



Revere Board of Education

Regular Meeting Agenda

April 21, 2026 at 5:30pm

Revere High School Media Center

3420 Everett Road

Richfield , OH, 44286



Revere Board of Education / Regular Meeting/ 4/21/26

Agenda / April 21, 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:

Avory Murphy , Luke Johnson, Kennedy Ruff and Allie Warner

b. BATH ELEMENTARY

The following student is being recognized by Mr. Fry, Mr. Wilson & Mrs. Sheffield for Math Olympiad:

Aadhya Parvath Reddy, Louie Gurm, Avnoor Kaur and Ben Shiban

c. REVERE MIDDLE SCHOOL

The following students are being recognized by Mrs. Abbott, Mrs. Toth and Mrs. McIntyre:

Esther Lin (Learner's Mindset), Brandon Buckner (Perseveres and Adapts) and Ava Wells (Engages with Purpose)

d. REVERE HIGH SCHOOL

The following students are being

recognized by Mr. Faris for CVCC Student of the Month:

Jayden Mohring (January), Isabel Massouh (February) and Molly Wolfe (March)

2. PRESENTATIONS

a. Curriculum Updates for the 2026-2027 School Year

a. Third Grade English Language Arts Updated Edition

Presented by: Mrs. Roach

b. New Curriculum Adoption for Middle School English Language Arts

Presented by: Mrs. Roach, Ms. Peel and Mr. Petsche

V. PUBLIC SPEAKS TO AGENDA ITEMS

VI. BOARD OF EDUCATION'S AGENDA

1. Superintendent Contract Renewal

It is recommended that the Board of Education approve Dan White for a three-year contract as the Superintendent of Revere Local Schools, effective 8/1/2027 through 7/31/2030.

VII. CUYAHOGA VALLEY CAREER CENTER (CVCC)

- Mrs. Burke

VIII. TREASURER'S AGENDA - Mr. Berdine

1. Approval of the Minutes, Attachment T-1

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

2. Approval of Financial Report, Attachment T-2

The Treasurer recommends approval of the Financial Report for the month of March 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. Donations, Attachment T-4

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

5. Asset Deletions, Attachment T-5

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

6. Transfers and Advances

The Treasurer recommends that the Board of Education approve the following:

Transfer: \$5,278.79 from General Fund 001 to Boys' Golf Fund 300-9511 for David Archer in lieu of golf coach salary.

IX. SUPERINTENDENT'S AGENDA - Mr. White

1. Certificated/Licensed Personnel

a. Resignation(s) for Retirement - Administrative

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

John C. Schinker / Director of Technology / District / Effective: 7/31/26

Donald B. Seeker / Athletic Director / District / Effective: 6/1/26

b. Administrative Contract Renewals

It is recommended that the Board of Education approve the following three-year administrative contract(s), effective 8/1/2026 through 7/31/29:

Tiffany Tuma (George) / Assistant Principal, Revere High School

c. Resignation(s) for Retirement - Certificated

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

Lori Weigand / Math Teacher / RMS / Effective: 6/1/26

Nicole Shamblin / Art Teacher / RES / Effective: End of 2025-2026 school year

d. Resignation(s) - Certificated

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

Jessica Welch / Intervention Specialist / BES / Effective: 8/2/2026

Victoria Kohmann / First Grade Teacher / RES / Effective: 7/1/2026

e. Internal Transfer(s)/Change in Position - Certificated

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

Shana McKnight / Transfer from: 4th Grade Teacher at BES / Transfer to: 6th Grade English Language Arts Teacher at RMS (Burket vacancy)

Jeff Dallas / Transfer from Business Tech. Ed. Teacher at RHS / To a split position of Business

Tech. Ed. Teacher at RHS (.5) and Career Connections Teacher at RMS (.5) (Career Connections vacancy)

Joe Silvestri / Transfer from STEM Tech. Ed. Teacher at RHS / To a split position of STEM Tech. Ed. Teacher at RHS (.5) and Career Connections Teacher at RMS (.5) (Career Connections vacancy)

f. Continuing Contract(s) - 2026/2027

It is recommended that the Board of Education approve the following certificated staff for Continuing Contract(s) effective the 2026/2027 School Year:

Kara Shepard (Maloney)

g. Limited Contracts - 2026/2027

It is recommended that the Board of Education approve the following 2026/2027 Limited Contracts as detailed in Attachment 1

h. Routine Non-Renewals: Long Term Substitutes

It is recommended that the Board of Education approve the routine non-renewal of all long term substitutes for the 2025/2026 school year.

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:

Sharon Muhlheim / Contracted Bus Driver / Transportation / Effective: End of 2025-2026 school year

b. 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:

Suzi Hrubik / Substitute: Cafe Aide, Playground Aide and Library Aide / Effective on or after: 3/12/26

Tammy Botosan / Substitute: Cafe Aide and Playground Aide / Effective on or after: 3/11/26

Sheila Shuttera / Substitute: Instructional Aide, Intensive Needs Aide, Library Aide, Cafe Aide, Playground Aide, Secretary and Food Service Worker / Effective on or after: 3/10/26

Samantha Urdiales / Substitute: Instructional Aide, Intensive Needs Aide, Cafe Aide,

Playground Aide, Secretary / Effective on or after: 3/10/26

Tony Delnegro / Substitute: Secretary / Effective on or after: 3/19/26

c. 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.

Tom Hoza

d. Routine Non-Renewals: Kindergarten and Preschool Drivers

It is recommended that the Board of Education approve the routine non-renewal of Kindergarten and Preschool Drivers at the end of the 2025/2026 school year.

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

It is recommended that the Board of Education accept the resignation of Chris Seeley in his current role as a custodian at RMS, effective 6/1/26, contingent upon approving him as the Head Custodian of Revere Middle School;

It is further recommended that the Board of Education approve Chris Seeley as the Head Custodian of Revere Middle School / Step 10 / Effective 6/1/26 (Schuelein vacancy).

3. Student Services

a. Summit County ESC / Kids First (TOPS) / Agreement / 2026-2027

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

b. Extended School Year (ESY) Coordinator - Summer 2026

It is recommended that the Board of Education approve the following:

Sarah Smith / ESY Coordinator / \$1,000 stipend

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 in Attachment OB-1

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

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

**b. Student Handbooks 2026-2027 School Year /
Second and Final Reading**

It is recommended that the Board of Education
approve the 2026-2027 Student Handbooks as
a Second and Final Reading as detailed in
Attachment OB-2

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

It is recommended that the Board of Education
approve the curriculum recommendations as a
Second and Final Reading as detailed in
Attachment OB-3

Integrated Principals of Zoology 18th Edition,
McGraw Hill

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

It is recommended that the Board of Education
review the curriculum recommendations as a
First Reading (NO ACTION) as detailed in
Attachment OB-4

Teach Town, enCORE High School

Arts and Letters, Third Grade ELA

Latin for the NEW Millennium, Latin I and II

Into Literature, Middle School ELA

e. Student Fee Schedule for 2026-2027

It is recommended that the Board of Education
approve the student fee schedule as detailed in
Attachment OB-5. Please note that the fees
have not increased and remain the same as 25-

26 school year.

f. Student Meal Prices / Effective: 2026-2027 School Year

It is recommended that the Board of Education approve a .25 increase to student meal prices, effective the 26-27 school year as detailed below.

Breakfast: \$2.00

RES: BES / \$3.00

RMS: \$3.25

RHS: \$3.25-\$3.50

Staff/Adults: \$4.25

g. NEOnet EMIS Shared Services Agreement / 2026-2027 School Year

It is recommended that the Board of Education approve the agreement as detailed in Attachment OB-6

h. 2026 Washington D.C. Trip, 8th Grade

It is recommended that the Board of Education approve the annual trip to Washington D.C. for current eighth grade students departing June 1, 2026 and returning June 4, 2026 as detailed in Attachment OB-7

i. Memorandum of Understanding (MOU) / Revere Education Association (REA) / RE: Idaho State University Coursework

It is recommended that the Board of Education approve the MOU as detailed in Attachment OB-8

X. INFORMATION/DISCUSSION ITEMS

1. Next Board Meeting Dates

The May Work Session will be held on Tuesday, May 12, 2026 beginning at 5:30 PM in the Revere Administration Building Conference Room;

The Regular May Meeting will be held Tuesday, May 19, 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 / Work Session / 3/10/26 - MINUTES

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

I. CALL TO ORDER

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

II. ROLL CALL

Jeffrey Bowler
Kasha Brackett
Jennifer Burke
Natalie Rainey
Courtney Stein

Attachment T-1

III. PRESENTATIONS

No presentations at this time.

IV. INFORMATION/DISCUSSION ITEMS

1. Board Policy Review/Discussion

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

2. Review draft agenda for the March 17, 2026 regular meeting.

3. Board Office Hours

4. PTA Council

5. Revere Student Voices

6. Scholarship Granting Organizations

V. BOARD OF EDUCATION'S AGENDA

No items at this time.

VI. TREASURER'S AGENDA - Mr. Berdine

No items at this time.

VII. SUPERINTENDENT'S AGENDA - Mr. White

No items at this time.

VIII. EXECUTIVE SESSION

Res.26-104220

Moved into Executive Session at 7:55 PM to discuss the following items:

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

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

IX. The President called the Board of Education out of Executive Session at 9:57 PM

X. ADJOURNMENT

Res. 26-104221

Moved by Mrs. Brackett, seconded by Mrs. Burke to adjourn the meeting at 9:57 PM

Motion Passed

Approved By:
Richard Berdine

Treasurer

Date

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

Agenda / March 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 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

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

Res. 26-104222 consensus items 1-5

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.

Res. 26-104222 consensus items 1-5

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

IX. SUPERINTENDENT'S AGENDA - Mr. White

1. Certificated/Licensed Personnel

Res. 26-104223 consensus items 1. a-b

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)

Res. 26-104223 consensus items 1. a-b
Moved by Mrs. Burke, seconded by Mrs. Rainey
Motion Passed

2. Classified Personnel

Res. 26-104224 consensus items 2. a-g

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)

Res. 26-104224 consensus items 2. a-g
Moved by Mrs. Stein, seconded by Mr. Bowler
Motion passed

3. Student Services

No items at this time.

4. Other Business

a. NEW/REVISED Board Policies / Second and Final Reading

Res. 26-104225

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

Moved by Mrs. Brackett, seconded by Mrs.

