

BOARD OF EDUCATION MEETING MINUTES
January 28, 2019

The Board of Education met in regular session at 6:00 pm at Bigelow Hill.

President Aldrich called the meeting to order. Present were Mr. Aldrich, Mr. Cooper, Mrs. Robertson, Mrs. Russel, Dr. Siebenaler Wilson, Treasurer Mr. Barnhart, Assistant Superintendent Mr. Roth, and Superintendent Mr. Kurt.

2019-001-012 APPROVAL OF MINUTES

It was motioned by Mrs. Robertson, seconded by Mrs. Russel to approve the Organization Meeting Minutes from January 7, 2019.

Roll call: Mrs. Robertson, aye; Mrs. Russel, aye; Mr. Aldrich, aye; Mr. Cooper, aye; Dr. Siebenaler Wilson, aye. President Aldrich declared the motion carried.

CELEBRATIONS

Bigelow Hill Principal, Dr. Jennifer Theis welcomed the Board and highlighted what is happening at Bigelow Hill. Mrs. Baker celebrated the Big Shake and the partnership with Chick-fil-A. Mrs. Thorbahn and students of the Lego team gave a demonstration to the Board on how the robots they built worked in the competition they just attended. She celebrated their wonderful partnership with One Energy. Mr. Kurt celebrated that he and Mr. Aldrich had an opportunity to eat lunch at Lincoln last week before they toured the building. Karlene Weiss and Alyson Combs reported on the NAEYC Conference they attended in November, thanked the Board for allowing them to attend and shared that it was the best conference they ever attended. Mr. Aldrich celebrated the many gifts given to the district each month and thanked the community on their generous donations.

2019-001-012 CONSENT ITEMS (A-O)

It was motioned by Mrs. Robertson, seconded by Mr. Cooper to approve Consent Items A-O.

CERTIFICATED PERSONNEL

A. Leave of Absence (will use paid sick, personal, and/or vacation time, if available)

Suzanne Kirk (Jefferson, OT)
Effective: 2/18/19 -4/7/19
Reason: FMLA

Laisha Wise (FHS, English)
Effective 1/1/19 - 2/11/19
Reason: FMLA

B. Correction

Brian Beltz, Laura Clark and Rochelle Manley: 2018-19 Adult Education Instructors
From: Step 2 @ \$22.09/hour
To: Step 1 @ \$21.80/hour

C. Appointments

1. Findlay Digital Academy

The superintendent recommends the employment of the following as purchased service through Findlay City Schools at a rate of \$21.78 per hour on an as needed basis: Susan Roby as an Academic Coach

2. 2019 Summer School Administrator @ \$2,805.12

Dr. Jennifer Theis

3. Professional Development Presentation Stipend on February 18, 2019 @ \$40 (001-1100-432)

Danielle LaFountain

4. Preparation Stipend for Professional Presentation on February 18, 2019 for up to 2 hrs @ \$22.01/hr (001-1100-432)

Candace Bundren

5. Adult Education Instructor ~ Step 0 @ \$21.51/hour for 2018-2019 School Year

Elizabeth Meyer

CLASSIFIED PERSONNEL

D. Leave of Absence (will use paid sick, personal, and/or vacation time, if available)

Ashley Carey (Millstream, Aide)
Effective: 1/1/19 - 2/25/19
Reason: FMLA

Lora Click (Transportation)
Effective: 12/28/18 - 2/14/19
Reason: FMLA

E. Resignation

Emily Barnett (Special Ed Aide, Jefferson) (5 months)
Reason: Other Employment Effective: January 18, 2019

Melissa Emmons (Bus Aide, Transportation) (9-1/2 years)
Reason: Personal Effective: January 11, 2019

Kathleen Lindeman (Bus Driver, Transportation) (5 months)
Reason: Personal Effective: January 13, 2019

Rebecca Long (Aide, Donnell) (3 years)
Reason: Personal Effective: January 31, 2019

Tiffani Wade (Site Director, Northview FABSS) (6 months)
Reason: Relocation Effective: February 8, 2019

F. Reclassification

Nancy Rook
From: Chamberlin Hill Full Time Nurse @ 5 days per week
To: Chamberlin Hill Part Time Nurse @ 2 days per week
Effective: January 7, 2019

Sarah Schumacher
From: FABSS Head Aide, Year 2 @ \$9.78/hour
To: FABSS Site Director, Step 3 Year 2 @ \$16,561/year
Effective: February 11, 2019

G. Appointments

1. Aide

Edith Gonzalez De Rodriguez – FABSS Aide
Salary: Step 2, Year 1 @ \$8.72/hour
Effective: January 28, 2019

2. Registered Behavior Technician \$300 Certificate Stipend

Sophie Crawford Amber Garey Rachel Noreen

3. 2018-2019 Jefferson Early Literacy Grant Aide @ \$10.32 per hour

Julie Sleasman

4. Substitute and/or Per Diem Employees

John "Greg" Drake - Substitute Maintenance/Custodian @ \$11.25/hr effective January 16, 2019

5. Volunteer – 2018-2019 Classified Club Advisors/Helpers

Jacob Heagen - Volunteer Boys' Basketball Coach

H. Letter to DTE

As recommended by the finance committee, the treasurer requests authorization to instruct attorneys Rich & Gillis to file an objection letter to parcel number 610001019887's application with the Division of Tax Equalization for property tax exemption.

I. Marathon Money Transfer

At the request of the middle school science chairs, the treasurer recommends the transfer of \$4000 from the Marathon STEM funds (003-7200-910-9032) into the 7th Grade Outdoor Education Program (018-5100-9277).

J. Revised Policy 9.08: Hazing, Dating Violence and Bullying

The superintendent recommends approval of the update in Policy 9.08 as shown in **EXHIBIT A** and presented at the January 7, 2019 meeting.

K. Donors Chose Projects

Ms. Stahl from Northview Primary received full funding for her "Sensory Selections for Little Learners" from Donors Chose. Mrs. Miller from Northview Primary also received full funding for her "Pencil Grips and Cutting for Kinders. Oh My" from Donors Chose.

L. 2nd Quarter Fringe Benefits Report

The treasurer recommends approval of the 2nd Quarter Fringe Benefits Report as shown in **EXHIBIT B**.

M. School Psychologist Evaluation Form

The superintendent recommends approval of the School Psychologist Evaluation Form as presented in **EXHIBIT C**.

N. FHS Bowling Club

The superintendent recommends approval of the FHS Bowling Club as shown in **EXHIBIT D**.

