

BOARD OF EDUCATION MEETING MINUTES  
April 8, 2019

The Board of Education met in regular session at 6:00pm in the Donnell Middle School Community Room.

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.

**2019-004-001 APPROVAL OF MINUTES**

It was motioned by Mrs. Robertson, seconded by Mrs. Russel to approve the regular meeting minutes from March 11, 2019, special meeting minutes from March 20, 2019 and Board work session from March 26, 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.

Mr. Aldrich left the meeting at 6:04 pm and returned at 6:14 pm.

**CELEBRATIONS**

Principal Don Williams updated the Board on state testing. He spoke about Donnell's 1<sup>st</sup> year of Leader in Me and other events happening at Donnell. Mrs. Robertson celebrated Lincoln's pep rally for testing week. Dr. Siebenaler Wilson celebrated Mrs. Dysinger's recent Distinguished Alumni Award.

**2019-004-002 Community Foundation Grants**

It was motioned by Mrs. Russel, seconded by Mrs. Robertson to approve the following Findlay Hancock County Community Foundation Grants:

- A \$15,000 (Grant #2019045) to Findlay City Schools for General Purpose. This grant was funded by the Dorothy F. Secor Fund.
- A one-year grant totaling \$6000 to be awarded to Findlay City Schools, in partnership with Cory Rawson schools, to support the Hancock County Peers project. The lead teachers are Amanda Kuznicki and Larissa Van Der Molen. Funding Sources: HancockREADS Endowment Fund and Hancock Education Fund.
- An \$8000 (Grant # 2019191) to Findlay City Schools and Jacobs Primary for a 1 year grant to provide funding for intensive onsite teacher and parent training "Kid Whisperer". Funding source: Handbags That Help Fund.
- A \$10,183 (Grant # 2019181) to be awarded to Findlay City Schools to support the Whittier Primary School program. Funding Source: Bill and Eveline Stitt Fund.
- An \$11,805 (Grant # 2019179) to be awarded to Findlay City Schools to support the Jefferson Primary School program. Funding Source: Bill and Eveline Stitt Fund.
- An \$11,394 (Grant # 2019178) to be awarded to Findlay City Schools to support the Jacobs Primary School program. Funding Source: Bill and Eveline Stitt Fund.
- A \$ 15,500 (Grant # 2019180) to be awarded to Findlay City Schools to support the Lincoln Intermediate School program. Funding Source: Bill and Eveline Stitt Fund.

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

**PUBLIC PARTICIPATION**

Angela Dittman expressed gratitude for the Community Foundation Grants and explained to the Board that FEA and Administration are working to have yard signs available for incoming kindergarteners.

**CORRESPONDENCE**

Mr. Kurt referenced the recent article in The Courier regarding the UF Mazza Museum expansion.

**2019-004-003 CONSENT ITEMS (A-S)**

It was motioned by Mrs. Robertson, seconded by Mr. Cooper to approve consent items A-S.

**CERTIFICATED PERSONNEL**

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

Heather Coy (Findlay Learning Center)  
Effective: 3/10/19 - 4/19/19  
Reason: FMLA

Jennifer Fryman (Glenwood)  
Effective: 3/25/19 - 4/25/19  
Reason: FMLA

Lisa Hoy (Jacobs)  
Effective: 3/14/19 - 4/24/19  
Reason: FMLA

Lori Huffman (Lincoln)  
Effective: 2/26/19 - 3/19/19  
Reason: FMLA

Lori Huffman (Lincoln)  
Effective: 3/20/19 - 2/25/20  
Reason: FMLA

Brooke Imke (Jefferson)  
Effective: 3/8/19 - 4/4/19  
Reason: FMLA

Ryan Lindahl (Glenwood)  
Effective: 2/19/19 - 3/3/19  
Reason: FMLA

Shannon Selhorst (Washington)  
Effective: 3/14/19 - 4/24/19  
Reason: FMLA

Justin Shank (Millstream)  
Effective: 3/21/19 - 4/12/19  
Reason: FMLA

Jodi Smith (Donnell)  
Effective: 3/9/19 - 5/4/19  
Reason: FMLA

Tyler Smith (FHS)  
Effective: 3/9/19 - 3/24/19  
Reason: FMLA

B. Leave of Absence (unpaid)

Heather Coy (Findlay Learning Center)  
Effective: 4/20/19 - 5/17/19  
Reason: FMLA

C. Resignation

Ashley Edel (From LOA) (5 years)  
Reason: Personal Effective: May 25, 2019

Matthew Haas (PT Math, Findlay Learning Center) (1 year)  
Reason: Personal Effective: August 5, 2019

D. Retirement

Kelly Stahl (Principal, Whittier) (2 years)  
Reason: Retirement Effective: May 31, 2019

E. Appointments

1. Trauma Informed presentation at Tiffin ESC December 14, 2018 (acct 019-2120-111-9259)

Kelly Glick—\$422.02 for full day prep time  
Darlene Mack— \$386.43 for full day prep time

2. Trauma Informed presentation in Bellefontaine January 16, 2018 (acct 019-2120-111-9259)

Kelly Glick—\$422.02 for full day prep time  
Darlene Mack— \$386.43 for full day prep time

3. Trauma Informed presentation in Cambridge February 19, 2018 (acct 019-2120-111-9259)

Kelly Glick—\$422.02 for full day prep time  
Darlene Mack— \$386.43 for full day prep time

4. Trauma Informed presentation in Rolling Hills March 8, 2018 (acct 019-2120-111-9259)

Kelly Glick—\$422.02 for full day prep time  
Darlene Mack— \$386.43 for full day prep time

5. Trauma Informed presentation at New Knoxville March 15, 2018 (acct 019-2120-111-9259)

Kelly Glick—\$422.02 for full day prep time  
Darlene Mack— \$386.43 for full day prep time

6. 2019 Summer School Teachers – Step 0 @ \$22.01/hour

Julie Coan	Danielle Spragg (substitute)	Kelly Wohlgamuth (substitute)
------------	------------------------------	-------------------------------

7. 2019 Summer School Teachers – Step 2 @ \$22.59/hour

Mary Beth Kennedy-Mowrey Heather Schroeder	Catherine Keppers (substitute) Kevin Swan	Jennifer Stillings
---	--	--------------------

8. 2018-19 Continuing Contracts

Sharon Armstrong Patty Majors Kristin Woodhull	Kimberly Barrientos Rebecca Rader Madeline Zellner	Allison Gerken April Taylor
--	--	--------------------------------

9. FHS 2018-19 Musical Stipend (paid from F-MUSIC Account)

Carmen Brown – Costumes @ \$800.00

10. Grade 7 Science Curriculum Writing for 2019-20 summer and school year @ \$50 (Acct# 001-1100-111-16)

Lauren Moser

11. Google Level 1 Reimbursement @ \$10 (via Accounts Payable PO)

Daniel Gosser

12. Supplemental Duty Assignments – Certificated Personnel for 2018-2019 School Year

Melissa Wilson - Assistant 7th & 8th Grade Boys' Track Coach – Donnell @ \$2,071.98

13. Whittier Principal

The superintendent recommends reemployment of Kelly Stahl effective 8/1/19 for a two year contract through the Hancock County ESC at \$78,035 for 2019-20. This amount is based on administrative compensation plan's experience level of year 5 less an adjustment to the salary which will cover ESC health insurance costs.

14. Welding Teacher

Chad Brown (Welding Teacher, Millstream)  
Salary: Non-Degree, Step 12 @ \$53,913 (based on 2018-19 salary schedule)  
Effective: August 23, 2019

15. Speech Language Pathologist

Alexis Decker (Speech Language Pathologist, Student Services)  
Salary: MA, Step 0 @ \$40,857  
Effective: August 23, 2019

CLASSIFIED PERSONNEL

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

Barbara Bish (Administration)  
Effective: 3/6/19 -5/6/19 Intermittent  
Reason: FMLA

Kathy Bowser (Custodian)  
Effective: 3/11/19 - 5/5/19  
Reason: FMLA

Janice Collins (Jefferson)  
Effective: 2/21/19 - 3/1/19  
Reason: FMLA

Melissa Gephart (FHS)  
Effective: 3/18/19 - 9/18/19 Intermittent  
Reason: FMLA

G. Resignation

Laura Klinck (Bus Aide, Transportation) (2-1/2 years)  
Reason: Personal Effective: March 28, 2019

Cindy Ostheimer (Special Ed Aide, Chamberlin Hill) (17 years)  
Reason: Personal Effective: May 23, 2019

Brenda Spurlin (Bus Driver, Transportation) (22 years)  
Reason: Personal Effective: April 25, 2019

H. Retirement

Dennis McPherson (Director of Operations) (14 years)  
Reason: Retirement Effective: December 31, 2019

I. Reclassification

Jacqueline Pollack  
From: Substitute Food Service Worker @ \$9.90 per hour  
To: High School Food Service Worker @ \$11.19 per hour  
Effective: April 1, 2019

Rhonda Waldman  
From: 234-day Secretary (working calamity days/delays)  
To: 260-day Secretary (working calamity days/delays)  
Effective: July 1, 2019

J. Appointments

The superintendent recommends approval of the following appointments, at salaries in accordance with the adopted salary schedules, and contingent upon subsequent receipt by the Board of a report from B.C.I. which is not inconsistent with the applicant's answers on the employment application.

1. Noon Hour Monitors @ \$10.08/hour

Ronglan Huang - Wilson Vance  
Lisa Smith - Lincoln

2. FHS 2018-19 Musical Stipend (paid from F-MUSIC Account)

Isaac Steinhour – Set and Design Construction @ \$600.00

3. Temporary Food Service Utility Driver from March 16-May 23, 2019 as needed @ \$12.92/hour

Allison Steffes



4. Registered Behavior Technician \$300 Certificate Stipend

Cathy Dewey

Heidi Nelson

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

Sonsoles Llodra - DN & GW Mentorship Program w/Toledo Symphony Orchestra  
Tre Phillips - Indoor Drumline Volunteer

K. 2019 Summer School Brochure and Registration

The superintendent recommends approval of the 2019 Summer School Brochure and Registration Form as shown in **EXHIBIT A.**

L. Option for paper tests beginning 2019-2020 for grade 3 ELA only

The superintendent recommends approval of Senate Bill 216, 132<sup>nd</sup> General Assembly, effective November 2, 2018, allowing districts the option of paper or online test administration only for the third-grade state assessments, beginning in the 2019-2020 school year as shown in **EXHIBIT B.**

M. The Expanding Opportunities Grant for Each Child

The superintendent recommends approval of the Expanding Opportunities Grant for Each Child sub-grant of federal funds with the purpose of expanding access to and enrollment in advanced coursework for low-income students through the development of career pathways, advance placement and international baccalaureate opportunities as shown in **EXHIBIT C.**

N. Monthly Treasurers Report

The treasurer recommends approval of the monthly treasurer's report as shown in **EXHIBIT D.**

O. Ohio High School Athletic Association Membership

The superintendent recommends approval of the 2019-2020 Ohio High School Athletic Association membership as shown in **EXHIBIT E.**

P. FY19 3rd Quarter Report

The treasurer recommends approval of the FY19 3rd Quarter Benefits Reports as presented in **EXHIBIT G.**

Q. Utilities Efficiency Analyst Stipend and Transition

The superintendent and treasurer recommend that Sean Swisher be paid a stipend of \$2100 per month for April 2019 through November 2019 as District Utilities Efficiency Analyst. This stipend comes with the expectation that he will continue his utilities management duties as well as provide a transition plan by July 31, 2019 to maintain a utilities savings program into the 2019-20 school year which will include but not be limited to potential leaders and monitors throughout the district as well as a timeline for implementation and estimated cost.

R. Correction to March 11, 2019 Board of Education Agenda

N. Acceptance of Gifts

GIFT: \$25.00

FROM: Norm and Betty Roynon

TO: Findlay High School Athletic Department in memory of Mike Pirschel

S. Acceptance of Gifts

GIFT: \$1826.47

FROM: Donors Choose

TO: Tricia Klausung for a sensory Pathway Project at Washington Preschool

GIFT: \$6241.94

FROM: FHS Class of 1972

TO: FHS Auditorium Improvements

GIFT: \$616.00

FROM: Donors Chose

TO: Kari Redman for Tinker, Explore... CREATE! at Washington Preschool

## DISCUSSION ITEMS

Mr. Steiner discussed the 2 New Pilot Curriculum Courses: Problem Solving 2.0, Pop, Rock, and Contemporary Music in EXHIBIT F and the Adapted and Adjusted AP Government and Politics Syllabus: EXHIBIT F.

## ACTION ITEM

### 2019-004-004 Out of State Travel

It was motioned by Dr. Siebenaler Wilson, seconded by Mrs. Robertson to approve the following out-of-state travel:

- Lindsey M. Boes to travel to Detroit, MI from March 20, 2019 to March 21, 2019 to attend the MACUL Tech Conference.
- Brian Sheehe, SHOCKWAVE members, and chaperones to travel to Dayton, OH/Northern, KY to compete in WGI Drumline World Championships.
- Chris Gott plus 5 additional staff/administrators to travel to Boston, MA in July to attend the Building Learning Communities Convention.
- Billy Prater and qualifying members to Dallas, Texas from June 16, 2019 – June 22, 2019 to compete in the Speech and Debate National competition.

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

### 2019-004-005 EXECUTIVE SESSION

It was motioned by Mrs. Russel, seconded by Mr. Cooper to go into executive session at 6:57 pm to discuss action on a Suspension Appeal, matters to be kept confidential by Federal Law, Rules or State Statutes and 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 student.

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

### 2019-004-006 RETURN TO REGULAR SESSION

It was motioned by Mrs. Russel, seconded by Dr. Siebenaler Wilson to exit executive session and return to regular session at 8:07 pm.

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

### 2019-004-007 STUDENT SUSPENSION

It was motioned by Mrs. Russel, seconded by Mrs. Robertson to adopt the Board of Education's Designee, Larry Busdeker, Findings of Fact and Recommendation to Affirm the Order of Suspension of the student from the Findlay City School District. The treasurer will provide written notice to the student and parent/legal guardian by certified U.S. mail of the adoption of the Designee's Finding of Fact and Recommendation.

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

## BOARD'S COMMENTS

Mrs. Robertson requested that the policy committee review the public solicitation policy 10.04.

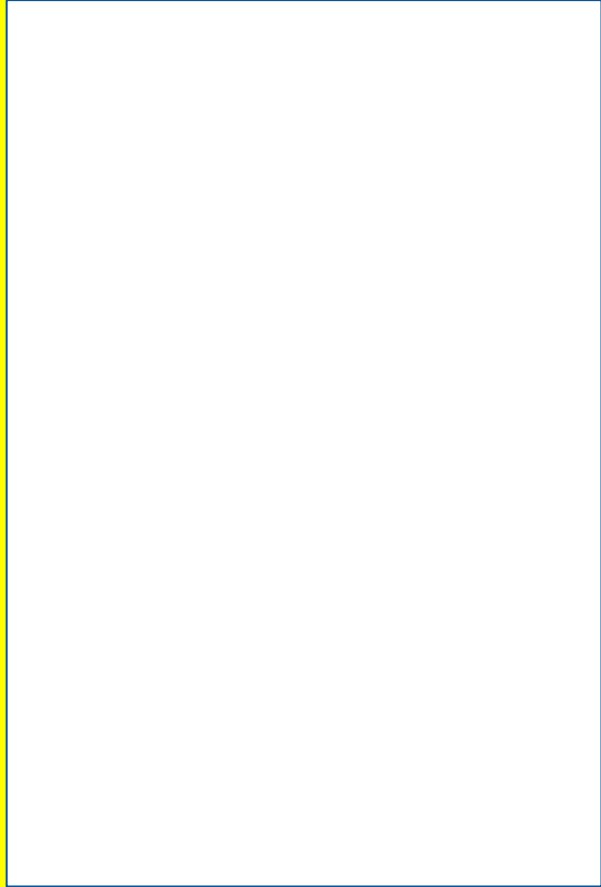
### 2019-004-008 ADJOURNMENT

It was motioned by Dr. Siebenaler Wilson, seconded by Mr. Cooper to adjourn the meeting at 8:09 pm.

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

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
President





## Grade 3 Testing: Paper or Online Administration Beginning 2019-2020

### INTRODUCTION

Over the past five years, Ohio has transitioned state testing from paper-and-pencil to online administration. The percentage of third-grade students who take their English language arts tests online was nearly 100 percent in 2018, as noted:

- 99.5 percent of the grade 3 English language arts tests were administered online in spring 2018; and
- 99.7 percent were administered online in fall 2018.

A few exceptions to online testing are available for students' religious beliefs and students who require paper test forms as an accommodation documented in their individualized education programs (IEP) or 504 plans. In addition, there are rare exceptions based on a verified lack of technology infrastructure at a district or school.

An additional opportunity allowing paper testing is now available.

### LEGISLATION

Senate Bill 216, 132nd General Assembly, effective Nov. 2, 2018, allows districts the option of paper or online test administration only for the third-grade state assessments, beginning in the 2019-2020 school year. Specifically, Ohio Revised Code Section 3301.0711(G)(4), as amended by SB 216 provides:

*Beginning with the 2019-2020 school year, a school district, other public school, or chartered nonpublic school may administer the third-grade English language arts or mathematics assessment, or both, in a paper format in any school year for which the district board of education or school governing body adopts a resolution indicating that the district or school chooses to administer the assessment in a paper format. The board or governing body shall submit a copy of the resolution to the department of education not later than the first day of May prior to the school year for which it will apply. If the resolution is submitted, the district or school shall administer the assessment in a paper format to all students in the third grade, except that any student whose individualized education program or plan developed under section 504 of the "Rehabilitation Act of 1973," 87 Stat. 355, 29 U.S.C. 794, as amended, specifies that taking the assessment in an online format is an appropriate accommodation for the student may take the assessment in an online format.*

**Because the election to use paper tests must be made by a district board of education or a governing authority, please advise your district board of education or governing authority to take action if paper-and-pencil test administration is desired and submit a resolution by May 1.**

The option applies to the following tests in grade 3:

- Ohio's State Tests in English Language Arts and/or mathematics;
- Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), English language arts and/or mathematics. Note that the online AASCD 2.0 to be administered in 2019-2020 is computer adaptive, while the paper version is not.

Districts and schools should consider the following:

- Districts, community schools and chartered nonpublic schools may choose to administer paper tests to their third-grade students for the above tests only.
- The board's resolution to use paper tests is a general election but cannot supersede a student's individualized education program (IEP) or 504 plan. In other words, if the district chooses paper tests, a student on an IEP or 504 plan must test online if the plan specifies that mode.
- The board's decision applies to all schools within a district.
- The administration format choice (paper or online) is for the full school year (i.e., English language arts for fall, spring and summer administrations; math for spring administration). Changes in the administration mode cannot be made midyear.
- If a district or school continues to administer the tests online, paper accommodations as accessibility features are still available as detailed in [Ohio's Accessibility Manual](#). A board resolution regarding accommodations is not required.
- Districts and schools wishing to administer paper tests to their third-grade students must submit certified resolutions from their school boards or governing bodies to the Ohio Department of Education **by May 1 of each year** for test administration occurring the following school year.
- Districts and schools that have requested and qualified for an exception to online testing (for example, for religious beliefs) must submit a certified resolution as well.
- Any district or school that does not submit a certified resolution **by May 1 of each year** will be expected to test its grade 3 students online the following school year. A resolution needs to be submitted to the Department ***only if a school or district is choosing paper***

The Department will release more information about the submission process for the resolutions at a later date. For questions, please contact the Office of Assessment at [\(614\) 466-1317](tel:6144661317) or [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov).

# EXHIBIT C

## EXPANDING OPPORTUNITIES FOR EACH CHILD APPLICATION CHECKLIST

Application Item	Completed
<b>Requirement 1:</b> Application Overview and Area of Focus	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 2:</b> Identification and Context	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 3:</b> Needs Assessment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 4:</b> Strategies and Activities	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 5:</b> Impact for Students (Goals)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 6:</b> Impact Evaluation and Reporting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 7:</b> Integration into the Continuous Improvement Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 8:</b> Budget and Justification	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 9:</b> Sustainability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Requirement 10:</b> Multi-year Planning process and Timeline	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Budget Form Submitted in CCIP	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Signed Certification Form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Signed Statement of Assurances Submitted in CCIP	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for The Expanding Opportunities for Each Child sub-grant of federal funds with the purpose of expanding access to and enrollment in advanced coursework for low-income students through the development of career pathways, advance placement and international baccalaureate opportunities. These grants should support and align to local continuous improvement plans.

