by the District, a preschool educator who knows the child, or a physician or psychologist who knows the child. Following an evaluation in accordance with a referral under this paragraph, the Board shall decide whether to admit the child.

If a child for whom admission to kindergarten or first grade is requested will not be five (~~5~~) or six (~~6~~) years of age, respectively, prior to the first day of January of the school year in which admission is requested, the child shall be admitted only in accordance with the District's acceleration policy set forth below.

Referrals and Evaluation

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a District staff member who has knowledge of the referred child's abilities.
- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to District staff and parents at each school building. The principal of each school building (or his or her designee) shall ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- D. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised Code 3321.01, children who do not meet the age requirement for admittance to kindergarten or first grade shall also be evaluated for possible early admittance if referred by the child's parent or guardian, an educator within the District, a pre-school educator who knows the child, or physician or psychologist who knows the child.
- E. A parent or legal guardian of the evaluated student shall be notified in writing by the principal (or his or her designee) of the outcome of the evaluation process within 45 days

of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within 30 days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within 30 days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

A. Composition

1. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - (a) A principal or assistant principal from the child's current school;
 - (b) A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 - (c) A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 - (d) A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - (e) A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
2. The acceleration evaluation committee shall be charged with the following responsibilities:
 - (a) The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

- (i) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Department of Education and Workforce. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (ii) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - (iii) Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
- (b) The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
- (c) The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - (i) placement of the student in an accelerated setting;
 - (ii) strategies to support a successful transition to the accelerated setting;
 - (iii) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

- (iv) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
- (d) For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test, if applicable.
- (e) The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
 - 1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

LEGAL REFS: O.R.C. §§3301.60; 3321.01; 3324.10

Adopted: _____ ~~August 1, 2017~~

STUDENT ABSENCES AND EXCUSES

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, behavioral, and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. ~~Religious holidays and activities consistent with the truly held religious beliefs of the child or his/her family.~~
- G. Authorized school-sponsored activities.
- H. Approved **post-secondary** college visits, for which the student shall be marked as “present,” **not to exceed three days each school year.**
- I. Acts of God.
- J. Quarantine.
- 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.
- M. Pre-enlistment reporting to military enlistment processing station, with verification of the date and time of the reporting from the military authority. **The student may be marked as “present” if the absence is used to help fulfill graduation requirements.**
- N. Religious expression days, in accordance with Board Policy **6.61** and O.R.C. §3320.04.

- O. High school students may be absent from school for the sole purpose of attending a private driver training course approved by the Director of Public Safety in accordance with O.R.C. Chapter 4508 (“driver education course”), up to a maximum of eight hours for that student. The student shall only be absent for up to two hours per day for not more than four days in meeting the maximum of eight hours. The days may be nonconsecutive. No student may be released from a core curriculum subject course to attend a driver education course. Any student absent from school to attend a driver education course must complete any classroom assignments that the student misses because of the absence.
- P. 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 a 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.
- __. **Any additional reason stated in a policy adopted by the Board.**

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.

With the exception of religious expression days, ~~a student must be in attendance at school for half of the school day~~ **a student must be marked present 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; 3320.04
O.A.C. 3301-69-02

Ohio Department of Education EMIS Manual,

Section 2.1.1: Student

Enrollment Overview, Version 4.0 (2017)

Adopted: _____ ~~October 21, 2025~~

Attachment OB-1

REMEDIATION/INTERVENTION PROGRAM FOR READING SKILLS

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

- A. Any student enrolled in kindergarten to third grade who is identified as reading below grade level shall be provided with intensive reading instruction, regular diagnostic assessments, and intervention services.
 - 1. The intervention services shall include:
 - a. Research-based reading strategies that have been shown to be successful in improving reading among low-performing readers; and
 - b. Instruction targeted at the student's identified reading deficiencies.
 - 2. Additionally, the District shall:
 - a. Provide to the student's parent or guardian, in writing, all of the following:
 - i. Notification that the student has been identified as having a ~~substantial~~ deficiency in reading;
 - ii. A description of the current services that are provided to the student;
 - iii. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - iv. Notification that if the student attains a score in the range designated under O.R.C. 3301.0710(A)(3) on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade, the student shall be retained unless the student is exempted under Ohio law. The notification shall specify that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student

to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion.

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

- g. **The provision of high-dosage tutoring opportunities aligned with the student’s classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors under O.R.C. 3301.136 or a locally approved program opportunity that aligns with high-dosage tutoring best practices identified by the Department of Education and Workforce (“DEW”). High-dosage tutoring opportunities shall include additional instruction time of at least three days per week, or at least 50 hours over 36 weeks. High-dosage tutoring may be incorporated into a student’s regular classroom instruction.**

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

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

- 4. Each student who is on a reading improvement and monitoring plan or who has been retained by the Third Grade Reading Guarantee shall be assigned a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:
 - a. The teacher holds a reading endorsement on the teacher’s license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
 - b. The teacher has completed a master’s degree program with a major in reading.
 - c. The teacher rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (“State Board”) under division (B)(2) of section 3319.112 of the Revised Code.
 - d. The teacher was rated “above expected value added,” in reading instruction, as determined by criteria established by the ~~Department of Education and Workforce (“DEW”)~~ for the most recent consecutive two years.

- e. The teacher has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction, as approved by the state board.
- f. The teacher holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

A student described in division 3, above may be assigned to a teacher with less than one (1) year of teaching experience provided he/she meets one or more of the criteria described above and the teacher is assigned a teacher mentor who meets the above described qualifications.

The alternative credentials and training described in this policy shall be aligned with the reading competencies adopted by the State Board under section 3301.077 of the Revised Code.

A student may receive reading intervention or remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology under Chapter 4753- of the Revised Code and a professional pupil services license as a registration under O.R.C. 3319.221.

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

- B. Any student who is promoted to fourth grade despite having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided in fourth grade with intensive reading instruction and intervention services. The reading instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.
- C. Any student who is retained in third grade for having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided with the following:
 - 1. Intense remediation services until the student is able to read at grade level. The remediation services shall include intensive interventions in reading that address

the student's identified reading deficiencies. The interventions shall include not less than 90 minutes of reading instruction **per week day** and any of the following:

- a. Small group instruction;
 - b. Reduced teacher-student ratios;
 - c. More frequent progress monitoring;
 - d. Tutoring or mentoring;
 - e. Transition classes containing third and fourth grade students;
 - f. Extended school day, week, or year; or
 - g. Summer reading camps;
2. A high-performing teacher, as determined by the teacher's student performance data, when available, and performance reviews; and
 3. The opportunity for mid-year promotion upon demonstrating compliance with District policy.

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

- D. Any summer remediation services provided by the District shall meet the following conditions:
 1. The remediation methods shall be based on reliable educational research.
 2. Testing shall be conducted before and after students participate in the program to facilitate monitoring results of the remediation services.
 3. The parents of participating students are involved in programming decisions.
- E. Any intervention or remediation services provided to students reading below grade level shall include intensive, explicit, and systematic instruction.
- F. Each applicable diagnostic assessment shall be administered to any student who transfers into the District or to a different school within the District if each applicable diagnostic

assessment was not administered by the district or school the student previously attended in the current school year, within 30 days after the date of transfer. If the District cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the District may administer the diagnostic assessment to the student.

- G. A teacher may teach reading to any student who is an English language learner and has been in the United States for three years or less, or to a student who has an IEP if that teacher holds an alternative credential approved by the DEW or has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the DEW. Such alternative credentials and training shall be aligned with the reading competencies adopted by the State Board under section 3301.077 of the Revised Code.

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

This policy is to be updated annually.

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

Adopted: _____ ~~April 16, 2024~~

HOME EDUCATION ~~and HOME INSTRUCTION~~

~~A “home education” student is a child, between six and eighteen years of age, that is receiving an education directed by the child’s parent. This Board of Education policy applies to those students who are “home instructed” pursuant to O.R.C. §3313.5312, and students who are defined as “home education” students pursuant to O.A.C. 3301-34-01. In both circumstances, these students are usually not already enrolled in the District, even on a part-time basis, as they are being taught at home, typically by a parent or guardian.~~ This policy does not apply to students defined as “home instruction” students pursuant to O.R.C. §3323.12, which are children with a disability who are unable to attend school, even with the help of special transportation. Such children are already enrolled in school but are being taught at home.

HOME EDUCATION/~~HOME INSTRUCTION~~

Enrollment

The District shall enroll or re-enroll students who have been home educated/~~home instructed~~ without discrimination or prejudice. Home ~~educated~~ ~~education~~ ~~home instruction~~ students may not elect to be enrolled as part-time students.

Grade Placement

Home ~~instruction/home~~ education students seeking admission into the District may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

A. Grades K-8

Based on a review of the competency examination (if required), the most recent annual academic assessment report, and other home education records and evaluation information, the Superintendent will place the student in the grade level requested in accordance with O.R.C. §3319.01. If the student experiences any academic problems, school personnel shall request a parental meeting to review placement and any other options.

B. Grades 9-12

Based on a review of the competency examination (if required), the most recent annual academic assessment report, and other home education records and evaluation information, the Superintendent will tentatively place the student in the grade level requested in accordance with O.R.C. §3319.01, pending final determination of credits earned.

Permanent grade placement will be determined by the Superintendent in accordance with O.R.C. §3319.01, upon review of a competency evaluation (if required), transcripts, final determination

of course credits earned, and/or the results of any nationally normed, standardized achievement tests taken by the student, and a conference with the student and/or parent(s).

Approval of Credits

Credit will be granted for any course appearing on a transcript from a correspondence school recognized and accepted by the District.

In the absence of an official transcript, credit will be granted upon the student's passing a comprehensive final exam from the previous school year for each specific course.

The District will be responsible for providing, administering, and scoring the exam(s).

Class Rank

The grade point average (GPA) of home education students who re-enroll in the District after the ninth grade will be based on years of attendance in the high school only and will necessitate a special notation or removal from honors classification. Such students will not be eligible for honors status distinctions such as the National ~~Honors~~ Honor Society or an Honors Diploma.

Graduation

To be eligible for graduation, the student must meet the conditions of this policy, as outlined above, and meet all other graduation requirements of the District and the state of Ohio.

Access to District Materials and Services

- A. The District may provide educational textbooks, materials, supplemental materials, or supplies ~~to with non-enrolled~~ home education students.
- B. Home ~~educated~~ education students ~~are not~~ may be eligible for technology or technology services provided by the District – i.e., Internet accounts, etc. (~~“acceptable use” agreement~~).
- C. Requests for services mandated by an active IEP must be made by a parent/guardian to the Superintendent or his/her designee. The student should be enrolled and counted in the District's ADM. An IEP conference should be held to write the details of the delivery service (time, place, etc.) and describe the educational plan for home education. A special excuse from Compulsory Attendance Laws from the Superintendent would have to be created.
- D. Home ~~educated~~ education students do not qualify for auxiliary services.

- E. Testing, for purposes of academic assessment, as required by this Board policy to enroll a student into the proper grade within the District, shall occur at a District facility at the same time as enrolled students. Such testing expenses shall be borne by the District. Any independent test administration will be at the expense of the parent.

It is the parent's responsibility to request testing dates and places from District Administration.

Extracurricular Activities

A ~~home instruction~~/home education student, who would otherwise be assigned to the District, and who is being taught at home ~~pursuant to OAC §3301-34-01~~, shall be afforded the opportunity to participate in any extracurricular activity offered by the District at the school to which the student would be assigned, as determined by the Superintendent under O.R.C. §3319.01, based on the student's age and academic performance.