O. Acceptance of Gifts

GIFT: \$500.00
FROM: EXXON Mobile Education Alliance
TO: Findlay High School to be utilized in the areas of Math and/or Science.

GIFT: \$500.00
FROM: Arthur J. Diederich
TO: Middle School Outdoor School to be used by directors for materials and tuition for students in need

GIFT: \$850.00
FROM: Japanese Association of Toledo
TO: Findlay City Schools

GIFT: Dave Ramsey Solutions Financial Literacy materials
FROM: Doug Finney
TO: Findlay City Schools Enrichment classes at Donnell Middle School and Glenwood Middle School

GIFT: \$1350.00
FROM: Findlay Morning Rotary
TO: Northview Primary for the replacement of damaged library books

Roll call: Mrs. Robertson, aye; Mr. Cooper, aye; Mr. Aldrich, aye; Mrs. Russel, aye; Dr. Siebenaler Wilson, aye. President Aldrich declared the motion carried.

ACTION ITEMS

2019-001-013 Out of State Travel

It was motioned by Mrs. Russel, seconded by Mr. Cooper to approve the following out-of-state travel:

- * Candace Bundren and Tonya Thorbahn to travel to Philadelphia, PA to attend the ISTE (International Society for Technology in Education) Conference & Expo from June 23, 2019 - June 26, 2019.
- * Jaclyn Adkins to travel to Nashville, TN to attend the "Cochlear Celebration" from February 14, 2019 – February 16, 2019.
- * Rich Steiner to travel to Indianapolis, IN to attend "Project Lead the Way" from February 18, 2019 – February 19, 2019.

Roll call: Mrs. Russel, aye; Mr. Cooper, aye; Mr. Aldrich, aye; Mrs. Robertson, aye; Dr. Siebenaler Wilson, aye. President Aldrich declared the motion carried.

REPORTS TO THE BOARD

Mr. Barnhart presented the Six Month Interest Report: EXHIBIT E.

SUPERINTENDENTS COMMENTS

Mr. Kurt commented on the challenging week ahead with the current weather predictions and that the safety of the students is always the number one concern.

2019-001-014 ADJOURNMENT

It was motioned by Dr. Siebenaler Wilson, seconded by Mrs. Robertson to adjourn the meeting at 6:51 pm.

Roll call: Dr. Siebenaler Wilson, aye; Mrs. Robertson, aye; Mr. Aldrich, aye; Mr. Cooper, aye; Mrs. Russel, aye. President Aldrich declared the motion carried.

Treasurer

President

To be read and approved on February 11, 2019.

HAZING, DATING VIOLENCE, AND BULLYING

Hazing means doing any act or coercing another, including the victim, to do any act of intimidation or harassment to any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Dating violence is a pattern of behavior where a person uses or threatens physical, sexual, verbal, or emotional abuse to control the person's dating partner. A dating partner is any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term.

Bullying is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once and the behavior causes either mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive environment for the other students. This behavior is prohibited on school property, on a school bus or at a school sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended.

Permission, consent or assumption of risk by an individual subjected to hazing, dating violence, and/or bullying does not lessen the prohibition contained in this policy.

Prohibited activities of any type including those activities engaged in via computer and/or electronic communications devices or electronic means are inconsistent with the educational process and are prohibited. No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing, dating violence, and/or bullying activities. No student, including leaders of student organizations, may plan, encourage or engage in any hazing, dating violence, and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, dating violence, and/or bullying. If hazing, dating violence, and/or bullying or planned hazing, dating violence, and/or bullying is discovered, involved students are informed by the discovering District employees of the prohibition contained in this policy and are required to end all hazing, dating violence, and/or bullying activities immediately. All hazing, dating violence, and/or bullying incidents are reported immediately to the Superintendent and the appropriate discipline is administered.

Parents or guardians of any student involved in a prohibited incident shall be notified and, to the extent permitted by the "Family Educational Rights and Privacy Act of 1974" (FERPA), have access to any written reports pertaining to the prohibited incident.

The Superintendent/designee must provide the Board President with a semiannual written report summary of all verified reported incidents of hazing and/or bullying and post the report summary on the District's website to the extent permitted by law.

The administration provides training on the District's hazing, dating violence, and bullying policy to District employees and volunteers who have direct contact with students. Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development

District employees, students and volunteers are provided with qualified civil immunity for damages arising from reporting an incident of hazing, dating violence, and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State law.

No one shall retaliate against any employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing, dating violence, and/or bullying of an individual.

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying. Students who are found to deliberately make false reports may be disciplined up to a school suspension.

Adopted 12/17/07
Revised 4/12/10
Readopted 7/16/2012
Revised 1/7/2019

Findlay **C**ity
School **D**istrict

2nd Quarter Reports

**Fiscal Year Ending
June 30, 2019**

**Submitted to Findlay Board of Education
By Mike Barnhart, Treasurer
January 2019**

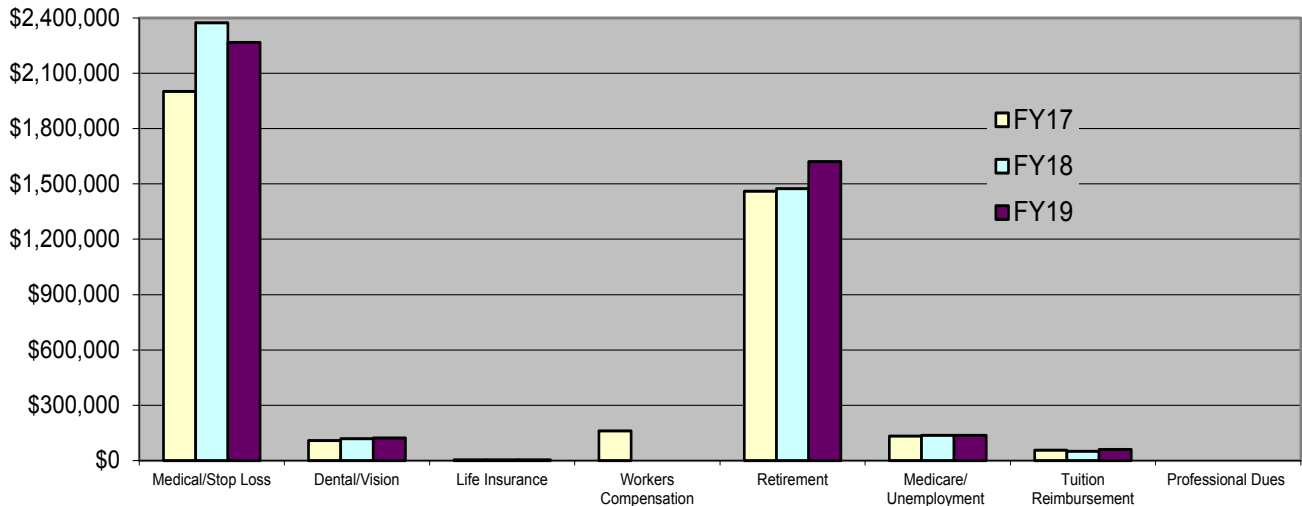
TABLE OF CONTENTS

	PAGE
Insurance & Fringe Benefits Report – Quarter	1
Insurance & Fringe Benefits Report – Annual	2
Investments by Category and Interest Earnings Charts	3
General Fund FY19 Appropriations.....	4
Treasurer’s Report – December 2018	5