The governing board of Findlay City Schools [District Name] has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on \_\_\_\_\_ [Date].

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

Printed Name: **Edward Kurt**



## FINDLAY CITY SCHOOLS TREASURER'S REPORT MARCH 2019

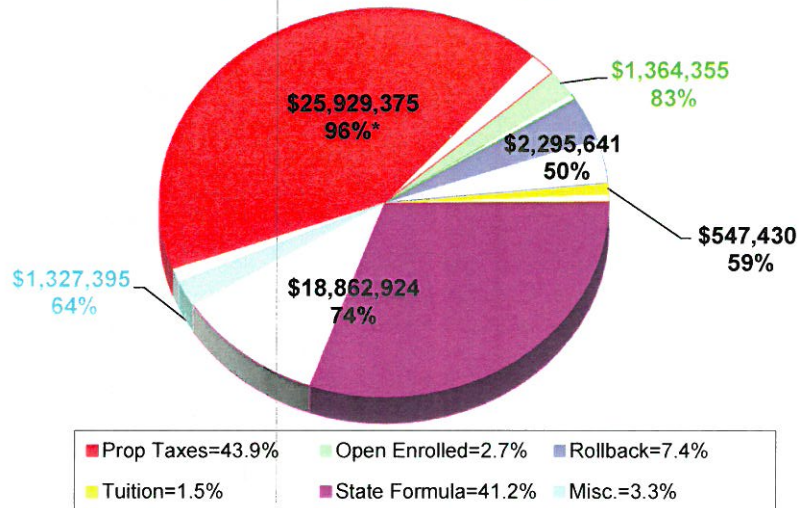
FUND	June 30, 2018	JUL-MAR	YTD % OF	JUL-MAR	YTD % OF	March 31, 2019	OUTSTANDING	UNENCUMBERED	UNENCUMBERED	UNENCUMBERED
	CASH BALANCE	RECEIPTS	BUDGET	EXPENSES	BUDGET	CASH BALANCE	ENCUMBRANCES	BAL. Mar. 31, 2019	Bal. Mar. 31, 2018	Bal. Mar. 31, 2017
GENERAL	\$ 10,908,253	\$ 50,327,120	81.4%	\$ 47,860,407	73.6%	\$ 13,374,966	\$ 1,521,235	\$ 11,853,731 +	\$ 15,334,483	\$ 16,170,107
27-YEAR 2010 BOND DEBT	1,054,579	3,431,761	85.5%	2,783,168	68.2%	1,703,172	-	1,703,172	1,748,214	1,686,417
PERMANENT IMPRV MNT	2,979,014	2,107,589	96.2%	1,731,098	43.3%	3,355,505	640,279	2,715,226	2,655,677	1,229,562
2010 BOND PROCEEDS	387,391	6,989	69.9%	-	0.0%	394,380	-	394,380	385,269	620,732
FOOD SERVICE	393,012	1,070,958	53.5%	1,207,807	61.4%	256,163	250,509	5,654	(142,118)	(14,543)
ENDOWMENTS & TRUSTS	1,221,421	364,970	84.1%	289,957	53.4%	1,296,435	52,354	1,244,081	1,184,927	934,121
NEW BLDG MAINTENANCE	1,888,818	367,500	88.8%	419,770	49.7%	1,836,547	227,405	1,609,142	1,767,442	1,790,941
MILLSTREAM	158,554	731,978	77.9%	540,785	58.4%	349,746	3,697	346,050	318,045	581,149
PUBLIC SUPPORT	137,147	122,106	81.4%	125,988	59.7%	133,265	25,389	107,876	151,436	125,892
FABSS	111,364	118,206	69.5%	147,023	70.0%	82,547	-	82,547	114,955	148,676
HEALTH INSURANCE	1,812,133	7,810,424	86.8%	7,640,968	80.4%	1,981,589	119,014	1,862,575	601,083	730,605
STUDENT ACTIVITIES	126,758	71,517	34.1%	61,696	33.4%	136,579	36,575	100,004	83,797	73,866
DISTRICT ACTIVITIES	496,456	545,820	109.2%	616,523	80.0%	425,754	92,157	333,596	353,694	287,417
AUXILIARY SRVCS	29,051	351,621	90.2%	267,745	64.2%	112,927	104,267	8,660	30,370	95,415
STATE GRANTS	13,505	80,375	62.3%	36,812	27.7%	57,068	177	56,891	32,730	32,303
FEDERAL GRANTS	79,490	1,834,064	50.3%	2,109,093	62.4%	(195,539)	49,436	(244,975)	(362,261)	(305,501)
OTHER MISC FUNDS	821,006	611,193	61.2%	619,317	51.6%	812,881	74,714	738,167	533,376	582,221
<b>TOTALS</b>	<b>\$ 22,617,952</b>	<b>\$ 69,954,190</b>	<b>80.4%</b>	<b>\$ 66,458,157</b>	<b>70.9%</b>	<b>\$ 26,113,985</b>	<b>\$ 3,197,206</b>	<b>\$ 22,916,779</b>	<b>\$ 24,791,118</b>	<b>\$ 24,769,379</b>

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

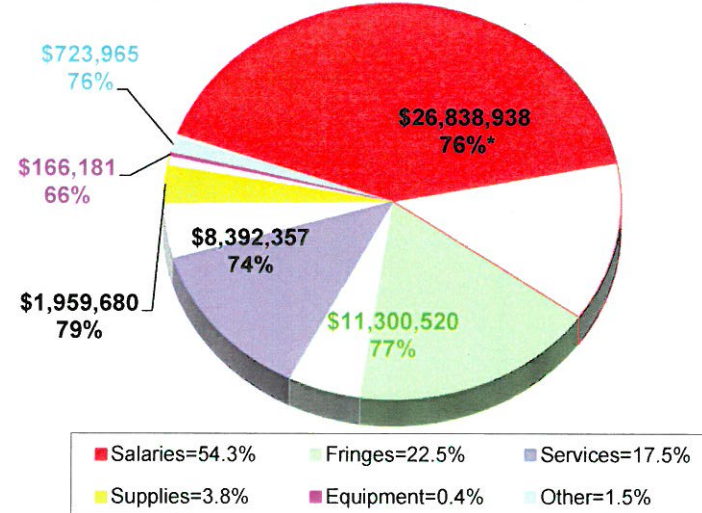
■ = funds related to OSFC building project for two (2) new middle schools and new Millstream Career Center

■ = Findlay After & Before School Sessions for K-5 with 3 locations (Lincoln, Northview, Wilson Vance). 6:30 AM start & 6:00 PM end. \$7.50-14.00 per 2.5 hr session.

### 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, 96% of FY19 estimated property tax revenue (red) has been received to date.

**Findlay City School District  
Bank Reconciliation  
2019  
Month of March**

**FUND BALANCES ON BOARD BOOKS**

**\$ 26,113,984.92**

**Bank Statement Balance**

Fifth-Third Bank	421,452.75	
Athletic Petty Cash (4) 1/24/00	14,000.00	
FHS Guidance Petty Cash 1/14/02	2,000.00	
Treasurer/Transportation Petty Cash 10/9/00	200.00	
Food Service Change 8/13/01	1,027.00	
MS Change 7/16/01	200.00	
Outstanding Checks	(330,583.18)	
<b>Total Bank Balances</b>		<u>108,296.57</u>

**Investments**

Fifth-Third Bank Securities 3/31/19	1,469,632.50	
Fifth-Third Invested Bond Proceeds 3/31/19	394,385.07	
Multi-Bank Securities	14,727,292.42	
Other Bank CDs	3,668,665.97	
Star Ohio 3/31/19	5,752,751.78	
<b>Total Investments</b>		<u>26,012,727.74</u>

**Adjustments**

3/31 Common Remitter amount included in STAR balance	(6,510.30)
Deposits in bank yet to be coded on books	(529.09)

**Total Bank Balances and Investments after Adjustments**

**\$ 26,113,984.92**

I do hereby certify the above to be true and accurate.

  
\_\_\_\_\_  
Michael T Barnhart, Treasurer



## Findlay City Schools Investments Fiscal Year 2019

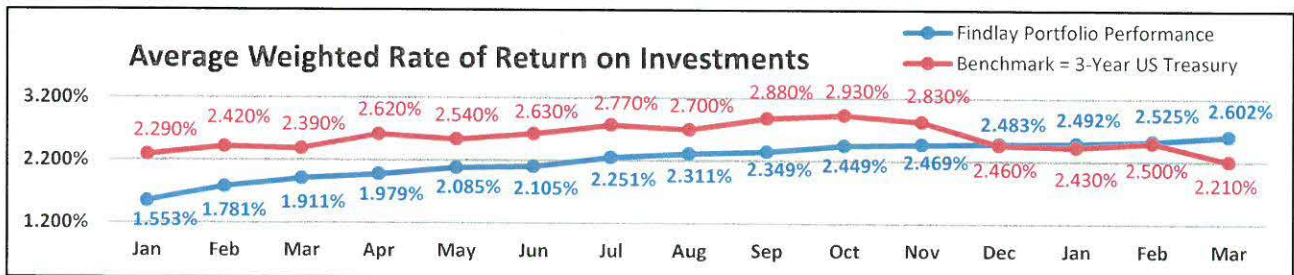
Par Amount	Type	Issued Date	Maturity Date	Interest Rate	Cost Basis	Market Value
<b>Fifth Third Securities</b>						
-	5th 3rd Govt MM fund Class A			2.280%	\$ -	\$ -
245,000	Synchrony Bank CD	6/13/2014	6/13/2019	2.000%	245,000.00	244,813.80
245,000	BMW Bank CD, Salt Lake	7/23/2014	6/20/2019	1.950%	244,632.50	244,796.65
245,000	Goldman Sachs Bank CD	11/15/2017	11/16/2020	2.000%	245,000.00	243,196.80
245,000	Ally Bank CD	11/16/2017	11/16/2020	2.000%	245,000.00	243,196.80
245,000	Barclays CD	7/26/2017	7/26/2021	2.050%	245,000.00	242,253.55
245,000	CF Bank CD, Fairlawn, OH	3/15/2019	6/15/2023	2.750%	245,000.00	243,593.70
Subtotal Fifth Third		<b>Weighted Average Return</b>		<b>2.125%</b>	\$ 1,469,632.50	\$ 1,461,851.30

<b>Miscellaneous Banks</b>						
98,000	Citizens National CD (2 of 2)	7/9/2014	7/9/2019	1.050%	98,000.00	
245,000	Charter Bank CD, Georgia	2/11/2015	2/11/2020	1.650%	245,000.00	
195,000	Citizens National CD (1 of 2)	8/3/2015	8/3/2020	1.740%	195,000.00	
245,000	Discover Bank CD	2/22/2018	2/22/2021	2.550%	245,000.00	
245,000	HSBC Bank CD	3/21/2016	3/10/2021	2.750%	245,000.00	
200,000	Comenity Bank CD, Wilmington	3/23/2016	3/23/2021	1.800%	200,000.00	
100,000	First Federal CD	7/29/2016	7/29/2021	1.740%	100,000.00	
195,000	Wells Fargo Bank CD, Sioux Falls	8/31/2016	8/31/2021	1.600%	195,000.00	
184,000	West Town Bank CD	8/31/2016	8/31/2021	1.350%	184,000.00	
248,000	EverBank CD, Jacksonville, FL	9/7/2016	9/7/2021	1.550%	248,000.00	
242,666	Old Fort Bank CD	10/23/2018	10/23/2021	2.470%	242,665.97	
245,000	Farmers & Merchants State Bank CD	2/25/2019	2/25/2022	2.750%	245,000.00	
245,000	Farmers Bank CD, Berlin, WI	2/23/2018	2/23/2022	2.450%	245,000.00	
245,000	First Bank CD, Richmond, IN	3/16/2018	3/16/2022	2.650%	245,000.00	
245,000	Citibank CD, Sioux Falls SD	4/24/2018	4/25/2022	2.900%	245,000.00	
246,000	Morgan Stanley Bank CD	2/8/2018	2/8/2023	2.650%	246,000.00	
245,000	Allegiance Bank CD, Houston, TX	2/14/2018	2/14/2023	2.650%	245,000.00	
Subtotal Miscellaneous Banks		<b>Weighted Average Return</b>		<b>2.224%</b>	\$ 3,668,665.97	

<b>Multi-Bank Securities</b>						
150,000	Ohio Valley Bank CD	7/24/2014	7/23/2019	1.800%	150,007.40	
249,000	Civista Bank CD, Sandusky	2/22/2016	8/12/2019	1.450%	249,118.70	
143,929	FHLB Note	4/28/2015	4/28/2020	1.700%	143,928.57	
249,000	State Bank & Trust CD, Defiance	2/17/2016	2/17/2021	1.600%	249,000.00	
114,000	FHLB Note	2/26/2016	2/26/2021	1.690%	114,000.00	
900,000	Federal Farm Credit Bank	4/10/2017	4/20/2021	1.620%	902,718.00	
900,000	Freddie Mac	3/14/2019	6/14/2021	2.625%	899,550.00	
249,000	Nationwide Bank CD	11/18/2016	11/18/2021	1.500%	249,000.00	
900,000	Freddie Mac	3/28/2019	12/28/2021	2.750%	900,000.00	
730,000	Freddie Mac	7/30/2018	12/30/2021	3.000%	730,000.00	
1,000,000	Freddie Mac	3/7/2019	9/7/2022	2.875%	1,000,000.00	
245,000	Signature Bank CD	5/18/2018	11/18/2022	2.900%	245,000.00	
950,000	Freddie Mac	2/28/2018	2/28/2023	2.875%	950,000.00	
950,000	Freddie Mac	2/28/2018	2/28/2023	2.700%	950,000.00	
245,000	JP Morgan Chase CD	3/16/2018	3/16/2023	2.900%	245,000.00	
950,000	Federal Farm Credit Bank	4/12/2018	4/10/2023	2.970%	950,156.75	
950,000	Federal Farm Credit Bank	5/10/2018	5/10/2023	3.090%	950,000.00	
950,000	Freddie Mac	7/30/2018	7/26/2023	3.250%	950,000.00	
249,000	Genoa Bank CD	7/27/2018	7/27/2023	3.100%	249,000.00	
900,000	Federal Farm Credit Bank	3/6/2019	9/5/2023	2.900%	899,397.50	
950,000	FHLB Note	2/28/2019	11/28/2023	3.000%	951,415.50	
900,000	FHLB Note	2/28/2019	2/28/2024	3.000%	900,000.00	
900,000	Freddie Mac	3/11/2019	3/11/2024	3.000%	900,000.00	
Subtotal Multi-Bank Securities		<b>Weighted Average Return</b>		<b>2.743%</b>	\$ 14,727,292.42	

<b>Liquid Investment Accounts</b>						
StarOhio		<b>Liquid Wtd Avg Return</b>		<b>2.550%</b>	5,752,751.78	3/31/2019

**GRAND TOTAL INVESTMENTS**      **Grand Total Wtd Avg Return** **2.590%**      **\$ 25,618,342.67**  
**Non-Liquid Weighted Average Return** **2.602%**



**Findlay City Schools Bond Proceed Investments  
Fiscal Year 2019**

Par Amount	Type	Issued Date	Maturity Date	Interest Rate	Cost Basis	Market Value
<b><u>Fifth Third Securities (2010 Bond Proceeds)</u></b>						
136,385	5th 3rd Govt MM fund Class A			2.280%	\$ 136,385.07	\$ 136,385.07
10,000	American Express Bank CD, Utah	7/24/2014	7/24/2019	2.000%	10,000.00	9,987.90
248,000	Wells Fargo Bank CD	1/10/2018	1/10/2023	2.600%	248,000.00	244,027.04
Total of Invested 2010 Bond Proceeds					\$ 394,385.07	\$ 390,400.01

as prepared by  
Mike Barnhart  
4/2/2019

FINDLAY CITY SCHOOLS  
 Financial Report by Fund

Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance
TOTAL FOR Fund 001 - GENERAL:							
10,908,252.77	6,155,569.42	50,327,119.97	5,568,454.91	47,860,406.55	13,374,966.19	1,521,234.96	11,853,731.23
TOTAL FOR Fund 002 - BOND RETIREMENT:							
1,054,578.80	383,430.75	3,431,760.56	0.00	2,783,167.50	1,703,171.86	0.00	1,703,171.86
TOTAL FOR Fund 003 - PERMANENT IMPROVEMENT:							
2,979,013.65	222,288.71	2,107,588.77	15,244.39	1,731,097.69	3,355,504.73	640,278.84	2,715,225.89
TOTAL FOR Fund 004 - BUILDING:							
387,390.81	730.45	6,989.26	0.00	0.00	394,380.07	0.00	394,380.07
TOTAL FOR Fund 006 - FOOD SERVICE:							
393,012.41	144,778.55	1,070,957.88	163,337.41	1,207,807.49	256,162.80	250,508.85	5,653.95
TOTAL FOR Fund 007 - SPECIAL TRUST:							
550,690.23	35,986.44	364,092.43	1,646.44	289,956.59	624,826.07	48,853.75	575,972.32
TOTAL FOR Fund 008 - ENDOWMENT:							
670,730.89	0.00	877.77	0.00	0.00	671,608.66	3,500.00	668,108.66
TOTAL FOR Fund 009 - UNIFORM SCHOOL SUPPLIES:							
436,971.90	100,818.48	328,872.65	19,838.37	305,629.59	460,214.96	44,696.55	415,518.41
TOTAL FOR Fund 010 - CLASSROOM FACILITIES:							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 011 - ROTARY-SPECIAL SERVICES:							
66,733.38	14,983.42	88,272.98	5,634.87	80,513.47	74,492.89	28,382.88	46,110.01
TOTAL FOR Fund 014 - ROTARY-INTERNAL SERVICES:							
158,553.67	19,190.43	731,977.71	56,182.72	540,785.23	349,746.15	3,696.52	346,049.63
TOTAL FOR Fund 018 - PUBLIC SCHOOL SUPPORT:							
137,147.48	11,815.60	122,105.61	14,263.00	125,988.36	133,264.73	25,388.56	107,876.17
TOTAL FOR Fund 019 - OTHER GRANT:							
317,300.78	9,128.04	114,237.89	18,197.08	157,541.46	273,997.21	434.34	273,562.87
TOTAL FOR Fund 020 - SPECIAL ENTERPRISE FUND:							
111,364.22	18,795.40	118,205.65	14,500.03	147,022.66	82,547.21	0.00	82,547.21
TOTAL FOR Fund 022 - DISTRICT AGENCY:							
0.00	27,523.00	79,809.10	27,883.08	75,632.96	4,176.14	1,200.00	2,976.14
TOTAL FOR Fund 024 - EMPLOYEE BENEFITS SELF INS.:							
1,812,132.81	755,938.44	7,810,424.42	570,005.28	7,640,968.17	1,981,589.06	119,014.17	1,862,574.89