~~The Superintendent may afford a ~~home instruction~~/home education student who is not entitled to attend school in the District the opportunity to participate in any extracurricular activity offered by the District, if the district to which the ~~home instruction~~/home education student is entitled to attend does not offer that extracurricular activity.~~

A ~~home instruction~~/home education student must be of appropriate age and grade level, as determined by the Superintendent, to participate in any extracurricular activity. Further, a ~~home instruction~~/home education student must fulfill the same nonacademic and financial requirements as any other participant, and must fulfill either of the following academic requirements:

- (1) If the student received ~~home instruction~~/home education in the preceding grading period, the student shall meet any academic requirements established by the State Board of Education ("State Board") for the continuation of ~~home instruction~~/home education.
- (2) If the student did not receive ~~home instruction~~/home education in the preceding grading period, the student's academic performance during the preceding grading period must have met all academic standards for eligibility to participate in the program established by the District.

Eligibility for a student who leaves a school district mid-year for ~~home instruction~~/home education shall be determined based on an interim academic assessment issued by the district in which the student was enrolled based on the student's work while enrolled in that district.

Any student who commences ~~home instruction~~/home education after the beginning of a school year and who is, at the time ~~home instruction~~/home education commences, ineligible to participate in an extracurricular activity due to failure to meet academic standards or any other requirements of the District, shall not participate in the extracurricular activity until the student meets the academic requirements established by the State Board for continuation of ~~home instruction~~/home education as verified by the Superintendent. No student shall be eligible to participate in extracurricular activities in the same semester in which the student was determined ineligible.

Notice of Home Education

~~The term “home education” means the education of a child between the ages of six and eighteen years of age that is directed by the child’s parent.~~ Within five calendar days after commencing home education, and by August 30th each year thereafter, the parent or guardian of a District student receiving a home education must transmit a notice to the Superintendent providing the following:

1. the parent’s name and address;
2. the child’s name; and
3. an assurance that the child will receive education in English language arts, mathematics, science, history, government, and social studies.

The Superintendent will provide a written acknowledgment of his/her receipt of the notice to the parent or guardian not later than 14 calendar days after receiving the notice.

LEGAL REFS.: O.R.C. §§3321.04; 3321.042; 3313.5312; 3319.01
O.A.C. §3313-34-01

Adopted: _____ ~~December 12, 2023~~

RELEASED TIME FOR RELIGIOUS INSTRUCTION

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

The Board of Education authorizes a student to be excused from school **for up to but** not more than one (1) **period time** per week to attend a released time course in religious instruction, provided that each of the following applies:

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

While in attendance in a released time course in religious instruction, a student shall not be considered absent from school. No student may be released from a core curriculum subject course to attend a religious instruction course. The District’s “core curriculum” subjects are all graded courses, including but not limited to courses that have state approved learning standards.

~~Students participating in released time for religious instruction are permitted to bring external educational and program materials into school. The materials are not to be distributed or shared with other students.~~

A sponsoring entity shall provide the Board with the results of criminal records checks, performed within the past calendar year, demonstrating that each of the sponsoring entity’s employees, contractors, volunteers, or representatives who will have routine interaction with a student or regular responsibility for the care, custody, or control of a student during released time for religious instruction has not been convicted of or pleaded guilty to any criminal offense listed in R.C. 3319.39(B)(1).

A sponsoring entity must enter into a memorandum of understanding with the Board, pursuant to which the parties establish:

- A. The school days, and the periods and/or the times during such school days, when students will be released for religious instruction, and the school periods and/or times by which such students are expected to return to school;
- B. Any transportation arrangements that the sponsoring entity will be providing, including but not limited to pick-up and drop-off times and locations;
- C. The provision for and assumption of liability by the sponsoring entity for all District students to whom the sponsoring entity will be providing religious instruction pursuant to this Board Policy;
- D. The sponsoring entity's obligation to maintain attendance records for students receiving religious instruction and the procedure by which such attendance records shall be made immediately available to the District, upon request; and
- E. Any other terms or conditions deemed necessary or appropriate by the Board.

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

LEGAL REFS.: O.R.C. §3313.6022

Adopted: _____ ~~October 15, 2024~~

NIL/PERSONAL BRANDING RIGHTS

This policy applies to students participating in interscholastic sports regulated by the Ohio High School Athletic Association (“OHSAA”). “Name, Image and Likeness (NIL)/Personal Branding Rights” means the use of self-publicity due to public recognition (athletic fame) and/or the notoriety a student may attain to receive a benefit through appearances, licensing, social media, endorsements, and/or the use of branding. This policy outlines certain NIL/Personal Branding Rights restrictions imposed by OHSAA Bylaw 4-11 upon student athletes over which the District has direct control and associated obligations imposed upon the District and its employees/agents. Student athletes are directed to review OHSAA Bylaw 4-11 in its entirety to fully understand its requirements and the implications for them personally.

Student Athletes

Student athletes are prohibited from utilizing the name, logos, mascots, trademarks, or other proprietary properties of the District or its schools/teams while receiving compensation and/or during any promotions, or implying that the District or its schools/teams approve of the NIL/personal branding activity.

Student athletes are prohibited from engaging in any NIL/personal branding activities during school hours, while traveling to or from any OHSAA event, or during school or team events, including any practice, meeting, contest, tournament, or any similar event (“official team activities”).

A student athlete shall not display a sponsor’s product or otherwise advertise for a sponsor during official team activities.

The District

The District, its schools, and all agents of its schools are prohibited from providing NIL/Personal Branding Rights agreements to students. Collectives (third-party groups typically formed by alumni and supporters that pool donations and fundraising to create and manage NIL/Personal Branding Rights opportunities for student-athletes), booster clubs, and foundations are not agents of the District under Ohio law, but are likewise prohibited from providing NIL/Personal Branding Rights agreements to District students.

The District, its schools, and athletic teams shall never accept any money, merchandise, services of value, or any other benefits provided pursuant to an NIL/Personal Branding Rights agreement.

District administrators and coaches are obligated to educate the school community that any attempt to facilitate an NIL/Personal Branding Rights agreement to help secure the enrollment of a prospective student will result in penalties as prescribed in OHSAA Bylaw 11, including a review of the school's OHSAA membership status.

LEGAL REFS.: OHSAA Bylaw 4-11

Adopted: _____

PROHIBITION AGAINST PURCHASE OF CERTAIN FOODS

The Board shall not purchase a food that is either of the following:

1. Misbranded as a meat product or an egg product, as prohibited in R.C. 3715.602.

Food is misbranded as a meat product if all of the following apply:

- a. The food is a manufactured-protein food product, or the food contains a manufactured-protein food product.
- b. The food is offered for sale by a food processing establishment.
- c. A label that is part of or placed on the package or other container storing the manufactured-protein food product includes an identifying meat term.
- d. The label that is part of or placed on the package or other container storing the manufactured-protein food product does not contain a conspicuous and prominent qualifying meat term in close proximity to the identifying meat term.

Food is misbranded as an egg product if all of the following apply:

- a. The food is a fabricated-egg product, or the food contains a fabricated-egg product.
- b. The food is offered for sale or sold by a food processing establishment.
- c. A label that is part of or placed on the package or other container storing the food includes an identifying egg term.
- d. The label that is part of or placed on the package or other container storing the food does not contain a conspicuous and prominent qualifying egg term in close proximity to an identifying egg term.

2. A cultivated-protein food product as defined in R.C. 3715.601.

A “cultivated-protein food product” is a food having one or more sensory attributes that resemble a type of tissue originating from an agricultural food animal, but that, in lieu of being derived from meat processing, is derived from manufacturing cells in which one or more stem cells are initially isolated from an agricultural food animal, are grown in vitro, and may be manipulated, as part of a manufacturing operation.

LEGAL REFS: R.C. 3313.8110; 3715.601; 3715.602

Adopted: _____

COMPLAINTS OF 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 communications 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:

Nikki Campbell
Director of **Personnel and Operations**
Revere Local School District
3496 Everett Road
Richfield, OH 44286
330-523-3102
ncampbell@revereschools.org

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 complainants or respondents generally or an individual complainant 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 or activities 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 platform, 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 supportive measures to a complainant. 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 of 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 requires 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 proceeding by the advisor.

- c. 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.
- 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, investigative 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 investigative 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:
 1. Identification of the allegations potentially constituting sexual harassment.
 2. 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 other evidence, and hearings held.
 3. Findings of fact supporting the determination.
 4. Conclusions regarding the application of the school district's code of conduct to the facts.
 5. 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.
 6. 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 ~~on~~ 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 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 bases:
 - (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 to 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 **Title IX Coordinator** ~~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 **Title IX Coordinator** ~~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 **may** be 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 cause may include considerations such as the absence 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

Adopted: _____ ~~October 21, 2025~~

PROHIBITION AND REPORTING OF SEXUAL ABUSE

The Board of Education prohibits employee and/or student conduct constituting sexual abuse toward an employee or student. Sexual abuse of a student or employee means unlawful sexual conduct or sexual contact, as defined in O.R.C. §2907.01, and other forms of unlawful sexual conduct or contact.

The Director of Operations is appointed as the sexual abuse prevention coordinator, who shall report to the Superintendent.

A. Sexual Abuse of Employees

It shall be a violation of this policy for any member of the District staff or a third party (i.e., visiting speaker or a visiting athletic team) or student to sexually abuse an employee.

1. Complaint Procedure

- a. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited.
- b. The intent of the following reporting procedure is to provide a quick and fair resolution of complaints of sexual abuse.
- c. The staff member desiring to file a sexual abuse complaint must present the complaint, in writing to the Superintendent. The Superintendent or his/her designee shall investigate the matter unless otherwise designated by the Board.
- d. If the Superintendent is the employee alleged to have engaged in the sexual abuse, the complaint shall be sent directly to the President of the Board of Education. The Board will either conduct the investigation set out below, or appoint an investigator in its place.
- e. The right to confidentiality, both of the complainant and of the accused, 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.

2. Discipline

If sexual abuse is found to have occurred, the person who engaged in such abuse will be disciplined in accordance with state and federal laws.

B. Sexual Abuse of Students

It shall be a violation of this policy for any member of the District staff, students, or third parties (i.e., visiting speaker, or visiting athletic team) to sexually abuse students.

1. Complaint Procedure

- a. Any student who alleges sexual abuse by any staff member, student, or third party in the District may complain directly to the coordinator, guidance counselor, teacher, Superintendent, any other school employee whom the student trusts, or any other individual designated to receive such complaints.
- b. 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 sexual abuse will not reflect upon the student's status nor will it affect future employment, grades, or work assignments. The person to whom the complaint was made shall within one (1) school day report the complaint to the coordinator. If the coordinator or Superintendent is the employee alleged to have engaged in the sexual abuse, the report shall be made to the Board.
- c. The right to confidentiality, both of the complainant and of the accused, 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.

Often the information the District receives regarding sexual abuse is not always provided through the official complaint process or communicated to the individual designated to receive such complaints. Therefore, any teacher, counselor, administrator, or other school employee who receives a report or information, verbally or in writing, from any student regarding sexual abuse of that student must forward that report or information to the building principal or 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 or information of sexual abuse shall promptly notify the coordinator. If the school employee has a good faith belief that the conduct complained of constitutes child abuse, they must immediately report such abuse to the proper authorities in accordance with Ohio law.

2. Discipline

A substantiated charge of sexual abuse against a student in the District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code.

C. Investigation (Student and Employee)

1. The investigator should remember that the investigation requires a balancing of the accused's right to preserve his/her good name, the complainant's right to an environment free of sexual abuse, and the Board's interest in a prompt and fair investigation.
2. The investigator shall meet with the complainant within a period not to exceed five school days from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
3. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if sexual abuse 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 abuse has occurred. The investigation shall include the opportunity to present witnesses and other evidence, written documentation of such investigation, including documents and witness statements.