Insurance & Fringe Benefit Report 2nd Quarter

	2nd Quarter Ended December 31			Fiscal Year Ended December 31		
	FY17	FY18	FY19	FY17	FY18	FY19
<u>Administrative Costs</u>						
Dental/Vision	\$ 7,004	\$ 6,963	\$ 6,884	\$ 12,267	\$ 12,416	\$ 12,227
Medical	113,838	96,454	102,737	207,666	192,978	199,189
Board H S A Contribution	500	44,754	47,879	42,878	90,882	94,258
Total Administrative Costs	121,341	148,171	157,500	262,811	296,276	305,673
<u>Stop Loss Insurance</u>						
Specific and Aggregate	195,084	197,476	242,248	409,375	395,431	451,478
Total Stop Loss Insurance	195,084	197,476	242,248	409,375	395,431	451,478
<u>Insurance Costs</u>						
Dental/Vision Claims	102,440	111,340	115,681	258,831	251,749	272,687
Medical Claims	1,692,208	2,033,828	1,874,213	3,125,074	3,802,000	4,467,366
Total Insurance Costs	1,794,647	2,145,168	1,989,894	3,383,906	4,053,749	4,740,053
<u>Life Insurance</u>						
	4,569	4,661	4,545	8,975	9,207	9,086
Total Insurance Costs	2,115,641	2,495,476	2,394,187	4,065,066	4,754,662	5,506,290
<u>Other Fringe Benefits</u>						
Worker's Compensation	161,510	-	-	161,510	-	-
Retirement Costs	1,460,589	1,474,128	1,621,857	2,968,653	2,924,087	3,215,558
Medicare Costs	131,754	138,108	137,032	245,748	258,868	258,812
Unemployment Claims	1,862	39	1,007	6,075	120	4,056
Tuition Reimbursement	57,664	51,456	60,542	65,456	53,736	61,581
Professional Dues/Other	-	-	-	67	-	-

Quarter Insurance & Fringe Benefit Comparison

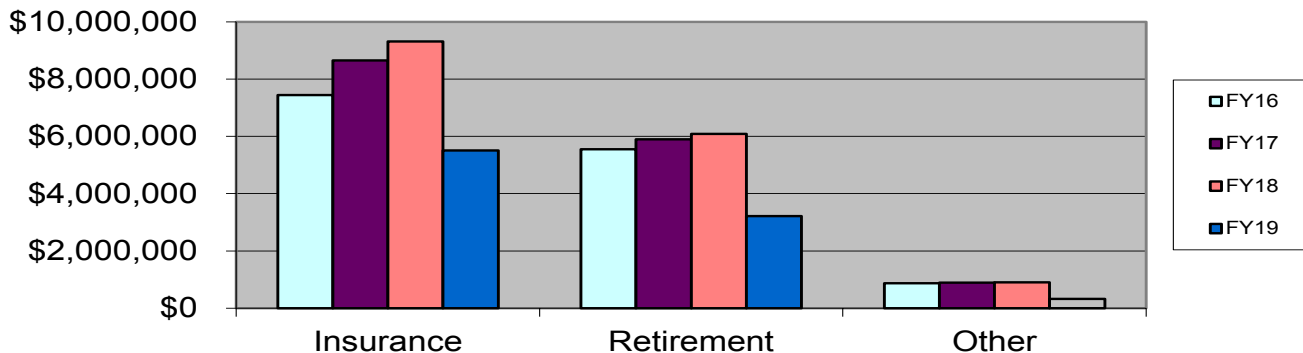


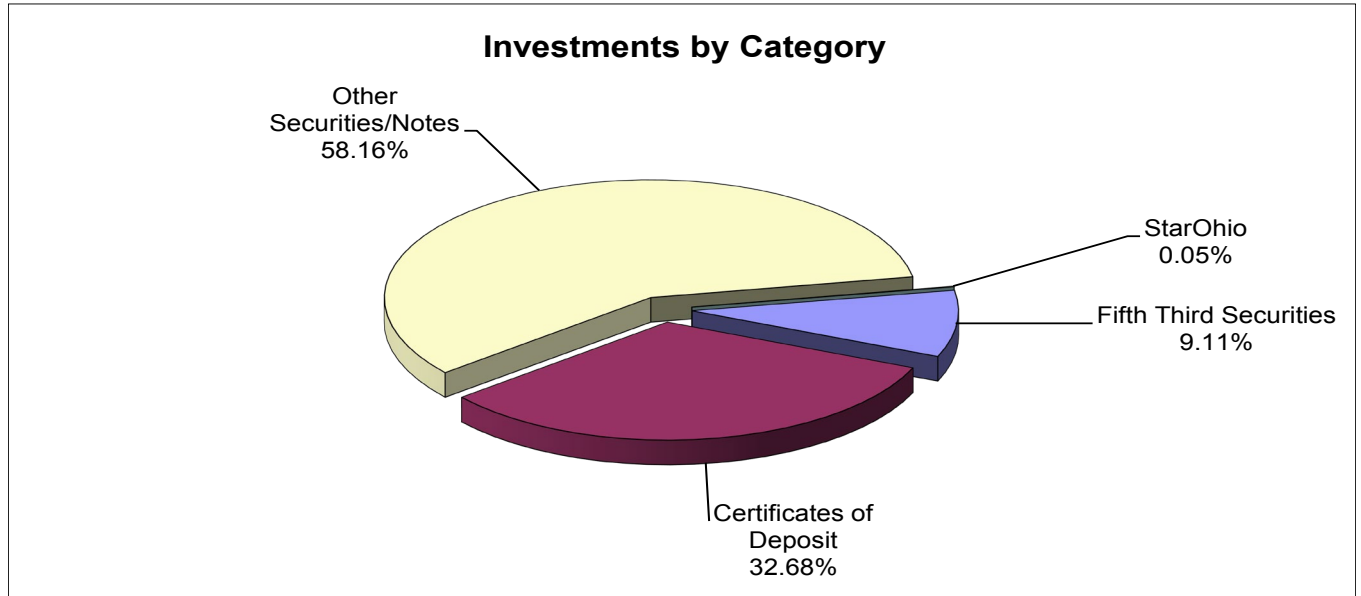
Insurance & Fringe Benefits Report Annual Fiscal Years 2016-2019