FINDLAY CITY SCHOOLS  
 Financial Report by Fund

Begin Balance	MTD Receipts	FYTD Receipts	MTD Expenditures	FYTD Expenditures	Current Fund Balance	Current Encumbrances	Unencumbered Fund Balance	
TOTAL FOR Fund 506 - RACE TO THE TOP:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL FOR Fund 516 - IDEA PART B GRANTS:	46,700.76	124,829.24	662,319.81	91,992.48	806,558.12	97,537.55-	37,085.30	134,622.85-
TOTAL FOR Fund 524 - VOC ED: CARL D. PERKINS - 198	0.00	21,478.51	156,472.90	21,387.07	168,475.80	12,002.90-	0.00	12,002.90-
TOTAL FOR Fund 532:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 533 - TITLE II D - TECHNOLOGY:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 536 - TITLE I SCHOOL IMPROVEMENT A:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 537 - TITLE I SCHOOL IMPROVEMENT G:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 542 - NUTRITION EDUCATION/TRAIN PGM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 551 - LIMITED ENGLISH PROFICIENCY:	0.00	0.00	12,744.00	0.00	14,144.00	1,400.00-	0.00	1,400.00-
TOTAL FOR Fund 572 - TITLE I DISADVANTAGED CHILDRE	23,554.89	106,421.66	762,486.20	107,405.71	855,013.16	68,972.07-	8,640.02	77,612.09-
TOTAL FOR Fund 573 - TITLE V INNOVATIVE EDUC PGM:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 584 - DRUG FREE SCHOOL GRANT FUND:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 587 - IDEA PRESCHOOL-HANDICAPPED:	0.00	6,659.24	44,473.44	6,713.69	48,276.20	3,802.76-	0.00	3,802.76-
TOTAL FOR Fund 590 - IMPROVING TEACHER QUALITY:	0.00	15,992.85	150,938.38	14,104.83	159,644.51	8,706.13-	0.00	8,706.13-
TOTAL FOR Fund 599 - MISCELLANEOUS FED. GRANT FUND	9,234.50	7,812.45	44,629.68	6,828.26	56,981.46	3,117.28-	3,710.65	6,827.93-
GRAND TOTALS:	22,617,952.00	8,265,024.44	69,954,189.88	6,877,541.15	66,458,156.96	26,113,984.92	3,197,205.71	22,916,779.21

F I N A N C I A L R E V E N U E R E P O R T  
Processing Month: March 2019  
FINDLAY CITY SCHOOLS

Fnd Rcpt	Sec	Subjct	OPU	Description	FYTD Receivable	FYTD Actual Receipts	MTD Actual Receipts	FYTD Balance Receivable	Pct. Rcvd	
001	1111	0000	000000	000	REAL ESTATE TAX	27,140,861.00	25,929,374.78	3,562,380.87	1,211,486.22	95.5%
001	1122	0000	000000	000	PERSONAL PROPERTY TAX	.00	.00	.00	.00	0.0%
001	1211	0000	000000	000	TUITION - PARENTS - REGULAR	.00	.00	.00	.00	0.0%
001	1221	0000	000000	000	TUITION - OTHER DISTRICTS - REGULAR	280,000.00	142,703.49	1,916.19	137,296.51	51.0%
001	1221	0006	000000	000	JV50 SB14 SF-14	.00	.00	.00	.00	0.0%
001	1222	0000	000000	000	TUITION - PARENTS - SUMMER SCHOOL	15,000.00	383.12	.00	14,616.88	2.6%
001	1222	0000	000000	201	TUITION - PARENTS - BAND SUMMER SCHOOL	.00	.00	.00	.00	0.0%
001	1223	0000	000000	000	TUITION - OTHER DISTRICTS - SPECIAL ED	600,000.00	561,085.49	229,878.55	38,914.51	93.5%
001	1224	0000	000000	000	TUITION - OTHER DISTRICTS - VOCATIONAL	30,000.00	155,780.52	.00	185,780.52	519.3%
001	1224	0300	000000	000	VOCATIONAL REVENUE FROM FDA	.00	961.66	.00	961.66	0.0%
001	1227	0000	000000	000	FOUNDATION - OPEN ENROLLMENT	1,650,000.00	1,364,354.86	150,845.43	285,645.14	82.7%
001	1410	0000	000000	000	INTEREST ON INVESTMENTS	250,000.00	137,581.44	46,790.17	112,418.56	55.0%
001	1710	0000	000000	000	old	.00	.00	.00	.00	0.0%
001	1740	0000	000000	302	PARKING FEES - FHS	9,000.00	6,782.20	78.20	2,217.80	75.4%
001	1810	0000	000000	000	RENTAL SCHOOL PROPERTY	25,000.00	4,418.00	.00	20,582.00	17.7%
001	1820	0000	000000	000	GIFTS & DONATIONS	5,000.00	7,662.48	.00	2,662.48	153.2%
001	1820	0001	000000	000	DONATIONS - WEIGHTROOM PLEDGES (CLOSED)	.00	.00	.00	.00	0.0%
001	1820	0002	000000	000	DONATIONS - DONNELL CAPITAL PROJECTS	.00	.00	.00	.00	0.0%
001	1831	0300	000000	000	SPONSOR FEE PAID TO FCS FROM FDA	50,000.00	.00	.00	50,000.00	0.0%
001	1832	0000	000000	000	CONTRACTED SERVICES-HCESC	.00	.00	.00	.00	0.0%
001	1833	0001	000000	302	WORKSHOP - CUSTOMER PROJECTS	.00	.00	.00	.00	0.0%
001	1880	0000	000000	000	TIF REFUNDS OR P.I.L.O.T.	.00	206,066.81	68,547.57	206,066.81	0.0%
001	1890	0000	000000	000	MISC. REVENUE & FINES	500,000.00	63,782.39	896.37	436,217.61	12.8%
001	1890	0000	000000	246	JACOBS BREAK IN NOV. 2010	.00	.00	.00	.00	0.0%
001	1890	0001	000000	000	CHASE COMMISSION XCHASE	.00	7,256.99	2,105.05	7,256.99	0.0%
001	1890	0300	000000	000	MISC REVENUE-REIMBURSEMENTS FROM FDA	450,000.00	327,344.12	.00	122,655.88	72.7%
001	1933	0000	000000	000	SALE AND LOSS OF ASSETS [SM1-02.060]	5,000.00	7,202.25	.00	2,202.25	144.0%
001	3110	0000	000000	000	SCHOOL FOUNDATION - UNRESTRICTED AID	22,485,000.00	14,022,823.93	1,558,658.50	8,462,176.07	62.4%
001	3110	0002	000000	000	SPECIAL EDUCATION ALLOWANCE	.00	2,474,304.23	262,327.46	2,474,304.23	0.0%
001	3110	0005	000000	000	TRANSPORTATION ALLOWANCE	800,000.00	563,857.93	58,005.01	236,142.07	70.5%
001	3110	0006	000000	000	DPIA ALLOWANCE	.00	.00	.00	.00	0.0%
001	3110	0008	000000	000	OTHER ADJUSTMENTS (VOC & SPEC. ED)	1,700,000.00	1,226,763.37	133,629.88	473,236.63	72.2%
001	3110	0009	000000	000	PARITY AID	.00	.00	.00	.00	0.0%
001	3110	2006	000000	000	LG. GROUP INTERVENTION(INCLUDES CHARGE	.00	.00	.00	.00	0.0%
001	3130	0000	000000	000	ROLLBACK & HOMESTEAD EXEMPTION B4 APRI	.00	.00	.00	.00	0.0%
001	3131	0000	000000	000	10% AND 2.5% ROLLBACK	2,250,000.00	1,132,896.60	.00	1,117,103.40	50.4%
001	3132	0000	000000	000	HOMESTEAD EXEMPTIONS	700,000.00	329,852.51	.00	370,147.49	47.1%
001	3133	0000	000000	000	\$10,000 PERSONAL PROPERTY TAX EXEMPTIO	.00	.00	.00	.00	0.0%
001	3134	0000	000000	000	ELECTRIC DEREGULATION PROP TAX REPLACE	.00	.00	.00	.00	0.0%
001	3135	0000	000000	000	TANGIBLE PERSONAL PROPERTY TAX LOSS	1,617,557.00	832,891.76	.00	784,665.24	51.5%
001	3139	0000	000000	000	OTHER PROPERTY TAX ALLOCATIONS	.00	.00	.00	.00	0.0%
001	3190	0000	000000	000	CASINO REVENUE	275,000.00	277,145.87	.00	2,145.87	100.8%
001	3190	0002	000000	000	SUMMER SCHOOL OPERATION EXTEND REIMBUR	.00	.00	.00	.00	0.0%
001	3190	0003	000000	000	FIXED RATE ADJUSTMENT FOUNDATION (SB3	.00	.00	.00	.00	0.0%
001	3190	0006	000000	000	TUITION FROM OTHER DISTRICTS	.00	.00	.00	.00	0.0%



F I N A N C I A L R E V E N U E R E P O R T  
Processing Month: March 2019  
FINDLAY CITY SCHOOLS

Fnd Rcpt	Sc	Subject	OPU	Description	FYTD Receivable	FYTD Actual Receipts	MTD Actual Receipts	FYTD Balance Receivable	Pct. Rcvd
001	3211	0000	000000	000 ECONOMIC DISADVANTAGED FUNDING	.00	233,159.73	21,041.56	233,159.73-	0.0%
001	3219	0000	000000	000 SPEC ED REIMBURSEMENT - FOUNDATION	50,000.00	.00	.00	50,000.00	0.0%
001	3219	0001	000000	000 STATE REIM SUMMER SCHOOL [SM1-1.04]	.00	.00	.00	.00	0.0%
001	3219	0004	000000	000 VOCATIONAL ALLOWANCE	475,000.00	342,015.02	38,001.67	132,984.98	72.0%
001	4120	1994	190000	000 FEDERAL MEDICAID (CAFS) [SM1-1.06]	250,000.00	123,960.29	15,664.84	126,039.71	49.6%
001	4130	0000	000000	000 e-Rate Revenue (formerly fund 588)	.00	.00	.00	.00	0.0%
001	4139	0000	000000	000 STUDENT INTERVENTION SERVICES	.00	.00	.00	.00	0.0%
001	5100	0000	000000	000 TRANSFER INTO GENERAL FUND	.00	.00	.00	.00	0.0%
001	5220	0000	000000	000 RETURN ADV FROM FY17 524=10K & 572=60K	50,000.00	.00	.00	50,000.00	0.0%
001	5300	0000	000000	000 REFUND OF PRIOR YR EXPEND [SM1-02.060]	195,000.00	148,692.49	4,802.10	46,307.51	76.3%
001	5300	0000	000000	253 REFUND OF PRIOR YEAR EXPENDITURE	.00	.00	.00	.00	0.0%
001	5300	0000	000000	302 REFUND OF PRIOR YEAR EXPENDITURE	.00	.00	.00	.00	0.0%
001	5300	0001	000000	201 REFUND OF PRIOR YEAR EXPENDITURE	.00	9,500.00	.00	9,500.00-	0.0%
001	5300	0057	000000	302 REFUND OF PRIOR YEAR EXPENDITURE	.00	.00	.00	.00	0.0%
** Fund 001 Sc 0057 Totals					61,857,418.00	50,327,119.97	6,155,569.42	11,530,298.03	81.4%
001	1410	9145	000000	000 MS FLOWER FUND	.00	.00	.00	.00	0.0%
** Fund 001 Sc 9145 Totals					.00	.00	.00	.00	0.0%
001	3212	9194	000000	000 STATE BUS [SM1-1.04]	.00	.00	.00	.00	0.0%
001	5100	9194	000000	000 TRANSFERS IN	.00	.00	.00	.00	0.0%
001	5210	9194	000000	000 ADVANCES IN	.00	.00	.00	.00	0.0%
** Fund 001 Sc 9194 Totals					.00	.00	.00	.00	0.0%
001	1890	9195	000000	000 BWC REFUND	.00	.00	.00	.00	0.0%
** Fund 001 Sc 9195 Totals					.00	.00	.00	.00	0.0%
002	1111	9091	000000	000 ASBESTOS LOAN REAL PROP (AFTER TPP PHA	.00	.00	.00	.00	0.0%
002	1122	9091	000000	000 ASBESTOS LOAN DM0090 - PERS. PROP. TAX	.00	.00	.00	.00	0.0%
002	1410	9091	000000	000 ASBESTOS LOAN DAM INTEREST	.00	.00	.00	.00	0.0%
** Fund 002 Sc 9091 Totals					.00	.00	.00	.00	0.0%
002	1111	9093	000000	000 ASBESTOS LOAN REAL PROP (AFTER TPP PHA	.00	.00	.00	.00	0.0%
002	1122	9093	000000	000 ASBESTOS LOAN DR0087 - PERS. PROP. TAX	.00	.00	.00	.00	0.0%
002	1410	9093	000000	000 ASBESTOS LOAN DR-INTEREST	.00	.00	.00	.00	0.0%
** Fund 002 Sc 9093 Totals					.00	.00	.00	.00	0.0%
002	1111	9095	000000	000 ASBESTOS LOAN REAL PROPERTY EX0114	.00	.00	.00	.00	0.0%
002	1122	9095	000000	000 ASBESTOS LOAN EX0114 - PERS. PROP. TAX	.00	.00	.00	.00	0.0%

F I N A N C I A L   R E V E N U E   R E P O R T  
Processing Month: March 2019  
FINDLAY CITY SCHOOLS

Fnd Rcpt	Sc	Subjct	OPU	Description	FYTD Receivable	FYTD Actual Receipts	MTD Actual Receipts	FYTD Balance Receivable	Pct. Rcvd
002	1410	9095	000000 000	ASBESTOS LOAN EX-INTERST	.00	.00	.00	.00	0.0%
		** Fund 002	Sc 9095	Totals	.00	.00	.00	.00	0.0%
002	1111	9123	000000 000	2010 BONDS REAL PROPERTY PROCEEDS	3,435,203.00	3,011,805.19	377,190.43	423,397.81	87.7%
002	1880	9123	000000 000	BOND SHARE OF T.I.F. OR P.I.L.O.T	.00	18,725.35	6,240.32	18,725.35-	0.0%
002	3131	9123	000000 000	10% & 2.5% ROLLEBACKS	.00	153,785.27	.00	153,785.27-	0.0%
002	3132	9123	000000 000	HOMESTEAD EXEMPTIONS	.00	44,765.86	.00	44,765.86-	0.0%
002	4110	9123	000000 000	PART OF 35% INTEREST SUBSIDY FROM FEDS	580,000.00	202,678.89	.00	377,321.11	34.9%
		** Fund 002	Sc 9123	Totals	4,015,203.00	3,431,760.56	383,430.75	583,442.44	85.5%
003	5100	0000	000000 000	TRANSFER IN FROM 001 TO ZERO OUT THIS	.00	.00	.00	.00	0.0%
003	5300	0000	000000 000	REFUND OF PRIOR YEAR EXPENDITURES	.00	.00	.00	.00	0.0%
		** Fund 003	Sc 0000	Totals	.00	.00	.00	.00	0.0%
003	1111	9030	000000 000	P.I. REAL ESTATE TAX	1,981,440.00	1,737,731.57	218,623.09	243,708.43	87.7%
003	1122	9030	000000 000	P.I. PERSONAL PROPERTY TAX	.00	.00	.00	.00	0.0%
003	1410	9030	000000 000	PERMANENT IMPROVEMENT - INTEREST	8,000.00	.00	.00	8,000.00	0.0%
003	1820	9030	000000 000	PERMANENT IMPROVEMENT - DONATIONS	.00	.00	.00	.00	0.0%
003	1880	9030	000000 000	PI SHARE OF T.I.F. OR P.I.L.O.T	.00	11,022.16	3,665.62	11,022.16-	0.0%
003	1940	9030	000000 000	PERMANENT IMPROVEMENT - SALE OF NOTES	.00	.00	.00	.00	0.0%
003	3131	9030	000000 000	10% & 2.5% ROLLBACK FOR PI LEVY	.00	87,961.64	.00	87,961.64-	0.0%
003	3132	9030	000000 000	HOMESTEAD REIMBURSEMENT FOR PI LEVY	.00	25,605.40	.00	25,605.40-	0.0%
003	3133	9030	000000 000	REIMBURSEMENT OF 10K PERSONAL PROP EXE	.00	.00	.00	.00	0.0%
003	5100	9030	000000 000	TRANSFERS IN	.00	.00	.00	.00	0.0%
003	5210	9030	000000 000	ADVANCES IN -- FROM GENERAL FUND	.00	.00	.00	.00	0.0%
003	5300	9030	000000 000	REFUND OF PRIOR YEARS EXPENDITURES	.00	.00	.00	.00	0.0%
		** Fund 003	Sc 9030	Totals	1,989,440.00	1,862,320.77	222,288.71	127,119.23	93.6%
003	1410	9031	000000 000	PERMANENT IMPROVEMENT - INTEREST	1,000.00	.00	.00	1,000.00	0.0%
003	1820	9031	000000 000	PERMANENT IMPROVEMENT - DONATIONS	.00	10,268.00	.00	10,268.00-	0.0%
003	1931	9031	000000 000	SALE OF JAN'14 I-75/JUNE'12 MILLSTREAM	.00	.00	.00	.00	0.0%
003	1934	9031	000000 000	INSURANCE PROCEEDS FROM MUSIC TRAILER	.00	.00	.00	.00	0.0%
003	1940	9031	000000 000	PERMANENT IMPROVEMENT - SALE OF NOTES	.00	.00	.00	.00	0.0%
003	4110	9031	000000 000	PORTION OF BABS 35% SUBSIDY USED FOR P	200,000.00	235,000.00	.00	35,000.00-	117.5%
003	5100	9031	000000 000	TRANSFERS IN	.00	.00	.00	.00	0.0%
003	5210	9031	000000 000	ADVANCES IN -- FROM GENERAL FUND	.00	.00	.00	.00	0.0%
003	5300	9031	000000 000	REFUND OF PRIOR YEARS EXPENDITURES	.00	.00	.00	.00	0.0%
		** Fund 003	Sc 9031	Totals	201,000.00	245,268.00	.00	44,268.00-	122.0%
003	1410	9032	000000 000	INTEREST ON MARATHON DONATION	1,000.00	.00	.00	1,000.00	0.0%



F I N A N C I A L R E V E N U E R E P O R T  
 Processing Month: March 2019  
 FINDLAY CITY SCHOOLS

Fnd Rcpt	Sc	Subj	OPU	Description	FYTD Receivable	FYTD Actual Receipts	MTD Actual Receipts	FYTD Balance Receivable	Pct. Rcvd
003	1820	9032	000000 000	2014 DONATION FROM MARATHON	.00	.00	.00	.00	0.0%
		** Fund 003	Sc 9032	Totals	1,000.00	.00	.00	1,000.00	0.0%
003	1410	9039	000000 000	CENTRAL AUDITORIUM - INTEREST	.00	.00	.00	.00	0.0%
003	1810	9039	000000 000	CENTRAL AUDITORIUM - RENTAL INCOME	.00	.00	.00	.00	0.0%
003	1820	9039	000000 000	CENTRAL AUDITORIUM - DONATIONS	.00	.00	.00	.00	0.0%
		** Fund 003	Sc 9039	Totals	.00	.00	.00	.00	0.0%
004	1944	9040	000000 000	HB 264 ENERGY CONSERVATION LOAN PROC	.00	.00	.00	.00	0.0%
		** Fund 004	Sc 9040	Totals	.00	.00	.00	.00	0.0%
004	1410	9123	000000 000	INTEREST ON BOND PROCEEDS LFI PORTION	10,000.00	.00	.00	10,000.00	0.0%
004	1911	9123	000000 000	PREMIUM OF 2/4/10 SALE OF BONDS	.00	.00	.00	.00	0.0%
004	1921	9123	000000 000	FEB 4, 2010 SALE OF BONDS	.00	.00	.00	.00	0.0%
		** Fund 004	Sc 9123	Totals	10,000.00	.00	.00	10,000.00	0.0%
004	1410	9789	000000 000	INTEREST ON BOND PROCEEDS OUTSIDE PROJ	.00	6,989.26	730.45	6,989.26-	0.0%
004	5100	9789	000000 000	TRANSFER IN FROM 004-9123 OR 010-9123	.00	.00	.00	.00	0.0%
		** Fund 004	Sc 9789	Totals	.00	6,989.26	730.45	6,989.26-	0.0%
006	1410	9060	000000 000	FOOD SERVICE - INTEREST	.00	404.17	.00	404.17-	0.0%
006	1511	9060	000000 000	FOOD SERVICE - BREAKFAST	.00	16,081.76	2,286.95	16,081.76-	0.0%
006	1512	9060	000000 000	FOOD SERVICE - LUNCHES	.00	249,945.65	33,548.59	249,945.65-	0.0%
006	1522	9060	000000 000	FOOD SERVICE - ADULT LUNCHES	.00	5,981.21	810.30	5,981.21-	0.0%
006	1559	9060	000000 000	FOOD SERVICE - SPECIAL FUNCTIONS	.00	49,819.84	1,397.32	49,819.84-	0.0%
006	1590	9060	000000 000	FOOD SERVICE - ALA CARTE AND MILK	.00	128,943.74	19,743.87	128,943.74-	0.0%
006	1890	9060	000000 000	FOOD SERVICE - MISC. PMTS	.00	500.00	.00	500.00-	0.0%
006	3213	9060	000000 000	FOOD SERVICE - STATE SUBSIDY	.00	.00	.00	.00	0.0%
006	3213	9060	000000 001	FOOD SERVICE - STATE BREAKFAST SUBSITY	.00	.00	.00	.00	0.0%
006	4120	9060	000000 000	FOOD SERVICE - FEDERAL SUBSIDY	.00	524,166.30	73,992.03	524,166.30-	0.0%
006	4120	9060	000000 001	FOOD SERVICE - FEDERAL BREAKFAST SUBSI	.00	95,115.21	12,999.49	95,115.21-	0.0%
006	5210	9060	000000 000	FOOD SERVICE - ADVANCES IN	.00	.00	.00	.00	0.0%
006	5300	9060	000000 000	REFUND OF PRIOR YEAR EXPENDITURES	2,000,000.00	.00	.00	2,000,000.00	0.0%
		** Fund 006	Sc 9060	Totals	2,000,000.00	1,070,957.88	144,778.55	929,042.12	53.5%
Grand Total All Funds					70,074,061.00	56,944,416.44	6906,797.88	13,129,644.56	81.3%