Burke

Motion passed

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

Res. 26-104226 consensus items 4. c-d

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

Res. 26-104226 consensus items 4. c-d
Moved by Mrs. Brackett, seconded by Mrs. Rainey

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-4

Integrated Principals of Zoology 18th Edition,
McGraw Hill

f. Curriculum Recommendations / Second and Final Reading

Res. 26-104227

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

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

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

Res. 26-104228

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

Moved by Mrs. Brackett, seconded by Mrs. Rainey
Motion passed

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

Res. 26-104229

Moved into Executive Session at 6:53 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 9:02 PM

XIV. ADJOURNMENT

Res. 26-104230

Moved by Mrs. Stein, seconded by Mr. Bowler to adjourn the meeting at 9:02 PM

Approved By:
Richard Berdine

Treasurer

Date

NEW DOCUMENT

MARCH 31, 2026

Financial Report



Revere Local School District

**Richard Berdine
Treasurer**

Revere Local School District


Forecast Comparison - General Operating Fund - March 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)	\$ 6,300,000	\$ 4,470,672	\$ 5,727,816	\$ (1,829,328)	timing of receipt of tax advances compared to forecast estimates
1.020 - Public Utility Personal Property Tax	\$ -	\$ -	\$ -	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 308,230	\$ 313,233	\$ 264,839	\$ 5,003	
1.040 - Restricted Grants-in-Aid	\$ 13,939	\$ 14,215	\$ 14,854	\$ 276	
1.050 - Property Tax Allocation	\$ -	\$ -	\$ -	\$ -	
1.060 - All Other Operating Revenues	\$ 104,413	\$ 303,462	\$ 345,245	\$ 199,049	timing of receipt of tuition receipts via State and interest from investment maturities compared to forecast estimates
1.070 - Total Revenue	\$ 6,726,582	\$ 5,101,582	\$ 6,352,753	\$ (1,625,000)	
Other Financing Sources:					
2.050 - Advances In	\$ -	\$ -	\$ -	\$ -	
2.060 - All Other Financing Sources	\$ -	\$ -	\$ 40	\$ -	
2.080 Total Revenue and Other Financing Sources	\$ 6,726,582	\$ 5,101,582	\$ 6,352,793	\$ (1,625,000)	
Expenditures:					
3.010 - Personnel Services	\$ 2,233,556	\$ 2,140,467	\$ 2,083,707	\$ 93,089	timing of payments for supplemental contracts compared to forecast estimates
3.020 - Employees' Retirement/Insur. Benefits	\$ 930,372	\$ 927,579	\$ 848,460	\$ 2,794	
3.030 - Purchased Services	\$ 547,805	\$ 591,441	\$ 538,241	\$ (43,636)	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 107,843	\$ 62,892	\$ 78,137	\$ 44,951	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 9,500	\$ 1,107	\$ 2,818	\$ 8,393	
3.060 - Intergovernmental	\$ -	\$ -	\$ -	\$ -	
4.300 - Other Objects	\$ 20,000	\$ 6,153	\$ 13,222	\$ 13,847	timing of payments compared to prior fiscal years
4.500 - Total Expenditures	\$ 3,849,076	\$ 3,729,638	\$ 3,564,584	\$ 119,438	
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	\$ 3,849,076	\$ 3,729,638	\$ 3,564,584	\$ 119,438	
Surplus/(Deficit) for Month	\$ 2,877,506	\$ 1,371,944	\$ 2,788,208	\$ (1,505,562)	
<i>rb040326</i>					

Revere Local School District

Forecast Comparison - General Operating Fund - March 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)	\$ 31,125,631	\$ 29,296,303	\$ 30,821,806	\$ (1,829,328)	timing of receipt of tax advances compared to forecast estimates
1.020 - Public Utility Personal Property Tax	\$ 1,025,997	\$ 1,025,997	\$ 966,993	\$ -	
1.035 - Unrestricted Grants-in-Aid	\$ 3,048,568	\$ 3,053,571	\$ 2,601,549	\$ 5,003	
1.040 - Restricted Grants-in-Aid	\$ 149,197	\$ 149,473	\$ 229,776	\$ 276	
1.050 - Property Tax Allocation	\$ 2,165,272	\$ 2,165,272	\$ 2,139,465	\$ -	
1.060 - All Other Operating Revenues	\$ 1,940,808	\$ 2,139,857	\$ 1,996,094	\$ 199,049	timing of receipt of tuition receipts via State and interest from investment maturities compared to forecast estimates
1.070 - Total Revenue	\$ 39,455,473	\$ 37,830,473	\$ 38,755,683	\$ (1,625,000)	
Other Financing Sources:					
2.050 - Advances In	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	
2.060 - All Other Financing Sources	\$ 250	\$ 951	\$ 360	\$ 701	
2.080 Total Revenue and Other Financing Sources	\$ 39,555,723	\$ 37,931,424	\$ 38,856,043	\$ (1,624,299)	
Expenditures:					
3.010 - Personnel Services	\$ 19,258,447	\$ 19,165,358	\$ 18,542,499	\$ 93,089	timing of payments for supplemental contracts compared to forecast estimates
3.020 - Employees' Retirement/Insur. Benefits	\$ 8,467,361	\$ 8,464,568	\$ 8,159,866	\$ 2,793	
3.030 - Purchased Services	\$ 5,622,319	\$ 5,665,955	\$ 5,399,515	\$ (43,636)	timing of payments compared to prior fiscal years
3.040 - Supplies and Materials	\$ 996,651	\$ 951,700	\$ 1,089,554	\$ 44,951	timing of payments compared to prior fiscal years
3.050 - Capital Outlay	\$ 72,188	\$ 63,795	\$ 55,213	\$ 8,393	
3.060 - Intergovernmental	\$ 21,929	\$ 21,929	\$ 215,051	\$ -	
4.300 - Other Objects	\$ 428,877	\$ 415,030	\$ 447,179	\$ 13,847	timing of payments compared to prior fiscal years
4.500 - Total Expenditures	\$ 34,867,772	\$ 34,748,335	\$ 33,908,877	\$ 119,437	
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	\$ 35,563,466	\$ 35,444,029	\$ 34,587,054	\$ 119,437	
Surplus/(Deficit) FYTD	\$ 3,992,257	\$ 2,487,395	\$ 4,268,989	\$ (1,504,862)	
<i>rb040326</i>					

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	4,470,672	-	125,530	177,932	313,233	-	14,215	-	5,101,582
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
Totals	\$29,296,302	\$1,025,998	\$885,340	\$1,254,516	\$3,053,571	\$2,165,272	\$149,474	\$100,951	\$37,931,424
% of Total	77.23%	2.70%	2.33%	3.31%	8.05%	5.71%	0.39%	0.27%	

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

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	2,140,467	927,579	591,441	62,892	1,107	6,153	-	-	3,729,638
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
TOTALS	\$19,165,358	\$8,464,568	\$5,665,955	\$951,700	\$63,796	\$415,029	\$21,929	\$695,694	\$35,444,028
% of Total	54.07%	23.88%	15.99%	2.69%	0.18%	1.17%	0.06%	1.96%	

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

Revere Local School District

March 2026



Financial Summary

rb040326

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	\$5,101,581.65	\$37,931,424.45	\$3,729,637.98	\$35,444,028.41	\$25,107,194.75	\$1,702,576.93	\$23,404,617.82
002	Bond Retirement	\$5,367,096.37	\$428,003.43	\$3,408,578.67	\$0.00	\$3,398,332.19	5,377,342.85	\$500.00	5,376,842.85
003	Permanent Improvement	\$1,377,562.72	\$0.00	\$1,027,981.03	\$0.00	\$1,521,735.65	883,808.10	\$386,452.17	497,355.93
006	Food Service	\$853,251.04	\$161,512.98	\$1,002,801.20	\$148,131.41	\$1,085,496.10	770,556.14	\$242,581.11	527,975.03
007	Special Trust	\$66,639.36	\$716.83	\$108,418.06	\$21.70	\$19,024.29	156,033.13	\$0.00	156,033.13
008	Endowment	\$20,858.01	\$79.45	\$643.07	\$0.00	\$1,000.00	20,501.08	\$0.00	20,501.08
009	Uniform School Supplies	\$47,442.95	\$5,629.70	\$110,069.03	\$4,959.55	\$77,607.44	79,904.54	\$36,101.35	43,803.19
018	Public School Support	\$170,952.20	\$8,620.83	\$140,107.73	\$1,123.55	\$52,306.79	258,753.14	\$35,860.67	222,892.47
019	Other Grants	\$19,656.54	\$5,200.00	\$8,050.00	\$2,927.30	\$6,310.13	21,396.41	\$8,729.71	12,666.70
022	District Agency	\$42,535.99	\$0.00	\$6,820.96	\$0.00	\$2,535.55	46,821.40	\$0.00	46,821.40
024	Employee Benefits Self-Insurance	\$14,551.94	\$4,828.88	\$43,419.91	\$3,676.06	\$42,095.26	15,876.59	\$16,041.74	(165.15)
026	Employee Benefits Section 125	\$1,400.06	\$8,402.49	\$75,897.41	\$5,859.40	\$80,602.11	(3,304.64)	\$21,267.24	(24,571.88)
200	Student Managed Activity	\$301,124.82	\$13,702.60	\$83,688.55	\$3,370.17	\$60,211.58	324,601.79	\$65,662.42	258,939.37
300	District Managed Student Activities	\$123,710.73	\$37,702.38	\$562,480.14	\$47,074.27	\$490,556.78	195,634.09	\$59,838.91	135,795.18
451	Data Communications	\$0.00	\$4,233.12	\$8,233.12	\$0.00	\$4,000.00	4,233.12	\$0.00	4,233.12
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)	\$139,582.80	\$552,114.22	\$57,063.90	\$519,087.89	(15,804.45)	\$25,455.00	(41,259.45)
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)	\$18,867.68	\$95,132.31	\$9,433.84	\$95,309.35	(4,716.92)	\$0.00	(4,716.92)
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	\$956.00	\$6,692.00	\$956.00	\$6,692.00	0.00	\$956.00	(956.00)
590	Title II-A	\$0.00	\$12,965.00	\$38,895.00	\$6,482.50	\$42,136.25	(3,241.25)	\$0.00	(3,241.25)
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	\$5,952,585.82	\$45,264,312.99	\$4,020,717.63	\$42,963,467.77	\$33,288,456.00	\$2,642,294.68	\$30,646,161.32

Revere Local School District



Cash Reconciliation

March 31, 2026

Cash Summary Report Balance			\$ 33,288,456.00
Bank Balance:			
Huntington Bank	1,282,095.37		
	-		
	-		
		\$ 1,282,095.37	
Investments:			
Meeder Investment Managers Managed Portfolio	20,893,327.60		
STAR Ohio - General Account	10,475,366.74		
	-		
		\$ 31,368,694.34	
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		\$ (3,045.96)	
Outstanding Deposits/Other Adjustments:			
Payroll Adjustment	(2,110.72)		
ACH Payments/Deposits In Transit	8,481.53		
Insurance Consortium Advance Payment for June 2026 Premiums	640,000.00		
STRS Shortfall Payment In Transit	(12,075.91)		
		\$ 634,294.90	
Bank Balance			\$ 33,288,456.00
Variance			\$ -