	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>FYTD 2018/19</u>
<u>Administrative Costs</u>				
Dental / Vision	\$22,509	\$23,281	\$23,280	\$12,227
Medical	416,181	427,422	379,405	199,189
Board H S A Contribution	169,713	180,539	190,965	94,258
Total Administrative Costs	\$608,403	\$631,242	\$593,649	\$305,673
<u>Stop Loss Insurance</u>				
Specific and Aggregate	\$887,463	\$805,404	\$785,479	\$451,478
<u>Insurance Claims Costs</u>				
Dental / Vision Claims	\$451,741	\$507,908	\$520,600	\$272,687
Medical Claims	5,476,771	6,686,296	7,389,353	4,467,366
Total Claims Costs	\$5,928,512	\$7,194,204	\$7,909,953	\$4,740,053
<u>Life Insurance</u>	\$17,587	\$18,141	\$18,484	\$9,086
Total Insurance Costs	\$7,441,964	\$8,648,991	\$9,307,565	\$5,506,290
 <u>Retirement</u>				
Retirement - Sch. Found.	\$5,043,108	\$5,203,572	\$5,493,132	\$2,916,852
Retirement - Pick-up	506,786	688,737	591,858	298,706
Total Retirement	\$5,549,894	\$5,892,309	\$6,084,990	\$3,215,558
 <u>Other Fringe Benefits</u>				
Worker's Comp	\$176,364	\$164,881	\$160,996	\$0
Medicare	\$475,234	\$504,412	\$531,330	\$258,812
Unemployment	\$2,235	\$6,469	\$666	\$4,056
Tuition Reimbursement	\$76,825	\$66,547	\$55,975	\$61,581
Professional Dues/Other	\$144,793	\$153,992	\$158,991	\$0
Total Other Fringe Benefits	\$875,451	\$896,302	\$907,958	\$324,449

Annual Insurance & Fringe Benefit Comparison

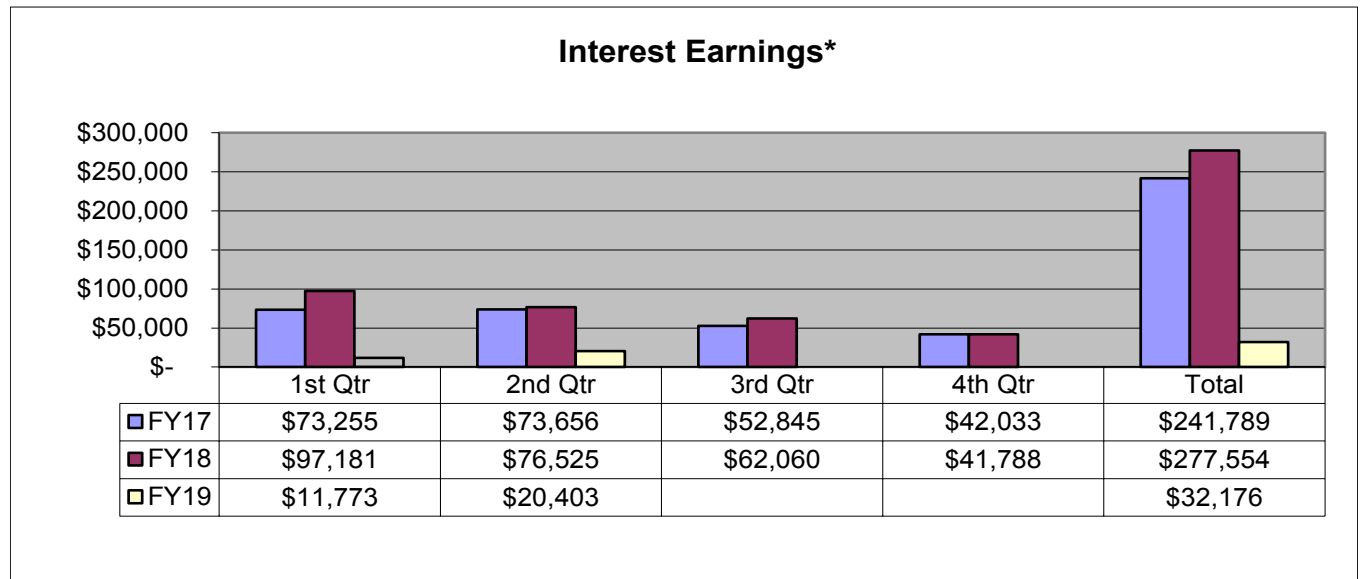
\$9,046,298





<u>Amount</u>	<u>Category</u>	<u>Financial Institution</u>
\$1,479,485	Liquid Asset Management	Fifth Third Bank
\$5,304,792	Certificates of Deposit	Miscellaneous Banks
\$9,440,574	Other Securities/Notes	Multibank Securities
\$ 8,275	Liquid Investment Accounts	STAR Ohio

Remainder of bond proceeds are not included above.



Investment Objective and Guidelines – Board Policy 4.18 adopted 9/16/96

1. Preservation of capital and protection of principal
2. Strive to achieve a fair and safe average rate of return
3. Sufficiently liquid to enable operating requirements
4. Diversified in order to avoid potential losses
5. Exercise degree of judgment and care
6. Bank account relationships managed to secure adequate services while minimizing costs

*Does not include interest earned on \$54 million of bond proceeds received February 2010.