Func	Account Description	FYTD Appropriation	MTD Expended	FYTD Expended	Current Encumbered	Unencumbered Balance	FYTD %Exp
Fund: 001/0000 Obj: 100							
001/0000 100							
1100	REGULAR INSTRUCTION - SALARY	16,718,297.00	1,415,361.96	12,956,644.62	.00	3,761,652.38	77.5%
1200	SPECIAL INSTRUCTION - SALARY	5,911,000.00	510,764.81	4,500,765.69	.00	1,410,234.31	76.1%
1300	VOCATIONAL INSTRUCTION - SALARY	1,733,139.64	141,075.12	1,262,745.20	.00	470,394.44	72.9%
2100	PUPIL SUPPORT SERVICES - SALARY	2,020,000.00	178,208.30	1,524,337.59	.00	495,662.41	75.5%
2200	STAFF SUPPORT SERVICES - SALARY	1,190,000.00	98,182.51	822,945.38	.00	367,054.62	69.2%
2400	ADMINISTRATIVE - SALARY	2,795,000.00	224,576.95	2,097,977.04	.00	697,022.96	75.1%
2500	FISCAL SERVICES - SALARY	405,000.00	30,139.56	302,716.33	.00	102,283.67	74.7%
2700	OPERATION & MAINT - SALARY	2,170,000.00	169,368.03	1,680,879.92	.00	489,120.08	77.5%
2800	TRANSPORTATION SERVICES - SALARY	1,467,165.67	125,610.95	1,044,288.74	.00	422,876.93	71.2%
2900	INFORMATIONAL SERVICES - SALARY	106,000.00	8,184.42	76,347.95	.00	29,652.05	72.0%
4100	ACADEMIC & SUBJECT - SALARY	118,000.00	2,577.31	77,501.43	.00	40,498.57	65.7%
4500	SPORTS - SALARY	624,000.00	83,677.16	463,352.84	.00	160,647.16	74.3%
4600	SCHOOL & PUBLIC - SALARY	60,000.00	.00	28,435.28	.00	31,564.72	47.4%
Fund 001/0000 Obj 100 Totals		35,317,602.31	2,987,727.08	26,838,938.01	.00	8,478,664.30	
001/0000 200							
1100	REGULAR INSTRUCTION - FRINGE BENEFITS	6,918,883.63	570,274.62	5,245,678.35	21,752.04	1,651,453.24	75.8%
1200	SPECIAL INSTRUCTION - FRINGE BENEFITS	2,073,368.98	199,811.03	1,865,042.29	5,541.67	202,785.02	90.0%
1300	VOCATIONAL INSTRUCTION - FRINGE BENEF	657,592.24	52,604.77	488,427.30	1,385.47	167,779.47	74.3%
2100	PUPIL SUPPORT SERVICES - FRINGE BENEF	775,800.00	65,876.48	598,954.62	.00	176,845.38	77.2%
2200	STAFF SUPPORT SERVICES - FRINGE BENEF	768,091.98	36,649.45	400,223.43	.00	367,868.55	52.1%
2400	ADMINISTRATIVE - FRINGE BENEFITS	1,357,051.11	109,553.93	1,056,049.30	51.11	300,950.70	77.8%
2500	FISCAL SERVICES - FRINGE BENEFITS	191,000.00	13,695.69	142,029.56	.00	48,970.44	74.4%
2700	OPERATION & MAINT - FRINGE BENEFITS	1,090,600.00	77,393.13	843,948.05	600.00	246,051.95	77.4%
2800	TRANSPORTATION SERVICES - FRINGE BENE	592,000.00	50,681.92	480,896.22	.00	111,103.78	81.2%
2900	INFORMATIONAL SERVICES - FRINGE BENEF	49,000.00	4,615.47	44,943.28	.00	4,056.72	91.7%
4100	ACADEMIC & SUBJECT - FRINGE BENEFITS	18,600.00	404.90	12,038.07	.00	6,561.93	64.7%
4500	SPORTS - FRINGE BENEFITS	127,223.40	14,456.28	88,259.71	250.00	38,713.69	69.4%
4600	SCHOOL & PUBLIC - FRINGE BENEFITS	11,400.00	.00	4,449.98	.00	6,950.02	39.0%
Fund 001/0000 Obj 200 Totals		14,630,611.34	1,196,017.67	11,270,940.16	29,580.29	3,330,090.89	
001/0000 400							
1100	REGULAR INSTRUCTION - PURCHASED SERVI	1,061,222.46	122,319.04	784,263.83	200,264.13	76,694.50	73.9%
1200	SPECIAL INSTRUCTION - PURCHASED SERVI	298,642.15	29,218.61	222,833.12	79,530.51	3,721.48-	74.6%
1300	VOCATIONAL INSTRUCTION - PURCHASED SE	325,532.26	16,722.22	250,485.61	54,341.76	20,704.89	76.9%
1900	OTHER INSTRUCTION - PURCHASED SERVICE	6,360,557.00	500,315.63	3,931,606.30	72,762.00	2,356,188.70	61.8%
2100	PUPIL SUPPORT SERVICES - PURCHASED SE	311,528.51	16,892.12	272,222.63	97,848.11	58,542.23-	87.4%
2200	STAFF SUPPORT SERVICES - PURCHASED SE	262,486.23	1,179.68	304,385.17	2,538.32	44,437.26-	116.0%
2300	BD OF EDUCATION - PURCHASED SERVICES	150,345.01	10,852.28	104,942.29	53,013.97	7,611.25-	69.8%
2400	ADMINISTRATIVE - PURCHASED SERVICES	212,426.61	16,092.38	129,923.14	24,685.66	57,817.81	61.2%
2500	FISCAL SERVICES - PURCHASED SERVICES	184,384.02	1,918.97	88,282.08	39,674.51	56,427.43	47.9%
2700	OPERATION & MAINT - PURCHASED SERVICE	2,051,867.22	144,013.42	1,349,652.26	223,024.86	479,190.10	65.8%
2800	TRANSPORTATION SERVICES - PURCHASED S	87,308.33	8,985.56	47,610.60	11,498.02	28,199.71	54.5%
2900	INFORMATIONAL SERVICES - PURCHASED SE	31,379.43	.00	12,640.41	2,882.84	15,856.18	40.3%
4100	GENERAL ACADEMIC/SUBJECT ORIENTED PUR	.00	.00	46.00	1,994.12	2,040.12-	0.0%
4500	SPORTS - PURCHASED SERVICES	20,000.00	15,185.78	22,690.47	105.00	2,795.47-	113.5%
4600	SCHOOL & PUBLIC - PURCHASED SERVICES	14,695.44	443.81	4,220.34	2,388.46	8,086.64	28.7%



M A N A G E M E N T   A P P R O P R I A T I O N   R E P O R T  
Processing Month: March 2019  
FINDLAY CITY SCHOOLS

Func	Account Description	FYTD Appropriation	MTD Expended	FYTD Expended	Current Encumbered	Unencumbered Balance	FYTD %Exp
Fund: 001/0000 Obj: 400							
5300	ARCHITECT SERVICES - PURCHASED SERVIC	5,000.00	.00	.00	.00	5,000.00	0.0%
Fund 001/0000 Obj 400 Totals		11,377,374.67	884,139.50	7,525,804.25	866,552.27	2,985,018.15	
001/0000 500							
1100	REGULAR INSTRUCTION - SUPPLIES	1,073,547.84	104,628.96	613,796.03	160,663.73	299,088.08	57.2%
1200	SPECIAL INSTRUCTION - SUPPLIES	30,000.00	477.53	17,255.66	1,417.34	11,327.00	57.5%
1300	VOCATIONAL INSTRUCTION - SUPPLIES	230,793.14	10,706.59	153,273.62	49,269.88	28,249.64	66.4%
2100	PUPIL SUPPORT SERVICES - SUPPLIES	37,637.18	364.63	33,548.69	462.69	3,625.80	89.1%
2200	STAFF SUPPORT SERVICES - SUPPLIES	29,800.93	2,982.10	15,928.74	3,270.41	10,601.78	53.5%
2300	BD OF EDUCATION - SUPPLIES	1,000.00	.00	.00	.00	1,000.00	0.0%
2400	ADMINISTRATIVE - SUPPLIES	61,331.66	765.35	30,057.98	4,136.16	27,137.52	49.0%
2500	FISCAL SERVICES - SUPPLIES	6,750.00	489.99	4,884.43	4,100.52	2,234.95	72.4%
2700	OPERATION & MAINT - SUPPLIES	496,328.33	18,157.45	210,595.17	179,731.24	106,001.92	42.4%
2800	TRANSPORTATION SERVICES - SUPPLIES	505,010.53	30,630.00	277,484.85	199,803.07	27,722.61	54.9%
2900	INFORMATIONAL SERVICES - SUPPLIES	3,000.00	.00	.00	.00	3,000.00	0.0%
Fund 001/0000 Obj 500 Totals		2,475,199.61	169,202.60	1,356,825.17	602,855.04	515,519.40	
001/0000 600							
1100	REGULAR INSTRUCTION - CAPITAL OUTLAY	69,327.00	1,274.14	42,002.05	774.00	26,550.95	60.6%
1200	SPECIAL INSTRUCTION - CAPITAL OUTLAY	10,000.00	.00	4,269.87	.00	5,730.13	42.7%
1300	VOCATIONAL INSTRUCTION - CAPITAL OUTL	140,000.00	.00	109,972.42	5,040.39	24,987.19	78.6%
2200	STAFF SUPPORT SERVICES - CAPITAL OUTL	9,500.00	.00	1,000.00	.00	8,500.00	10.5%
2400	ADMINISTRATIVE - CAPITAL OUTLAY	10,182.00	.00	3,113.95	.00	7,068.05	30.6%
2500	FISCAL SERVICES - CAPITAL OUTLAY	5,000.00	.00	.00	.00	5,000.00	0.0%
2700	OPERATION & MAINT - CAPITAL OUTLAY	1,571.65	.00	.00	8.65	1,563.00	0.0%
4100	GENERAL ACADEMIC/SUBJECT ORIENTED CAP	5,000.00	.00	.00	.00	5,000.00	0.0%
Fund 001/0000 Obj 600 Totals		250,580.65	1,274.14	160,358.29	5,823.04	84,399.32	
001/0000 800							
2300	BD OF EDUCATION - MISC OBJECTS	83,120.75	3,270.06	66,776.00	10,829.32	5,515.43	80.3%
2500	FISCAL SERVICES - MISC OBJECTS	695,750.00	321,826.86	603,977.44	.00	91,772.56	86.8%
2700	OPERATION & MAINT - MISC OBJECTS	27,211.00	431.00	3,732.20	4,300.00	19,178.80	13.7%
2800	TRANSPORTATION SERVICES - MISC OBJECT	1,000.00	.00	.00	.00	1,000.00	0.0%
4100	ACADEMIC & SUBJECT - MISC OBJECTS	25,000.00	4,566.00	12,719.87	1,295.00	10,985.13	50.9%
Fund 001/0000 Obj 800 Totals		832,081.75	330,093.92	687,205.51	16,424.32	128,451.92	
001/0000 900							
7200	TRANSFERS TO OTHER FUNDS	50,000.00	.00	.00	.00	50,000.00	0.0%
7400	ADVANCES TO OTHER FUNDS	50,000.00	.00	.00	.00	50,000.00	0.0%
7500	REFUND OF PRIOR YEARS RECEIPTS	24,500.00	.00	20,335.16	.00	4,164.84	83.0%
Fund 001/0000 Obj 900 Totals		124,500.00	.00	20,335.16	.00	104,164.84	
** Fund 001 Sc0 0000 Totals		65,007,950.33	5,568,454.91	47,860,406.55	1,521,234.96	15,626,308.82	

M A N A G E M E N T   A P P R O P R I A T I O N   R E P O R T  
 Processing Month: March 2019  
 FINDLAY CITY SCHOOLS

Func	Account Description	FYTD Appropriation	MTD Expended	FYTD Expended	Current Encumbered	Unencumbered Balance	FYTD %Exp
Fund: 002/9123 Obj: 810							
002/9123 810							
6100	BOND RETIRE REPAYMENT OF DEBT REDEMPT	1,450,000.00	.00	1,450,000.00	.00	.00	100.0%
Fund 002/9123 Obj 810 Totals		1,450,000.00	.00	1,450,000.00	.00	.00	
002/9123 820							
6100	BOND RETIRE REPAYMENT OF DEBT INTERES	2,633,348.00	.00	1,333,167.50	.00	1,300,180.50	50.6%
Fund 002/9123 Obj 820 Totals		2,633,348.00	.00	1,333,167.50	.00	1,300,180.50	
** Fund 002 Scc 9123 Totals		4,083,348.00	.00	2,783,167.50	.00	1,300,180.50	
003/9030 400							
5200	PERMANENT IMPROVEMENT - PURCHASED SER	51,100.00	2,908.61	194,537.72	27,292.01	170,729.73-	380.7%
5300	PERMANENT IMPROVEMENT - PURCHASED SER	50,000.00	.00	.00	.00	50,000.00	0.0%
Fund 003/9030 Obj 400 Totals		101,100.00	2,908.61	194,537.72	27,292.01	120,729.73-	
003/9030 500							
1100	PERM IMPROVE REG INSTRUCTION SUPPLY/M	305,956.47	31.86	161,564.81	97,862.32	46,529.34	52.8%
2700	PERM IMPROVE OPERATION/MAINT OF PLANT	51,000.00	.00	4,456.94	1,065.37	45,477.69	8.7%
Fund 003/9030 Obj 500 Totals		356,956.47	31.86	166,021.75	98,927.69	92,007.03	
003/9030 600							
1100	PERMANENT IMPROVEMENT - CAPITAL OUTLA	775,019.42	5,147.05	304,551.08	2,826.70	467,641.64	39.3%
1200	PERM IMPROVE SPEC INSTRUCT CAPITAL OU	.00	.00	25,027.95	995.00	26,022.95-	0.0%
2600	PERM IMPROVE SUPPORT SERV-BUSINESS CA	60,000.00	.00	3,620.00	.00	56,380.00	6.0%
2700	PERM IMPROVE OPERATION/MAINT OF PLANT	124,282.00	.00	137,226.59	119,204.65	132,149.24-	110.4%
2800	PERM IMPROVE SUPPORT SERV-PUPIL TRANS	331,130.00	.00	338,564.00	.00	7,434.00-	102.2%
4500	PERM IMPROVE SPORT ORIENTED ACTIVITY	20,824.86	.00	13,743.00	1,257.00	5,824.86	66.0%
5200	PERM IMPROVE SITE IMPROVEMENT CAPITAL	1,606,380.00	2,238.00	361,271.81	367,174.79	877,933.40	22.5%
Fund 003/9030 Obj 600 Totals		2,917,636.28	7,385.05	1,184,004.43	491,458.14	1,242,173.71	
003/9030 900							
7200	PERM IMPROVE TRANSFER OTHER USES OF F	40,000.00	.00	.00	.00	40,000.00	0.0%
Fund 003/9030 Obj 900 Totals		40,000.00	.00	.00	.00	40,000.00	
** Fund 003 Scc 9030 Totals		3,415,692.75	10,325.52	1,544,563.90	617,677.84	1,253,451.01	
003/9031 500							
2700	PERM IMPROVE OPERATION/MAINT OF PLANT	50,000.00	.00	.00	.00	50,000.00	0.0%
Fund 003/9031 Obj 500 Totals		50,000.00	.00	.00	.00	50,000.00	
003/9031 600							

M A N A G E M E N T   A P P R O P R I A T I O N   R E P O R T  
 Processing Month: March 2019  
 FINDLAY CITY SCHOOLS

Func	Account Description	FYTD Appropriation	MTD Expended	FYTD Expended	Current Encumbered	Unencumbered Balance	FYTD %Exp
Fund: 003/9031 Obj: 600							
1100	PERMANENT IMPROVEMENT - CAPITAL OUTLA	50,000.00	.00	.00	.00	50,000.00	0.0%
2600	PERM IMPROVE SUPPORT SERV-BUSINESS CA	20,000.00	.00	.00	.00	20,000.00	0.0%
2700	PERM IMPROVE OPERATION/MAINT OF PLANT	30,000.00	.00	.00	.00	30,000.00	0.0%
2800	PERM IMPROVE SUPPORT SERV-PUPIL TRANS	175,720.00	.00	175,720.00	.00	.00	100.0%
5200	PERM IMPROVE SITE IMPROVEMENT CAPITAL	145,645.64	3,820.57	3,820.57	.00	141,825.07	2.6%
	Fund 003/9031 Obj 600 Totals	421,365.64	3,820.57	179,540.57	.00	241,825.07	
	** Fund 003 Scc 9031 Totals	471,365.64	3,820.57	179,540.57	.00	291,825.07	
1100	PERM IMPROVE REG INSTRUCTION CAPITAL	108,354.36	1,098.30	2,993.22	22,601.00	82,760.14	2.8%
	Fund 003/9032 Obj 600 Totals	108,354.36	1,098.30	2,993.22	22,601.00	82,760.14	
003/9032 900							
7200	PERM IMPROVE TRANSFER OTHER USES OF F	4,000.00	.00	4,000.00	.00	.00	100.0%
	Fund 003/9032 Obj 900 Totals	4,000.00	.00	4,000.00	.00	.00	
	** Fund 003 Scc 9032 Totals	112,354.36	1,098.30	6,993.22	22,601.00	82,760.14	
004/9123 600							
2600	BUILDING SUPPORT SERV-BUSINESS CAPITA	395,000.00	.00	.00	.00	395,000.00	0.0%
	Fund 004/9123 Obj 600 Totals	395,000.00	.00	.00	.00	395,000.00	
	** Fund 004 Scc 9123 Totals	395,000.00	.00	.00	.00	395,000.00	
006/9060 100							
3100	FOOD SERVICES - SALARY	624,804.00	64,011.23	474,836.80	.00	149,967.20	76.0%
	Fund 006/9060 Obj 100 Totals	624,804.00	64,011.23	474,836.80	.00	149,967.20	
006/9060 200							
3100	FOOD SERVICES - FRINGE BENEFITS	281,049.00	25,379.50	207,785.75	200.00	73,063.25	73.9%
	Fund 006/9060 Obj 200 Totals	281,049.00	25,379.50	207,785.75	200.00	73,063.25	
006/9060 400							
3100	FOOD SERVICES - PURCHASED SERVICES	51,169.08	3,113.79	26,621.48	24,259.64	287.96	52.0%
	Fund 006/9060 Obj 400 Totals	51,169.08	3,113.79	26,621.48	24,259.64	287.96	
006/9060 500							
3100	FOOD SERVICES - SUPPLIES	740,516.71	69,959.81	489,350.38	226,049.21	25,117.12	66.1%



M A N A G E M E N T   A P P R O P R I A T I O N   R E P O R T  
 Processing Month: March 2019  
 FINDLAY CITY SCHOOLS