D. Post-Investigation Procedures (Student and Employee)

1. Upon conclusion of the investigation, the investigator shall issue a written report. 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 accused was found to have engaged in abuse, was found not to have engaged in abuse, or whether the investigation was inconclusive. 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.
2. A finding of no abuse or inconclusive evidence shall end the investigation.
3. If abuse is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the abuse is eliminated for the victim and other individuals affected by the sexual abuse and to correct its discriminatory effects on the complainant and others, if appropriate.

LEGAL REFS: Title IX of the Education Amendments of 1972
20 C.F.R. 1604.11

Adopted: October 21, 2025

NEW DOCUMENT



Attachment OB-2

OPTION - 1 / BOARD APPROVED TBD

2027-2028 DISTRICT CALENDAR*Revere Local School District*

AUGUST 2027				
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	31			

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

JANUARY 2028				
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				

- 14 In-Service/Records
 17 Martin Luther King Day

SEPTEMBER 2027				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- 6 Labor Day

FEBRUARY 2028				
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			

- 21 Presidents' Day

OCTOBER 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

- 8 NEOEA Day
 25 In-Service/Records

MARCH 2028				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 24 In-Service/Records
 27-31 Spring Break

NOVEMBER 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			

- 24-26 Thanksgiving Break
 29 Conference Pay-Back

APRIL 2028				
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

- 14 Good Friday

DECEMBER 2027				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 20-31 Winter Break

MAY/JUNE 2028				
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	1	2
5	6	7	8	9

- 29 Memorial Day
 June 2 Last Day for Students
 June 5 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** 8/24 - 10/22 42 DAYS
Q2 10/26 - 1/13 44 DAYS
Q3 1/18 - 3/23 47 DAYS
Q4 4/3 - 6/2 43 DAYS

NEW DOCUMENT

**2026-2027 DISTRICT CALENDAR***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
Bldg PD/Room Set-up
21 Convocation/Prof. 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
Q4 3/30 - 6/3 47 DAYS

NEW DOCUMENT

ATTACHMENT OB-4

First Read:

Textbook: Integrated Principles of Zoology 18th Edition

Publisher: McGraw Hill

ISBN: 978-0-07-690595-9

Elective course for 11th and 12th grade

Description:

This course is designed to bridge the gap between basic biological principles and the vast, specialized world of animal science. By integrating the core objectives with the specific strengths of this textbook, students are provided with a roadmap that is both academically rigorous and highly accessible. The text's comprehensive review sections ensure that everyone receives frontloading to reinforce foundational topics like genetics and ecology. The style of the text includes less heavy scientific jargon making it more readable for all students to engage in the science concepts without hurdles of overly complex language. The use of detailed diagrams and real-world photography brings abstract biological structures to life making the text effective for visual learners as well. Lastly, the end of chapter reviews allow for self-assessment and readiness for mastering more advanced zoological concepts.

NEW DOCUMENT

Attachment OB-5

First Read

1. RMS Intensive Needs Math Instruction

Publisher: McGraw Hill

Title: Number Worlds Levels A - G

ISBN: 978-1-26-496926-5

Supplemental Children's Books and manipulatives list (attached - page 3)

Description: In order to meet the variety of needs of students in our intensive needs classrooms, we are recommending the adoption of this program that is more hands-on and takes abstract concepts and makes them more concrete for learners. In addition to Number Worlds, we are recommending the addition of hands-on manipulatives to help make the concepts of telling time and money more concrete for students. These are real world applications of mathematical concepts that are goals for many of our intensive needs middle school students. Another layer of our recommendation includes children's books that increase conceptual understanding of mathematical concepts.

2. Enrichment text sets for second grade

This is from a Grant through the Summit County Retired Teachers Association that Melissa Yoder applied for and was awarded. The text list is attached (page 7). Here is her grant application rationale:

Supporting gifted and talented learners has become a growing passion of mine. This past summer, I pursued my gifted endorsement in preparation for teaching a 2nd grade class that would include a cluster of gifted students. Because our grade level does not have a gifted intervention specialist, I wanted to ensure that I had the knowledge, training, and resources needed to meet their unique learning needs. In recent years, much of our instructional focus has been on supporting struggling readers, which has left fewer opportunities for exploring enrichment opportunities for high achieving students. Our district's goal this year is "every student thrives," and part of that mission includes ensuring that our highest-achieving students are challenged. I was fortunate to attend Andi McNair's Designing for Depth professional development, where I learned about the Genius Hour model which is an approach that encourages students to independently explore topics of personal interest. Within Genius hour, students develop meaningful questions, complete research through independent projects, and share their learning with others.

In 2nd grade, students are beginning to develop the foundational research, inquiry, and independent learning skills needed for Genius Hour. My goal is to introduce a developmentally

appropriate version of this model so students can practice asking deeper questions, exploring their curiosities, and building independence which are skills they can carry with them into later grades. Implementing Genius Hour at this level fosters creativity, critical thinking, and lifelong learning. To launch this work successfully, I am requesting funding for both small group book sets and individual high interest nonfiction texts. These resources will allow students to collaborate, brainstorm, and conduct research beyond digital sources. According to the article "The Case for Paper: Books vs. E-Readers" on Psychology Today, research shows that comprehension increased six to eight times more with a physical copy of a book rather than a digital copy. While iPads are helpful tools, it is essential for young learners to interact with physical texts as they explore their ideas and pursue their projects.

This project is innovative for our teaching situation because it provides gifted learners with structured enrichment opportunities that are not currently available in 2nd grade, and it equips all students with the tools to grow as independent thinkers and researchers. The books would be added into our new "book room" where teachers in preschool through 2nd grade are able to access texts from various authors. This would benefit a wide variety of needs across our school building.

Thank you,

Marcia

Item	Quantity	Link
Large Button Calculator	1	https://www.amazon.com/dp/B0F4D76SSZ/?coliid=IMDAD0CFRUKSE&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it&th=1
Large Button Calculator	1	https://www.amazon.com/dp/B07ZLSNHVZ/?coliid=I232YUTR3YENLD&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it&th=1
Large Button Calculator	1	https://www.amazon.com/dp/B0DWN7JDBW/?coliid=I2RA6VZWV67TL4&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it im&th=1
Jumbo Magnetic Greater than, less than, equal signs	1	https://www.amazon.com/dp/B0DVZFFVVC/?coliid=I2PEIV34L7CKTL&colid=3QD4AF4YQTR4Z&psc=1&ref=list c wl lv ov liq dp it
hand2mind angle set of 8	1	https://www.amazon.com/dp/B0CTBV8PXL/?coliid=I3LG94732GNHP6&colid=3QD4AF4YQTR4Z&psc=1&ref=list c wl lv ov liq dp it
hand2mind number blocks blockzee balance	1	https://www.amazon.com/dp/B0CQ12FL1H/?coliid=I2RKFYZ1E65DFS&colid=3QD4AF4YQTR4Z&psc=1&ref=list c wl lv ov liq dp it
hand2mind sensory number trays	1	https://www.amazon.com/dp/B0CQRX51XZ/?coliid=I2QVWT19DRHTZY&colid=3QD4AF4YQTR4Z&psc=1&ref=list c wl lv ov liq dp it
hand2mind rainbow fraction measuring spoons	1	https://www.amazon.com/dp/B09NQR5PRL/?coliid=I3GXYOT4WKYDZ&colid=3QD4AF4YQTR4Z&psc=1&ref=list c wl lv ov liq dp it
hand2mind rainbow fraction measuring cups	1	https://www.amazon.com/dp/B08R6CJ5FX/?coliid=I1FDKOYHQT13WS&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it&th=1
hand2mind magnetic demonstration percent bar	1	https://www.amazon.com/hand2mind-Demonstration-Percentages-Percentage-92431/dp/B0833MTC72/ref=sr_1_33?adgrpid=185637807359&dib=eyJ2IjoiaMSJ9.RFw4eAd8A2eo3oFqVfe5YXQMY7KTV5-EYHBjcdJfDMld9hUvvlLsdyx5p7eRncf5zFULETBp5TCvCbcR9Ge7zayoiMfTWWhNgNNTKQVY3yaw3TptqCSMKt3H1otlnmtq1mJ7eGpGXyeGJ8v2Z8WMW91ujHqzk92T5tCvGRoXY0-bb7xm6Ri5f97345frwbsQvqKo1opPxVRFAXl0L8vGCSt_CysbJGnHnPEZiDsKxh3j8vtgX2NUq5bilOHwMGwubVi2qSFOEP5M5YRRQig18D86inLRJOSFHN0L0gvq.CkNzBzWNRMSLu2bd6SA3VD5PeaW6l1aHonFWbl3k73M&dib_tag=se&hvadid=779552989419&hvdev=c&hvexpln=0&hvlocphy=9015414&hvnetw=g&hvociid=7869856487513101287--&hvqmt=b&hvrnd=7869856487513101287&hvtargid=kwd-424748146695&hydadcr=5373_13191391_2084466&keywords=hand2mind%2Bfraction%2Btiles&mciid=a186b6362a633dc2bfa20135def69cd4&qid=1769113870&sr=8-33&th=1
hand2mind elapsed time rods	1	https://www.amazon.com/dp/B01J8X8K1K/?coliid=I3QSC01DN9RIOM&colid=3QD4AF4YQTR4Z&psc=1&ref=list c wl lv ov liq dp it
hand2mind advanced number line teaching clock set of 6	1	https://www.amazon.com/dp/B08R6B3WKM/?coliid=I1YUFQ99N5NRIP&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it&th=1
hand2mind numberline clock set of 6	1	https://www.amazon.com/dp/B0835MKSJG/?coliid=IYQRW1YPKH1LP&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it&th=1
learning resources cash register	1	https://www.amazon.com/dp/B00000DMD2/?coliid=I32SQ8Q3QSVI85&colid=3QD4AF4YQTR4Z&ref=list c wl lv ov liq dp it&th=1

hand2mind advanced magnetic numberline clock for demonstra	1	https://www.amazon.com/hand2mind-Advanced-Demonstration-NumberLine-Manipulatives/dp/B08R69W6ZJ/ref=pd_bxgy_thbs_d_sccl_1/130-0723364-1399166?pd_rd_w=cUVVi&content-id=amzn1.sym.9bef5913-5870-4504-8883-3ba89d7f8e39&pf_rd_p=9bef5913-5870-4504-8883-3ba89d7f8e39&pf_rd_r=ZFRSRB103KF1BJRR28QS&pd_rd_wg=D9mGR&pd_rd_r=ac65615e-c54f-4fc8-91a8-bb321ce71f4e&pd_rd_i=B08R69W6ZJ&th=1
Treasure Map	1	https://www.amazon.com/dp/0064467384/?coliid=I1B3PUMRI83HDI&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Too Many Kangaroo Things to do	1	https://www.amazon.com/dp/0064467120/?coliid=I1A3TFKB1VAGH7&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Slugger's Car Wash	1	https://www.amazon.com/dp/006446248X/?coliid=I237SMZ1CJYHN6&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Shark Swimathon	1	https://www.amazon.com/dp/006446735X/?coliid=I5R3U5FYLOJAN&colid=3QD4AF4YQTR4Z&psc=0&ref=list_c_wl_lv_ov_liq_dp_it
Safari Park	1	https://www.amazon.com/dp/0064462455/?coliid=I2GNHWX03MOLHE&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Room for Ripley	1	https://www.amazon.com/dp/0064467244/?coliid=I1QNQO0I80LSVQ&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Rodeo Time	1	https://www.amazon.com/dp/0060557796/?coliid=I1ADH6PMAPO48K&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Ready, Set, Hop!	1	https://www.amazon.com/dp/0064467023/?coliid=I1B6RQRYGV2V54&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Polly's Pen Pal	1	https://www.amazon.com/dp/0060531703/?coliid=I15TBFSDGL2V7L&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
The Penny Pot	1	https://www.amazon.com/dp/0064467171/?coliid=I3FONB4W5IBDED&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Less Than Zero	1	https://www.amazon.com/dp/0060001267/?coliid=I3F9GO6JJ3DC5X&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Lemonade for Sale	1	https://www.amazon.com/dp/0064467155/?coliid=I2IPGYIE9VCJDW&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Jump, Kangaroo, Jump	1	https://www.amazon.com/dp/006446721X/?coliid=IW0C0WMXQJVD1&colid=3QD4AF4YQTR4Z&psc=0&ref=list_c_wl_lv_ov_liq_dp_it
Hamster Champs	1	https://www.amazon.com/dp/0060557737/?coliid=IDMIO9PCQ302L&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
The Grizzly Gazette	1	https://www.amazon.com/dp/0060000260/?coliid=I1DV729CZUP65&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Game Time	1	https://www.amazon.com/dp/0064467325/?coliid=I1HXOUC0HJHHR&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Earth Day	1	https://www.amazon.com/dp/0060001291/?coliid=I3Q8K8WJEJSUBF&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Divide and Ride	1	https://www.amazon.com/dp/0064467104/?coliid=I14EP6JLKREOTY&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it