Findlay City School District
General Fund FY19 Appropriations

Funct	General Fund Descriptions	FYTD	Prior FY	FYTD	Expenditures	Percentage
		Appropriations	Carryover	Expendable	FYTD	FYTD
		as of 12/31/18	Encumbrances	as of 12/31/18	as of 12/31/18	as of 12/31/18
1100	Regular Instruction	\$ 25,395,720	\$ 437,554	\$ 25,833,274	\$ 13,019,562	50.40%
1200	Special Instruction	8,303,400	19,611	\$ 8,323,011	4,350,482	52.27%
1300	Vocational Instruction	3,075,000	12,057	\$ 3,087,057	1,528,489	49.51%
1900	Other Instruction	6,335,000	25,557	\$ 6,360,557	2,565,982	40.34%
2100	Support Services - Pupils	3,130,000	14,966	\$ 3,144,966	1,539,637	48.96%
2200	Support Services - Instructional	2,185,000	74,879	\$ 2,259,879	1,036,713	45.87%
2300	Board of Education	207,500	26,966	\$ 234,466	125,097	53.35%
2400	Executive Administrative Services	4,419,800	16,191	\$ 4,435,991	2,231,405	50.30%
2500	Fiscal Services	1,402,550	85,334	\$ 1,487,884	647,713	43.53%
2700	Operations and Maintenance	5,228,403	608,175	\$ 5,836,578	2,669,639	45.74%
2800	Transportation	2,553,000	100,485	\$ 2,653,485	1,237,726	46.65%
2900	Informational Services	188,000	1,379	\$ 189,379	93,700	49.48%
4100	Academic and Subject Oriented	166,600	-	\$ 166,600	50,789	30.49%
4500	Sports Oriented	770,900	323	\$ 771,223	329,509	42.73%
4600	School and Public	81,400	4,695	\$ 86,095	18,921	21.98%
5300	Architect Services	5,000	-	\$ 5,000	-	0.00%
7200	Transfers	50,000	-	\$ 50,000	-	0.00%
7400	Advances	50,000	-	\$ 50,000	-	0.00%
7500	Refund of Prior Year	24,500	-	\$ 24,500	20,335	83.00%
	General Fund Total	\$ 63,571,773	\$ 1,428,173	\$ 64,999,946	\$ 31,465,700	48.41%

Appropriation Implementation – Board Policy 4.03 adopted 5/29/07

The Board placed the responsibility for administering the appropriation measure, once adopted, with the Superintendent. In order to allow the Superintendent to administer and control the appropriation measure in an effective and efficient manner, the following principles shall be followed:

1. All actions of the Superintendent or duly delegated employees of the District in executing the programs and/or activities, as set forth in the adopted appropriation measure, are authorized to implement said programs and/or activities, subject, however, to continuous review by the Board and further limited to the following express provision:
 - a. All expenditure of funds for the employment and assignment of personnel meet the legal requirements of the Ohio Revised Code and adopted Board policies.
 - b. All expenditures so authorized are contained and are fully funded within the line item of the appropriation unit as adopted by the Board.
 - c. All purchases are made in accordance with the requirements of the Ohio Revised Code and adopted Board policy.
 - d. Appropriate financial reports are given to the Board monthly.
 - e. The Treasurer will notify the Board whenever any object level (e.g. 500 Supplies) within the same function level (e.g. 1100 Regular Instruction) of the general fund increases or decreases more than \$200,000 over a 6-month period in any given fiscal year. Increases or decreases at the function level require Board approval.
2. The Board, recognizing that prompt payment of bills improves efficiency and lowers cost of operation, and to take advantage of time discounts, at the time it authorizes an expenditure, authorized the Treasurer or his/her designated representative to make payment, provided the expenditure is made in accordance with principles set forth above and the amount of payment does not exceed the estimated cost shown on the approved or ratified purchase order by 10% for all orders over \$1,000.00.

FINDLAY CITY SCHOOLS TREASURER'S REPORT
DECEMBER 2018

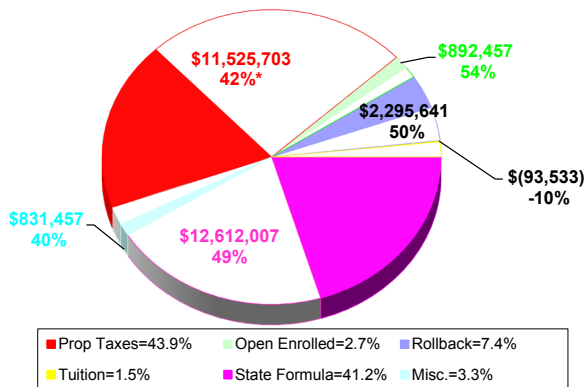
FUND	June 30, 2018	JUL-DEC	YTD % OF	JUL-DEC	YTD % OF	December 31, 2018	OUTSTANDING	UNENCUMBERED	UNENCUMBERED	UNENCUMBERED
	CASH BALANCE	RECEIPTS	BUDGET	EXPENSES	BUDGET	CASH BALANCE	ENCUMBRANCES	BAL. Dec. 31, 2018	Bal. Dec. 31, 2017	Bal. Dec. 31, 2016
GENERAL	\$ 10,908,253	\$ 28,063,732	45.4%	\$ 31,465,700	48.4%	\$ 7,506,285	\$ 2,553,235	\$ 4,953,050 +	\$ 7,243,591	\$ 8,584,050
27-YEAR 2010 BOND DEBT	1,054,579	1,741,127	43.4%	2,783,168	68.2%	12,539	-	12,539	5,216	1,013
PERMANENT IMPRVMT	2,979,014	1,132,936	51.7%	1,316,961	32.9%	2,794,989	589,723	2,205,266	2,377,411	678,956
2010 BOND PROCEEDS	387,391	4,559	45.6%	-	0.0%	391,950	-	391,950	391,999	620,523
FOOD SERVICE	393,012	642,094	32.1%	751,459	38.2%	283,647	427,291	(143,644)	(226,683)	(248,553)
ENDOWMENTS & TRUSTS	1,221,421	6,259	1.4%	275,839	50.8%	951,841	17,045	934,796	831,635	611,143
NEW BLDG MAINTENANCE	1,888,818	175,650	42.4%	365,836	43.3%	1,698,632	190,119	1,508,513	1,624,916	1,601,473
MILLSTREAM	158,554	361,700	38.5%	364,515	39.3%	155,739	6,078	149,660	461,055	372,095
PUBLIC SUPPORT	137,147	83,223	55.5%	88,720	42.0%	131,651	17,012	114,639	130,002	113,313
FABSS	111,364	70,911	41.7%	98,486	46.9%	83,790	3,305	80,485	115,737	137,311
HEALTH INSURANCE	1,812,133	5,512,653	61.3%	5,497,204	57.9%	1,827,581	135,525	1,692,056	855,038	1,054,153
STUDENT ACTIVITIES	126,758	50,461	24.0%	42,953	23.2%	134,267	24,555	109,712	109,832	101,337
DISTRICT ACTIVITIES	496,456	366,727	73.3%	391,635	50.8%	471,548	67,957	403,591	355,557	309,273
AUXILIARY SRVCS	29,051	181,770	46.6%	178,734	42.8%	32,087	167,240	(135,152)	(116,858)	(28,289)
STATE GRANTS	13,505	60,978	47.3%	29,191	22.0%	45,292	82	45,210	20,920	20,638
FEDERAL GRANTS	79,490	1,027,139	28.2%	1,313,138	38.8%	(206,509)	55,570	(262,079)	(282,972)	(294,178)
OTHER MISC FUNDS	821,006	377,904	37.9%	441,750	36.8%	757,160	92,940	664,220	585,706	518,021
TOTALS	\$ 22,617,952	\$ 39,859,823	45.8%	\$ 45,405,287	48.4%	\$ 17,072,489	\$ 4,347,678	\$ 12,724,811	\$ 14,482,100	\$ 14,152,279