Revere Local School District



March 31, 2026

Appropriation Summary

rb040326

		FYTD	Prior FY Carryover	FYTD	FYTD	MTD	Current	FYTD	FYTD
Fund		Appropriated	Encumbrances	Expendable	Expenditures	Expenditures	Encumbrances	Balance	Percent Exp/Enc
001	General Fund	\$47,948,223.81	\$349,593.19	\$48,297,817.00	\$35,444,028.41	\$3,729,637.98	\$1,702,576.93	11,151,211.66	76.91%
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	\$0.00	\$386,452.17	288,780.01	86.86%
006	Food Service	\$1,763,279.00	\$0.00	\$1,763,279.00	\$1,085,496.10	\$148,131.41	\$242,581.11	435,201.79	75.32%
007	Special Trust	\$78,500.00	\$22,194.58	\$100,694.58	\$19,024.29	\$21.70	\$0.00	81,670.29	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	\$144,939.99	\$2,064.18	\$147,004.17	\$77,607.44	\$4,959.55	\$36,101.35	33,295.38	77.35%
018	Public School Support	\$221,949.31	\$16,525.01	\$238,474.32	\$52,306.79	\$1,123.55	\$35,860.67	150,306.86	36.97%
019	Other Grants	\$22,240.05	\$5,604.72	\$27,844.77	\$6,310.13	\$2,927.30	\$8,729.71	12,804.93	54.01%
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	\$42,095.26	\$3,676.06	\$16,041.74	4,863.00	92.28%
026	Employee Benefits Section 125	\$145,000.00	\$0.00	\$145,000.00	\$80,602.11	\$5,859.40	\$21,267.24	43,130.65	70.25%
200	Student Managed Activity	\$189,742.50	\$6,250.00	\$195,992.50	\$60,211.58	\$3,370.17	\$65,662.42	70,118.50	64.22%
300	District Managed Student Activities	\$628,849.14	\$30,628.62	\$659,477.76	\$490,556.78	\$47,074.27	\$59,838.91	109,082.07	83.46%
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	\$519,087.89	\$57,063.90	\$25,455.00	103,487.12	84.03%
551	Limted 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	\$95,309.35	\$9,433.84	\$0.00	35,269.96	72.99%
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	\$6,692.00	\$956.00	\$956.00	1,890.05	80.18%
590	Title II-A	\$55,798.88	\$0.00	\$55,798.88	\$42,136.25	\$6,482.50	\$0.00	13,662.63	75.51%
599	Miscellaneous Federal Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	#DIV/0!
Totals		\$58,222,643.35	\$1,188,955.15	\$59,411,598.50	\$42,963,467.77	\$4,020,717.63	\$2,642,294.68	\$13,805,836.05	76.76%

Revere Local School District



**Check Register for Checks > \$9,999.99
March 2026**

Vendor	Amount	Fund	Description
Ohio Schools Council	\$ 12,200.00	001	Natural gas
Lewis Landscaping & Nursery Inc.	\$ 14,350.00	001	Property maintenance
PSI	\$ 20,591.00	001	Nursing services
Squire Patton Boggs LLP	\$ 31,255.00	001	Legal services
Vend-ucation LLC	\$ 12,480.00	006	Replacement snack machine
Kidslink Neurobehavioral	\$ 16,133.34	001	Special education tuition
PRN Therapy Services Inc.	\$ 38,662.44	001	OT/PT services
Renhill Group, Inc.	\$ 30,173.93	001	Substitute teachers
Summit County Fiscal Officer	\$ 39,774.79	001	School Resource Officer
Effective Utility Service	\$ 18,138.75	001	Electricity
PRN Therapy Services Inc.	\$ 39,119.19	001	OT/PT services
Renhill Group, Inc.	\$ 32,535.86	001	Substitute teachers
VALIC	\$ 32,374.06	001	Retiree severance payment
Ohio Edison Co.	\$ 12,842.50	001	Electricity
Huntington National Bank	\$ 19,220.96	various	Subscriptions, administrative fees, instructional supplies, technology supplies, travel, student activity supplies, athletics supplies
ESC of Northeast Ohio	\$ 148,752.31	001/516/587	Special education aides, interpreter, gifted coordinator, preK teachers/aides, at-risk coordinator, LEP services, conference registration fee
Gordon Food Service	\$ 13,158.46	006	Food services supplies
Gordon Food Service	\$ 15,780.28	006	Food services supplies
Gordon Food Service	\$ 14,975.51	006	Food services supplies
Huntington Bank	\$ 14,416.30	various	Medicare contributions
Huntington Bank	\$ 16,636.82	various	Medicare contributions
SERS	\$ 67,526.00	various	Classified retirement
STRS	\$ 239,580.09	various	Certified retirement
STRS	\$ 12,075.91	various	Certified retirement
SRHCC-Medical	\$ 547,587.27	001/006	Employee benefits medical/prescription insurance
SRHCC-Dental	\$ 23,936.71	001/006	Employee benefits dental insurance
rb040326			

NEW DOCUMENT

Attachment T-3



Fuci, Kitsa <kfuciu@revereschools.org>

Brenda Moll; Richard Berdine ▾

3:06 PM

Then and now report for board



Here you go! Thanks!

Check Number	Vendor Number	Paid To	Check Date	Check Amount
405364	483231	PRN THERAPY SERVICES INC	03-12-26	\$ 38,662.44
930162	363643	HUNTINGTON NATIONAL BANK	03-19-26	\$ 19,220.96



NEW DOCUMENT

Attachment T-4

**LIST OF DONATIONS
RECEIVED BY THE REVERE LOCAL SCHOOL DISTRICT
April 21, 2026**

CASH DONATIONS

- | | |
|---|-------------|
| 1. To: Revere High School Athletics-Boys Golf Program | \$5,278.79 |
| From: David Archer | |
| 2. To: Revere High School-Ben Christman Scholarship | \$ 300.00 |
| From: Bruce and Diana Kowalski | |
| 3. To: Revere Schools: T. Holztrager-Flexible seating | \$ 1,000.00 |
| J. Martin-P Pod Postural Support System | \$ 2,200.00 |
| M. McDonald-Accessible Adapted Kitchen | \$ 2,000.00 |
| From: GPD Group Employees Foundation | |

EQUIPMENT / OTHER DONATIONS

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

NEW DOCUMENT



Venus, Candi <cvenus@revereschools.org>



9:32 AM

Fwd: RMS Library Discard Items for BOE Approval 20260408

You forwarded this message on 4/8/2026 9:57 AM.



RMS Discard to BOE 20260408.xlsx
37 KB

Hi Brenda,

Please see the attached.

Thanks,
Candi

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

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

Date: Wed, Apr 8, 2026 at 9:15 AM

Subject: RMS Library Discard Items for BOE Approval 20260408

To: Candi Venus <cvenus@revereschools.org>

Attached is the list of **items** that have been **weeded from the library catalog** due to duplication, replacement, loss or nil 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.*