Dave's Down to Earth Rock Shop	1	https://www.amazon.com/dp/0064467295/?coliid=I25UZN51ZOTO90&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Betcha! Estimating	1	https://www.amazon.com/dp/0064467074/?coliid=I3VJQ8GXF56X3Z&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Tally O'Malley	1	https://www.amazon.com/dp/0060531649/?coliid=IX9K30DP6G4IU&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Super Sand Castle Saturday	1	https://www.amazon.com/dp/0064467201/?coliid=I34KWK71XLHVAY&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Spunky Monkeys on Parade	1	https://www.amazon.com/dp/0064467279/?coliid=I21588BYPKW5U8&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Racing Around	1	https://www.amazon.com/dp/0064462447/?coliid=IEYZEOVE2GCLG&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Pepper's Journal moved to save later - cart full	1	https://www.amazon.com/dp/0064467236/?coliid=I45Q5VUO02RUB&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
100 Days of Cool	1	https://www.amazon.com/dp/0060001232/?coliid=IWX7VS2YSVJ1B&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
More or Less	1	https://www.amazon.com/dp/0060531673/?coliid=I30VLH2YHF9NH9&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Mall Mania	1	https://www.amazon.com/dp/006055777X/?coliid=I38XSZCDE0F9JK&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Let's Fly a Kite	1	https://www.amazon.com/dp/0064467376/?coliid=I2BH8855UYWWY6&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Give Me Half	1	https://www.amazon.com/dp/0064467015/?coliid=I1AJXA45L65GB5&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Get up and go	1	https://www.amazon.com/dp/006446704X/?coliid=I2WJNLNOHNQE4N&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
A Fair Bear Share	1	https://www.amazon.com/dp/0064467147/?coliid=I1MED70O1MMTQI&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Elevator Magic	1	https://www.amazon.com/Elevator-Magic-Level-MathStart-Subtracting/dp/0064467090/ref=tmm_pap_swatch_0?_encoding=UTF8&coliid=I33QQG7I8PCOU9&colid=3QD4AF4YQTR4Z
Coyotes all around	1	https://www.amazon.com/dp/0060515317/?coliid=I36J8G2SK27BK1&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Captain Invisible & the Space Shapes	1	https://www.amazon.com/dp/0064467317/?coliid=I2S216V2XYDB3Y&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Bigger, Better, Best	1	https://www.amazon.com/dp/0064462471/?coliid=I2EPZA2NN12IK2&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
The Best Vacation Ever	1	https://www.amazon.com/dp/0064467066/?coliid=I1QJU6RFTSD8LN&colid=3QD4AF4YQTR4Z&psc=0&ref=list_c_wl_lv_ov_liq_dp_it
Animals on Board	1	https://www.amazon.com/dp/0064467163/?coliid=I2R00BLQZKGSSJ&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
3 Little Firefighters	1	https://www.amazon.com/dp/0060001208/?coliid=I8ZTN9FOIQL0T&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Seaweed Soup	1	https://www.amazon.com/dp/0064467368/?coliid=I2E68TTDFUIHX7&colid=3QD4AF4YQTR4Z&psc=0&ref=list_c_wl_lv_ov_liq_dp_it

Monster Musical Chairs	1	https://www.amazon.com/dp/0064467309/?coliid=I1ORKMAV4A774O&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Missing Mittens	1	https://www.amazon.com/dp/0064467333/?coliid=I3LAQM4ZNGPHPD&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Mighty Maddie	1	https://www.amazon.com/dp/0060531614/?coliid=IH3JGE1RK6WGU&colid=3QD4AF4YQTR4Z&psc=0&ref=list_c_wl_lv_ov_liq_dp_it
Leaping Lizards	1	https://www.amazon.com/dp/0060001321/?coliid=I30JDOR9GGRVXG&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Just Enough Carrots	1	https://www.amazon.com/dp/0064467112/?coliid=I3GDKBVI BAWPQV&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Jack the Builder	1	https://www.amazon.com/dp/0060557753/?coliid=I22TNMSGHKN96Y&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
It's About Time	1	https://www.amazon.com/dp/0060557699/?coliid=I2USRI081VAKYJ&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
A House for Birdie	1	https://www.amazon.com/dp/0060523530/?coliid=IYMZS2PGIZ7L9&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Henry the Fourth	1	https://www.amazon.com/dp/0064467198/?coliid=I1JJOV2EA4LDE5&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Every buddy Counts	1	https://www.amazon.com/dp/0064467082/?coliid=I3PTK4RCCCMFXH&colid=3QD4AF4YQTR4Z&psc=0&ref=list_c_wl_lv_ov_liq_dp_it
Circus Shapes	1	https://www.amazon.com/dp/0064467139/?coliid=I13ZAOC50MY2VG&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
The Best Bug Parade	1	https://www.amazon.com/dp/0064467007/?coliid=I1XCGOGNSZDC1R&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it
Beep Beep, Vroom Vroom	1	https://www.amazon.com/dp/0064467287/?coliid=I3RS7JJAG5BP2U&colid=3QD4AF4YQTR4Z&psc=1&ref=list_c_wl_lv_ov_liq_dp_it

Name: Melissa Yoder
Email: myoder@revereschools.org
School: Richfield Elementary School
District: Revere Local School District
Address: 3080 Revere Rd. Richfield 44286
School Phone: 330-523-3603
District Phone: Marcia Roach Director of Curriculum and Instruction: 330-523-3112
Grade Level of Students served: Preschool-2nd grade- I teach 2nd grade in our building, but the books will be used for all grades
 Total: 668 students
Project Title: Elementary School Genius Hour
Time Table: Spring 2026-I would love to pilot this in my classroom and share it with other staff members so they can also start in Spring 2026 or Fall 2026

Are you willing to allow your name and school to be announced in local media and on the SCRTA website in the event you are awarded a grant? YES ☒ NO ☐

Describe the goals of your grant request and what makes it innovative for your teaching situation.

Supporting gifted and talented learners has become a growing passion of mine. This past summer, I pursued my gifted endorsement in preparation for teaching a 2nd grade class that would include a cluster of gifted students. Because our grade level does not have a gifted intervention specialist, I wanted to ensure that I had the knowledge, training, and resources needed to meet their unique learning needs.

In recent years, much of our instructional focus has been on supporting struggling readers, which has left fewer opportunities for exploring enrichment opportunities for high achieving students. Our district's goal this year is "every student thrives," and part of that mission includes ensuring that our highest-achieving students are challenged. I was fortunate to attend Andi McNair's *Designing for Depth* professional development, where I learned about the Genius Hour model which is an approach that encourages students to independently explore topics of personal interest. Within Genius hour, students develop meaningful questions, complete research through independent projects, and share their learning with others.

In 2nd grade, students are beginning to develop the foundational research, inquiry, and independent learning skills needed for Genius Hour. My goal is to introduce a developmentally appropriate version of this model so students can practice asking deeper questions, exploring their curiosities, and building independence which are skills they can carry with them into later grades. Implementing Genius Hour at this level fosters creativity, critical thinking, and lifelong learning.

To launch this work successfully, I am requesting funding for both small group book sets and individual high interest nonfiction texts. These resources will allow students to collaborate, brainstorm, and conduct research beyond digital sources. According to the article "The Case for Paper: Books vs. E-Readers" on Psychology Today, research shows that comprehension increased six to eight times more with a physical copy of a book rather than a digital copy. While iPads are helpful tools, it is essential for young learners to interact with physical texts as they explore their ideas and pursue their projects.

This project is innovative for our teaching situation because it provides gifted learners with structured enrichment opportunities that are not currently available in 2nd grade, and it equips all students with the tools to grow as independent thinkers and researchers. The books would be added into our new "book room" where teachers in preschool through 2nd grade are able to access texts from various authors. This would benefit a wide variety of needs across our school building.

Reference Link: <https://www.psychologytoday.com/us/blog/well-read/202402/the-case-for-paper-books-vs-e-readers?scrlbybrkr>

Book	Price for 1	Link
Ocean Themed		
Where Is the Great Barrier Reef?	1 copy: 4.95	https://www.amazon.com/gp/product/0448486997?ref=dbs_m_mng_rwt_calw_tpbk_13&storeType=ebooks&qid=1763518155&sr=8-3
Where Is the Bermuda Triangle?	Set of 6: 31.62	https://www.amazon.com/gp/product/1524786268?ref=dbs_m_mng_rwt_calw_tpbk_22&storeType=ebooks&qid=1763950099&sr=8-1
The Ultimate Book of Sharks (National Geographic Kids Ultimate Books	1 copy 10.99	https://www.amazon.com/Ultimate-Book-Sharks-National-Geographic/dp/1426330715/ref=sr_1_1?crid=2QCN6GLBIC6L0&di_b=eyJ2IjoiMSJ9.-F3jrlexFxBcFBQRPUg5aMuyh5LVTM_vUhsfwt0eoms63GNwdlYQmnSDOgU-44jGHB3QETZ30TYohQDDofTmjGfNfCni_eWnAMgFXcwrFpxakgM0nOHSjktV7WcVjrgg3oHlMa2sHmaM4UfmmBo50v5dZnuZJ1sNw50YFlGxCniSzVj386jqO6ReOVCbmUS0EdBMSEh47AGBrYw_uLkiTqZHXU7mre2JwXovtAikLuo.nmL30EvzD7BELU7C61A34p_p_r61kEJtLwVTzVU64PQ&di_b_tag=se&keywords=The+Ultimate+Book+of+Shark-National+Geographic&qid=1763517776&sprefix=