+NOTE: General fund unencumbered balance includes \$183,814 in Workers Comp Risk Reduction Fund (001-9195)

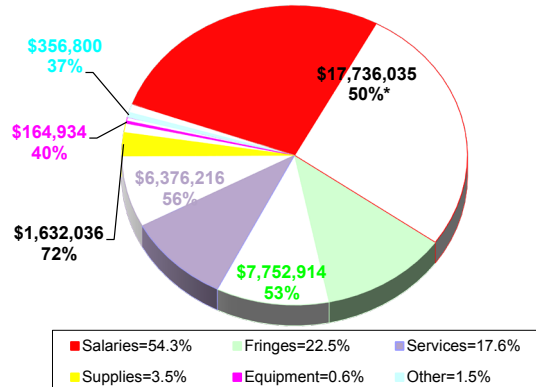
= funds related to OSFC building project for two (2) new middle schools and new Millstream Career Center

= Includes Donnell Stadium fund from Donnell Foundation as well as Judge Cole (valedictorian) and Mary Cole (salutatorian) scholarship funds.

FY 2019 GENERAL FUND REVENUE



FY 2019 GENERAL FUND EXPENSE



*Pie percentages indicate estimated revenue received or budgeted expense spent/encumbered from each category. For example, 42% of FY19 estimated property tax revenue (red) has been received to date.

Midway through the District's fiscal year and the District has spent \$31,465,700 which is 48% of what has been budgeted in the general fund. Last year at this time, \$30,771,868 was spent from the general fund. The 2018 audit is complete and the final audit report will be released by the State in the coming months. It is another clean audit. As required by law, the 2020 Tax Budget has been completed and was sent to the County Auditor.

The District has recently completed negotiations with its bus drivers whose new two-year contract took effect January 1, 2019. Negotiations with the custodian union were completed in the spring for their two-year contract that began in July 2018, while the teachers ratified a one-year agreement at the start of the school year. Wage increases were agreed upon as well as reducing health coverage options to either Option B or the HSA plan to start 2019. A 1.5 mill safety and security levy was defeated in November.

The biggest financial challenge in 2019 will be to continue to reduce deficit spending in the coming years in order to slow down and reverse the general fund's declining balance. Revenues are not growing at the same pace as expenditures. Three big unknowns are the State's biennium budget for next school year; upcoming teacher negotiations; and results from the elimination of the District's original high premium/no deductible health plan. The District must continue to retain and increase its enrollment by promoting its variety and quality of programs offered as they relate to academics, advanced placement, athletics, art, college credit, community service, gifted services, music, preschool, special education, vocational opportunities, and more.

Findlay City School District
2019 Broad Ave.
Findlay, Ohio 45840

www.findlaycityschools.org

Published January 2019

School Psychologist Performance Evaluation Rubric

School Psychologist Performance Evaluation Rubric

Name: [Click here to enter text.](#)