ATTACHMENT T-5

Item#	Call#	Title	ItemGrp	MatTy	ShelfLoc	Library
349565.xlsx						04-09-26
3490020000025	01.9043 ALL	Unexplained / Judy Allen	NONFICTION	BOOK	DISCARD	REMS
3490160297272	03.102 GUI	Guinness world records 2020	NONFICTION	BOOK	DISCARD	REMS
3490160297249	03.102 GUI	Guinness World Records, 2021 / Guinness World Records	NONFICTION	BOOK	DISCARD	REMS
3490160298249	03.102 TIB	Ripley's believes it or not! : download the weird / [text, Geoff Tibbalds ; additional text, James Proud]	NONFICTION	BOOK	DISCARD	REMS
34909210005162	03.102 TIB	Ripley's believes it or not! / Ripley, Robert	NONFICTION	BOOK	DISCARD	REMS
34909210005163	291.13 PHI	Myths & legends / [by] Neil Philip	NONFICTION	BOOK	DISCARD	REMS
34909210005663	364 BYR	1886 professional criminals of the West : the lives of Arthur M. Schlesinger, Jr. / [and] S. J. Perleman	NONFICTION	BOOK	DISCARD	REMS
34909210007372	398.2 WAR	Unfettered wisdom : an anthology of Aesop's fables / retold & illustrated by William A. Weeks	NONFICTION	BOOK	DISCARD	REMS
34909210007373	398.26 HOF	Constellations and stars / by Mary Hoffman ; illustrated by Jane Ray	NONFICTION	BOOK	DISCARD	REMS
34909210009365	523.8 MEC	Constellations of the northern sky / text by Gary Mechlner and Mark Wolf ; with astronomical charts by Will Thron	NONFICTION	BOOK	DISCARD	REMS
34909210009366	623.4 WHE	Mister Riffman / by Colonel Townsend Whelan and Bradford Angier	NONFICTION	BOOK	DISCARD	REMS
349092100052189	780.9 BAU	Agadez : a journey from prehistoric times to the present / by Antonio Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	BOOK	DISCARD	REMS
349092100052197	780.9 MOO	Agadez : a journey from prehistoric times to the present / by Antonio Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	BOOK	DISCARD	REMS
349092100052219	780.92 VEN	Agadez : a journey from prehistoric times to the present / by Antonio Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	BOOK	DISCARD	REMS
349092100055695	799.1 CED	The Complete Book of Sportfishing	NONFICTION	BOOK	DISCARD	REMS
349092100055685	808.1 FAN	Agadez : a journey from prehistoric times to the present / by Antonio Bauer & Ethel Peyser ; with an introduction by William J. Henderson	NONFICTION	BOOK	DISCARD	REMS
349092100055686	914.15 NEW	The Magic and Mystery of Ireland	NONFICTION	BOOK	DISCARD	REMS
349092100055684	915.6 HIS	A historic pilgrimages, Jan. 4-6, 1964	NONFICTION	BOOK	DISCARD	REMS
349092100061958	920 DEL	American heroes / Marjorie Ferguson Delano	NONFICTION	BOOK	DISCARD	REMS
349092100061966	920 DEL	American heroes / Marjorie Ferguson Delano	NONFICTION	BOOK	DISCARD	REMS
349092100062346	920 KEN	Profiles in courage; young readers memorial edition, abridged. Special thanks to the crew of the USS Intrepid	NONFICTION	BOOK	DISCARD	REMS
349092100062782	920 RAT	Women of courage / illustrated by Carolyn Cather	NONFICTION	BOOK	DISCARD	REMS
349092100063145	920 ROS	Heroines of the early West / illustrated by Carolyn Cather	NONFICTION	BOOK	DISCARD	REMS
34909165037491	920 SAP	Goaldens : Larry Pape and Sergey Brin / by Kerrily Sapet	NONFICTION	BOOK	DISCARD	REMS
349091602162161	940.54 ATK	D-Day : the invasion of Normandy, 1944 / Rick Atkinson, with Kate Messner	NONFICTION	BOOK	DISCARD	REMS
34909165028566	973 ATK	Where our roots rest : Arlington National Cemetery	NONFICTION	BOOK	DISCARD	REMS
34909160207768	973.3 KOS	Founding fathers : the fight for freedom and the birth of American liberty / by Ken Kessler	NONFICTION	BOOK	DISCARD	REMS
349092100071809	973.7 CLI	The Civil War : an illustrated history, Catherine Clinton	NONFICTION	BOOK	DISCARD	REMS
349092100072195	973.7 TIM	Arms and Equipment of the Confederacy	NONFICTION	BOOK	DISCARD	REMS
349092100072203	973.7 TIM	Arms and Equipment of the Union	NONFICTION	BOOK	DISCARD	REMS
349092100072218	973.7 TIM	Arms and Equipment of the Union	NONFICTION	BOOK	DISCARD	REMS
349091650105848	973.7092 SWA	Chasing Lincoln's killer / James L. Swanston	NONFICTION	BOOK	DISCARD	REMS
349092100072377	973.73 PET	The mystery addresses : the story of two brothers	NONFICTION	BOOK	DISCARD	REMS
349092100072591	973.91 STO	Explore America : tours of discovery through our magnificent country / [Richard Marshall]	NONFICTION	BOOK	DISCARD	REMS
349092100072617	973.91 STO	Making the world safe for democracy / editor in chief Henry Steele	NONFICTION	BOOK	DISCARD	REMS
34909200093334	974.7 HOM	The historical atlas of New York City : a visual celebration of nearly 400 years of New York City's history / Eric Hoberger	NONFICTION	BOOK	DISCARD	REMS
349092100073060	974.71 HAL	From colony to nation : with Washington and his army in the War for Independence / by Olga Hall. [Quot. in: Lincoln's key to the White House]	NONFICTION	BOOK	DISCARD	REMS
349092100073276	975.3 HAL	The Franklin Delano Roosevelt Memorial / Lawrence Halgrin	NONFICTION	BOOK	DISCARD	REMS
349092100073326	975.3 MIE	The White House and the Presidency	NONFICTION	BOOK	DISCARD	REMS
349092100073342	975.5 FIS	Jamestown : first English colony / by the editors of American Heritage. Author: Marshall W. Fishwick. Consultant: Parke Rouse, Jr.	NONFICTION	BOOK	DISCARD	REMS
349092100073409	975.6 MIL	Roanoke : the mystery of the lost colony / by Lisa Miller	NONFICTION	BOOK	DISCARD	REMS
34909165005274	976.4 BEL	The Sage of Alamo : soldiering in the Texas revolution / by Susan Provost Beller	NONFICTION	BOOK	DISCARD	REMS
349092100073516	976.4 LOR	A time to stand / by Walter Lord	NONFICTION	BOOK	DISCARD	REMS
349092100073512	976.4 YIN	The 100 : the 100 greatest Americans of all time / by John Edgar Hoover	NONFICTION	BOOK	DISCARD	REMS
349092100073599	977 HAT	A pictorial history of the Great Lakes / by Harlan Hatcher and Erich A. Walter, assisted by Olivia W. Kaye, Jr.	NONFICTION	BOOK	DISCARD	REMS
349092100073556	977.1 AMB	A history of transportation in the Ohio Valley : with special reference to its waterways, trade and commerce from the earliest period to the present time	NONFICTION	BOOK	DISCARD	REMS
349092100073714	977.1 COL	Ohio, the Buckeye State	NONFICTION	BOOK	DISCARD	REMS
349092100073716	977.1 HIS	The foundations of Ohio / by Beverly W. Bond, Jr.	NONFICTION	BOOK	DISCARD	REMS
349092100074183	977.1 HIS	The frontier state, 1803-1825 / by William T. Utter	NONFICTION	BOOK	DISCARD	REMS
349092100074189	977.1 HIS	History of the state of Ohio, Volume III, the passing of the frontier, 1825-1850 / by Francis P. Weisenburger	NONFICTION	BOOK	DISCARD	REMS
349092100073912	977.1 HIS	History of the state of Ohio, Volume V, Ohio comes of age, 1873-1900 / by Philip D. Jordan	NONFICTION	BOOK	DISCARD	REMS
349092100074100	977.1 HIS	The great West : 1850-1873	NONFICTION	BOOK	DISCARD	REMS
349092100073996	977.1 HIS	The great West : 1850-1873	NONFICTION	BOOK	DISCARD	REMS
349091601653005	977.1 KAN	Columbus & the Ohio State University then & now / Kathy Mast Kanes & Doreen Uhas Sauer	NONFICTION	BOOK	DISCARD	REMS
349092100073920	977.1 KNE	Knights of the Round Table	NONFICTION	BOOK	DISCARD	REMS
349092100074159	977.1 SMI	The mapping of Ohio : the delineation of the State of Ohio through the use of manuscript maps, printed maps, and field sketches and plans from original map makers with a narrative which describes each map from contemporary sources / Thomas H. Smith	NONFICTION	BOOK	DISCARD	REMS
349092100074399	978 TAY	What do we know about the Plains Indians? / Colin Taylor	NONFICTION	BOOK	DISCARD	REMS
349092100074456	978.9 LOU	The lost world of the Anasazi : exploring the mysteries of Chaco Canyon / Peter Louie	NONFICTION	BOOK	DISCARD	REMS
349092100074605	980 GEL	Bolivia / LeAnne Gellley	NONFICTION	BOOK	DISCARD	REMS
349092100074613	980 GER	Colombia / LeAnne Gellley	NONFICTION	BOOK	DISCARD	REMS
349092100074639	980 HER	South America : facts & figures / LeAnne Gellley	NONFICTION	BOOK	DISCARD	REMS
349092100074647	980 SHO	Argentina / Charles J. Shields	NONFICTION	BOOK	DISCARD	REMS
349092100074654	980 SHI	Brazil / Charles J. Shields	NONFICTION	BOOK	DISCARD	REMS
349092100074660	980 SHI	Chile / Charles J. Shields	NONFICTION	BOOK	DISCARD	REMS
349092100074668	980 SHI	Venezuela / Charles J. Shields	NONFICTION	BOOK	DISCARD	REMS
349092100074696	980 SHI	Venezuela / Charles J. Shields	NONFICTION	BOOK	DISCARD	REMS
349092100074712	980 TEM	Guayana / Bob Temple	NONFICTION	BOOK	DISCARD	REMS
349092100074720	980 WIL	Ecuador / Colleen Maddonna Flood Williams	NONFICTION	BOOK	DISCARD	REMS
349092100074720	980 WIL	Ecuador / Colleen Maddonna Flood Williams	NONFICTION	BOOK	DISCARD	REMS
349092100074779	985 HOW	Pizarro and the conquest of Peru / by the editors of Horizon magazine. Author: Cecil Howard. Consultant: J. H. Parsons	NONFICTION	BOOK	DISCARD	REMS
349091601626260	B ALI	Ali : an American champion / Barry Deneberg	BIOGRAPHY	BOOK	DISCARD	REMS
349092100020111	B ARM	Everly second counts / Lance Armstrong with Sally Jenkins	BIOGRAPHY	BOOK	DISCARD	REMS
349092100020218	B ASH	Barry Manilow : baking and writing hits in tennis / David K. Wright	BIOGRAPHY	BOOK	DISCARD	REMS
349091650054007	B BAR	The great and only Barnum : the tremendous, stupendous life of Showman P.T. Barnum / by Candace Fleming ; illustrated by Ray Fenwick	BIOGRAPHY	BOOK	DISCARD	REMS
34909165018384	B BER	Music was it : young Leonard Bernstein / Susan Goldman Rubin	BIOGRAPHY	BOOK	DISCARD	REMS
349092100001668	B BUR	The life and times of the fugitive and triumph of a rebel slave / by Virginia Hamilton	BIOGRAPHY	BOOK	DISCARD	REMS
349092000007707	B CAP	Al Capone : a dangerous existence	BIOGRAPHY	BOOK	DISCARD	REMS
349092100020731	B CAR	George Washington Carver / Lois P. Nicholson	BIOGRAPHY	BOOK	DISCARD	REMS
349092100020772	B CAS	Fidel Castro / by Ellen R. Butts and Joyce R. Schwartz	BIOGRAPHY	BOOK	DISCARD	REMS
349092100020950	B CHU	Churchill : portrait of greatness	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021105	B CUM	Cummings / text by S. L. Berry ; artwork by Stearns Edgewise	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021200	B CUR	Marie Curie : a brilliant life / written by Elizabeth MacLeod	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021283	B DAV	Leonardo, beautiful, beautiful, beautiful / Byron	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021191	B DAV	On the field with the Trenchard / Robert M. Christy	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021390	B DIA	Princess / Robert Lacey ; designed by Michael Rand	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021416	B DIC	Emily Dickinson / text by S. L. Berry. Illustrated by Usgard Stevner	BIOGRAPHY	BOOK	DISCARD	REMS
349092100089785	B EDM	Behind rebel lines : the incredible story of Emma Edmonds, Civil War nurse	PAPERBACK	BOOK	DISCARD	REMS
349092100021689	B EIN	Albert Einstein : a photographic portrait / Einstein / by Marjorie Ferguson Delano	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021903	B EVD	Walker Evans : photographer of America / Thomas H. Ince	BIOGRAPHY	BOOK	DISCARD	REMS
349092180001480	B FEA	Frank Ferrer / by Anne K. Brown	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021960	B FIL	Zata's diary / by Zlata Filipovic	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021978	B FIL	Zlata's diary : a child's life in Sarajevo / Zlata Filipovic ; with an introduction by Janine Di Giovanni ; translated with notes by Christina Phokionovich-Zoric	BIOGRAPHY	BOOK	DISCARD	REMS
34909165035131	B FRA	Becoming Ben Franklin : how a candle-maker's son helped light the flame of liberty / Russell Freedman	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022109	B FRA	Ben Franklin's goodness : being a true account of the good gentleman's life / Candace Fleming	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022166	B FRA	Benjamin Franklin / Peter and Connie Rodd	BIOGRAPHY	BOOK	DISCARD	REMS
34909180031669	B FRA	Pope Francis : spiritual leader and voice of the poor / by Amanda Lanser	BIOGRAPHY	BOOK	DISCARD	REMS
349092100055537	B GAD	Gad : God's new kind of action hero / by Vanessa Oswald	BIOGRAPHY	BOOK	DISCARD	REMS
349092100021276	B GOM	Union made : labor leader Samuel Gompers and his fight for workers' rights / Norman H. Finkelstein	BIOGRAPHY	BOOK	DISCARD	REMS
349092100080644	B GOO	My life with the chimpanzees / by Jane Goodall	BIOGRAPHY	BOOK	DISCARD	REMS
349092000010206	B HAL	Agent most wanted : the never-before-told story of the most dangerous spy of World War II / Sonia Purnell	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022836	B HAM	On the field with-- Mia Hamm / text by Glenn Stout	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022869	B HAR	Harrison / by the editors of Rolling Stone ; foreword by Olivia Harrington ; introd. by Ann S. Wenner ; edited by Jason Fine	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022877	B HAU	The endless steppe : growing up in Siberia / Esther Hautzig	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022919	B HAW	One wild ride : the life of a young skateboarder superstar / Gary Hawk / by Mark Stewart	BIOGRAPHY	BOOK	DISCARD	REMS
349092000006678	B HEN	Onward : a photobiography of African-American polar explorer Matthew Henson / by Dolores Johnson	BIOGRAPHY	BOOK	DISCARD	REMS
349092100022943	B HEN	Prince Henry the Navigator / Leonard Everett Fisher	BIOGRAPHY	BOOK	DISCARD	REMS
349092000006683	B HEN	Song for Jimi : the story of guitar legend Jimi Hendrix / Charles R. Smith ; Ed Rodriguez	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023149	B HUG	Langston Hughes / text by S. L. Berry	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023263	B JAC	Sports great Bo Jackson / Ron Knapp	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023404	B JET	Deen Jeter : Sprinter Shortstop	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023412	B JOA	Donk letter / written by Angela Bull /illustrator, Mike Bell	BIOGRAPHY	BOOK	DISCARD	REMS
34909160182722	B JOB	Time magazine Steve jobs / [edited by] The Editors of TIME Magazine	NONFICTION	BOOK	DISCARD	REMS
349092000008382	B KAE	Colin Kaepernick : from free agent to change agent / Eric Braun	BIOGRAPHY	BOOK	DISCARD	REMS
34909210004367	B KAU	The hidden girl : a true story of the Holocaust / by Lola Rein Kaufman with Lisa Metzger	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023933	B KWA	Michelle Kwan : champion on ice / Kimberly Gatto	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023917	B KWA	Michelle Kwan, my story : heart of a champion / [by] Michelle Kwan & Tara Lipinski / Chip Lovett	BIOGRAPHY	BOOK	DISCARD	REMS
349092100023925	B KWA	Skating for the gold : Michelle Kwan & Tara Lipinski / Chip Lovett	BIOGRAPHY	BOOK	DISCARD	REMS
349092100024121	B LES	On the court with-- Lisa Leslie / Matt Christopher	BIOGRAPHY	BOOK	DISCARD	REMS
349092100024386	B LIV	David Livingstone : missionary and explorer / Sam Wellman	BIOGRAPHY	BOOK	DISCARD	REMS
349092100024584	B MAL	Malcolm X / Force for Change	BIOGRAPHY	BOOK	DISCARD	REMS
349092000052222	B MAY	Baker Mayfield / Jon M. Fishman	BIOGRAPHY	BOOK	DISCARD	REMS
349092000055636	B MIR	Lin-Manuel Miranda : revolutionary playwright, composer, and actor / Heather E. Schwartz	BIOGRAPHY	BOOK	DISCARD	REMS
349092100025144	B MON	Monet / Antony Mason	BIOGRAPHY	BOOK	DISCARD	REMS
349091650080670	B OAK	Bully-eye : a photobiography of Anne Buckley / by Sue Macy ; foreword by Rick Edwards	BIOGRAPHY	BOOK	DISCARD	REMS
34909200004589	B OGR	Basher five-two : the true story of a 16 fighter pilot Captain Scott O'Grady / Scott O'Grady with Michael French	NONFICTION	BOOK	DISCARD	REMS
34909165022865	B PEI	J. M. Pei : architect of time, place, and purpose / by Jill Rubalcaba	BIOGRAPHY	BOOK	DISCARD	REMS
34909200005388	B PEL	Nancy Pelosi : political powerhouse / Rick Edwards	BIOGRAPHY	BOOK	DISCARD	REMS
349092100026563	B ROO	Franklin Delano Roosevelt / Fred L. Annand	BIOGRAPHY	BOOK	DISCARD	REMS
349092100026621	B ROO	The great adventure : Theodore Roosevelt and the rise of modern America / by Albert Marrin	BIOGRAPHY	BOOK	DISCARD	REMS
349092100026837	B SAN	Barry Sanders : star running back / Nathan Aspin	BIOGRAPHY	BOOK	DISCARD	REMS
349091601838357	B SCH	Hot pink : the life and fashions of Elsa Schiaparelli / Susan Goodman Rubin	NONFICTION	BOOK	DISCARD	REMS
349092100026951	B SEA	Junior Seau : star linebacker / Jeff Sauer	BIOGRAPHY	BOOK	DISCARD	REMS
349092100026993	B SHA	Shakespeare : written by Peter Chappas / photographed by Steve Teague	BIOGRAPHY	BOOK	DISCARD	REMS
349092100027025	B SHA	Shakespeare : his work & his world / by Peter Rosen ; illustrated by Robert Ingegn	BIOGRAPHY	BOOK	DISCARD	