		the+ultimate+book+of+shark-national+geographic+%2Caps%2C156&sr=8-1
I Survived the Sinking of the Titanic, 1912	Set of 6: 27.84	https://www.amazon.com/I-Survived-Sinking-Titanic-1912/dp/0545206944/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1763516930&sr=8-19
I Survived The Sinking of the Titanic, 1912 (graphic novel)	One copy 9.35	https://www.amazon.com/gp/product/1338120913?ref=dbs_m_mng_rwt_calw_tpbk_0&storeType=ebooks&qid=1763999340&sr=1-5
What Was the Titanic?	One Copy 5.57	https://www.amazon.com/gp/product/0515157260?ref=dbs_m_mng_rwt_calw_tpbk_32&storeType=ebooks
Animal Themed		
Who Would Win?: Fiercest Feuds (5 books in 1)	Set of 6: 39.48	https://www.amazon.com/Who-Would-Win-Fiercest-Feuds/dp/1338841556/ref=tmm_hrd_swatch_0?encoding=UTF8&qid=1763517321&sr=8-6
The Ultimate Book of African Animals (National Geographic Kids Ultimate Books)	One copy: 13.79	https://www.amazon.com/gp/product/142637187X?ref=dbs_m_mng_rwt_calw_thcv_1&storeType=ebooks&qid=1763517776&sr=8-1
The Ultimate Book of Reptiles: Your guide to the secret lives of these scaly, slithery, and spectacular creatures! (National Geographic Kids Ultimate Books)	One copy 13.17	https://www.amazon.com/Ulimate-Book-Reptiles-spectacular-creatures/dp/1426373732/ref=sr_1_1?crid=1GOOG9DMN3IVN&di=b=eyJ2IjoiMSJ9.7JfWujSeW46iiXof0NR4G2hkyOWj6RyK90nFrGP_2J_npNBB1azbJADTfyos3HbIttk-Plpw53ESiaE9M3VimUxZQUhNSBlbaKPKfgEjpuYc1ifwUgDpfmplVEOT8dz4xfnUYWrOwBiLFsXCXuPunHxUt653ZS5_0HljeMI-vq5cOcyzP_ImEWYfmrRe351A6_EmphrKkMw4-u195rCONluDVphrzGV7SqGkKCaqnk2RizZHkprCf5Kcmj0QP9MEztyQkpQE2sYvAI-zJH6OrDgJwLiVIT9ZxOdXe1J0U.gs79mqGdqza_eHOExRgXXhQM3n0y-k9i7f4Q2lvrXoc&dib_tag=se&keywords=the+ultimate+book+of+reptiles&qid=1763518016&sprex=the+ultimate+book+of+rep%2C138&sr=8-1
Location Themed		
Where is Yellowstone	Set of 6: 47.94	https://www.amazon.com/gp/product/0593660889?ref=dbs_m_mng_rwt_calw_tpbk_39&storeType=ebooks&qid=1763518155&sr=8-3
Where Is the Grand Canyon?	Set of 6: 32.34	https://www.amazon.com/gp/product/0448483572?ref=dbs_m_mng_rwt_calw_tpbk_2&storeType=ebooks&qid=1763518155&sr=8-3
Where Is the Amazon?	Set of 6: 26.88	https://www.amazon.com/gp/product/0448488264?ref=dbs_m_mng_rwt_calw_tpbk_11&storeType=ebooks&qid=1763950099&sr=8-1
Where Is Walt Disney World?	One copy: 5.57	https://www.amazon.com/gp/product/0515158437?ref=dbs_m_mng_rwt_calw_tpbk_23&storeType=ebooks&qid=1763518155&sr=8-3
Big Book of Where (a Time for Kids Book)	One copy 17.00	https://www.amazon.com/dp/1618930427/?coliid=I2I9IBH5OVHT19&colid=BHIGRMNG3SIG&psc=1&ref=list_c_wl_lv_ov_lig_dp_i_t
Inquiry Based		
National Geographic Kids Why?	One Copy 12.77	https://www.amazon.com/National-Geographic-Kids-Why-Everything/dp/1426320965/ref=sr_1_1?crid=5LDALSX9MC4M&di=b=eyJ2IjoiMSJ9.81ZtdWqD2xd8PqQIkIAvOWkOwzmJ_4eggBnCp9yUAB3EfWozNrZymE0L0IM8_iw0m4s-3tPN14mJpASwm6wSaHiG6VCeUaC6OqfW7qwHhVivPDymGfoSY93Iqd2GxtaQvAlv-W93B-UNS7xSdju220ZrFsYnVZ8xAaxoASgZz_iQAuxCP7guE7iOHdhuk4-

		Vnm3vUj6SIvsIYf8U-iflqDxc7b2F_6l6GJFhg87QP4_zAlISb8Hj-2coTosRTm06QisqNzlaQ78g_fOajvjsA&dib_tag=se&keywords=national+geographic+why&qid=1763518754&sprefix=national+geographic+why%2Caps%2C149&sr=8-1
Price Total: 299.26		

NEW DOCUMENT

Memorandum of Understanding 2026-2027
College Credit Plus Program Requirements and Tuition Rates
Between Walsh University and
Ohio Public and Private School Districts

The purpose of this Memorandum of Understanding between Ohio public and private school districts and Walsh University (Institution of Higher Education, IHE) is to outline the responsibilities and funding arrangements pertaining to College Credit Plus program courses in the 2026-2027 academic year. For this agreement, "College Credit Plus Program" means a program that allows high school students to take one or more college-level courses taught either by the IHE faculty or by an approved high school instructor. Upon successful completion of the course, the student will receive both high school graduation credit and college credit from the cooperating IHE.

Walsh University and the school district will comply with all the laws, rules and timelines associated with the College Credit Plus Program. Walsh University agrees to the state of Ohio approved per credit hour rate, as defined in this agreement. The school district and Walsh University agree to the following:

Student Requirements

1. Students must provide the following materials for review and determination of acceptance into the College Credit Plus program:
 - Completed IHE application.
 - Official high school transcript
2. Students must also meet the additional requirements:
 - Comply with all the IHE admissions requirements, including appropriate scores on ACT or designated discipline-specific placement tests.
 - Possess basic computer skills such as sending email, attaching files to email, accessing the Internet, and word processing skills for online courses.
 - Access to a computer and internet that meet the IHE requirements to complete assignments outside the normal school day.
 - Must be an Ohio Resident to participate in the program.

Program Requirements

1. All College Credit Plus courses must be non-remedial.
2. All College Credit Plus courses should be transferable with a grade of C or better.
3. The school district will continue to use the current IHE textbook, materials, equipment, course syllabus, and assessments.
4. Required course materials such as goggles, art supplies, and so forth are the responsibility of the IHE.

5. When a textbook needs change, the institution will give priority to using open-source materials. If no open-source option exists and a textbook must be purchased, the institution and the secondary school will share the cost.
6. The IHE and school district will jointly provide student support, not limited to, counseling, academic advising, and academic tutoring services.
7. The IHE will assign each student a first-year student academic advisor and inform the student of the academic drop course deadlines. The IHE's Learning Management System and/or academic calendar will display all semester dates and deadlines.
8. The IHE will submit official grades to the school district in a timely manner after the close of each semester.
9. The IHE and school district agree to provide any necessary information required for the College Credit Plus Program data collection.
10. The IHE and school district will annually collaborate on College Credit Plus informational meetings for parents and students through the Office of Undergraduate Admissions.
11. District teachers selected for course instruction at the high school must meet the College Credit Plus Program and IHE guidelines for selection as an instructor.
12. An IHE mentor (department chair/program director or school dean) will be assigned to the high school instructor to ensure college level work is maintained. The mentor will provide the required instructional course materials and schedule classroom observations, as required by the College Credit Plus Program. Instructors will be offered professional development opportunities, as required by the College Credit Plus Program.
13. Course evaluation materials will be administered to students at the end of each semester.

Financial Structure and Course Cancellation

1. Tuition for students withdrawn from College Credit Plus courses will be prorated according to the IHE course withdrawal timeline. Districts will have College Credit Plus per credit costs deducted from their foundation funds based on this agreement and College Credit Plus guidelines and timeline.
2. Districts will be charged tuition based on the default rates in the Ohio Administrative Code. Based on the anticipated 2026-2027 foundation rate, the following charges will apply:
 - a. Classes taken at a location operated by the IHE and taught by the IHE faculty will be assessed at the approved ceiling rate.
 - b. Classes taken at a location operated by the school district and taught by an IHE faculty member (*who is not a faculty member of the school district*) will be assessed at the approved mid-level rate.
 - c. Classes taken at a location operated by the school district and taught by an adjunct instructor member of the high school will be assessed at the approved floor rate.
3. Courses taught by an IHE faculty member, who is not a faculty member of the school district, are subject to cancellation if there is not a minimum number of students enrolled, which will vary depending on the number of credit hours in the course and contact load hours for the faculty member.
4. This agreement supersedes any former agreements.

Term of Agreement

The term of this agreement shall be for the 2026-2027 school year. The parties listed below agree with the above-stated conditions.

IHE: Walsh University

Walsh University President Tim Collins Date 2/18/26

School District _____

Superintendent _____ Date _____

REV. 2/12/2026

NEW DOCUMENT

STUDENT HANDBOOK

Richfield Elementary School

Attachment OB-7

2026-2027



★ 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.	 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.	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.
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.	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.	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

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 Line:

Richfield: 330-523-3604

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

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

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

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

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

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

the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

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

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

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

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

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

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

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

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

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

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

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

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

General Restrictions: Students who are absent from school due to illness but are seen in or around the school or in the community during the school day may have their absence marked as an Unexcused Absence. If a

student is too ill to come to school, he/she should be at home.

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

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

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

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

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

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

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

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

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

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

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

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

Attendance guidelines are subject to change based on ORC and Board Policy changes.

Cellular Phones Electronic Communication Devices

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

Classroom Expectations

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

Dress Code

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

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

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

Drop Off and Pick Up Procedures

Morning Drop Off

Students are encouraged to ride the bus to school. If you choose to bring your child, there is a designated area and procedures that parents must follow for the safety of all students. Students arriving before 8:35 will wait in the cafeteria/gym. At 8:35 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 8:15 to 8:40am to assure the safety of each child. Any child coming in after 8:40am 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, please email Mrs. Head, the attendance secretary, at lhead@revereschools.org.

At the beginning of the year, you will choose your transportation option (parent pick up, after-care or bus). This will be your option for the remainder of the year. Students will not be permitted to switch between bus and parent pick-up or bus aftercare. The transportation option you choose, will be the schedule your child will follow daily. If there needs to be a change please contact the Transportation Department at 330-523-3118 and the Richfield School Office at 330.523.3604 or email Mrs. Head at lhead@revereschools.org.

District Grading Policy

Grades K-2

P: Proficient

I: In Progress

N: Not Yet Evident

Fines and Fees

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

Illness

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

Injury Protocol

If your child is involved in a reported incident that results in a physical injury during the school day, your child will be observed by a medical staff member. If there is an injury or a suspected injury under your child's clothing, your child will be observed by a medical staff member. The nurse will keep a log of all students who are seen. Parents are notified and an incident report is completed and kept on file at the school for all injuries or suspected injuries. 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: Facebook @Revere Local Schools, X @RevereLocal, and 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
6. Violence within a dating relationship.

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 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 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

2026 - 2027



★ 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.

2026 – 2027
BATH ELEMENTARY SCHOOL

NAME: _____

TEACHER: _____

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

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

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

Dan Fry, Principal

Andrew Wilson, Assistant Principal

Bath Student Day: 8:25 PM – 3:05 PM

Please visit us at: www.revereschools.org

REVERE LOCAL SCHOOL DISTRICT

The following buildings comprise the Revere Local School District:

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

ABSENCES AND PARTICIPATION

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

ACADEMIC INTEGRITY

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

ACCIDENTS

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

ATTENDANCE

Bath Attendance Number

330-523-3811

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

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

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

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

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

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

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

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

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

Attendance guidelines are subject to change based on ORC and Board Policy updates.

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, **including on school transportation to and from school**. Text messaging is not permitted. Any device that is deemed turned on, makes a noise or vibrates, or otherwise calls attention to itself will be considered a disruption and subject to confiscation by staff. Each offense of this policy requires retrieval of the device by the parent from administration. The student may also face additional disciplinary action by administration.

CLASSROOM EXPECTATIONS

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

COMPUTERS

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

DRESS CODE

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

School Appropriate is defined as:

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

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

Clothing must be worn as designed. Clothing prohibited includes the following items and conditions; clothing that is skin-tight, ripped, cut-off, torn, having holes and/or frayed; pants worn below the waist/hip and are low hanging; sheer or mesh garments; tube tops; shirts that have less than a 3-inch strap; shirts that do not cover the midriff when standing and seated; hats, sun glasses, slippers, outer coats, pajamas, bandannas/ head

coverings, headbands/sweatbands; chains, any item advertising alcoholic beverages, drugs, tobacco, or weapons; or any item with obscene or questionable printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

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

FIELD TRIPS

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

FINES AND FEES

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

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

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

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

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

Family Educational Rights and Privacy Act.