Directions: *The School Psychologist Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the School Psychologist. When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, school psychologists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during observations throughout the school year (ie. Meetings, presentations, conferences, etc.) as well as information from Annual goals and Individual Professional Development Plan.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	<p>DOMAIN 1 (Indicator 1.1: Utilizes appropriate assessment and data collection methods)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly. <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> -Appropriate for the student, and -Administered, scored, and interpreted Correctly <p>But are limited in variety for the intended purpose, or limited in individualization for the specific student(s).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and of sufficient variety for the intended purpose. <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Skilled and additionally:</p> <ul style="list-style-type: none"> -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/ conferences with parents and/or school staff. <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	<p align="center">DOMAIN 1 (Indicator 1.2: Contributes to data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable to this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Lacks knowledge about data-based problem solving practices. -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring and data-based decision making practices. 	<p>School Psychologist is:</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to progress monitoring and data-based decision-making regarding intervention practices but contributions are insufficient to meet expectations of school/role, and is -Involved in continued professional growth and learning regarding progress monitoring and data-based decisionmaking practices. 	<p>School Psychologist contributes to practices related to progress monitoring or data-based decision regarding intervention practices. Examples activities may include:</p> <ul style="list-style-type: none"> -Supports collection of student data, researches/recommends assessments for progress monitoring, summarizes/interprets progress monitoring data, consults and makes recommendations about the need for services/supports based on student data, contributes to the developing practices in the area of student data collection. 	<p>School Psychologist fulfills the criteria of the Skilled level and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of building level and student level teams (i.e. TBT, BLT, RTI, DLT, Consultation teams, etc.) -Conducts/supports evaluation of intervention practices/programs to ensure effectiveness and to guide improvements. -Collects or interprets diagnostic data to assist in intervention selection. -Assists with the development and/or delivery of staff professional development to support intervention practices.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	<p>DOMAIN 1 (Indicator 1.3: Conducts special education evaluations to inform eligibility, service, and programming decisions.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable to this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist conducts evaluations that are:</p> <p>-not compliant with requirements and/or</p> <p>-inappropriate for the student being evaluated.</p>	<p>School Psychologist conducts evaluations that are:</p> <p>-compliant with minimum requirements But are</p> <p>-limited in appropriateness for the student being evaluated and/or</p> <p>-limited in providing instructionally relevant information.</p>	<p>School Psychologist conducts evaluations that are:</p> <p>-compliant with minimum requirements.</p> <p>-appropriate to the student being evaluated, and</p> <p>-informative for instructional and/or programming purposes.</p>	<p>School Psychologist fulfills the criteria for Skilled level and additionally:</p> <p>-Effectively communicates evaluation findings to evaluation team members through written reports, conferences/ team meetings, and/or other means of communication</p> <p>-Utilizes evaluation findings to inform eligibility, placement, and service decisions.</p> <p>All evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines.</p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<p>DOMAIN 2 (Indicator 2.1: Contributes to crisis response practices.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable to this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist lacks knowledge about crisis response.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>	<p>School Psychologist is responsive to opportunities to contribute to crisis response practices but contributions are insufficient to meet expectations of school/role, and is</p> <p>Involved in continued professional growth and learning regarding crisis response.</p>	<p>School Psychologist contributes to crisis response practices in a manner that meets the expectations of the role/ school.</p> <p>Example activities include:</p> <p>-Assists in the development of crisis response plans, participates in schoolwide crisis response, and/or provides crisis intervention services to students, staff, and community.</p>	<p>School Psychologist fulfills the criteria for Skilled and additionally:</p> <p>Conducts evaluation of crisis response practices to assess the effectiveness and guide continuous improvements, or</p> <p>Assists with the development and/or delivery of staff development on crisis response,</p> <p>Collaborates with community agencies/staff to provide coordinated response and services to crisis situations.</p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<p>DOMAIN 2 (Indicator 2.2: Utilizes information about student background and characteristics to inform decisions related to instruction, intervention, and service delivery.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable to this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes,</p> <p>But practices demonstrate limited application of this knowledge to decision making related to instruction and service delivery.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist demonstrates an understanding of and sensitivity to the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Skilled level and additionally:</p> <p>Assists with the development and/or delivery of staff professional development on student diversity.</p> <p>Provides mentoring and coaching to colleagues regarding issues of diversity and student learning.</p> <p>Applies knowledge to assist students, schools, and/or community, for example, addressing issues of disproportionately in special education identification or suspension/expulsion data.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CONSULTATION AND COLLABORATION					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
CONSULTATION AND COLLABORATION	<p>DOMAIN 3 (Indicator 3.1: Engages in consultation and collaboration with school staff, families and community)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist lacks knowledge and skills about effective consultation strategies and practices, and/or</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is involved in continued professional growth regarding consultation and collaboration strategies.</p> <p>However, individual's practices demonstrate limited application of knowledge and skills to expected roles and responsibilities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist effectively engages in consultation and collaboration with school staff.</p> <p>Example activities include: -Assists teachers with identifying concerns to target through intervention supports team/teachers with implementation of interventions through modeling, coaching, providing feedback or training, works with others as part of a team (e.g. intervention team, problem-solving team, committee), and/or utilizes skills/strategies for facilitating and conflict resolution.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Skilled level and additionally:</p> <p>Applies knowledge in innovative ways to assist students, schools, or community. For example, designing a process for collaborative team meetings.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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LEADERSHIP					
	Ineffective 0	Developing 1	Skilled 2	Accomplished 3	
LEADERSHIP	<p>DOMAIN 4 (Indicator 4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist does not seek out or take advantage of opportunities to engage in professional learning and/or</p> <p>Does not respond to feedback from supervisor(s) regarding the need for professional learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist attends mandatory professional learning events, but does not demonstrate application of knowledge/skill addressed in professional learning event, or initiates attendance at optional professional learning events.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist responds well to constructive feedback; utilizes feedback to identify areas for professional growth; initiates attendance at optional professional learning events; engages in professional reading of current research and practice; demonstrates application of knowledge/skill addressed in attended professional learning events.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Skilled level and additionally: Reflects critically on own skills and identifies professional learning needs, shares newly learned knowledge and practices with colleagues and school staff; seeks opportunities to provide professional learning sessions for colleagues and/or school staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

LEADERSHIP					
	Ineffective 0	Developing 1	Skilled 2	Accomplished 3	
LEADERSHIP	<p>DOMAIN 4 (Indicator 4.2: Advocates for student success.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist demonstrates limited commitment to the growth and learning of students.</p> <p>Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist demonstrates a concern about student failure or lack of progress but does not advocate for student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist demonstrates a concern for student learning and outcomes by advocating for a change in instruction or services when needed.</p> <p>Advocates in a respectful and effective manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <p>Provides support and mentoring to colleagues regarding student advocacy when appropriate.</p> <p>Seeks systems level changes that will benefit all students and families.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
	Ineffective 0	Developing 1	Skilled 2	Accomplished 3	
CORE PROFESSIONALISM	<p>DOMAIN 5 (Indicator 5.1: Attendance and Punctuality.)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist demonstrates a pattern of unexcused absences.</p> <p>School Psychologist demonstrates a pattern of unexcused late arrivals and/or early departures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist exhibits periodic unexcused absences.</p> <p>School Psychologist periodic unexcused late arrivals and/or early departures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist demonstrates a pattern of good attendance.</p> <p>School Psychologist demonstrates a pattern of punctuality.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>In addition to meeting criteria for Skilled rating, the school psychologist anticipates needs and adjusts work schedule to accommodate these needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
CORE PROFESSIONALISM	<p>DOMAIN 5 (Indicator 5.2: Respect)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist consistently fails to interact with students, parents/families, community members, and colleagues in a respectful manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist periodically fails to interact with students, parents/families, community members, and colleagues in a respectful manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist interacts with students, parents/families, community members, and colleagues in a respectful manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist demonstrates a high level of respect and awareness of diversity when interacting with students, parents/families, community members, and colleagues.</p> <p>School Psychologist makes students, parents/families, community members, and colleagues feel valued.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
CORE PROFESSIONALISM	<p>DOMAIN 5 Ethics (Indicator 5.3: Policies and Procedures)</p> <p><input type="checkbox"/> No, Indicator Not Applicable To this employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist demonstrates a pattern of failing to follow state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates limited knowledge of state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist periodically fails to follow state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates an incomplete knowledge of state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist follows state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates a working knowledge of state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist follows state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates a comprehensive knowledge of state, school, and district policies and procedures.</p> <p>School Psychologist provides support or mentoring to colleagues regarding state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
CORE PROFESSIONALISM	DOMAIN 5 Goals <input type="checkbox"/> No, Indicator Not Applicable To this employee <input type="checkbox"/> Yes	School Psychologist fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development. <input type="checkbox"/>	School Psychologist identifies strengths and areas for growth to develop and implement targeted goals for professional growth but does not fulfill goals for improvement. <input type="checkbox"/>	School Psychologist sets data-based short- and long-term professional goals and takes action to meet these goals. <input type="checkbox"/>	School Psychologist sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence. <input type="checkbox"/>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective 0	Developing 1	Skilled 2	Accomplished 3
CORE PROFESSIONALISM	DOMAIN 5 Communication <input type="checkbox"/> No, Indicator Not Applicable To this employee <input type="checkbox"/> Yes	School Psychologist fails to communicate clearly with students and families or collaborate effectively with professional colleagues. <input type="checkbox"/>	School Psychologist uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation to achieve the intended outcome. <input type="checkbox"/>	School Psychologist uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. <input type="checkbox"/>	School Psychologist communicates effectively with students, families, and colleagues. They collaborate with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. <input type="checkbox"/>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

School Psychologist Performance Evaluation Rubric

Final Summative Rating of School Psychologist Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school psychology practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school psychologist based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Domain 1: Assessment, Data-Based Decision Making, and Accountability				
Domain 2: Interventions and Instructional Support to Develop Academic, Social, and Life Skills				
Domain 3: Consultation and Collaboration				
Domain 4: Leadership				
Domain 5: Core Professionalism				
<i>Area of reinforcement:</i>		<i>Area of refinement:</i>		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Check here if improvement plan has been recommended.