NEW DOCUMENT

Attachment 1

Limited Contract List 2026-2027

<ol style="list-style-type: none">1. Julie Bird2. Kim Borcoman3. Joshua Bowman4. Kate Breiding5. Tom Chiera6. Megan Cronick7. Ripley Crosley8. Michele Delahunty9. Rebecca DeLauder10. Elyn Deluca11. Lauryn Dies12. Rebecca Dolosich (Ray)13. Brittany Fallon14. Montana Fassnacht15. Ryan Fletcher16. Emily Forster17. Ryan Frank18. Colleen Fry19. Andrew Gaug20. Hannah Grissom21. Jessica Hiltbrand22. Tanya Holztrager23. Emma Verhas (Imrie)24. Kelsey Johnson25. Shannon Kahoe26. Allison Kilway27. Megan Kistner28. Elyssa Koutrodimos29. Katie Laakso30. Anne (Annie) Lochridge31. Jordan Martin32. Melody McDonald33. Samantha Nemet34. Jill Newlan35. Ashley O'Donnell (Ostrowski)	<ol style="list-style-type: none">36. Sierra Pabon37. Tyler Pacifico38. Leah Parish39. Katelyn Petridis40. Sarah Coon (Pine)41. Amanda Ralston42. Angeline Redman43. Hanna Reljin44. Brett Rodgers45. Sarah Salloum46. Allison Schank47. Kathy Shaffer48. Makenzie Smith49. Adena Schneider (D'Amico)50. Traci Spaeth51. Cory Sullivan52. Rebecca (Becca) DiLauro (Tacchite)53. Kayle Toth54. Elli Trimble55. Kristen Turner56. Allison Truax-Loescher57. Kevin Verde58. Isabelle Virag59. Jacob Welch60. Michael Wiley61. Meredith Wooley62. Melissa Yoder (Zahuranec)63. Sarah Zustin
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NEW DOCUMENT

SUMMIT EDUCATIONAL SERVICE CENTER
CONTRACT FOR SERVICES FOR STUDENTS WITH A DISABILITY
Student Institutional Placement in a School other than Student(s) District of Residence

AGREEMENT FOR ADMISSION FOR TUITION PUPILS
PURSUANT TO SECTIONS 3327.07, 3327.06, 3323.14, and 3317.08 O.R.C.

SCHOOL OF ATTENDANCE: Kids First/TOPS Extended School Year Program

The Summit Educational Service Center Board of Governors hereby enters into a contract for admission (pursuant to Section 3327.04 O.R.C) of the student(s) listed below to the Extended School Year (ESY) Kids First/Transition Opportunity Program for Students (TOPS) with the Revere Local School District (District of Residence) for educational purposes for the school year of Summer 2026.

The Revere Local School District (District of Residence) hereby agrees to pay directly to the Summit Educational Service Center for each of the listed pupil(s) an amount equal to the ESY tuition rate of \$3,000 per student to attend the 2026 ESY Program, for a total cost of \$6,000 to the district to the Summit Educational Service Center (District of Attendance).

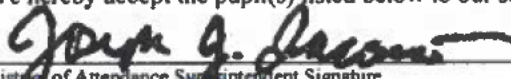
The Summit Educational Service Center Board of Governors (District of Attendance) will NOT include these IEP (Individualized Education Program) placed pupil(s) in their ADM certification.

Name of Student

Address of Student

1. 
2. 
3. _____
4. _____

We hereby accept the pupil(s) listed below to our school/program on the terms described above.


District of Attendance Superintendent Signature

3/16/2026
Date


District of Attendance Treasurer Signature

3/16/2026
Date

District of Residence

We hereby acknowledge and approve the above listed pupil(s) to your school/program on the terms described above for the extended school year program Summer 2026. We likewise acknowledge and approve the additional cost of a One-on-One Aide, if required by the IEP.

District of Residence Superintendent Signature

Date

District of Residence Treasurer Signature

Date

NEW DOCUMENT

Attachment OB-1

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

STUDENT HANDBOOK

Richfield Elementary

School

Attachment OB-2

2026-2027



VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

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

#WeRRevere

Richfield Elementary Guidelines

Absence/Attendance

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

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

Attendance 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.