Func	Account Description	FYTD Appropriation	MTD Expended	FYTD Expended	Current Encumbered	Unencumbered Balance	FYTD %Exp
Fund: 006/9060 Obj: 500							
	Fund 006/9060 Obj 500 Totals	740,516.71	69,959.81	489,350.38	226,049.21	25,117.12	
006/9060 600							
	3100 FOOD SERVICE FOOD SERV OPERATION CAPI	17,838.00	873.08	4,468.08	.00	13,369.92	25.0%
	Fund 006/9060 Obj 600 Totals	17,838.00	873.08	4,468.08	.00	13,369.92	
006/9060 800							
	3100 FOOD SERVICES - MISC OBJECTS	.00	.00	4,745.00	.00	4,745.00-	0.0%
	Fund 006/9060 Obj 800 Totals	.00	.00	4,745.00	.00	4,745.00-	
006/9060 900							
	7500 FOOD SERVICES - REFUND OF PRIOR YEARS	253,183.00	.00	.00	.00	253,183.00	0.0%
	Fund 006/9060 Obj 900 Totals	253,183.00	.00	.00	.00	253,183.00	
	** Fund 006 Sc 9060 Totals	1,968,559.79	163,337.41	1,207,807.49	250,508.85	510,243.45	
	Grand Total All Funds	75,454,270.87	5,747,036.71	53,582,479.23	2,412,022.65	19,459,768.99	



RETURN NO LATER THAN JULY 31, 2019

# EXHIBIT E



## BOARD OF EDUCATION/GOVERNING BOARD RESOLUTION

Authorizing 2019-2020 Membership in the Ohio High School Athletic Association

Whereas, **FINDLAY CITY SCHOOLS**, District IRN number: **43984**

of 2019 Broad Ave./Findlay/OH/45840 Hancock County, Ohio  
(Street Address/P.O. Box/ City/ Zip Code) (County)

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

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

**NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION/GOVERNING BOARD** that all schools listed on the reverse side of this card do hereby voluntarily renew membership in the OHSAA and that in doing so, the Constitution, Bylaws, Regulations and Business Rules of the OHSAA are hereby adopted by this Board as and for its own minimum student-athlete eligibility requirements. Notwithstanding the foregoing, the Board reserves the right to raise student-athlete eligibility standards as it deems appropriate for the schools and students under its jurisdiction; and

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

Date of Resolution 4/8/19

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

\_\_\_\_\_  
(Signature)

Ed Kurt  
Superintendent

\_\_\_\_\_  
(Signature)

Superintendent E- Mail: ekurt@findlaycityschools.org



RETURN NO LATER THAN JULY 31, 2019



**SCHOOL(S)**

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

**FINDLAY CITY SCHOOLS**

**High Schools (9-12)**

School Name	IRN	School Name	IRN
FINDLAY	11627		

**7<sup>th</sup> and 8<sup>th</sup> Grade Schools**

School Name	IRN	School Name	IRN
DONNELL MIDDLE SCHOOL	8607	GLENWOOD MIDDLE SCHOOL	5686

# EXHIBIT F

## AP Government and Politics Syllabus

(Adapted and adjusted from College Board Sample Syllabus #1 –Differences and addition will be highlighted in bold red print)

Curricular Requirements	ii
AP United States Government and Politics Syllabus	1
Section #1: Overview of the Course and the AP Exam	1
Introduction to AP U.S. Government and Politics	1
Overview of the AP Exam and Keys to AP Exam Success	1
Course Content and Big Ideas	2
Reasoning Processes	2
Disciplinary Practices	2
Overview of Required Course Texts and Additional Resources	3
Required Supreme Court Cases	3
Required Foundational Documents	4
Section #2: Civic Engagement Project – Creating an Interest Group Strategic Plan	5
Section #3: Course Outline	5
Unit 1: Foundations of American Democracy	5
Unit 2: Interactions Among Branches of Government	8
Unit 3: Civil Liberties and Civil Rights	12
Unit 4: American Political Ideologies and Beliefs	16
Unit 5: Political Participation	18

### Curricular Requirements

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 5
- CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 8
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 12
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See pages 16, 21



- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 18
- CR6 The course integrates public policy within each unit.
- See pages 5, 7, 11, 15, 17, 22
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.
- See pages 7, 11, 15
- CR8 The course provides opportunities to analyze and compare political concepts.
- See pages 7, 11, 14, 15
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- See pages 18, 20, 22
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- See pages 4, 7, 12, 17
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.
- See pages 7.

- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- See pages 5, 7, 10, 15, 18, 22
- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.
- See pages 10, 11, 22
- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.
- See pages 5, 22
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.
- See pages 3, 4, 10, 14, 15
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.
- See page 3

# AP United States Government and Politics Syllabus

## Section #1: Overview of the Course and the AP Exam

### Introduction to AP U.S. Government and Politics

AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam in May, but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.

AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

**Students in this course will also display their knowledge and understanding through an authentic assessment done in connection with the Center for Civic Education's , *We the People: The Citizen and the Constitution* program.**

This year-long course will meet for **45-minutes each day of the week** .The course will be organized around the following units of study:

Unit 1: Foundations of American Democracy (25 days)

Unit 2: Interactions Among Branches of Government (40 days) Unit

3: Civil Liberties and Civil Rights (24 days)

Unit 4: American Political Ideologies and Beliefs (19 days) Unit

5: Political Participation (30 days)

The course also consists of:

- A one-class period review day in each unit
- A unit exam at the end of each unit that will be administered over **one to** two class periods
- A week for civic engagement project presentations at the end of the course
- Two weeks of review for the AP Exam at the end of the course

The political knowledge, enduring understandings, and big ideas acquired and developed in each unit will be applied to the disciplinary practices using the reasoning processes outlined below.

### Overview of the AP Exam and Keys to AP Exam Success

The AP U.S. Government and Politics Exam will be comprised of the following sections:

Multiple-Choice Questions:

Number of Questions: 55

Structure – The questions on multiple choice will ask students to:

- Analyze and compare political concepts
- Analyze and interpret quantitative, text-based, and visual sources



- Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Timing: One hour and 20 minutes  
Percentage of Total Exam: 50%

Free-Response Questions:

Number of Questions: 4

Structure – The four questions on the free response will ask students to:

- Apply political concepts in real-world scenarios
- Compare the decisions and implications of different Supreme Court cases
- Analyze quantitative data
- Develop an argument using required foundational documents as evidence

Timing: One hour and 40 minutes

Percentage of Total Exam: 50%

As the breakdown of the AP Exam highlights, success in this course and on the AP Exam requires far more than the memorization of political knowledge. Success in this course and on the AP Exam requires connection-making with the aim of being able to analyze political information, regardless of the format the information is presented, and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information.

The different pieces of the course fit together in pursuit of this aim through course content and big ideas, reasoning processes, and disciplinary practices.

### **Course Content and Big Ideas**

The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas that connect the content in the course units include:

- Constitutionalism (CON)
- Liberty and Order (LOR)
- Civic Participation in a Representative Democracy (PRD)
- Competing Policy-Making Interests (PMI)
- Methods of Political Analysis (MPA)

### **Reasoning Processes**

The reasoning processes are the thought processes that will facilitate connection-making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content/big ideas and the disciplinary practices. The reasoning processes in this course include:

- Definition/Classification: Demonstrating knowledge of course concepts
- Explain - Process: Explaining political processes
- Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
- Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

### **Disciplinary Practices**

The disciplinary practices are the tasks students will apply to the course content using the reasoning processes.

Becoming proficient in these disciplinary practices gives students the tools to analyze political information, regardless of the format, and develop a factually accurate, thoughtful, and well-reasoned argument or opinion about an issue related to American government and politics.

The disciplinary practices in this course include:

- Practice 1: Apply political concepts and processes to scenarios in context
- Practice 2: Apply Supreme Court decisions
- Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources
- Practice 5: Develop an argument in essay format

Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

### **Textbook and Online Resources**

- Each student will check out a copy of the following textbooks:

1. *American Government*- Wilson, James Q., and John J. Dilulio Jr. -Cengage Learning.
2. *We the People: The Citizen and The Constitution*, 4<sup>th</sup> Edition, Center for Civic Education

[CR16]— Students and teachers have access to a college-level U.S. government and politics textbook.

Additionally, students will have access to the following free online resources:

- *Oyez* – This online database provides succinct and accessible overviews for all Supreme Court cases.
- *The National Constitution Center's Interactive Constitution* – This online resource is an annotated U.S. Constitution that includes essays from multiple perspectives that frame the debates underlying key clauses and provisions of the U.S. Constitution.
- *Library of Congress*-The Library of Congress website provides access to a variety of documents and resources.
- *The National Archive* – The National Archives website provides access to founding documents and resources as well as government records and educational resources.

### **Required Supreme Court Cases [CR15: Supreme Court cases]**

This course will incorporate the analysis of the following 15 required Supreme Court cases:

- *Marbury v. Madison* (1803)
- *McCulloch v. Maryland* (1819)
- *Schenck v. United States* (1919)
- *Brown v. Board of Education* (1954)
- *Baker v. Carr* (1961)
- *Engel v. Vitale* (1962)
- *Gideon v. Wainwright* (1963)
- *Tinker v. Des Moines Independent Community School District* (1969)
- *New York Times Company v. United States* (1971)
- *Wisconsin v. Yoder* (1972)



- *Roe v. Wade* (1973)
- *Shaw v. Reno* (1993)
- *United States v. Lopez* (1995)
- *McDonald v. Chicago* (2010)
- *Citizens United v. Federal Election Commission (FEC)* (2010)

**[CR15]** — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

For each of these cases, the facts, issues, holdings, and reasoning underlying the majority and dissenting opinions can be found through the Oyez database online. Students will be required to complete multiple assignments analyzing and comparing these cases with other non- required cases. **[CR15: activity]**

**[CR15]** — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

The list above is not an exhaustive list of the Supreme Court cases that will be analyzed and discussed in this course, which will include information and majority/dissenting opinion excerpts for cases that complement the required cases, such as:

- *Gonzales v. Raich* (2005) to go along with the analysis of *McCulloch v. Maryland* (1819)
- *Heart of Atlanta Motels v. United States* (1964) to go along with the analysis of *United States v. Lopez* (1995)
- *Zelman v. Simmons-Harris* (2002) to go along with the analysis of *Engel v. Vitale* (1962)
- *Morse v. Frederick* (2007) to go along with the analysis of *Tinker v. Des Moines* (1969)

### **Required Foundational Documents [CR10: foundational documents]**

This course will incorporate the analysis and discussion of nine required foundational documents to help understand the context and beliefs of the founders and their critics and the debates surrounding the writing and ratification of the U.S. Constitution:

- The Declaration of Independence
- The Articles of Confederation
- *Federalist No. 10*
- *Brutus No. 1*
- *Federalist No. 51*
- The Constitution of the United States
- *Federalist No. 70*
- *Federalist No. 78*
- “Letter from Birmingham Jail”

**[CR10]** — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

To aid in the analysis of these foundational documents, students will also have access to the AP United States Government and Politics reading skills workbook. This online reader contains strategies for analyzing the required foundational documents and a sampling of related readings, including:

- Excerpts from Locke’s *Second Treatise of Civil Government* to go along with the analysis of the Declaration of Independence
- “Letters from the Federal Farmer to the Republican I” to go along with the analysis of the Articles of Confederation
- Essays from the National Constitution Center’s “Matters of Debate” series (Interactive Constitution resource) to go along with the analysis of the Tenth Amendment

## Section #2: Civic Engagement Projects – [CR6] [CR12] [CR13] [CR14]

The civic engagement projects (one each semester) in this course will:

- 1) Culminate in students preparing and presenting answers to District, State and National questions prepared by the Center for Civic Education’s We The People: The Citizen and the Constitution program. The students will present in small groups of three - to-six. For each Unit they will prepare three answers through a four minute presentation and will then respond to follow-up questions posed to them by a panel of three judges. The panel will be comprised of teachers, attorneys, judges and other professionals in government related occupations
- 2) Culminate in the students completing the “Make a Difference” project as outline on page 22

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

[CR14] — Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.

## Section #3: Course Outline

This section provides a breakdown of each of the course’s five units. Included in each breakdown is an overview of unit topics, big ideas, learning objectives, key terms, and connections to the required foundational sources and required Supreme Court cases. Each breakdown also includes a sampling of activities and assignments used during the unit and the Civic Engagement Project tasks that fall under the unit.

### Unit 1: Foundations of American Democracy [CR1]

(25 instructional days)

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

#### Essential Questions:

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?



- How have theory, debate, and compromise influenced the U.S. Constitutional system?
- How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.

**Topic 1.1: Ideals of Democracy**

Big Idea and Learning Objective: Liberty and Order (LOR-1.A)

Key Terms: Limited Government, Natural Rights, Popular Sovereignty, Republicanism, Social Contract

Foundational Documents: The Declaration of Independence, the Constitution of the United States

**Topic 1.2: Types of Democracy**

Big Idea and Learning Objective: Liberty and Order (LOR-1.B)

Key Terms: Participatory Democracy, Pluralist Democracy, Elite Democracy Foundational

Documents: Excerpts from *Federalist No. 10* and excerpts from *Brutus No. 1*

**Topic 1.3: Government Power and Individual Rights**

Big Idea and Learning Objective: Constitutionalism (CON-1.A)

Key Terms: Faction, Federalist, Anti-Federalist, Federalism, Checks and Balances, Separation of Powers

Foundational Documents: Excerpts from *Federalist No. 10* and excerpts from *Brutus No. 1*

**Topic 1.4: Challenges of the Articles of Confederation**

Big Idea and Learning Objective: Constitutionalism (CON-1.B) Key

Terms: Articles of Confederation, Shays's Rebellion

Foundational Documents: Excerpts from the Articles of Confederation

**Topic 1.5: Ratification of the U.S. Constitution**

Big Idea and Learning Objective: Constitutionalism (CON-1.C)

Key Terms: Great Compromise, Electoral College, Three-Fifths Compromise, Amendment Process

Foundational Documents: The Constitution of the United States

**Topic 1.6: Principles of American Government**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-1.A)

Key Terms: Congress, the President, Federal Judiciary, Checks and Balances, Separation of Powers

Foundational Documents: Excerpts from *Federalist No. 51*

**Topic 1.7: Relationship Between the States and the Federal Government**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-1.B) Key

Terms: Checks and Balances, Separation of Powers

**Topic 1.8: Constitutional Interpretations of Federalism**

Big Idea and Learning Objective: Constitutionalism (CON-2.A)

Key Terms: Federalism, Concurrent Powers, Federal Revenue Sharing, Mandates Categorical

Grants, Block Grants

**Topic 1.9: Federalism in Action**

Big Idea and Learning Objective: Constitutionalism (CON-2.B)

Key Terms: Federalism, Tenth Amendment, Fourteenth Amendment, Commerce Clause, Necessary and Proper

Clause, Enumerated Powers, Implied Powers, Separation of Powers, Policymaking  
Required Cases: *McCulloch v. Maryland* (1819), *United States v. Lopez* (1995)

## Sample Activities and Assignments for Unit 1

### Articles of Confederation versus U.S. Constitution Case Study:

- **Framing Question:** To what extent does the U.S. Constitution fix the problems of the Articles of Confederation without creating a new set of problems?
- **Activity Summary:** Students start by reading excerpts from the Articles of Confederation (Articles 2, 3, 6, and 9), the Constitution of the United States (Article 1, Section 8), and *Federalist No. 51*. Students will compare national government and state government power and structure under both constitutions, along with explanations for why power should be divided in these different ways. After the comparison is complete, students will read a narrative overview of Shays’s Rebellion, apply both constitutions in addressing Shays’s Rebellion, and argue for which constitution better addresses the problems underlying Shays’s Rebellion. The debrief of this discussion will push students to explain why Shays’s Rebellion fueled the debate for greater federal government power. Then, students will apply both constitutions in addressing a current **issue related to federalism and issues related to enumerated and reserved powers**
- [CR6] [CR8] [CR10: activity]
- **Learning Objective Alignment:** CON-1.B, CON-2.A, CON-2.B

[CR6] — The course integrates public policy within each unit.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

### Assignment – Current Event Notebook:

- **Assignment Summary:** Throughout the course of the year, students will keep a current events **notebook requiring them to do a weekly analysis of a political event or issue** as a mechanism for practicing making connections between course content and real-world situations. The current events notebook will include sections for each unit of the course. Students will **complete a weekly** current events assignment in their journal each unit.
  - For each current event article: Students will provide a brief summary of the current event **or issue** that they read, describe any bias within the source that might undermine its credibility, and make a prediction based on the events discussed in the article, supported by evidence in the article. Then, students will explain how the event discussed in the article either relates to (1) one of the big ideas in the course, (2) one of the required Supreme Court cases, (3) one of the foundational documents **or one of the state or national We The People Unit questions**
  - Additionally: For each section of the course other than the institutions of national government (e.g., “Interest Groups and Political Parties”), students will identify and explain one way in which that institution has or could impact the events discussed in the article. [CR7] [CR10: activity] [CR12]



- **Sources:** Students will be encouraged to find articles from a variety of online political news websites including *CNN*, *Politico*, *The Hill*, *New York Times*, *Axios*, and *The Washington Post*. Students can also find articles on other political news sites, including the National Constitution Center’s *Constitution Daily* blog.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

## Unit 2: Interactions Among Branches of Government [CR2]

**(40 instructional days)**

[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

### Essential Questions:

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

### Topic 2.1: Congress: The Senate and the House of Representatives

Big Idea and Learning Objective: Constitutionalism (CON-3.A)

Key Terms: Senate, House, Chamber Sizes, Constituencies, Term-Lengths in Congress, Enumerated Powers (including Passing a Budget, Raising Revenue, Coining Money, Declaring War, and Maintaining Armed Forces),

Implied Powers, Necessary and Proper Clause

Foundational Documents: The Constitution of the United States

### Topic 2.2: Structures, Powers, and Functions of Congress

Big Idea and Learning Objective: Constitutionalism (CON-3.B)

Key Terms: Policy-Making Process, Congressional Standing Committees, Speaker of the House, President of the Senate, Party Leadership in Congress, Committee Leadership, Filibuster and Cloture, Holds, Unanimous Consent, Rules Committee, Committee of the Whole, Discharge Petitions, Treaty Ratification, Confirmation, Federal Budget, Discretionary Spending, Mandatory Spending, Entitlement Spending, Tax Revenues, Budget Deficit, Pork Barrel, Logrolling

### Topic 2.3: Congressional Behavior

Big Idea and Learning Objective: Constitutionalism (CON-3.C)

Key Terms: Party Polarization, Gerrymandering, Redistricting, “One Person, One Vote,” Divided Government, Lame-Duck, Trustee, Delegate, Politico

Required Cases: Baker v. Carr (1961), Shaw v. Reno (1993)

**Topic 2.4: Roles and Powers of the President**

Big Idea and Learning Objective: Constitutionalism (CON-4.A)

Key Terms: Formal Powers, Informal Powers, Vetoes and Pocket Vetoes, Commander-in-Chief, Treaties, Executive Agreements, Executive Orders, Signing Statements

Foundational Documents: The Constitution of the United States

**Topic 2.5: Checks on the President**

Big Idea and Learning Objective: Constitutionalism (CON-4.B)

Key Terms: Appointments (Cabinet Members, Ambassadors, White House Staff, Federal Judges), Executive Orders

Foundational Documents: The Constitution of the United States

**Topic 2.6: Expansion of Presidential Power**

Big Idea and Learning Objective: Constitutionalism (CON-4.C)

Key Terms: Twenty-Second Amendment, Formal Powers, Informal Powers  
Foundational Documents: *Federalist No. 70*

**Topic 2.7: Presidential Communication**

Big Idea and Learning Objective: Constitutionalism (CON-4.D) Key  
Terms: State of the Union, Bully Pulpit

**Topic 2.8: The Judicial Branch**

Big Idea and Learning Objective: Constitutionalism (CON-5.A) Key  
Terms: Judicial Review

Foundational Documents and Required Cases: The Constitution of the United States of America, *Federalist No. 78*,  
*Marbury v. Madison* (1803)

**Topic 2.9: Legitimacy of the Judicial Branch**

Big Idea and Learning Objective: Constitutionalism (CON-5.B)