1. Definition of Harassment, Intimidation, or Bullying

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

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

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

B. Violence within a dating relationship.

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

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

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.

Revere Students are taught to follow these five rules for riding the school bus. Please review them with your student.



1. Respectfully follow directions from your driver.
2. Stay safely seated until it is your turn to exit the bus.
3. Talk quietly with those sitting near you.
4. Do not eat or drink.
5. Respect yourself, your environment, and each other with your language, and your actions.

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 at least five minutes before the bus is scheduled to arrive.

- While on and around the bus, students are under the authority of and directly responsible to the bus driver
- Students boarding the bus from the right side of the road must stand back in a designated place of safety and wait for the bus driver to give a hand signal before approaching the bus.
- Students boarding the bus from the left will use the same rules as the right side. They must wait for the driver to give a hand signal before crossing the street and boarding the bus.
- Students must carry backpacks and other bags in front of them when boarding and discharging the bus. **NO KEY CHAINS OR ANY OTHER KIND OF DANGLING ITEMS SHOULD BE HANGING FROM BACKPACKS.**
- Upon entering the school bus, pupils shall take their assigned seats.
- Pupils shall remain facing forward and seated at all times.
- The aisle must be kept clear at all times including arms, legs, feet or parcels.
- **All cell phones, smart watches, iPads, and other electronic devices are to be turned off and kept out of sight while students are on school transportation.**
- All backpacks and bags must be held in the student's lap and nothing is to be stored under the seat or in the center aisle. Any oversized project for school **MAY NOT** be transported by the bus.
- Pupils shall conduct themselves on the school bus as they would in the classroom. A reasonable amount of quiet conversation is permissible. Loud calling to one another is not permitted.
- **EATING OR DRINKING ON THE BUS IS NOT PERMITTED.**
- Permission must be given by the bus driver before any windows may be opened.
- Pupils must not throw or pass objects on, from or into the bus.
- No pencils, pens or sharp objects are permitted out of book bags while a student is on the bus.
- Fighting will not be tolerated on the bus and may result in immediate suspension.
- Pupils shall not smoke or light matches, cigarette lighters or cause other flammable material to burn on or near the bus. This includes vaping.
- Any action that endangers the safety and welfare of any person is forbidden.

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.

Bus drivers are to report discipline cases and infractions of the bus rules to the transportation supervisor. The transportation supervisor will consult with the pupil's school principal. Continued disorderly conduct or refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation service to any pupil. The school principal shall follow the procedure for suspending a pupil from school.

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, SKATE BOARDS, LAWN CHAIRS, BALLOONS, LARGE BOXES, SKIS, PLASTIC SLEDS OR LIVE ANIMALS.

LACROSSE STICKS, BASEBALL BATS, GOLF CLUBS, SOCCER BALLS, FOOTBALLS, BASKETBALLS, ETC. MAY BE TRANSPORTED IF THEY ARE CONTAINED IN A PROPER SPORTS BAG.

SCHOOL TRANSPORTATION PRIVILEGES

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

SCHOOL CLOSINGS

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

TELEPHONES

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

UNAUTHORIZED USE OF YEARBOOK AND WEBSITE

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

VACATIONS DURING SCHOOL DAYS

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

VIDEO AND AUDIO RECORDING DEVICES

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

This includes the use of these functions on cell phones.

VISITORS TO BATH

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

CODE OF STUDENT CONDUCT

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

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

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

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

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

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

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

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

6. CRIMINAL ACTIVITIES – Violations of specific provisions of federal, state, or local statutes. 7

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

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

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

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

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

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

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

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

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

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

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

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

19. LOITERING/TRESPASSING – The action of being present on any school grounds, including a

school bus, or any occupation of, or loitering on, near, or around school property without authorization.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Revere Reunification Method – Parent/Guardian Information Sheet

Student/Parent/Guardian/Authorized Person Reunification

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

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

Notification

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

Parent/Guardian/Authorized Person Expectations

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

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

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

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, a

parent/guardian or authorized persons are advised to recover the student. In some circumstances, high school students may be released on their own.

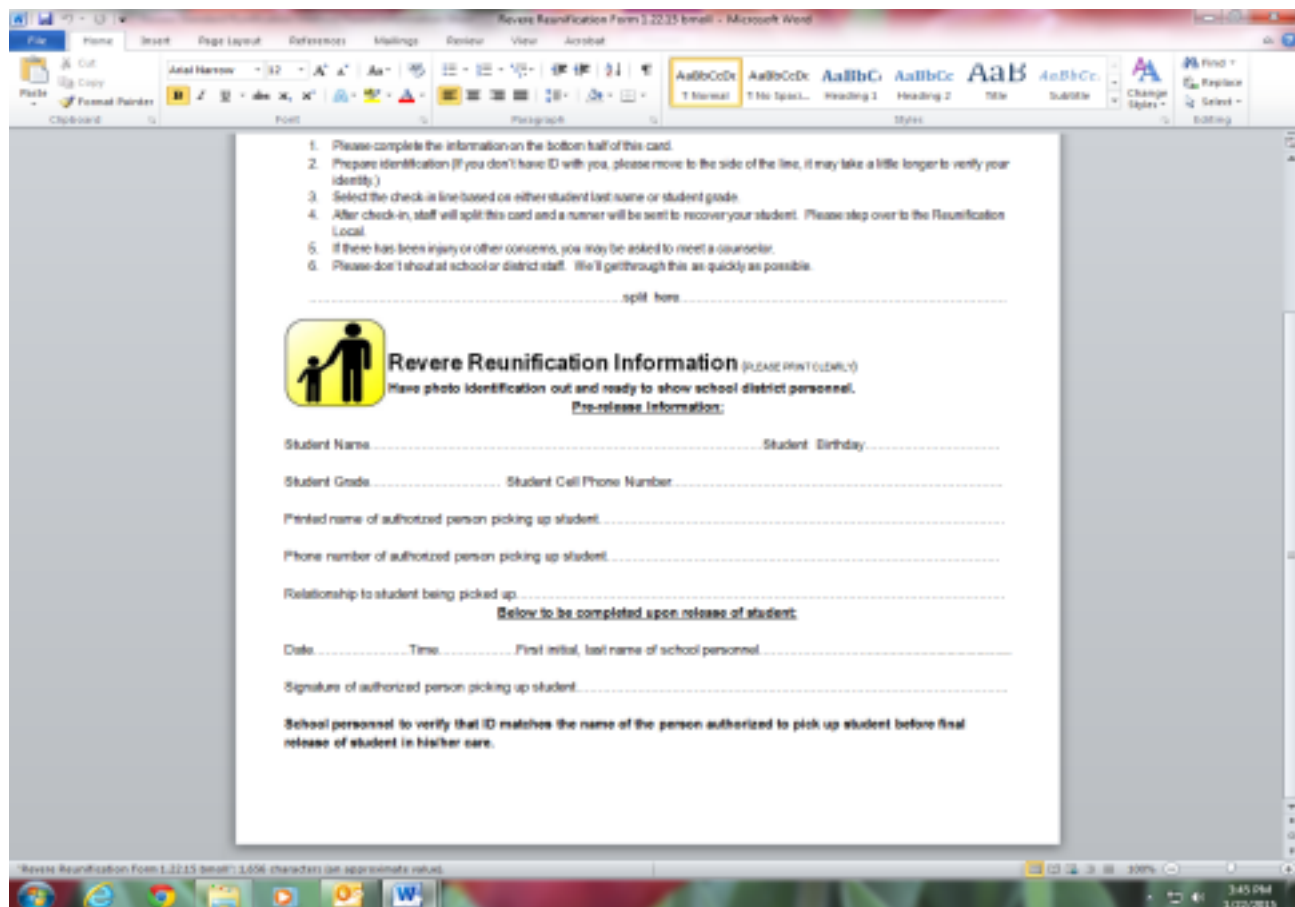
How it Works

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

Reunification Cards

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

Example image of Revere’s Reunification Form is below



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 Birthdate

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.

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.

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.

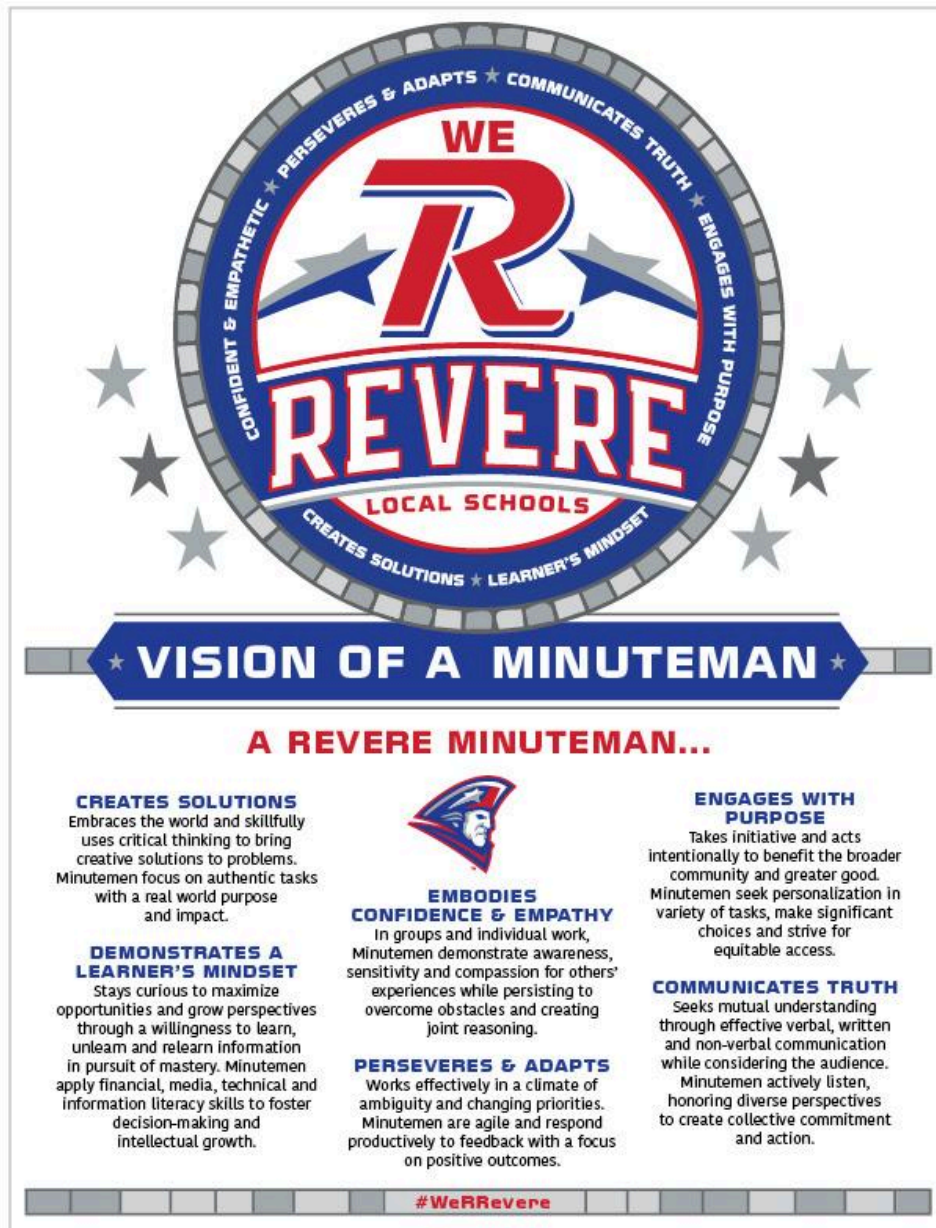
Parents are notified and an incident report is completed and kept on file at the school.