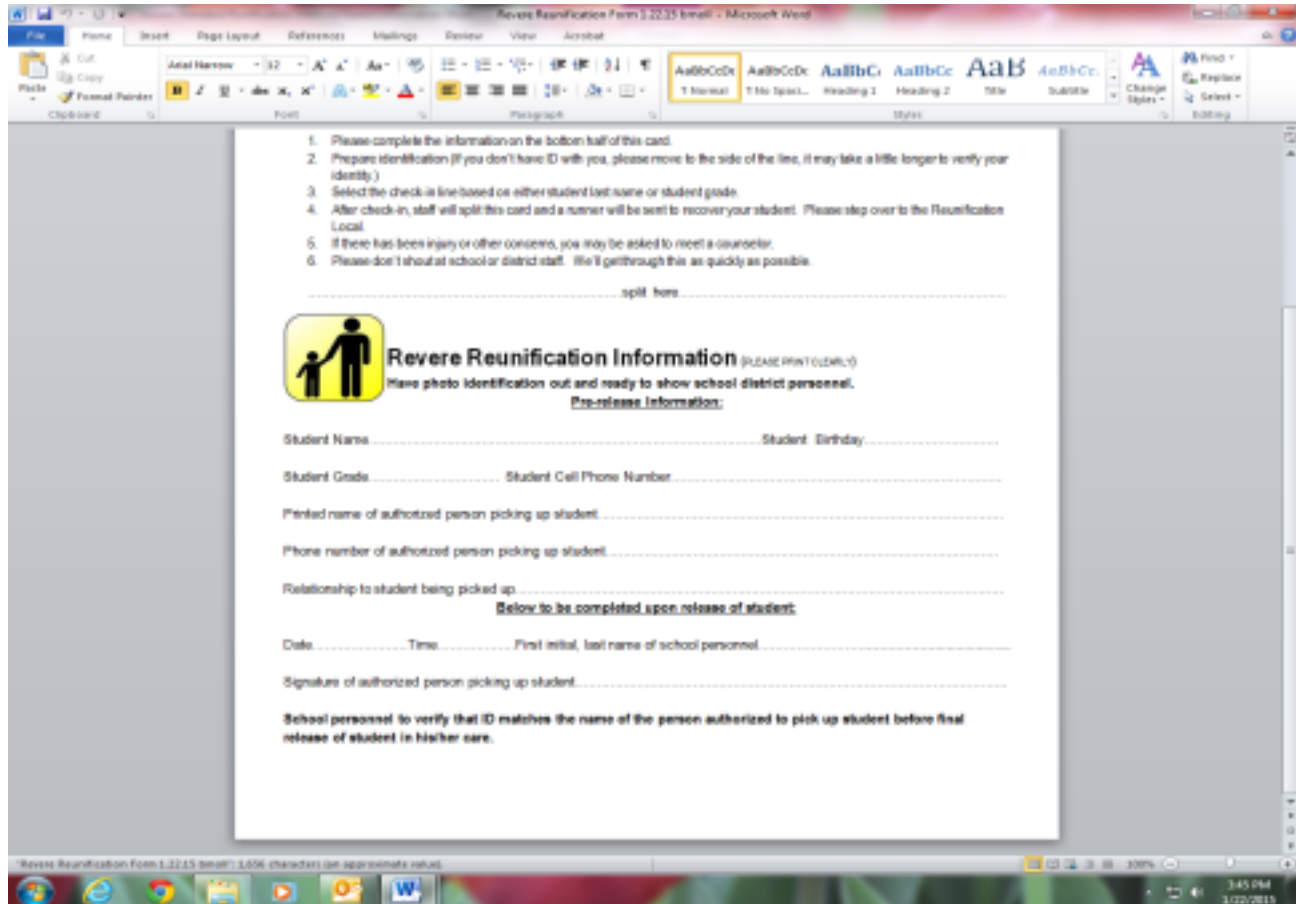
How it Works

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



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



VISION OF A MINUTEMAN

A REVERE MINUTEMAN...

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

(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,

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

Doug Faris
Principal of Revere High School

Quick Reference

Administrative Assistants

RHS Main Office - Mrs. Zendlo

(330) 523-3202

dzendlo@revereschools.org

RHS Attendance Office - Mrs. 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@reverseschools.org

Mrs. Tiffany Tuma

Assistant Principal

tuma@reverseschools.org

Mr. Don Seeker

Athletic Director

dseeker@reverseschools.org

SCHOOL COUNSELING DEPARTMENT

???????

School Counselor (All Students, 9th grade only)

Nick DePompei

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

ndepompei@reverseschools.org

Emily Rion

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

erion@reverseschools.org

Elizabeth Long

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

elong@reverseschools.org

SCHOOL RESOURCE OFFICER

Officer Scott Dressler

sdressler@reverseschools.org

Safe School Hotline

www.safeschoolhelpline.com

1-800-418-6423 (EXT 359)

ACADEMIC EXTRACURRICULAR ELIGIBILITY

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

ACADEMIC INTEGRITY

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

ACCIDENTS

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

ATHLETICS

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

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

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

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

❖ **ATHLETICS AND OHSAA**

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

- All beginning ninth graders must have passed five (5) one-credit classes in which they were enrolled during the immediately preceding grading period. (Ex: 4th grading period of 8th grade year to be eligible for participation during fall of 9th grade year.)
- Eligibility for each grading period is determined by grades received the preceding grading period.

- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in a member school and, again, have received passing grades in a minimum of **five one-credit courses, or the equivalent**, in the immediately preceding grading period. (**Note:** Students taking post-secondary options must comply with these standards).
- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

❖ INTERSCHOLASTIC ATHLETICS

Boys/Girls Basketball	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 Honors	RHS AP*
93% - 100%	A	4.0	4.5	5.0
90% - 92.99%	A-	3.7	4.2	4.7
87% - 89.99%	B+	3.3	3.8	4.3

83% - 86.99%	B	3.0	3.5	4.0
80% - 82.99%	B-	2.7	3.2	3.7
77% - 79.99%	C+	2.3	2.8	3.3
73% - 76.99%	C	2.0	2.5	3.0
70% - 72.99	C-	1.7	1.7	1.7
67% - 69.99	D+	1.3	1.3	1.3
63% - 66.99	D	1.0	1.0	1.0
60% - 62.99	D-	0.7	0.7	0.7
0% - 59.99	F	0.0	0.0	0.0

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

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

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

HALL PASSES

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

HARASSMENT, INTIMIDATION, AND BULLYING

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

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

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

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

1. Definition of Harassment, Intimidation, or Bullying

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

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

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

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

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

2. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

3. Complaint Process

- A. Formal Complaints

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

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

B. Informal Complaints

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

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or

bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of “harassment, intimidation, or bullying.”

4. Deliberately Making False Reports

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

5. Confidentiality

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

6. Investigation

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

and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

7. Post-Investigation Procedures

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

8. Retaliation is Prohibited

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

9. Remedial Actions

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

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

10. Non-Disciplinary Interventions

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

11. Disciplinary Interventions

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

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

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

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

following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

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

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

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

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

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

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

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

Adopted: October 17, 2017

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 is 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.

Reverse 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 Reverse 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.

NEW DOCUMENT

ATTACHMENT OB-3

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

Program Title: Teach Town

Name of course: enCORE High School

Grades: 9-12+

Description/Key Features:

- Classroom lessons leveled by student ability; teacher guides plus student workbooks
- Technology lessons for group instruction or independent student use are leveled by the student's ability
- Adaptive library with distinctive texts at multiple levels adapted to student needs
- enCORE Events with newsletters, lessons and worksheets based on world issues and current events
- Unit assessments designed for pre- and post-instruction evaluation

Teach Town enCORE High School is an evidence-based curriculum that supports the functional living skills of transition-aged students with autism spectrum disorder and intellectual and developmental disabilities.

This curriculum is designed for students ages 14 – 22, Transition to Adulthood content covers 100 skills that align with the 5 domains found in the Assessment for Functional Living Skills (AFLS):

- Personal Life Skills such as applying sunscreen, brushing teeth, combing or brushing hair
- Home Skills such as baking a frozen pizza, changing batteries, and cleaning
- Vocational Skills like applying for a job or bagging groceries
- Community Skills such as crossing the street or eating at a restaurant
- Leisure Skills like buying movie tickets or changing activities with a timer

Third Grade ELA:

Program: Arts and Letters (update to Wit and Wisdom)

Publisher: Great Minds

Grade: third

Art and Letters is the most recent update to Wit and Wisdom from the publisher Great Minds. The third grade curriculum for Arts and Letters is the only one in K - 5 that kept the same modules as Wit and Wisdom and included some updates that increase differentiation and provide more fluency practice for students. In addition, Arts and Letters makes use of the painted essay instructional strategy for teaching essay writing that supports the need for explicit writing instruction in third grade when so many essay skills are being introduced and developed. All other elementary grades reviewed the updates found in Arts and Letters in K - 2 and 4 and 5 and found that the modules in the original edition of Wit and Wisdom better meet our instructional needs, however, the link between the two programs is cohesive and supports students to successfully move from one grade to the next. A final component of Arts and Letters that is different from Wit and Wisdom is the suggested time for instruction. Wit and Wisdom lessons are designed as a comprehensive 90 minutes and Arts and Letters are designed as a comprehensive 60 minutes. This change allows third grade to include Foundations Level 3 instruction (a 30 minute lesson) in the daily ELA block. Different from 4th and 5th grade, 3rd grade is the only one at Bath that has Foundational Skill standards along with the other five strands of ELA standards.

Latin I and II:

Text: Latin for the New Millennium Levels I and II

Publisher: Bolchazy-Carducci

Course: Latin I and II

This is the latest edition of the current text we use. The largest difference is page numbers of items. We are in need of new books or rebinding old books in order to keep them in acceptable use. We would like to purchase the next texts because rebinds have become lesser and lesser quality in the last five years, and these books are a current publication making this purchase cost effective.

Middle School ELA

Text Series: Into Literature

Publisher: HMH

Course: 6th - 8th grade all ELA courses

HMH Into Literature provides a comprehensive ELA program that supports instruction in all five strands of the ELA standards. We will continue to teach novel units along with the short story and informational text units found in Into Literature. This text series includes student consumable workbooks that allow instruction to include annotation directly in the text and a focus in each unit on analysis, comparison,

and collaboration. Teacher materials include support for building scaffolding and enrichment in order to support differentiation at key points of instruction. Vocabulary and grammar instruction is embedded in the text and additional grammar practices are available in the digital interface and through a supplemental teacher handout book. Making this shift to Into Literature will help us provide more opportunities for students to consume text independently and in small groups as well as through whole group instruction. It will increase the amount of short stories and shorter informational text in our scope and sequence which will help us be able to provide more opportunities for students to grow where they are as readers across all of the skills developed during English Language Arts instruction. We value novel units that increase a love of literature and exposure to great books, and also value the skills of annotation, analysis, comparison, and collaboration that can be supported through these units. Novel and larger text units that we plan to continue teaching include the following:

6th: I am Malala, The Breadwinner, The Odyssey, and Shipwreck at the Bottom of the World

7th: The Outsiders and The 7th Most Important Thing

8th: All Quiet on the Western Front, All But My Life, and Claudette Colvin: Twice Toward Justice

NEW DOCUMENT

Revere Local Schools Student General Fee Schedule

The Revere Local School District assesses student fees to partially cover the cost of consumables and resources used by students during the school year. These fees also include participation in the Technology Protection Program, which provides protection against accidental damage to technology devices issued to students.

The following fees will be used beginning with the 2026-27 school year:

Grade Level	Fee
Kindergarten	\$40.00
Grades 1 - 4	\$52.00
Grade 5	\$60.00
Grades 6 - 8	\$70.00
Grades 9 - 12	\$120.00

Fees are waived for students who qualify for free lunch under the National School Lunch Program. Fees are reduced by 50% for students who qualify for a reduced price lunch under this program.