Key Terms: Life Tenure, Precedent, Stare Decisis, Appointment and Confirmation

**Topic 2.10: The Court in Action**

Big Idea and Learning Objective: Constitutionalism (CON-5.B)

Key Terms: Judicial Review, Judicial Activism, Judicial Restraint

**Topic 2.11: Checks on the Judicial Branch**

Big Idea and Learning Objective: Constitutionalism (CON-5.B, CON-5.C)

Key Terms: Constitutional Amendments, Appointment and Confirmation, Court Jurisdiction, Implementation of Court Rulings

**Topic 2.12: The Bureaucracy**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.A)

Key Terms: Regulations, Fines, Congressional Testimony, Issue Network, Iron Triangles, Political Patronage, Civil



Service, Merit System

**Topic 2.13:** Discretionary and Rule-Making Authority

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.B) Key

Terms: Bureaucratic Discretion, Rule-Making, Policy Implementation

**Topic 2.14:** Holding the Bureaucracy Accountable

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.C) Key

Terms: Oversight (Committee Hearings and Power of the Purse)

**Topic 2.15:** Policy and the Branches of Government

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.E)

## Samples Activities and Assignments for Unit 2

### The Constitutionality of **State Redistricting Plans**:

- **Framing Question:** Develop an argument regarding whether **state redistricting plans are constitutional**. (Students will consider the 2010 Texas redistricting plan, the Pennsylvania redistricting plan and Ohio’s redistricting commission (set up by a Constitutional Referendum passed in May 2018))
- **Secondary Framing Question:** Explain the implications of gerrymandering.
- **Activity Summary:** Students will begin by analyzing *The Washington Post* infographic on gerrymandering to distill a conceptual definition of the term. Students will then analyze and compare the Supreme Court rulings in *Baker v. Carr* (1961), *Shaw v. Reno* (1993), and *Shelby County v. Holder* (2013) to determine the constitutional basis of court challenges over redistricting and identify and describe the constitutional rules and parameters for redistricting. **Students will then apply these rules to determine if each redistricting plan is constitutional**. After engaging in a discussion around this question, students will write an essay in which they develop their argument about the constitutionality of **each** redistricting scheme and explain the potential implications that this debate has on congressional decision-making and the incumbency advantage phenomena. [CR10: activity] [CR12] [CR13] [CR15: activity]
- **Additional Sources:** *The Washington Post* Gerrymandering Infographic (“This is the Best Explanation of Gerrymandering You Will Ever See”), Texas Congressional District Data Showing Overall Population and Latino Population by District (“Mapping the Latin Electorate by Congressional District”), Texas 2010 Congressional Redistricting Maps from GovTrack.us., **Ohio Redistricting Commission , Ohio Constitutional Amendment -2018**
- **Learning Objective Alignment:** CON-3.C, PRD-2.C

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by

relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

#### **Simulation – Standing Committee Mark-Up:**

- **Framing Question:** Develop an argument that explains whether the legislative process best represents an example of participatory democracy, pluralist democracy, or elite democracy.
- **Activity Summary:** Students will be assigned different roles representing individuals or institutions that could influence the mark-up process and passage of a bill out of a congressional standing committee, along with a basic draft of a paragraph-long bill that proposes entitlement reform as a means of decreasing the federal budget deficit. Roles in the simulation include Chair of the Ways and Means Committee, Majority Party Members of Ways and Means, Minority Party Members of Ways and Means, Party Leadership in the House, Party Leadership in the Senate, interest groups representing various perspectives on the bill, relevant bureaucratic agency leaders (e.g., Social Security Administration), and the President of the United States. The Chair of the Ways and Means Committee will make decisions throughout the simulation, such as whether to pigeonhole the bill, whether to calendar the bill for mark-up, or whether to refer the bill to subcommittee. Regardless of this decision, the Ways and Means Committee will engage in a mark-up process of the bill as different representatives within the committee attempt to logroll and actors and institutions outside of the committee attempt to influence the bill and pursue their interests as the bill works its way through the committee process. Students will then learn about the rest of the legislative process and use evidence from this simulation, along with evidence from foundational documents such as the U.S. Constitution and *Federalist No. 51*, to develop a thesis that answers the framing question and supports this thesis with evidence. [CR6] [CR7] [CR8] CR13]
- **Learning Objective Alignment:** LOR-1.B, CON-3.B, CON-3.C, PMI-5.E

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

### **Unit 3: Civil Liberties and Civil Rights [CR3]**

**(24 instructional days)**

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

#### **Essential Questions:**

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?



- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

**Topic 3.1: The Bill of Rights**

Big Idea and Learning Objective: Liberty and Order (LOR-2.A and LOR-2.B) Key

Terms: Bill of Rights, Civil Liberties

Foundational Documents: The Constitution of the United States

**Topic 3.2: First Amendment - Freedom of Religion**

Big Idea and Learning Objective: Liberty and Order (LOR-2.C) Key

Terms: Establishment Clause, Free Exercise Clause

Foundational Documents and Required Cases: The Constitution of the United States, Engel v. Vitale (1962), Wisconsin v. Yoder (1972)

**Topic 3.3: First Amendment - Freedom of Speech**

Big Idea and Learning Objective: Liberty and Order (LOR-2.C)

Key Terms: Symbolic Speech, Limits on Speech – Time, Manner, and Place Regulations, Defamatory, Offensive, and Obscene Gestures, “Clear and Present Danger”

Foundational Documents and Required Cases: The Constitution of the United States, Tinker v. Des Moines (1969), Schenck v. United States (1919)

**Topic 3.4: First Amendment - Freedom of the Press**

Big Idea and Learning Objective: Liberty and Order (LOR-2.C) Key

Terms: Prior Restraint

Foundational Documents and Required Cases: The Constitution of the United States, New York Times Co. v. United States (1971)

**Topic 3.5: Second Amendment - Right to Bear Arms**

Big Idea and Learning Objective: Liberty and Order (LOR-2.C) Key

Terms: Second Amendment

Foundational Documents and Required Cases: The Constitution of the United States, McDonald v. Chicago (2010)

**Topic 3.6: Amendments - Balancing Individual Freedom with Public Order and Safety Big**

Idea and Learning Objective: Liberty and Order (LOR-2.D)

Key Terms: Second Amendment, Fourth Amendment, Eighth Amendment Foundational Documents: The Constitution of the United States

**Topic 3.7: Selective Incorporation**

Big Idea and Learning Objective: Liberty and Order (LOR-3.A)

Key Terms: Selective Incorporation, Due Process Clause of the Fourteenth Amendment

Foundational Documents and Required Cases: The Constitution of the United States, McDonald v. Chicago (2010)

**Topic 3.8: Amendments - Due Process and the Rights of the Accused Big**

Idea and Learning Objective: Liberty and Order (LOR-3.B)

Key Terms: Selective Incorporation, Due Process Clause of the Fourteenth Amendment, Miranda Rule, Miranda v. Arizona (1966), Public Safety Exception, Right to Legal Counsel, Right to Speedy and Public Trial, Right to Impartial Jury, Protection Against Warrantless Searches, Exclusionary Rule

Foundational Documents and Required Cases: The Constitution of the United States, Gideon v. Wainwright (1963)

**Topic 3.9:** Amendments - Due Process and the Right to Privacy Big

Idea and Learning Objective: Liberty and Order (LOR-3.B)

Key Terms: Ninth Amendment, Due Process Clause of the Fourteenth Amendment

Foundational Documents and Required Cases: The Constitution of the United States, Roe v. Wade (1973)

**Topic 3.10:** Social Movements and Equal Protection

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-1.A)

Key Terms: Equal Protection Clause of the Fourteenth Amendment, Civil Rights, National Organization for Women (NOW), Pro-Life Movement

Foundational Documents: The Constitution of the United States, “Letter from Birmingham Jail

**Topic 3.11:** Government Responses to Social Movements

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-3.A)

Key Terms: The Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, the Voting Rights Act of 1965

Required Cases: Brown v. Board of Education (1954)

**Topic 3.12:** Balancing Minority and Majority Rights

Big Idea and Learning Objective: Constitutionalism (CON-6.A)

Key Terms: Public Accommodation Laws, Majority-Minority Districts Required

Cases: Brown v. Board of Education (1954)

**Topic 3.13:** Affirmative Action

Big Idea and Learning Objective: Constitutionalism (CON-6.A) Key

Terms: Affirmative Action

### Sample Activities and Assignments for Unit 3

**Argument and Discussion – Who is Most Responsible for Advancing Civil Rights since the 1950s?:**

- **Framing Question:** Argue whether Congress, the U.S. Supreme Court, or social movements are most responsible for the advancement of civil rights since the 1950s.
- **Activity Summary:** First, students will analyze the role of specific laws, U.S. Supreme Court rulings, and social movements in either advancing or hindering civil rights since the 1950s. U.S. Supreme Court cases students could analyze and use as evidence include: Plessy v. Ferguson (1896), Brown v. Board of Education (1954), Sweatt v. Painter (1950), Heart of Atlanta Motel, Inc. v. United States (1964), Shaw v. Reno (1993), Craig v. Boren (1976), Griswold v. Connecticut (1965), and Roe v. Wade (1973). Congressional actions that students could analyze and use include The Civil Rights Act of 1964, The Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, the Twenty-Fourth Amendment, and the Equal Rights Amendment. Social movements students will analyze include the African American Civil Rights Movement, led by Dr. Martin Luther King (this analysis will include excerpts from “Letter from Birmingham Jail”) and the National Organization for Women. After explaining the role of Congressional actions, U.S. Supreme Court rulings, and social movements in advancing civil rights since the 1950s, students will be divided into groups, and each group will be assigned to argue on behalf of either Congress, the U.S. Supreme Court, or social movements. At the



conclusion of the discussion in which each group represents their assigned perspective, students will focus on Practice 6 (the use of refutation, concession, and rebuttal in responding to opposing or alternative perspectives) based on the points that various groups highlighted during the discussion. [CR8] [CR15: activity]

- **Learning Objective Alignment:** PRD-1.A, PMI-3.A, CON-6.A

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

### **Mock Oral Arguments – Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission:**

- **Framing Question:** Constitutionally, how do we balance the civil liberties of an individual with the civil rights of a group when the two come into conflict with one another?
- **Activity Summary:** Students will frame the mock trial by first reading the overview of the Free Exercise Clause from the National Constitution Center’s Interactive Constitution and explaining how cases such as *Wisconsin v. Yoder* (1972), *Employment Division v. Smith* (1990), *Reynolds v. United States* (1878), and *Church of the Lukumi Babalu Aye, Inc. v. City of Hialeah* (1993) have shaped the Supreme Court’s interpretation of the Free Exercise Clause. Students will then be divided into three groups – petitioners, respondents, and Supreme Court justices. Within these groups, students will be assigned roles such as chief justice, lead attorney, and paralegal.
- Students will be given an overview of the facts of the case from *Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission*, along with a set of the constitutional questions underlying the case, including the extent to which the relevant provision from the Colorado Anti-Discrimination Act is constitutional under the Tenth Amendment and Fourteenth Amendment, whether the creation of a wedding cake is expression protected under the First Amendment’s Freedom of Speech, and whether the Colorado Anti-Discrimination Act can compel the cake shop owner to produce a cake that violates his sincerely held religious beliefs under the Free Exercise Clause pursuant with similar federal public accommodation laws that compel businesses, under the Commerce Clause, to not discriminate against protected classifications of individuals. Students will have one day to prepare their arguments, one day to rehearse their statements and practice for cross-examination, and then the Supreme Court mock oral arguments will take place. Students will then reflect on how factors such as precedent and stare decisis, the ideological composition of the Supreme Court, and judicial activism and restraint might influence how the course rules in this case.

After completing the activity students will read the Courts decision from June 2018 and compare the positions they took with the actual decision of the court. Since the case was remanded to the Colorado Court, the students should discuss why the Court remanded the case and what position the court might take if the case were to return to the Supreme Court. \*\* This provides an excellent opportunity to explain that the Supreme Court’s decisions can often relate to one specific legal principle rather than the larger issues of First Amendment protections vs. civil rights protections related to protected classifications of individuals.

[CR6] [CR7] [CR8] [CR12] [CR15: activity]

- **Additional Sources:** Gedicks, Frederick, and Michael McConnel. “The Free Exercise Clause.” National Constitution Center.

- **Learning Objective Alignment:** CON-5.B, LOR-2.C, LOR-3.A, CON-6.A

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

#### **Unit 4: American Political Ideologies and Beliefs [CR4]**

**(19 instructional days)**

[CR4] — The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

##### **Essential Questions:**

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

##### **Topic 4.1: American Attitudes about Government and Politics**

Big Idea and Learning Objective: Methods of Political Analysis (MPA-1.A)

Key Terms: Individualism, Equality of Opportunity, Free Enterprise, Rule of Law, Limited Government

##### **Topic 4.2: Political Socialization**

Big Idea and Learning Objective: Methods of Political Analysis (MPA-1) Key

Terms: Political Socialization, Political Culture

##### **Topic 4.3: Changes in Ideology**

Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)

##### **Topic 4.4: Influence of Political Events on Ideology**

Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)

##### **Topic 4.5: Measuring Public Opinion**

Big Idea and Learning Objective: Methods of Political Analysis (MPA-2)

Key Terms: Opinion Polls, Tracking Polls, Exit Polls, Sampling Techniques, Sampling Error

##### **Topic 4.6: Evaluating Public Opinion Data**

Big Idea and Learning Objective: Methods of Political Analysis (MPA-2.B)



**Topic 4.7: Ideologies of Political Parties**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.A)

Key Terms: Democratic Party, Republican Party, Conservative Ideology, Liberal Ideology

**Topic 4.8: Ideology and Policy-Making**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.B)

**Topic 4.9: Ideology and Economic Policy**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.C, PMI-4.D)

Key Terms: Liberal Ideology, Conservative Ideology, Libertarian Ideology, Keynesian Economics, Supply-Side Economics, Fiscal Policy, Monetary Policy, the Federal Reserve

**Topic 4.10: Ideology and Social Policy**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.E, PMI-4.F) Key

Terms: Liberal Ideology, Conservative Ideology, Libertarian Ideology

## Sample Activities and Assignments for Unit 4

### Political Culture and Political Ideology Party Platform Analysis:

- **Framing Question:** Which force will ultimately prevail – The core values that unite us or the attitudes and ideological beliefs that divide us?
- **Activity Summary:** Students will first explain how excerpts from Alexis de Tocqueville’s *Democracy in America* help to describe core American political values such as individualism, equality of opportunity, free enterprise, rule of law, limited government, and popular sovereignty. Students will then analyze excerpts from the most recent Republican Party Platform and Democratic Party Platform and explain how excerpts from both party platforms connect to these core American political values. Next, students will compare the attitudes and ideological beliefs of both parties with respect to these core values before answering and discussing the framing question, using their understanding of their policy from the civics engagement process and data on political polarization and public opinion with regards to core American political values as additional evidence in answering the question. **[CR6]**  
**[CR10: activity]**
- **Additional Sources:** 2016 Republican Party Platform, 2016 Democratic Party Platform, Data on Political Polarization ("Political Polarization in the American Public." *Pew Research Center*, June 12, 2014), Public Opinion Data ("Republicans less likely than Democrats to see major role for govt on health care, poverty assistance." *Pew Research Center*, November 20, 2015)
- **Learning Objective Alignment:** MPA-1.A, PMI-4

**[CR6]** — The course integrates public policy within each unit.

**[CR10]** — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.



### **Polling Lessons Learned from The Literary Digest 1936 Presidential Election Poll:**

- **Framing Question:** Under what circumstances should a public opinion poll be considered reliable and accurate?
- **Activity Summary:** Students will start by evaluating the polling methods used in *The Literary Digest* 1936 Presidential Election Poll, which predicted inaccurately that Alf Landon would defeat FDR. The poll mailed out 10,000,000 questionnaires, in the form of postcards, to subscribers of *The Literary Digest*, and the postcard consisted of a mock ballot that 2,300,000 subscribers to *The Literary Digest* voluntarily submitted. Students will determine the type of poll and update the sampling methods to make the poll more reliable. Students will then apply their takeaways from the evaluation of this poll to a series of 2016 presidential election polls and develop an explanation as to why polling in 2016 consistently struggled to project the outcome of both the party nomination and general elections and how these struggles might influence polling's use in campaigns and policy decisions. [CR9] [CR12]
- **Learning Objective Alignment:** MPA-2.A, MPA-2.B

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

### **Civic Engagement Task 4: The Connection Between Influencing Domestic Policy, Civil Liberties, and Civil Rights**

**Deadline:** About two weeks after the start of Unit 4

**Student Output:** The goal for this fourth benchmark is for students to both analyze civil liberties or civil rights issues underlying their policy problem and to analyze how interpretations of civil liberties protect and limit interest groups as they seek to influence domestic policy. For this benchmark, students will submit a written report that:

- A. Explains the relationship between their policy problem and civil liberties, and as appropriate, identifies the specific provisions in the Bill of Rights that relate to their policy problem and explains how these provisions are related to the policy problem.
- B. Explains the relationship between their policy problem and civil rights.
- C. Explains how at least ONE Supreme Court case related to civil liberties or civil rights protects or enhances their interest group's ability to influence policy.
- D. Explains how at least ONE Supreme Court case related to civil liberties or civil rights limits their interest group's ability to influence policy.
- E. Describes at least ONE lesson, strategy, or idea their interest group can borrow from "Letter from Birmingham Jail," the National Organization for Women, or the pro-life movement in terms of how to successfully influence government policy.

### **Unit 5: Political Participation [CR5]**

**(30 instructional days)**

[CR5] — The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**Essential Questions:**

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

**Topic 5.1: Voting Rights and Models of Voting Behavior**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (MPA-3.A, MPA-3.B)

Key Terms: Fifteenth Amendment, Seventeenth Amendment, Nineteenth Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment, Voting Rights Act of 1965, Rational Choice Voting, Retrospective Voting, Prospective Voting, Party-Line Voting

Foundational Documents: The Constitution of the United States

**Topic 5.2: Voter Turnout**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (MPA-3.C)

Key Terms: Voter Turnout, Vote Choice, Political Efficacy, Voter Registration, Compulsory Voting, Mid-Term Elections, Presidential Elections, Relationship Between Demographics and Voter Turnout, Relationship Between Demographics and Vote Choice

**Topic 5.3: Political Parties**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.A, PMI-5.B)

Key Terms: Linkage Institutions, Political Parties, Party Platforms, Committee and Party Leadership in Legislatures

**Topic 5.4: How and Why Political Parties Change and Adapt**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.C)

Key Terms: Candidate-Centric Campaigns, Direct Primaries, Critical Elections, Realignments, Campaign Finance

**Topic 5.5: Third-Party Politics**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.D) Key

Terms: Proportional System, Winner-Take-All System, Party Platforms

**Topic 5.6: Interest Groups Influencing Policy-Making**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.E, PMI-5.F) Key

Terms: Iron Triangle, Issue Networks, "Free Rider" Problem

**Topic 5.7: Groups Influencing Policy Outcomes**

Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.G)

Key Terms: Single-Issue Groups, Ideological/Social Movements, Protest Movements, Professional Organizations, Federal Budget Process

**Topic 5.8: Electing a President**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.A, PRD-2.B) Key

Terms: Incumbency Advantage, Open and Closed Primaries, Caucuses, Party Conventions, Electoral College, Winner-Take-All, National Popular Vote



**Topic 5.9: Congressional Elections**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.C)

Key Terms: Incumbency Advantage, Open and Closed Primaries, Caucuses, Presidential Elections, Mid-Term Elections

**Topic 5.10: Modern Campaigns**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.D) Key

Terms: Political Consultants, Campaign Finance, Social Media

**Topic 5.11: Campaign Finance**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.E)

Key Terms: Bipartisan Campaign Reform Act of 2002, Soft Money, “Stand by Your Ad” provision, PACs and Super PACs

Required Case: Citizens United v. Federal Election Commission (2010)

**Topic 5.12: The Media**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-3.A) Key

Terms: Horserace Journalism, Media as a Gatekeeper

**Topic 5.13: Changing Media**

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-3.B) Key

Terms: Media Bias, Partisan News Sites, Ideologically Oriented Programming

**Samples Activities and Assignments for Unit 5**

**Campaign Strategy Simulation:**

- **Framing Question:** How do demographic trends in political ideology, party affiliation, and voter turnout affect campaign strategy?
- **Activity Summary:** Students will be assigned roles as campaign management for one of the major political parties in an upcoming Congressional elections. Students will be given demographic profiles for three typical members of the eligible voting population, with information provided on the three individuals’ race/ethnicity, religion, gender, income, age, education, occupation category, and geographic region. Using exit poll data from the most recent presidential election and mid-term Congressional election, along with an infographic and data on voter turnout levels by demographic, students will develop a campaign strategy for the upcoming mid-term Congressional election. This strategy will outline which of the three demographic profiles are most likely to vote Republican and Democrat along with which profile is most likely to be moderate, while also accounting for which profiles are most likely to vote and least likely to vote and why. Students will then explain how their campaign strategy might be different during a presidential election year or a primary election versus a general election. **[CR9]**
- **Additional Sources:** Exit Poll Data (Huang, Jon, et al. “Election 2016: Exit Polls.” *New York Times*, November 8, 2016.), Voter Turnout Infographic (Gray, Emma. “Voter Turnout Graphic Shows Women, Older People Most Likely to Come Out on Election Day.” *Huffington Post*, August 17, 2012.)
- **Learning Objective Alignment:** MPA-3.C, PMI-5.B, PMI-5.C, PRD-2.C

**[CR9]** — The course provides opportunities to analyze and interpret quantitative data to explain what the data



implies or illustrates about political principles, institutions, processes, and behaviors.