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

2026 - 2027



(DELETE this box) 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. Attendance policy subject to change based on ORC and Board policy changes.

AUTHORIZED EXCUSED ABSENCES

Absences for the following reasons shall be considered as excused:

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

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

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

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

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

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

Attendance Procedures

Student absences are verified daily by the attendance secretary.

Absences - Any absence that is not reported to the Main Office by the student's parent, guardian or custodian will be listed as unexcused. To avoid this, please call **330-523-3404** on the day of the absence.

Make-up work - It is the responsibility of students who are absent for any reason to obtain their make-up work. Students are permitted one day of make-up for every day missed. A day's absence does not excuse a student from the responsibility for all previously announced assignments or tests on the day of his/her return.

Students who leave the building because of illness, appointment or other emergency must first report to the Main Office. For early dismissal, the student must bring a note from his/her parent with the student's name, date, time of dismissal, reason and who will be picking the student up. The student needs to bring this note to the Main Office before school starts. The student will receive an early release slip and present it to his/her teacher at the time of his/her departure. The parent must sign the student out in the attendance office. The clinic will be available for part of a period if a student wishes to lie down due to illness. It is the Main Office policy to obtain permission from a parent, guardian or alternate authority before releasing a student from school. Students must rearrange tests or quizzes or any other assignment due that day and then sign out in the Main Office and receive a pass to leave the building. Students must sign-in immediately upon their return and go to class.

Tardiness to School - Any student arriving after 7:30 a.m. must report to the Main Office. Only students who are late due to a medical appointment or an emergency will not be disciplined as tardy. A note from the doctor must accompany the student upon their arrival. Oversleeping or transportation difficulties are not excused tardies. Students who are excused and miss a class due to arriving late to school must consult with their teachers prior to leaving school that day to rearrange for tests or quizzes and to obtain the homework assignment. Chronic tardiness will not be tolerated and will result in disciplinary action beyond detention. A student is considered tardy **if they are not in first period class by 7:30 a.m.** A student will be considered absent from a class if he/she arrives more than twenty minutes into the class period. All tardiness will be counted as such and is cumulative over the quarter. (Note: an unusual circumstance is left to the discretion of the administration.) Punctuality to class is expected as well. Students who are chronically tardy to class may be reported to the administration.

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

Second Tardy	Warning
Fourth Tardy	One detention
Sixth Tardy	One Saturday detention
Eighth Tardy	One day In-school suspension

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

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

BULLETINS AND ANNOUNCEMENTS

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

CELLULAR PHONES/ELECTRONIC COMMUNICATION DEVICES

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

CLASSROOM EXPECTATIONS

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

COMPUTERS/IPADS

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

DETENTIONS

Office detentions will be assigned for a student's lunch period. A one-day notice is always given before the detention is to be served. Students must be on time, work on school

assignments, and be quiet during detention. Failure to comply with rules or failure to serve a detention on the day assigned will result in additional disciplinary action.

First missed detention	Two detentions assigned
Second missed detention	One Saturday detention assigned

Note: Each subsequent missed detention will result in additional disciplinary action.

DISCLAIMER

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

DISTRACTIONS

Because music players, electronic devices and laser pointers serve to distract others, these items are not permitted to be used during school or at school events. We have a responsibility to maintain our building with a level of quiet conducive to learning. School personnel are authorized to confiscate these items and turn them in to the Assistant Principal.

DRESS CODE

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

Any form of dress or hair style that is considered contrary to good hygiene or that is deemed distracting, disruptive, or detrimental to the routine operation of school is prohibited.

Clothing must be worn as designed. Clothing prohibited includes the following items and conditions; Clothing that is skin-tight, cut-off, torn, having holes and/or frayed above the knees; pants worn below the waist/hip and are low hanging; sheer or mesh garments; tube tops; tank tops that have less than 2-inch strap; T-back/open back or exposure of any undergarments; wide arm opening muscle shirts (unless worn with an appropriate tank top underneath); shirts off the shoulder unless worn with appropriate tank top underneath; shirts that do not cover the midriff when standing and seated; hats, sun glasses, slippers, outer coats, pajamas, bandannas/head coverings, sweatbands; chains, any item advertising alcoholic beverages, drugs, tobacco, or weapons; or any item with obscene or questionable

printing in violation of the Code of Student Behavior. This list is not all inclusive as these are only examples of inappropriate dress.

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

DROP DATE

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

EMERGENCY HALL PASSES

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

FIELD TRIPS

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

FINES AND FEES

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

FIRE, SAFE SCHOOLS, AND TORNADO DRILLS

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

FOOD AND BEVERAGES

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

GRADING

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

District Grading Policy

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

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

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

HARASSMENT, INTIMIDATION, AND BULLYING

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time on school property, on a school bus, or during any school sponsored event, and at the times and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school

employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

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

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

1. Definition of Harassment, Intimidation, or Bullying

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

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

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

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

G. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

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

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

B. Informal Complaints

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

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

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

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

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

7. Post-Investigation Procedures

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

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

8. Retaliation is Prohibited

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

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

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

11. Disciplinary Interventions

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: October 17, 2017

INJURY PROTOCOL

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

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

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

LIBRARY

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

LOCKERS

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

LOST AND FOUND

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

LUNCH PERIOD

All students must eat lunch in the Cafeteria or the courtyard adjacent to the Cafeteria whether they purchase or carry their lunches. All food and beverages must be consumed in these two areas. Students are to take pride in the lunch facilities and are responsible for clearing tables of trays, litter, and debris before they leave the Cafeteria. Lunchroom conduct should conform to general rules of courteous behavior. Cutting in line, throwing food, placing trays in trash cans, and boisterous behavior are unacceptable and will result in discipline. Lunch periods are closed. This means that students are not permitted to leave school during their lunch period. Students who do so are subject to disciplinary action. As a rule, students are not permitted to leave the Cafeteria during their lunch period except to use the restroom. Every student has their own lunch code. It should never be shared with other students. Students are prohibited from using other students' lunch codes as well.

MEDICATION

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

OUT OF SCHOOL SUSPENSION/IN-SCHOOL SUSPENSION

The student may make up any available missed assignments or tests during out of school suspensions. It is strictly the student's responsibility to determine what work is missed by checking Progress Book or contacting their teachers for information. It may not be possible to make up class participation activities. Students will get the same amount of days missed from the out-of-school suspension to turn in assignments. The student must make arrangements through their classroom teachers to complete any tests or quizzes. Students may also be given an in-school suspension in lieu of an out of school suspension. Students will attend school, but not attend their classes, and will work on all assignments in the main office.

PROGRESS BOOK AND REPORT CARDS

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

PUBLIC RECORDS

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

SATURDAY MORNING DETENTIONS

The guidelines for students serving Saturday Detention are:

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

School Bus Transportation

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. Revere Students are taught to follow these five rules for riding the school bus. Please review them with your student.



1. Respectfully follow directions from your driver.
2. Stay safely seated until it is your turn to exit the bus.
3. Talk quietly with those sitting near you.

4. Do not eat or drink.
5. Respect yourself, your environment, and each other with your language, and your actions.

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 at least five minutes before the bus is scheduled to arrive.

- While on and around the bus, students are under the authority of and directly responsible to the bus driver
- Students boarding the bus from the right side of the road must stand back in a designated place of safety and wait for the bus driver to give a hand signal before approaching the bus.
- Students boarding the bus from the left will use the same rules as the right side. They must wait for the driver to give a hand signal before crossing the street and boarding the bus.
- Students must carry backpacks and other bags in front of them when boarding and discharging the bus. NO KEY CHAINS OR ANY OTHER KIND OF DANGLING ITEMS SHOULD BE HANGING FROM BACKPACKS.
- Upon entering the school bus, pupils shall take their assigned seats.
- Pupils shall remain facing forward and seated at all times.
- The aisle must be kept clear at all times including arms, legs, feet or parcels.
- All backpacks and bags must be held in the student's lap and nothing is to be stored under the seat or in the center aisle. Any oversized project for school MAY NOT be transported by the bus.
- Pupils shall conduct themselves on the school bus as they would in the classroom. A reasonable amount of quiet conversation is permissible. Loud calling to one another is not permitted.
- EATING OR DRINKING ON THE BUS IS NOT PERMITTED.
- Permission must be given by the bus driver before any windows may be opened.
- Pupils must not throw or pass objects on, from or into the bus.
- No pencils, pens or sharp objects are permitted out of book bags while a student is on the bus.
- Fighting will not be tolerated on the bus and may result in immediate suspension.
- Pupils shall not smoke or light matches, cigarette lighters or cause other flammable material to burn on or near the bus. This includes vaping.

- Any action that endangers the safety and welfare of any person is forbidden.

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.

Bus drivers are to report discipline cases and infractions of the bus rules to the transportation supervisor. The transportation supervisor will consult with the pupil's school principal. Continued disorderly conduct or refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation service to any pupil. The school principal shall follow the procedure for suspending a pupil from school.

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, SKATE BOARDS, LAWN CHAIRS, BALLOONS, LARGE BOXES, SKIS, PLASTIC SLEDS OR LIVE ANIMALS.

LACROSSE STICKS, BASEBALL BATS, GOLF CLUBS, SOCCER BALLS, FOOTBALLS, BASKETBALLS, ETC. MAY BE TRANSPORTED IF THEY ARE CONTAINED IN A PROPER SPORTS BAG.

SCHOOL TRANSPORTATION PRIVILEGES

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

SCHOOL CLOSINGS

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

WAKR	1590 AM	WTAM	1100 AM	WQMX	94.9 FM
WKDD	98.1 FM	WCRF	103.3 FM		

WONE 97.5 FM WGAR 99.5 FM

STUDENT ACTIVITIES

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

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

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 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

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

2026 - 2027





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 2026-27 school year! Our theme this year is Breakthrough and on behalf of the staff at RHS, I want to say how incredibly excited we are to be back in session! 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. The entire Revere High School staff is here to assist you along the way. Together, we will make this an amazing year!

Please take time to read this student handbook and review the contents. There is a ton 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 lasting memories, and prepare yourself for the road ahead. The [Vision of a Minuteman](#) is a guide for 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 2026-27 a year to remember!

Sincerely,



Doug Faris
Principal of Revere High School

Quick Reference

Administrative Assistants

RHS Main Office - Mrs. Zendlo

(330) 523-3202

dzendlo@revereschools.org

RHS Attendance Office - Mrs. Debbie D'Orio

(330) 523-3206

ddorio@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 or email: rhsattendance@revereschools.org

RHS Counseling Office - Mrs. Reinhold

(330) 523-3210

treinhold@revereschools.org

RHS Main Office / Counseling Office - Mrs. Timpone

(330) 523-3213

dtimpone@revereschools.org

RHS Athletic Office - Ms. Lechman

(330) 523-3205

hlechman@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@revereschools.org

Mrs. Tiffany Tuma

Assistant Principal

ttuma@revereschools.org

Mr. Don Seeker

Athletic Director

dseeker@revereschools.org

SCHOOL COUNSELING DEPARTMENT

???????

School Counselor (All Students, 9th grade only)

Nick DePompei

School Counselor (Last names A - G, grades 10, 11, & 12)

ndepompei@revereschools.org

Emily Rion

School Counselor: (Last names H - O, grades 10, 11, & 12)

erion@revereschools.org

Elizabeth Long

School Counselor: (Last names P - Z, grades 10, 11, & 12)

elong@revereschools.org

SCHOOL RESOURCE OFFICER

Officer Scott Dressler

sdressler@revereschools.org

Safe School Hotline

www.safeschoolhelpline.com

1-800-418-6423 (EXT 359)

ACADEMIC EXTRACURRICULAR ELIGIBILITY

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

ACADEMIC INTEGRITY

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

ACCIDENTS

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

ATHLETICS

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

participants. **This belief is based upon the fact that participation in athletics is a privilege and not a right.**

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

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

❖ ATHLETICS AND OHSAA

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

- All beginning ninth graders must have passed five (5) one-credit classes in which they were enrolled during the immediately preceding grading period. (Ex: 4th grading period of 8th grade year to be eligible for participation during fall of 9th grade year.)
- Eligibility for each grading period is determined by grades received the preceding grading period.

- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in a member school and, again, have received passing grades in a minimum of **five one-credit courses, or the equivalent**, in the immediately preceding grading period. (**Note:** Students taking post-secondary options must comply with these standards).
- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

❖ INTERSCHOLASTIC ATHLETICS

Boys/Girls Basketball	Boys/Girls Golf
Football	Boys/Girls Cross Country
Boys/Girls Soccer	Baseball
Boys/Girls Tennis	Dance Team
Softball	Boys/Girls Track
Wrestling	Volleyball
Boys/Girls Swimming	Cheerleading
Boys/Girls Lacrosse	

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

www.revereminutemen.org

www.ohsaa.org

www.ncaa.org

ATTENDANCE

Each parent or guardian, having charge of a child of compulsory school age must send the child to school for the entire time the school attended is in session (ORC 3321.04). Students are more likely to succeed in school, academics, and building skill sets when they consistently attend school. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to be prepared for higher

education and the workforce upon high school graduation. **In December 2016, Ohio legislature passed House Bill 410 to proactively address excessive absences and truancy. By law, once a student accumulates 38 hours of absence per month or 65 hours per year, they will be considered excessively absent and referred to the district's at-risk student coordinator. The student and family may be required to participate in an intervention program or be referred to the Summit County Juvenile Court as necessary.**

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

Subject to change based on ORC and BOE Policy changes during the academic year.

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 may visit <https://rhs.revereschools.org/rhs-main-office/attendance> and complete the attendance Google Form (preferred method) or email an absence by using rhsattendance@revereschools.org. Parents/guardians must notify the school of their child's absence 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.~~ and sign in using the Visitor Management System then check in with the attendance administrative assistant to confirm your pass. Failure to do so will be considered truancy. Oversleeping or transportation difficulties are not excuses for tardiness. Students who are excused and miss classes due to arriving late to school must consult with their teachers prior to leaving school that day to rearrange for tests or quizzes and to obtain homework assignments. Failure to do so may result in zeroes issued at the discretion of the teacher. Chronic tardiness will not be tolerated and will result in disciplinary action and/or result in loss of student driving privileges or ability to obtain a student parking permit. All tardiness will be counted as such and is cumulative over each quarter.

❖ MAKE-UP WORK

It is the responsibility of absent students to obtain their make-up work. Students are permitted one day of make-up for every missed day. A day's absence does not excuse a student from the responsibility for all previously announced assignments or tests on the day of their return, **provided access to review materials have been provided.** 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, and, where appropriate, the approval of the club/group advisor as well. Posters & signs must be hung in only the approved areas.

BUS TRANSPORTATION

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. Revere Students are taught to follow these five rules for riding the school bus. Please review them with your student.



1. Respectfully follow directions from your driver.
2. Stay safely seated until it is your turn to exit the bus.
3. Talk quietly with those sitting near you.
4. Do not eat or drink.
5. Respect yourself, your environment, and each other with your language, and your actions.

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 at least five minutes before the bus is scheduled to arrive.

- While on and around the bus, students are under the authority of and directly responsible to the bus driver
- Students boarding the bus from the right side of the road must stand back in a designated place of safety and wait for the bus driver to give a hand signal before approaching the bus.
- Students boarding the bus from the left will use the same rules as the right side. They must wait for the driver to give a hand signal before crossing the street and boarding the bus.
- Students must carry backpacks and other bags in front of them when boarding and discharging the bus. **NO KEY CHAINS OR ANY OTHER KIND OF DANGLING ITEMS SHOULD BE HANGING FROM BACKPACKS.**
- Upon entering the school bus, pupils shall take their assigned seats.
- Pupils shall remain facing forward and seated at all times.
- The aisle must be kept clear at all times including arms, legs, feet or parcels.

- All backpacks and bags must be held in the student's lap and nothing is to be stored under the seat or in the center aisle. Any oversized project for school MAY NOT be transported by the bus.
- Pupils shall conduct themselves on the school bus as they would in the classroom. A reasonable amount of quiet conversation is permissible. Loud calling to one another is not permitted.
- EATING OR DRINKING ON THE BUS IS NOT PERMITTED.
- Permission must be given by the bus driver before any windows may be opened.
- Pupils must not throw or pass objects on, from or into the bus.
- No pencils, pens or sharp objects are permitted out of book bags while a student is on the bus.
- Fighting will not be tolerated on the bus and may result in immediate suspension.
- Pupils shall not smoke or light matches, cigarette lighters or cause other flammable material to burn on or near the bus. This includes vaping.
- Any action that endangers the safety and welfare of any person is forbidden.

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.

Bus drivers are to report discipline cases and infractions of the bus rules to the transportation supervisor. The transportation supervisor will consult with the pupil's school principal. Continued disorderly conduct or refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation service to any pupil. The school principal shall follow the procedure for suspending a pupil from school.

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, SKATE BOARDS, LAWN CHAIRS, BALLOONS, LARGE BOXES, SKIS, PLASTIC SLEDS OR LIVE ANIMALS.

Lacrosse sticks, baseball/softball bats, golf clubs, soccer balls, footballs, basketball, etc. may be transported if they are contained in a proper sports bag.

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.

All violations are being reported to the building administrators. The following guidelines for a progressive discipline model will be implemented:

Violation of ECD Policy	Consequence
1 - 3	Warning (verbal and/or written)

4 - 7	Detentions - 30min. (before or after school, lunch)
7	Parent Contact
8 - 10	After School Extended Detention (1 hour)
11 - 12	Saturday School (3 hour morning detention)
13+	OSS (out-of-school suspension)

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 or **see page 13 of the Academic Course Catalog** 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. 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. A conference with your school counselor and an administrator may be required prior to June 1st of the year before graduation. An educational plan detailing the request for early graduation and its relationship to the student's overall education must be completed and submitted prior to this conference. Assistance in preparing the educational plan may be obtained from the Counseling Department.
2. 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.

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.

District Grading Policy

Percentage	Grade	Regular	RHS	RHS
			Honors	AP*
93% - 100%	A	4.0	4.5	5.0
90% - 92.99%	A-	3.7	4.2	4.7
87% - 89.99%	B+	3.3	3.8	4.3

83% - 86.99%	B	3.0	3.5	4.0
80% - 82.99%	B-	2.7	3.2	3.7
77% - 79.99%	C+	2.3	2.8	3.3
73% - 76.99%	C	2.0	2.5	3.0
70% - 72.99	C-	1.7	1.7	1.7
67% - 69.99	D+	1.3	1.3	1.3
63% - 66.99	D	1.0	1.0	1.0
60% - 62.99	D-	0.7	0.7	0.7
0% - 59.99	F	0.0	0.0	0.0

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

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

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

HALL PASSES

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

HARASSMENT, INTIMIDATION, AND BULLYING

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

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

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

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

1. Definition of Harassment, Intimidation, or Bullying

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

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

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

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

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

3. Complaint Process

- A. Formal Complaints

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

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

B. Informal Complaints

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

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or

bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of “harassment, intimidation, or bullying.”

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

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

and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

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

8. Retaliation is Prohibited

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

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

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

11. Disciplinary Interventions

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

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

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

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

following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

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

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

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

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

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

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

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

Adopted: October 17, 2017

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:

Nikki Campbell, Director of Operations

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 to 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:

Nikki Campbell, Director of Operations
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

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 OHSAA in order for an exchange student to be eligible to participate in athletics. Exchange students will receive a certificate of attendance and not be eligible for graduation from Revere High School.

LIBRARY/MEDIA CENTER

Bookmarks with subscription database passwords are available in the library. Students are expected to follow library rules or they may forfeit access to the library. Fines are charged on overdue or damaged items.

LOCKERS AND LOCKS

Each student is assigned a lock and locker at the beginning of the school year. Lockers and locks are the sole property of the school. Lockers may be searched at any time by the administration. Appropriate care of school property is required. Locks are expected to be in use at all times. Lock combinations are confidential and should not be shared with others. The school is not responsible for lost property or valuables. Book bags and backpacks remain in lockers while school is in session. Students are not permitted to display inappropriate pictures, decals, or displays on the lockers. Any damage to the lock or locker by a student may result in disciplinary action by the administration. A \$6.00 fee is assessed for a replacement lock. **While using the locker room during or after school, students must lock their belongings in a locker.**

LOST AND FOUND

Miscellaneous articles may be placed on the Lost and Found table. Valuable items should be taken directly to the main office and reported to school personnel.

MEDICATION

The administration of any medication, including over-the-counter, to a student by school personnel requires the completion of necessary forms by the parent /guardian. Forms are available online and in the school clinic. Both a parent/guardian and a physician must complete and sign the form. Medicine to be dispensed at school must be in its original prescription bottle. The school or its employees cannot provide aspirin or any other over-the-counter medication without the necessary completed forms.

MINIMUM COURSE LOAD

All students must be enrolled in at least six (6) classes per semester. Students enrolled in College Credit Plus (CCP), Career Technical Education (CTE), or have completed/scheduled all graduation requirements will work with their respective counselor to schedule the appropriate class load.

NATIONAL HONOR SOCIETY

The National Honor Society, created by the National Association of Secondary School Principals, honors students who excel in five ways: *scholarship, knowledge, leadership, service, and character*. The society is governed by national rules. Membership in the NHS is ~~one of the highest~~ **an** honor that can be given to a high school student and is a privilege, not a right. The selection process at RHS ~~begins with~~ **is limited to** 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 (8:00 am to 11:00 am) is held bi-monthly at Revere 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 **and/or grade level**. Students retain the same counselor throughout the student's high school career. School counselors work to support the whole student in the areas of academics, social/emotional needs, and college/career readiness. Students are encouraged to establish rapport with their counselor as they attend RHS.

SCHEDULE CHANGES

Since all students have registered for course selections with parent/guardian approval, any change after the start of the school year will only occur as a result of extenuating circumstances. Requests for

changes will be reviewed by the administration and must include a conference with the teacher and parent/guardian.

SECURITY

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

SENIOR FLEX PASS

Flexible Attendance Pass (Flex Pass) *privilege* will be offered to 12th-grade Revere High School students. This is a senior-only privilege. A Flex Pass allows seniors to leave the building during their non-academic or study hall time. To be considered for a Flex Pass, seniors must meet the following requirements:

- Demonstrate they are on track to graduate. This includes credits, state testing requirements, and the obtaining of graduation seals.
- Complete a permission form signed by their counselor, parent/guardian, and administration. This will take place after senior schedules are released in May of their junior year and must be on file with the counseling officer before permission is granted.

Once earned, a Flex Pass allows seniors to leave during the designated period(s) each day. An ongoing review of attendance, discipline history, and grades will be considered throughout their senior year to maintain Flex Pass eligibility.

Please note: The Flex Pass can be revoked at any time by a student's parent/guardian or administration for poor grades, discipline, or other concerns. Parents/guardians must communicate with the school administration if they are revoking the Flex Pass privilege. Additionally, Flex Pass privileges may be revoked for repeated parking violations or other infractions of the school code of conduct. Final decisions about Flex Pass eligibility and privileges will be at the discretion of the building principal.

SENIOR INTERNSHIP

The Senior Internship Program at Revere High School is an optional, 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 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.

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 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 driver's license or state ID is required), and secure a pass. 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

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 a discernable 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. **3GANG 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.

LEGAL REFS: O.R.C. §§3109.09, 3109.10, 3313.661
Adopted: May 16, 2023

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.