School Psychologist Signature _____

Date _____

Evaluator Signature _____

Date _____

Findlay High School
Bowling Club Constitution
Drafted January 2019

I. Name

- a) The name of the organization shall be the Bowling Club.

II. Purpose

- a) The purpose of the organization shall be to
- i) Provide the opportunity for students to increase their bowling skills.
 - ii) Develop positive social connections with other students at Findlay High School.
 - iii) Increase the students' knowledge about competitive bowling.
 - iv) Create a new athletic experience for Findlay High School students.

III. Membership

- a) Membership in the Bowling Club shall be open to enrolled Findlay High School students that meet the eligibility requirements as stated in policy 9.22 of the Findlay City School Board Policy Manual.
- b) Eligibility for membership or elected office shall not be limited on the basis of race, sex, color, age, religion, national origin, marital status, sexual orientation, physical or mental handicap, ancestry or medical condition, except as explicitly exempted in federal law.

IV. Leadership & Duties

- a) The leadership for the Bowling Club shall be: Advisor(s), Team Captain(s), and Secretary
- b) To be eligible for the Team Captain and Secretary positions, candidates must meet the following requirements:
- i) Must have passed five or more credits during the preceding grading period.
 - ii) Maintained a minimum 1.5 GPA in the previous grading period.
 - iii) Received no more than one F in classes in which they were enrolled during the preceding grading period, whether for full or partial credit.
 - iv) Adhere to the Extracurricular Eligibility Rules as stated in policy 9.22 of the Findlay City School Board Policy Manual.
 - v) Demonstrate commitment to the Bowling Club, Findlay High School goals and values, and exhibit leadership qualities.
- c) Leadership members that are determined to be ineligible shall be removed from office.

- d) Nominations shall occur by voice or written expression at the time of scheduled elections. Students nominated must accept or decline the nomination. Self-nominations are accepted for leadership positions.
- e) Elections shall occur at the beginning of the school year no later than September 30th and occur by secret ballot. The individual with the most votes shall be declared the winner for the leadership position.
- f) The term of the leadership position shall be for one academic year and shall begin the following day after elections have concurred and end the last day of the school year.
- g) Vacancies shall be filled through the elections process and shall occur the next meeting after the vacancy occurs.
- h) Bowling Club leadership may be removed from office by a majority vote of the club membership or by violating school policies, district policies, local, state, or federal laws. The club advisor(s) or the Findlay High School administration may choose to remove a student from a leadership position or participating in the Bowling Club.
- i) The duties of the leadership positions shall be
 - A. Club Advisor(s) shall
 1. Schedule and organize bowling club practices and competitions.
 2. Check eligibility with the students.
 3. Provide support and instruction to grow students' abilities in bowling.
 4. Manage accurate finances for the club and for accounting purposes.
 - B. Team Captain(s)
 1. Provide leadership for the Bowling Club for other participants
 2. Serve as a role model in the club as a professional bowler
 3. Support the Club Advisor(s) in providing assistance and suggestions to expand opportunities within the club.
 - C. Secretary
 1. Keep track of participation in the club activities
 2. Provide announcements and updates on club activities
 3. Record any important information to be shared for the club.
 4. Serve as gatekeeper for meetings to ensure productivity and maximization of time.

V. Funding

- a) The organization shall be funded through the following means:

- i) Financial support provided by the Student Activities fund
 - ii) Financial support provided by the participants in the Bowling Club
 - iii) Financial support provided by the fundraising activities of the Bowling Club members
 - iv) Donations received by the Bowling Club
- b) All money transactions must be approved by the Club Advisor(s) and shall adhere to the processes established Findlay High School and Findlay City Schools Treasurer's Office.
- c) The organization shall operate as a non-profit association and no profits may accrue to any individual within the organization.

VI. Meetings

- a) Regular meetings of the Bowling Club shall be held at a time deemed most appropriate by the members and availability of the local bowling lanes.
- b) Special meetings may be called by the Club Advisor(s) or Findlay High School administration when deemed necessary.
- c) Agendas for meetings and practices shall be determined by the Club Advisor(s) and shall be maintained by the Secretary of the Bowling Club.
- d) A quorum for any regular or special meeting shall be the number of members present at the meeting.
- e) For the purposes of any vote, the determination of the current eligible voting membership shall be members who are present and in good standing in terms of extracurricular eligibility as stated in Policy 9.22 of the Findlay City School Board Policy Manual.
- f) Decisions of the Bowling Club shall be approved by a majority of the quorum voting members present.

VII. Amendment of Constitution

- a) This Constitution may be amended at any regular meeting of the organization by a two-thirds vote of the members present provided that the amendment has been submitted in writing at the previous meeting.

EXHIBIT E

SIX MONTH INTEREST REPORT TO THE BOARD
July-December 2018
As presented 1/28/19

Board Policy 4.04 as of August 6, 2018 stated,

REVENUE FROM INVESTMENT

The Treasurer shall keep an accounting of the following funds with respect to interest earned: General 001; Bond Retirement 002; Bond Proceeds 004; Lunchroom 006; Endowment Funds 008; Auxiliary Service 401.

The Treasurer shall report to the Board a listing of interest earned to the above funds each six (6) months.

The following report is in accordance with the above policy. The District received \$36,734.53 of investment income from July through December 2018. It was allocated as follows:

Fund	Description	Interest
001	General	\$ 30,857.53
004	2010 Bond Proceeds	4,558.85
006	Food Service	404.17
008	Endowment Funds	877.77
401	St. Michael Auxiliary	36.21
	TOTAL	\$36,734.53

As prepared by
Mike Barnhart, Treasurer
January 17, 2019