NEW DOCUMENT



**NORTHEAST OHIO NETWORK FOR EDUCATIONAL TECHNOLOGY
EMIS SHARED SERVICES AGREEMENT**

Contract Number: 050054-EMIS-2627

This agreement for the provision of a Technology Service ("Agreement") is entered between the Northeast Ohio Network for Educational Technology (a program of the Metropolitan Regional Service Council) ("Provider") and Revere Local Schools Board of Education/Governing Boards ("Customer"), as verified by the signatures on the signature page below.

WHEREAS, Provider is an information technology center ("ITC") organized as a regional council of governments and operating as part of the Ohio Education Computer Network ("OECN"), which has been established by the State of Ohio to provide services to schools and other authorized user entities; and

WHEREAS, the Customer is a School District or School chartered by the State of Ohio, and;

WHEREAS, the Provider desires to provide to Customer and Customer desires to secure from Provider the services detailed in this Agreement;

NOW THEREFORE, in consideration of the mutual agreements hereinafter set forth and for other good and valuable consideration, the parties hereto, intending to be legally bound, agrees as follows:

I. DEFINITIONS:

As used in this Agreement, the following terms shall be defined as follows:

"Customer" shall mean a public or private school or school district that has agreed to the terms and conditions of this Agreement.

"Provider" shall mean the information technology center "NEOnet."

"Effective Date" shall mean the date this Agreement becomes binding and enforceable upon execution by both authorized representatives of the Parties as evidenced by the signatures and date on the Agreement below. If executed on different dates, then the date of execution by the Customer becomes the Effective Date.

"Parties" shall mean the Customer and Provider collectively.

"Services" shall mean all of the duties and ministrations affirmatively checked in Article III Performance of this Agreement.

II. TERM

A. This Agreement shall begin 07/01/2026 and end 06/30/2027 subject to any specific periods described in Exhibit A attached hereto and incorporated herein by reference.

B. The service agreement shall be automatically renewed for one (1) year unless either party gives notice ninety (90) days before expiration of the Agreement of its desire to terminate the same, or alternatively

ninety (90) days after the Customer receives notification of a fee increase to the other of its desire to end the agreement and the Customer provides written notice of its desire to terminate this Agreement.

- C. Notwithstanding the foregoing, this Agreement shall not be renewed if Customer is delinquent in payments to Provider at the time of the contract renewal.

III. SERVICE PERFORMANCE

- A. Provider shall furnish Customer such Services as are described in attached Exhibits.
- B. Provider shall deliver all necessary supplies, materials, equipment, clerical support, staff development, and workspace. The need for such items shall be determined by the Provider.
- C. Provider shall supervise employee(s) in the provision of the Service and shall evaluate the employee(s), with input from the Customer, in accordance with the policies of the Provider.
- D. Customer and Provider shall agree on the work schedule of the employee(s).
- E. The employee(s) shall be subject to and follow Provider's Board policies concerning wage and benefits.
- F. The employee(s) shall be expected to follow the work rules established by both Customer and Provider. Customer will promptly notify Provider if employees violate work rules. Provider is responsible for taking any disciplinary or corrective action in accordance with Provider's policies where appropriate.
- G. The employee(s) shall report to Provider's office, or a mutually agreeable alternate location, in the event of a calamity day at the Customer's office. Employees will be available to complete work duties for Customer on these days except when the employee is on an approved leave.
- H. The employee(s) shall report times worked in the manner prescribed by the Provider and complete the appropriate Provider leave forms when necessary.

IV. CHARGES AND PAYMENT

- A. Customer agrees to be solely responsible to Provider for all charges billed by Provider for Services provided to Customer under this Agreement. Charges for the Services provided under this Agreement will be billed to the Customer on a quarterly basis. All invoices shall be due and payable not more than 30 days from the date of the invoice.
- B. Customer shall promptly reimburse the Provider for any and all fringe benefits – including, but not limited to, vacation leave, sick leave, paid holiday leave, severance, unemployment compensation, and any other fringe benefit provided by the Provider – paid by Provider to the employee(s) and/or incurred by the Provider in connection with the provision of the Service.

V. MID-CONTRACT SERVICE ADJUSTMENTS

- A. Customer may request an increase in the services provided, including increases to staffing levels, number of days that staff work, services, programs and/or materials after the start of the current contract term. Provider will attempt to accommodate the requests when possible, subject to the availability of qualified staff, equipment, supplies, and materials. The cost of additional services will be charged to the Customer at a rate that is agreed to in advance.
- B. In the event the Customer requests a decrease in services, the Customer will remain responsible for all costs, including but not limited to staff compensation and materials, until and unless the Provider is able to reassign staff or reallocate materials, equipment, and supplies to other client districts. Provider will not unreasonably delay staff reassignment or reallocation of materials.
- C. If an employee's position with the Provider is terminated for any reason during the term of this Agreement, the Customer will not be billed until a replacement has been obtained and begins work.

VI. CONFIDENTIALITY OF INFORMATION

- A. Provider shall exercise reasonable ordinary care in preserving and protecting the confidentiality of information and materials furnished by Customer.
- B. If either party becomes aware or suspects that there has been unauthorized access to data, they shall promptly notify the other. Both parties will cooperate to investigate and mitigate damage caused by unauthorized access.
- C. Except as required by law, Provider agrees not to disclose any materials, information, or other data relating to Customer's operations, to other individuals, corporate entities, districts, or governmental agencies, without prior written consent from Customer.
- D. Except as required by law including but not limited to the Ohio public records laws, Customer agrees not to disclose any information or documentation obtained from Provider.
- E. Upon termination of Provider's services, the Provider shall transfer student data to the Customer or alternatively destroy the data within sixty (60) days. Notwithstanding this provision, the Provider may retain any records it is required to maintain in accordance with state or federal law. The Provider and Customer will cooperate in exchange of records and records destruction.
- F. The provisions summarized in this Section VI shall remain in effect and survive the termination of this Agreement.

VII. NOTICES

- A. All notices permitted or required to be given to either of the parties to this Agreement shall be in writing and shall be deemed given or delivered when: (a) delivered by hand or (b) mailed, if sent by regular mail or other express delivery service (receipt requested); or (c) via electronic mail with receipt requested, in each case to the appropriate addresses set forth below (or to such other addresses as the party may designate by notice to the other party hereto):

1. If to Provider:

Name: Matthew Gdovin
 Address: 700 Graham Road
 City/State/Zip: Cuyahoga Falls / Ohio / 44221
 Phone: 330-926-3902
 Facsimile: 330-926-3901
 E-mail: Gdovin@neonet.org

2. If to Customer:

Name: Richard Berdine
Address: 3996 Everett Rd
City/State/Zip: Richfield / OH / 44286
Phone:

VIII. GENERAL PROVISIONS

- A. **Successors and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors, assigns, heirs and personal representatives. Neither Party shall assign any right, obligation or duty, in whole or in part, nor of any other interest hereunder, without the prior written consent of the other Party, which shall not be unreasonably withheld.
- B. **Waiver, Discharge, etc.** This Agreement may not be released, discharged, changed or modified in any manner, except by an instrument in writing signed by both parties. The failure of either party to enforce at any time any of the provision(s) of this Agreement shall in not be construed to be a waiver of any provision(s), nor in any way to affect the validity of this Agreement or any part hereof or the right of either party hereto to enforce each and every such provision. No waiver of any breach of this Agreement shall be held to be a waiver of any other or subsequent breach. Furthermore, the term of any purchase order, invoice or like document issued in conjunction with the Service to be provided herein shall not serve to add to or modify the terms of this Agreement.
- C. **Captions.** The captions in this Agreement are inserted only as a matter of convenience and as a reference, and in no way define, limit or describe the scope or intent of this Agreement or any of the provisions hereof.
- D. **Rights of Persons Not Parties.** Nothing contained in this Agreement shall be deemed to create rights in persons not parties hereto.
- E. **Liability.** The Customer and Provider shall each assume liability for loss, costs or damages resulting from the negligence of either of them, but shall not be liable for any loss, costs or damages resulting from the negligence of the other party.
Provider declares that any data or information provided by Customer is based on the Provider's understanding and knowledge at the time of reporting. Provider waives any responsibility and liability for the accuracy, completeness, or timeliness of the data presented by Customer. This disclaimer extends to any unintended errors, omissions, or discrepancies that may arise. Provider is not liable for any consequences or damages resulting from the use or reliance upon the data provided by Customer.
- F. **Severability.** If any provision of this Agreement or the application thereof to any persons or circumstances shall, for any reason or to any extent, be held invalid or unenforceable, the remainder of this Agreement and the application of such provision to such other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by law.
- G. **Entire Agreement.** This Agreement, together with the documents referred to herein, shall constitute the entire agreement between the parties with respect to the subject matter hereof and shall supersede all previous negotiations, commitments, and writing with respect to such subject matter.
- H. **Counterparts.** This Agreement may be executed in several counterparts, all of which taken together shall constitute one single agreement between the parties hereto.
- I. **Construction.** This Agreement and its validity, interpretation, and effect shall be construed in accordance with and governed by the laws of the State of Ohio. If any ambiguity or question of intent or interpretation arises, this Agreement shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise favoring any party by virtue of authorship of any specific provisions of the Agreement.

When used in this Agreement, the word "including" shall mean including without limitation. Unless the context requires otherwise, any reference to the masculine, feminine, and neuter genders include one another.

- J. **Compliance with Law.** Each Party agrees to comply with all local, state, and federal governmental laws and regulations applicable to the Services contemplated by this Agreement. To the extent that Customer seeks Provider's assistance with SLD inquiries with respect to FCC and E-Rate compliance requirements, Customer agrees to provide Provider copies of all SLD PIA inquiries within 3 days of receipt. Customer agrees to provide such written evidence of the approval of this Agreement as may be required by law.
- K. **Governing Law.** This Agreement shall be governed and construed under the laws of the State of Ohio, and exclusive venue for any dispute arising hereunder shall be in Summit County, Ohio, or in the United States District Court for the Northern District of Ohio.
- L. **Fully Understand and Freely Enter.** The undersigned hereby acknowledge that they have read and understand the foregoing. The Parties to this Agreement also acknowledge that the execution of this Agreement is a free and voluntary act, done in belief that the Agreement is fair and reasonable. Finally, the Parties acknowledge that they have had the right and opportunity to consult with and obtain the advice of independent legal counsel of the parties' own choosing in the negotiation and execution of this Agreement.

Exhibit A
SOFTWARE AND SUPPORT

This exhibit is hereby made part of the Software Services Agreement (the "Agreement") entered between Provider and Customer, as these terms are defined in the Agreement. The following additional terms and conditions apply to the Agreement.