### **Creating a Policy or Strategy to Increase Voter Turnout:**

- **Framing Question:** Why do so many eligible voters find it “irrational” to vote, and what could either the federal government, state governments, or linkage institutions do to make the benefits of voting outweigh the costs for more voters?
- **Activity Summary:** This activity frames the potential problem of low voter turnout through the lens of economic rationality. Students first consider the different factors that influence an individual’s decision to vote (attitudinal factors, government requirements, and institutional forces) and how these factors impact either the costs of voting or the benefits of voting. Then, in small groups, students either take on the role of an interest group or political party planning a “get out the vote” drive or the state or federal government looking to craft a policy to increase voter turnout (like Motor Voter). Students will design a policy or strategy, explaining how their plan will either raise the benefits or lower the costs of voting for more voters and whether their plan is constitutional (if they take the perspective of the state or federal government). The first part of the activity will culminate in students presenting their policy or plan to the class. Students will then consider the implications of higher voter turnout in terms of changes in election outcomes and policies by considering what would happen if the U.S. adopted compulsory voting laws or policies similar to the ones designed by the students.
- **Additional Sources:** Map and Data on Photo ID Laws across different states (“Voter Identification Requirements.” *National Conference of State Legislatures*, June 5, 2017), and Map on the Relationship Between Same Day Registration and Voter Turnout (“Interactive map: Does same-day registration affect voter turnout in the U.S.?” *PBS*, October 4, 2015).
- **Learning Objective Alignment:** MPA-3.B, MPA-3.C, PMI-5.B, PMI-5.C, PMI-5.E

### **Assignment – Concept-Mapping:**

- **Assignment Summary:** Concept-mapping is an assignment that students will complete at various points throughout the course in the lead-up to summative assessments. In constructing a concept-map, students will place a quote, a piece of text, data, a visual, a foundational political concept, or a unit essential question in the center of the concept map. Students are then given a set of key terms that they visually connect back to the center of the concept map or the other terms on the concept map. Students must include a description for each term and a brief explanation on each line connecting terms.

### **Civic Engagement Project Task 5: Domestic Policy, Public Opinion, and Political Ideology [CR4] Deadline:**

About two weeks after the start of Unit 5

**Student Output:** The goal for this fifth benchmark is for students to analyze the relationship between their domestic policy problem and both public opinion and political ideology. For this benchmark, students will submit a written report that:

- A. Presents two public opinion polls from a polling service or website, such as Gallup, the *Pew Research Center*, a news website, *FiveThirtyEight*, or *270 To Win* that present public opinion data related to their policy problem. Students will describe the data presented in each poll, describe patterns and trends in the data, draw at least one conclusion based on the data, explain how the data relates to their policy problem, and account for any differences in the data presented by both polls. Students will also evaluate the reliability and veracity of the polls by analyzing their sampling techniques and question



types. [CR9]

- B. Describes the stance of the Republican Party, Democratic Party, and ONE third party as it relates to the policy problem based on the information presented in the most recent national party platforms. Students will also explain the relationship between the Republican Party’s stance and conservatism, the Democratic Party’s stance and liberalism, and the relationship between the stance of the third party and the two major parties.
- C. Explains how individual political beliefs related to their topic develop as well as how the policy problem is related to ONE of the core values underlying American political culture (e.g., individualism, equality of opportunity, free enterprise, rule of law, limited government) and how the major parties differ in their attitudes towards this core value.
- D. Explains how the information researched in this benchmark might influence the strategic approach of the interest group in attempting to influence policy around the policy problem.

[CR4] — The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

## Second Semester Civic Engagement Project – [CR6] [CR12] [CR13] [CR14]

The civic engagement project is referred to as the “Make A Difference” Project. This is an application project.

The focus of the project is for the student(s) to select an area of public policy and develop a project which looks at how they can make a difference in terms of an issue or concern at one or more of the following levels (School, neighborhood, city, state or national). The students will begin by writing a position paper which addresses what the issue is, why it is of concern, and propose possible solutions to address the issue. Once the position paper has been submitted, the student or students will schedule a meet with the teacher and address the steps which need to be taken in order to address the issue. The student(s) will then follow necessary steps with appropriate stakeholders (Administration/Board of Education/ Community resources or organizations/ City Council / State or other officials). Students will complete progress reports at each stage and gain teacher /administrative approval before progressing to the next step.

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

[CR14] — Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.

## APPLICATION FOR PILOT COURSE FINDLAY CITY SCHOOLS

**DIRECTIONS:** All of the following items are part of the application and must be submitted to the Curriculum Director:

- Completed application form with all signatures\*\*
- Draft course of study\*
- Draft curriculum map\*

Course Title: Pop, Rock, and Contemporary Music

Rationale for the course: Currently, the high school music department offers great courses of study in music performance (band, choir, orchestra) as well as music technology and music theory/history. However, the music history portion of the music theory class ends with the romantic period of music due to time constraints. Therefore, currently there is no course of study that involves 20<sup>th</sup> century music, American music, popular music, musical theater, and/or music in society. This course will aim fill that void.

Intended audience: Juniors and Seniors who have taken the Music Theory/History course.

Number of students interested in the course and the method used to assess student interest:

I surveyed the current juniors and sophomores who have taken the music theory/history course and therefore would be eligible for the new course. Out of 18 students surveyed, 16 are committed to taking the course. This course will continue to grow as we are seeing more students each year sign up for the prerequisite music theory/history course. The enrollment for the past four years in music theory/history is as follows:

2016 – 9 students – 1 class period  
2017 – 17 students – 1 class period  
2018 – 27 students – 2 class periods  
2019 – 37 students – 2 class periods

Enrollment limitations: Juniors and Seniors that fit the prerequisite.

Prerequisites: Students must have taken the Music Theory/History course as topics that will be taught in the Pop, Rock, and Contemporary will involve the theoretical analysis skills learned in the former class.

Materials and equipment needed: Choir room, access to projector/screen, computer hook up, sound system, white board with music staves (already currently in the choir room).

Anticipated course costs: There are no anticipated course costs.

Availability of funds:

Availability of qualified staff: This course will be taught by Krista Bigger. With the current schedule, Krista Bigger has ½ semester open for this new course.



Length of course: 1 semester

Does this course fulfill a graduation requirement (specify) or is it an elective? This course will be an elective. All students that meet the prerequisite for this class will have filled their fine art credit through taking Music/Theory history.

How does this proposed course help meet the mission and goals of Findlay City Schools? This course will fill the void of any 20<sup>th</sup> century music history study that currently exists in our high school music curriculum. Taking this class will better prepare any student planning to major or minor in music. It will also serve to provide a wider music educational experience for our students.

REQUIRED SIGNATUARES:

INITIATOR: Krista Z Budge

DEPARTMENT CHAIR: Kevin Manly

PRINCIPAL: My De

MILLSTREAM DIRECTOR (if applicable): \_\_\_\_\_

CURRICULUM DIRECTOR: Richard Z Steiner

\*\*SUPERINTENDENT: \_\_\_\_\_

SUPPORTING STAFF: \_\_\_\_\_

**FHS & MILLSTREAM**

**MILLSTREAM**

\*Draft course of study must include:

- Standard(s)
- Benchmark(s)
- Indicator(s)
- Follow an approved format

Competency  
Terminal Objectives  
Competency Builders

\*Draft curriculum map must include:

- Time frame
- Indicator
- Topic
- Follow an approved format

**\*\*The superintendent will determine if it is economically feasible/desirable to offer the course.**

After all items have been submitted to the Curriculum Director the application packet will be reviewed by an ad hoc committee of the curriculum council who will provide feedback to the initiator. After any necessary adjustments are made, the application will be presented to the Curriculum Council by the initiator for council approval.

# Pop, Rock, and Contemporary Music - 18 weeks

THREE UNITS - SIX WEEKS EACH

## FIRST 6 WEEKS

History of American Music

- Native American Music
- Music of the Revolution
- Appalachian Music
- Music of the African American Slaves
- 20<sup>th</sup> century music
- Post Romantic
- Ragtime/Minstrel
- American popular song/songbook - Steven Foster
- Jazz/Swing/Tin Pan Alley/ Rhythm and Blues
- Rockabilly/Country/Gospel

## SECOND 6 WEEKS

History of Rock and Roll/Popular Music

- 1950s
  - Rockabilly, Elvis, Mainstream Country, Bluegrass, Blues, American Band Stand, LPs
- 1960s
  - Folk, Protest music, Motown, Girl Groups, Teen Pop/Idols, Singer/Songwriter, Surf, British Invasion/Beatlemania, Woodstock
- 1970s
  - Progressive Rock, Disco, Funk, Punk, Soul, Reggae, Latin, beginning of electronic (synthesizer), 8 tracks,
- 1980s
  - Rock, Heavy Metal, Glam Rock, Pop, Michael Jackson, Early Rap, Soft Rock/Rock Ballad, Dance, MTV/VH1 Cassette Tapes
- 1990s
  - Grunge, Alternative Rock, Rap, Hip Hop, R&B, East v West, Teen Pop/Idols, Ska, CDs
- 2000s
  - Ipod, Napster, Digital Music, Christian, Indie, Emo, American Idol
- 2010s
  - EDM, decline of Rock and Roll, Pop, J-Pop/K-Pop, Music Production and Technology, iTunes/YouTube

## THIRD 6 WEEKS

### Musical Theater

- Development out of Opera
- Early Operettas - Gilbert and Sullivan, Edwardian musical comedies
- World War I/1920s/30s - Jerome Kern, George/Ira Gershwin, Irving Berlin, Cole Porter, Rodgers/ Hart
- Golden Age of Broadway (1940s-60s) Rodgers/Hammerstein, Sondheim, Bernstein,
- 1970s to present - Weber, Hamlisch, Swartz, Kander/Ebb, Schonberg/Boublil, Larsen, Miranda,
- The Broadway star - Andrews, Peters, Midler, Foster, Creel :)
- Recreation of Disney, Film, TV for musical stage
- Tony Awards

### Music in Film/TV

- In house pianist - silent film
- Use of Romantic period music
- Development of Film Score - temp tracks, structure, source music
- Composer - work with director/composition/syncing/performance
  - Williams, Zimmer, Menkin, Silvestri, Elfman,
- Theme music, incidental music, leit motifs
- Emmy/Oscar Awards

### Music Careers

- Music Performance
- Music Composition/Theory/History
- Musicology
- Music Education
- Music Therapy
- Music Business



**2012 Music Standards  
GRADES 9 thru 12**

<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>Personal Choice and Vision:</b> Students construct and solve problems of personal relevance and interest when expressing themselves through music.  <b>Critical and Creative Thinking:</b> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.  <b>Authentic Application and Collaboration:</b> Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.  <b>Literacy:</b> As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.</p>			
<p><b>PROGRESS POINTS</b></p>	<p>Students will at an appropriate developmental level:</p> <ul style="list-style-type: none"> <li>A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).</li> <li>B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.</li> <li>C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.</li> <li>D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.</li> <li>E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.</li> <li>F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.</li> <li>G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.</li> </ul>			
<p><b>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px;"> <p><b>PERCEIVING/KNOWING/CREATING (CE)</b></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>PRODUCING/PERFORMING (PR)</b></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>RESPONDING/REFLECTING (RE)</b></p> </div> </div>				
<p><b>CONTENT STATEMENTS</b></p> <p style="font-size: 2em; text-align: center;">HS I</p> <p style="text-align: center;">Beginning</p>	<ul style="list-style-type: none"> <li>1CE Define vocabulary in all rehearsed and performed music.</li> <li>2CE Identify musical terms and symbols for articulation and expression.</li> <li>3CE Recognize and describe the elements of music.</li> <li>4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.</li> <li>5CE Identify musical forms used in vocal and instrumental genres from various historical periods.</li> <li>6CE Identify the social contexts from which music of various cultures evolved.</li> <li>7CE Identify aurally basic harmonic progressions in selected repertoire.</li> <li>8CE Explain the role of technology in researching, creating, performing and listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.</li> <li>2PR Prepare and accurately perform a varied repertoire of ensemble music.</li> <li>3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.</li> <li>4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.</li> <li>5PR Respond appropriately to the cues of the conductor or section leader.</li> <li>6PR Improvise over drones or simple chord progressions.</li> <li>7PR Incorporate technology and media arts in performing or recording music.</li> <li>8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.</li> </ul>	<ul style="list-style-type: none"> <li>1RE Identify assessment practices that can help demonstrate their learning and progress made in music.</li> <li>2RE Respond to aesthetic qualities of a performance using music terminology.</li> <li>3RE Examine how people from different backgrounds and cultures use and respond to music.</li> <li>4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.</li> <li>5RE Describe the impact of music technology and innovation upon music careers.</li> <li>6RE Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).</li> </ul>	
<p style="font-size: 2em; text-align: center;">HS II</p> <p style="text-align: center;">Developing</p>	<ul style="list-style-type: none"> <li>1CE Interpret articulations, expressive symbols and terms while performing.</li> <li>2CE Identify and trace the development of music forms across historical periods.</li> <li>3CE Listen to, analyze and describe various musical works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.</li> <li>4CE Describe the elements of music and their functions.</li> <li>5CE Identify traditional harmonic progressions in selected repertoire.</li> <li>6CE Identify modality aurally and visually.</li> <li>7CE Identify musical forms used in vocal and instrumental genres from world cultures.</li> <li>8CE Describe how music reflects the social and political events of history and the role of the musician in history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.</li> <li>2PR Prepare and accurately perform a varied repertoire of ensemble music.</li> <li>3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.</li> <li>4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.</li> <li>5PR Improvise over simple chord progressions provided by the instructor.</li> <li>6PR Incorporate technology and media arts in creating, composing and arranging music.</li> <li>7PR Create and notate a harmonization of a simple melody using traditional or digital media.</li> </ul>	<ul style="list-style-type: none"> <li>1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.</li> <li>2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.</li> <li>3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.</li> <li>4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</li> <li>5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.</li> <li>6RE Incorporate technology when possible in assessing music performances.</li> </ul>	



<p><b>HS III Intermediate</b></p>	<p>1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.</p> <p>2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.</p> <p>3CE Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p>4CE Identify and trace the development of the elements of music across historical periods.</p> <p>5CE Compare and contrast musical forms used in vocal and instrumental genres.</p> <p>6CE Identify complex harmonic progressions in selected repertoire.</p> <p>7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.</p>	<p>1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.</p> <p>3PR Demonstrate sight-reading abilities at an intermediate level of complexity.</p> <p>4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.</p> <p>5PR Improvise over chord progressions and symbols provided by the instructor.</p> <p>6PR Incorporate technology in audio editing and producing various forms of music.</p> <p>7PR Compose and notate a melody with harmonic accompaniment in a variety of musical styles.</p>	<p>1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p>2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.</p> <p>3RE Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>4RE Explain how the creative process is used in similar and different ways in the arts.</p> <p>5RE Evaluate how musical forms are influenced by history.</p> <p>6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.</p> <p>7RE Evaluate how musical forms and performance practices are influenced by culture and history.</p>
<p><b>HS IV Mastery</b></p>	<p>1CE Interpret music symbols and terms in light of historical and stylistic context.</p> <p>2CE Identify and trace the development of the elements of music across musical styles and world cultures.</p> <p>3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p> <p>4CE Identify non-traditional harmonic progressions in selected repertoire.</p> <p>5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.</p> <p>6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).</p> <p>7CE Recognize aesthetic characteristics common to all art forms.</p>	<p>1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.</p> <p>3PR Demonstrate sight-reading abilities at a mastery level of complexity.</p> <p>4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.</p> <p>5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).</p> <p>6PR Incorporate technology in promoting and distributing music.</p> <p>7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.</p> <p>8PR Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p>	<p>1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.</p> <p>2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.</p> <p>3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.</p> <p>4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.</p> <p>5RE Develop and articulate a personal philosophy about the purpose and value of music.</p> <p>6RE Evaluate potential musical career choices and develop a personal strategic career plan.</p>

# EXHIBIT F

## APPLICATION FOR PILOT COURSE

### FINDLAY CITY SCHOOLS

**DIRECTIONS:** All of the following items are part of the application and must be submitted to the Curriculum Director:

- Completed application form with all signatures\*\*
- Draft course of study\*
- Draft curriculum map\*

Course Title: Problem Solving 2.0

Rationale for the course: This course will explore real-life math topics using project-based learning and problem based learning. Students will work in collaborative groups to solve problems and/or create a product to solve the presented problem. We will be modeling and using the design cycle which includes: investigate, imagine, plan, create, improve and share.

Intended audience: primarily seniors - 4<sup>th</sup> year math students

Number of students interested in the course and the method used to assess student interest:  
Approximately 80 students

Enrollment limitations: Max of 24 per class, due to behavior issues and number of students with accommodations in this class. This class will be all group work, so we need to keep the number of groups manageable.

Prerequisites: Algebra 1, Geometry and Algebra 2 (any level of each)

Materials and equipment needed: Chromebooks, various supplies for each project/problem.



Anticipated course costs and collateral impact: There will be no costs associated with a textbook, but after the first year we will be asking for fees to be assigned to the class. The appropriate fee will be determined after the pilot has been completed.

Availability of funds:

Availability of qualified staff: All math teachers are qualified.

Length of course: 1 semester

Does this course fulfill a graduation requirement (specify) or is it an elective? The course meets the graduation requirement for half of the 4<sup>th</sup> math credit.

How does this proposed course help meet the mission and goals of Findlay City Schools?  
Educating and empowering for life.

This course will be finding solutions for real-life math problems and projects while focusing on the 4-C's: creativity, collaboration, communication, and critical thinking.

REQUIRED SIGNATURES:

INITIATOR:

DEPARTMENT CHAIR:

PRINCIPAL:

MILLSTREAM DIRECTOR (if applicable):

CURRICULUM DIRECTOR:

SUPPORTING STAFF:

**FHS & MILLSTREAM**

**MILLSTREAM**

\*Draft course of study must include:

- Standard(s)
- Benchmark(s)
- Indicator(s)
- Follow an approved format

Competency  
 Terminal Objectives  
 Competency Builders

\*Draft curriculum map must include:

- Time frame
- Indicator
- Topic
- Follow an approved format

Action taken by Curriculum Council:

Date \_\_\_\_\_

- Recommend to superintendent
- Reject
- Table

Superintendent Action:       Approve       Disapprove

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

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

\*\*The superintendent will determine if it is economically feasible/desirable to offer the course.

Topics & Timeline

Design Cycle\*

- Investigate
- Imagine
- Plan
- Create
- Improve
- Share

\* This will be embedded into all projects.