1. Charges and Billing

- a. The Services and software provided and their attendant costs are set forth on Schedule I attached hereto and incorporated herein by reference.
- b. The Customer is responsible for all agreed to custom fees listed on Schedule I.
- c. Customer agrees to pay Provider an annual charge for the services and software provided.
- d. Charges will be incurred for only those services for which a rate is shown and/or a charge is itemized on Schedule I.
- e. Any additional consultant or development services will be billed quarterly as incurred.
- f. Payment of any equipment, software, and communications costs incurred by the Customer to access the Provider's network and fiscal computer system is the responsibility of the Customer.

2. Provider Obligations

- a. Knowledgeable staff and resources to support customer's business processes.
- b. Coordination of customer's EMIS reporting.
- c. Provide sufficient training of Customer's designated personnel to permit Customer to perform all required functions and procedures associated with the software.
- d. Software data processing and data import/export.
- e. On-time compilation and reporting to ODE.
- f. Distribution of and interpretation of district reports as they are received from ODE.
- g. Act as Liaison between district, district buildings, and ODE on EMIS related activities.
- h. Provide problem resolution to the extent of providers control via in-person, email and telephone assistance.
- i. Provide access to provider premises for input in the case of an emergency.
- j. Plan and coordinate all activities associated with this agreement.

3. Customer Obligations

- a. Building staff to be trained in correct methods of coding student data.
- b. Representatives to enter and update student data in student information system.
- c. Representative to resolve invalid or incorrect student data.
- d. Representative to maintain staff EMIS data in financial software.
- e. Provide all of the customers support users contact information.
- f. Appoint an authorized contact and an alternate contact to whom Provider may give notices and service level reports.
- g. Provide concise, descriptive language when leaving a voicemail message, sending an electronic e-mail message, or opening a service desk request to Provider.
- h. Provide sufficient network access on the Customer's premises for all data input.
- i. If Customer requires Provider to work weekly on school district premise, Customer must provide an adequate and safe work area where at least two computer monitors can be utilized.

Schedule I

Provider Fees

Product name	Product or service description	Price	Quantity	Sum
EMIS Coordinator Support	EMIS Coordinator Support - 2 days/week	41,778.00	1	41,778.00
			Total (USD):	41,778.00

By signing below, Signatory of Customer (“Signatory”) certifies authorization to sign on behalf of Customer and certifies having read, understood and agreed to the terms of this Agreement, including the provisions of the attached exhibits which are hereby incorporated herein by reference. Signatory certifies that all information provided by Customer in connection with this Agreement is true and accurate. If Customer is a Board of Education of a school district (a political subdivision of the State of Ohio), Signatory certifies that this Agreement has been approved by formal resolution of its Board of Education; if Customer is another educational entity, Signatory certifies that the Agreement has been approved by formal action of its Governing Board.

IN WITNESS WHEREOF, the parties have executed this Agreement to be effective on the date first set forth above.

CUSTOMER: **Revere Local Schools**

Signature of Authorized Customer Representative

Date

RICHARD BERDINE

Printed name of Authorized Customer Representative

Signature of Authorized Customer Representative

Date

PROVIDER: **Northeast Ohio Network for Educational Technology**

Signature of Officer or Manager for the Provider

Date

Matthew Gdovin

Printed name of Officer or Manager for the Provider

NEW DOCUMENT

REVERE SCHOOLS

FIELD TRIP REQUEST FORM

BUILDING: RMS

TEACHER IN CHARGE: Melanie Stuthard

DATE OF TRIP: June 1-4, 2026 DESTINATION: Washington, DC

OUT OF STATE DESTINATION: Washington, DC

SUBJECT AND GRADE: All - 8th grade

LIST OBJECTIVE(S) AND CODES FROM GRADED COURSE OF STUDY: _____

HOW DOES THIS TRIP RELATE TO WHAT IS BEING STUDIED? _____

WHAT WILL STUDENTS LEARN AS A RESULT OF THIS TRIP? _____

LIST PLANNED FOLLOW-UP ACTIVITIES: _____

Melanie Stuthard _____

TEACHER'S SIGNATURE

3/7/26

DATE

Please list names of other employees and/or volunteers who will be part of this field trip. NON-SCHOOL CHILDREN DO NOT PARTICIPATE IN FIELD TRIPS.

see attached

ADMINISTRATIVE APPROVAL:

PRINCIPAL _____ DATE _____

DIRECTOR OF INSTRUCTION/TECH. _____ DATE _____

(For out-of-state travel only): Board of Education Approval Date: _____

*Submit ten (10) days before the date of the field trip request in duplicate, along with School Bus Requisition form.

See attached

Attachment for Field Trip Request Form: 2026 DC Trip

3/7/26

1. **List of Objectives and Codes from Graded Course of Study**
2. **How Does This Trip Relate to What is Being Studied**
3. **What Will Students Learn as a Result of This Trip**

- **Ohio's Learning Standards: 8th Grade Social Studies** - These are only the social studies standards covered by the trip. 8th-grade social studies covers American History from 1609-1877; therefore most of the places we visit directly correlate to the information the students learned this year. Examples include the Capitol building, the White House, the Lincoln Memorial, the Jefferson Memorial, Gettysburg, Arlington Cemetery, and Mount Vernon.
 - History 6: Key events and significant figures in American history influenced the course and outcome of the American Revolution.
 - History 12: Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
 - History 13. Key events and significant figures in American history influenced the course and outcome of the Civil War.
 - History 14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.
 - Geography 18: Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
 - Government 20 : Active participation in social and civic groups can lead to the attainment of individual and public goals.
 - Government 21. Informed citizens understand how media and communication technology influence public opinion.
 - Government 22: The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.
 - Government 23. The U.S. Constitution protects citizens' rights by limiting the powers of government.
- **Other Disciplines** - The various locations we visit also deal with the other disciplines. For example, the Air and Space Museum and Natural History Museum include items that are directly related to the concepts the students learn in 8th-grade science. The Holocaust Museum coincides with one of the books the students read in 8th-grade ELA. Some of the locations preview topics that will be learned in high school, such as the WWII Memorial, Vietnam War Memorial, Korean War Memorial, and the Flight 93 Memorial.

4. List Planned Follow-Up Activities

- This trip takes place at the end of the school year. It is meant as a culmination activity marking the end of 8th grade. Therefore, students are required to do a capstone project before the trip. The project requires students to research one of the locations we will visit and create a presentation that is shared with their class. As a result of those presentations, all students get to see a preview of the location, learn some background information, and hear about some of the interesting items to look for when visiting. When the students are on the trip, each student serves as a mini-tour guide at their assigned location, where they give a brief description and remind students what to look for.

5. Chaperones for the 2025 DC Trip

- Melanie Stuthard - 8th grade SS
- Annie Lochridge - 8th grade ELA
- Meredith Wooley - 8th grade math
- Nikki Bratt - 8th grade ELA
- Courtney Abbott - 8th grade ELA
- Russ Neubert - 8th grade science
- Bryan Petsche - Asst. Principal
- Rachel Winski - RMS counselor
- Elizabeth Long - RHS counselor
- Dawn Cancelliere - 7th grade SS
- Kelly Peel - 6th grade ELA
- Ryan Lekan - Coding
- Beth Matyja - 6th grade math
- Veronica Neubert - French
- Erika Christy - 6th grade SS
- Katie Pflueger - Band
- Dave Howson - 7th grade math
- Dan White - Superintendent
- Mallory Frederick - Medical chaperone (RN - parent volunteer)
- Gwen Fletcher - Medical chaperone (MD - parent volunteer)

NEW DOCUMENT

MEMORANDUM OF UNDERSTANDING

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

WHEREAS, the Board and the Association are parties to a collective bargaining agreement in effect July 1, 2025, through June 30, 2028 (the “CBA”); and

WHEREAS, Article 12, Section 12.01(B) of the CBA sets forth the process for employees filing for reclassification for additional training; and

WHEREAS, Article 15 of the CBA creates the Local Professional Development Committee (“LPDC”) and sets forth its charge; and

WHEREAS, the Ohio State Board of Education (“SBOE”) notified school districts of concerns regarding continuing education credits teachers were earning for purposes of licensure renewal from the Albion Center for Professional Development at Idaho State University (“Idaho State”); and

WHEREAS, effective October 10, 2025 the SBOE determined that for any individual who is not enrolled in coursework at the Albion Center as of October 10, 2025, the SBOE will not accept coursework obtained through the Albion Center at Idaho State University for the purpose of applications reviewed directly by the SBOE for licensure renewal; and

WHEREAS, effective November 12, 2025, the Revere LPDC has determined it will no longer accept credits from Idaho State for licensure renewal; and

WHEREAS, a question has arisen as to whether courses taken through the Idaho State University’s Albion Center should be considered for reclassification credit on the salary schedule under Article 12, Section 12.01(B); and

WHEREAS, on October 31, 2025, the Association filed a grievance alleging the Board was violating Article 12, Section 12.01(B) by refusing to grant reclassification credits for coursework taken by bargaining unit members through the Idaho State University’s Albion Center; and

WHEREAS, the Board and the Association have mutually agreed to resolve this grievance and clarify how credits from Idaho State Albion Center will be handled by the Board for the purposes of (1) licensure renewal and (2) reclassification credit;

NOW, THEREFORE, the Parties agree as follows:

1. Effective October 10, 2025, the Board will no longer accept classes/courses from Idaho State for purposes of licensure renewal nor reclassification credit, except as set forth in this MOU.

2. Association bargaining unit members who registered and paid for classes/courses with Idaho State Albion Center on or before November 12, 2025, and who provide to the Board proof of enrollment dated prior to that date shall receive credit for those courses for the purposes of reclassification credits provided they follow the procedures set forth in Article 12, Section 12.01(B). Credit shall be calculated consistent with prior Idaho State Albion Center courses.

3. Association bargaining unit members who advanced on the salary schedule on or before November 12, 2025 shall retain their salary schedule placement, even if such advancement was based on hours from Idaho State Albion Center.

4. Association bargaining unit members who (1) meet the eligibility requirements set forth in Paragraph 2 above, (2) met the notification requirements set forth in the REA's November 24, 2025 email (copy attached and incorporated by reference) and (3) whose reclassification credit applications include credit from Idaho State Albion Center, shall be permitted to use Idaho State Albion Center credits for the purposes of reclassification credit. Retroactive pay for those members who are eligible for such pay under Paragraph 2 above shall be made in a lump sum not later than two pay cycles after this MOU is approved by both the REA and the Board. A list of those Association bargaining members who fall within this paragraph, along with their hours, is attached as Exhibit 1 and incorporated by reference.

5. All previous decisions by the LPDC for approval for Idaho State courses/classes for credit are hereby ratified.

6. The Association will withdraw its grievance dated October 31, 2025, and any grievances filed by individuals arising out of the Idaho State Albion Center credit issue shall be withdrawn with prejudice.

For the Board

For the Revere Education Association