## Project-Based Learning

- Team building, group work norms and expectations - ½ week
- Measurement Practice & Number Sense - ½ week - 1 week
- Mini Inflatables (Karen) - 2 weeks
- Hurricane Problem (Pinterest) - ½ week
- Toothpick Bridges (old honors geometry project) - 2 weeks
- Build a Boat (Pinterest) - ½ week
- Coding - 2 weeks
- Robot construction (Pinterest) - 1 week
- Barbie Zip Line (Divisible by 3 Blog) - 1 week
- Cooking by the Numbers (<http://www.learner.org/interactives/dailymath/cooking.html>) - 1 week
- Plan a Summer Vacation (TpT) - 1 week
- 4 X 4 design mathematical mural (1 week)

## Problem-Based Learning

- Classroom Fixer Upper (Pinterest) - 3 weeks
  - Ask for teacher volunteers for a classroom "remodel"
  - Students design and propose changes
  - Students must make contact with school officials to try and find supplies, furniture.
  - Top groups present to admin
  - Admin chooses winner
  - Winning group gets that teacher's room redone

### Questions for Rich:

- Can we have curriculum money to support the projects?
- Can we have curriculum money to support Classroom Fixer Upper?
- How would an SLO work?



## Standards, Benchmarks and Indicators

This class will not focus on specific content standards, rather it will center around the standards for mathematical practices and the design cycle.

### Standards for Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Design Cycle

1. Investigate
2. Imagine
3. Plan
4. Create
5. Improve
6. Share

**EXHIBIT G**

**F**indlay **C**ity  
**S**chool **D**istrict

**3rd Quarter Reports**

**Fiscal Year Ending  
June 30, 2019**

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

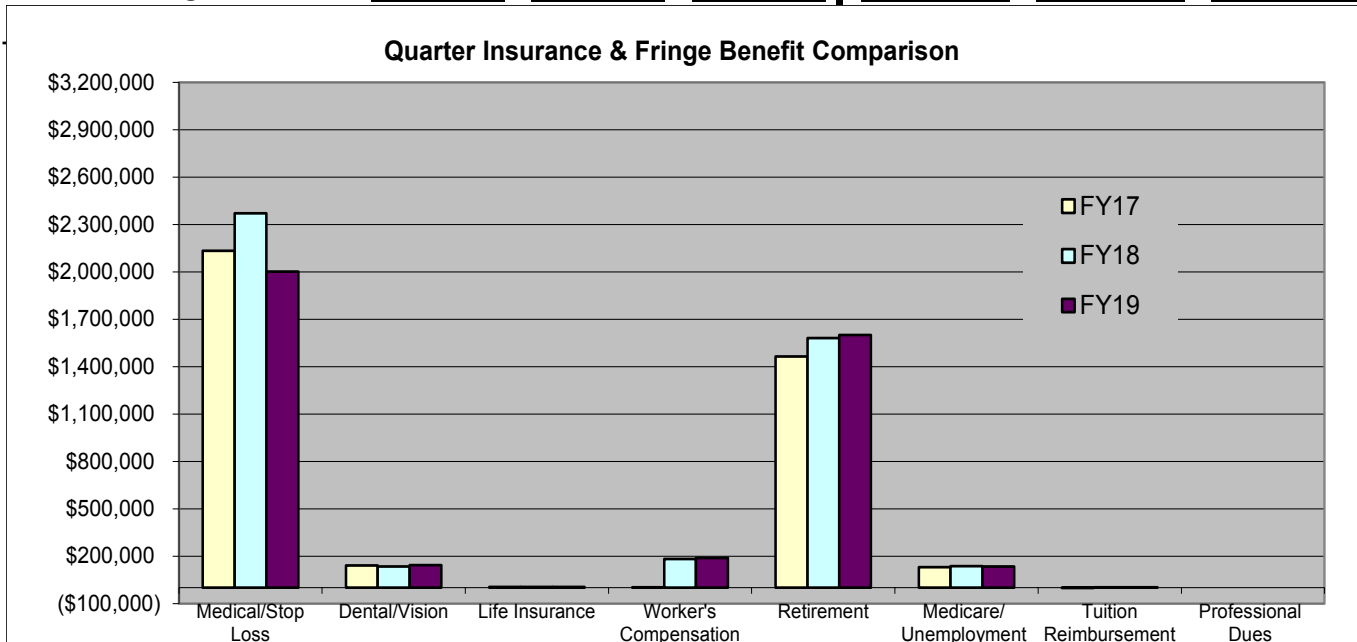
**TABLE OF CONTENTS**

	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 – March 2019 .....	5



## Insurance & Fringe Benefit Report 3rd Quarter

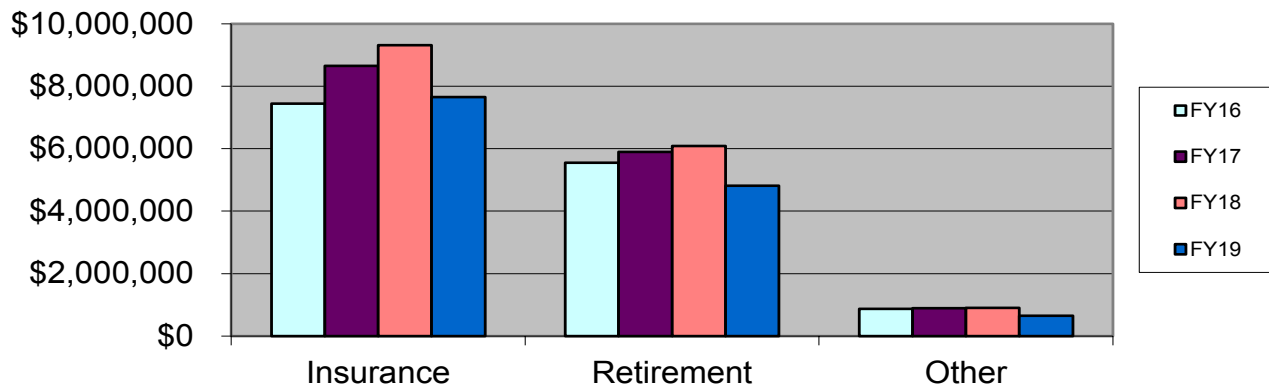
	3rd Quarter Ended March 31			Fiscal Year Ended March 31		
	FY17	FY18	FY19	FY17	FY18	FY19
<b><u>Administrative Costs</u></b>						
Dental/Vision	\$ 5,508	\$ 5,446	\$ 5,323	\$ 17,774	\$ 17,862	\$ 17,550
Medical	128,790	92,940	112,278	336,456	285,917	311,466
Board H S A Contribution	<u>92,532</u>	<u>53,079</u>	<u>103,156</u>	<u>135,410</u>	<u>143,961</u>	<u>197,413</u>
<b>Total Administrative Costs</b>	<b>226,830</b>	<b>151,464</b>	<b>220,756</b>	<b>489,641</b>	<b>447,740</b>	<b>526,430</b>
<b><u>Stop Loss Insurance</u></b>						
Specific and Aggregate	<u>197,596</u>	<u>195,204</u>	<u>241,825</u>	<u>606,971</u>	<u>590,634</u>	<u>693,303</u>
<b>Total Stop Loss Insurance</b>	<b>197,596</b>	<b>195,204</b>	<b>241,825</b>	<b>606,971</b>	<b>590,634</b>	<b>693,303</b>
<b><u>Insurance Costs</u></b>						
Dental/Vision Claims	136,470	128,783	137,168	395,301	380,531	409,854
Medical Claims	<u>1,713,891</u>	<u>2,030,022</u>	<u>1,544,015</u>	<u>4,838,965</u>	<u>5,832,022</u>	<u>6,011,381</u>
<b>Total Insurance Costs</b>	<b>1,850,361</b>	<b>2,158,804</b>	<b>1,681,183</b>	<b>5,234,266</b>	<b>6,212,553</b>	<b>6,421,235</b>
<b><u>Life Insurance</u></b>	<u>4,599</u>	<u>4,659</u>	<u>4,492</u>	<u>13,574</u>	<u>13,866</u>	<u>13,578</u>
<b>Total Insurance Costs</b>	<u><b>2,279,386</b></u>	<u><b>2,510,131</b></u>	<u><b>2,148,256</b></u>	<u><b>6,344,452</b></u>	<u><b>7,264,794</b></u>	<u><b>7,654,546</b></u>
<b><u>Other Fringe Benefits</u></b>						
Worker's Compensation	3,371	182,823	188,092	164,881	182,823	188,092
Retirement Costs	1,464,239	1,580,776	1,599,451	4,432,892	4,504,863	4,815,010
Medicare Costs	130,544	136,194	135,637	376,292	395,062	394,449
Unemployment Claims	5	207	-	6,080	327	4,056
Tuition Reimbursement	(109)	1,200	3,183	65,347	54,936	64,764
Professional Dues/Other	-	-	-	67	-	-
<b>Total Other Fringe Benefits</b>	<u><b>1,598,050</b></u>	<u><b>1,901,200</b></u>	<u><b>1,926,363</b></u>	<u><b>5,045,560</b></u>	<u><b>5,138,010</b></u>	<u><b>5,466,371</b></u>

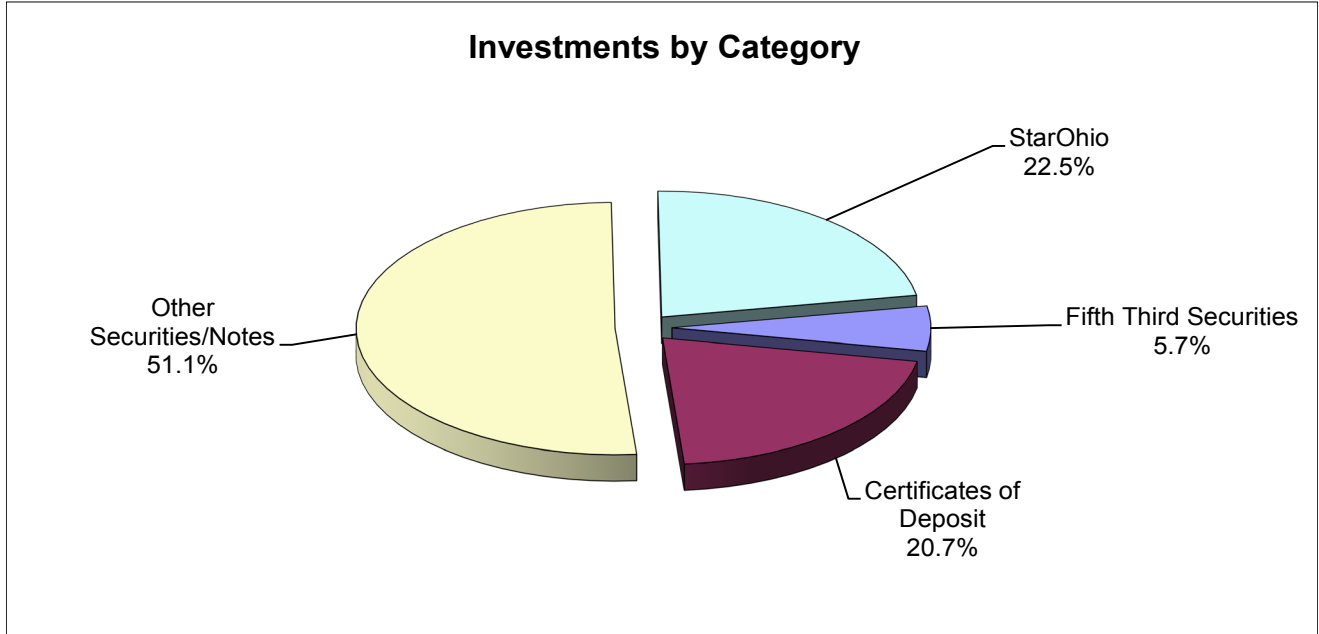


**Insurance & Fringe Benefits Report**  
**Annual**  
**Fiscal Years 2016-2019**

	<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	\$17,550
Medical	416,181	427,422	379,405	311,466
Board H S A Contribution	169,713	180,539	190,965	197,413
<b>Total Administrative Costs</b>	<b>\$608,403</b>	<b>\$631,242</b>	<b>\$593,649</b>	<b>\$526,430</b>
<u>Stop Loss Insurance</u>				
Specific and Aggregate	\$887,463	\$805,404	\$785,479	\$693,303
<u>Insurance Claims Costs</u>				
Dental / Vision Claims	\$451,741	\$507,908	\$520,600	\$409,854
Medical Claims	5,476,771	6,686,296	7,389,353	6,011,381
<b>Total Claims Costs</b>	<b>\$5,928,512</b>	<b>\$7,194,204</b>	<b>\$7,909,953</b>	<b>\$6,421,235</b>
<u>Life Insurance</u>				
<b>Total Insurance Costs</b>	<b>\$17,587</b>	<b>\$18,141</b>	<b>\$18,484</b>	<b>\$13,578</b>
<b>Total Insurance Costs</b>	<b>\$7,441,964</b>	<b>\$8,648,991</b>	<b>\$9,307,565</b>	<b>\$7,654,546</b>
 <u>Retirement</u>				
Retirement - Sch. Found.	\$5,043,108	\$5,203,572	\$5,493,132	\$4,353,838
Retirement - Pick-up	506,786	688,737	591,858	461,172
<b>Total Retirement</b>	<b>\$5,549,894</b>	<b>\$5,892,309</b>	<b>\$6,084,990</b>	<b>\$4,815,010</b>
 <u>Other Fringe Benefits</u>				
Worker's Comp	\$176,364	\$164,881	\$160,996	\$188,092
Medicare	\$475,234	\$504,412	\$531,330	\$394,449
Unemployment	\$2,235	\$6,469	\$666	\$4,056
Tuition Reimbursement	\$76,825	\$66,547	\$55,975	\$64,764
Professional Dues/Other	\$144,793	\$153,992	\$158,991	\$0
<b>Total Other Fringe Benefits</b>	<b>\$875,451</b>	<b>\$896,302</b>	<b>\$907,958</b>	<b>\$651,361</b>
<b>Total Cost</b>	<b>\$13,867,309</b>	<b>\$15,437,602</b>	<b>\$16,300,513</b>	<b>\$13,120,917</b>

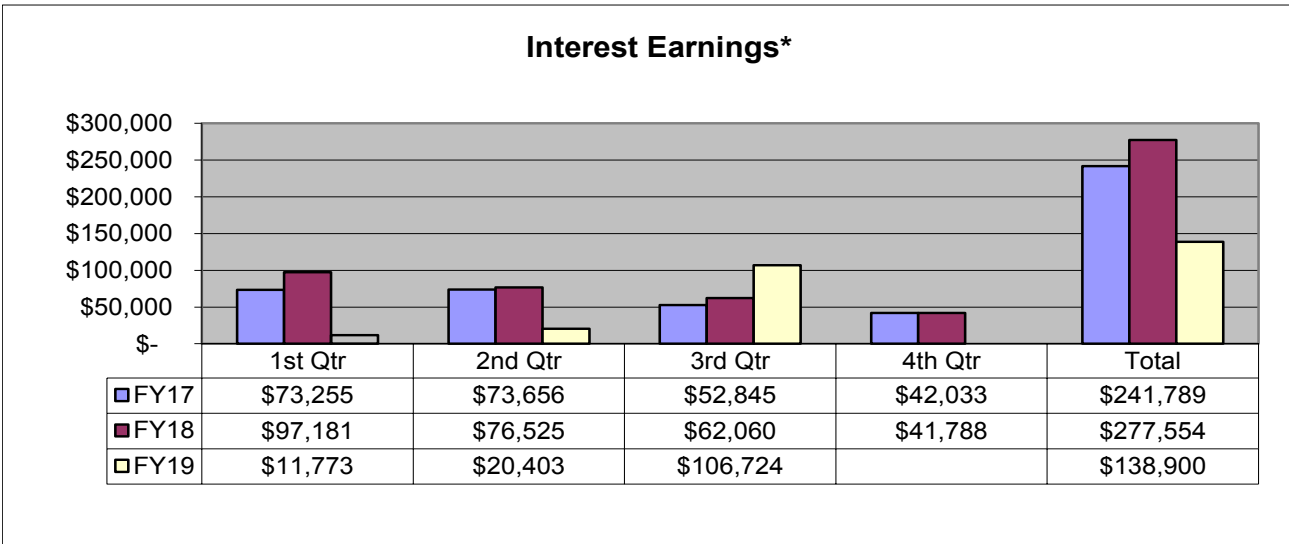
**Annual Insurance & Fringe Benefit Comparison**





<u>Amount</u>	<u>Category</u>	<u>Financial Institution</u>
\$ 1,469,632	Liquid Asset Management	Fifth Third Bank
\$ 5,304,793	Certificates of Deposit	Miscellaneous Banks
\$13,091,166	Other Securities/Notes	Multibank Securities
\$ 5,752,752	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**

<b>Funct</b>	<b>General Fund Descriptions</b>	<b>FYTD Appropriations as of 3/31/19</b>	<b>Prior FY Carryover Encumbrances</b>	<b>FYTD Expendable as of 3/31/19</b>	<b>Expenditures FYTD as of 3/31/19</b>	<b>Percentage FYTD as of 3/31/19</b>
1100	Regular Instruction	\$ 25,405,000	\$ 437,554	\$ 25,842,554	\$ 19,642,385	76.01%
1200	Special Instruction	8,303,400	19,611	\$ 8,323,011	6,610,167	79.42%
1300	Vocational Instruction	3,075,000	12,057	3,087,057	2,264,904	73.37%
1900	Other Instruction	6,335,000	25,557	6,360,557	3,931,606	61.81%
2100	Support Services - Pupils	3,130,000	14,966	3,144,966	2,429,064	77.24%
2200	Support Services - Instructional	2,185,000	74,879	2,259,879	1,544,483	68.34%
2300	Board of Education	207,500	26,966	234,466	171,718	73.24%
2400	Executive Administrative Services	4,419,800	16,191	4,435,991	3,317,121	74.78%
2500	Fiscal Services	1,402,550	85,334	1,487,884	1,141,890	76.75%
2700	Operations and Maintenance	5,229,403	608,175	5,837,578	4,088,808	70.04%
2800	Transportation	2,552,000	100,485	2,652,485	1,850,280	69.76%
2900	Informational Services	188,000	1,379	189,379	133,932	70.72%
4100	Academic and Subject Oriented	166,600	-	166,600	102,305	61.41%
4500	Sports Oriented	770,900	323	771,223	574,303	74.47%
4600	School and Public	81,400	4,695	86,095	37,106	43.10%
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%
	<b>General Fund Total</b>	<b>\$ 63,581,053</b>	<b>\$ 1,428,173</b>	<b>\$ 65,009,226</b>	<b>\$ 47,860,407</b>	<b>73.62%</b>

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**  
**MARCH 2019**

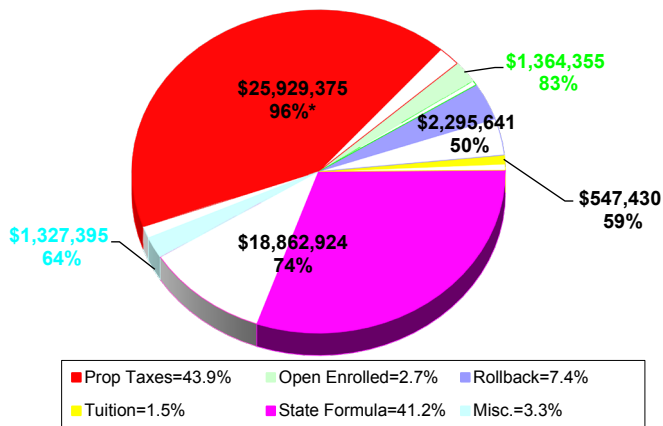
FUND	June 30, 2018	JUL-MAR	YTD % OF	JUL-MAR	YTD % OF	March 31, 2019	OUTSTANDING	UNENCUMBERED	UNENCUMBERED	UNENCUMBERED
	CASH BALANCE	RECEIPTS	BUDGET	EXPENSES	BUDGET	CASH BALANCE	ENCUMBRANCES	BAL. Mar. 31, 2019	Bal. Mar. 31, 2018	Bal. Mar. 31, 2017
GENERAL	\$ 10,908,253	\$ 50,327,120	81.4%	\$ 47,860,407	73.6%	\$ 13,374,966	\$ 1,521,235	\$ 11,853,731 +	\$ 15,334,483	\$ 16,170,107
27-YEAR 2010 BOND DEBT	1,054,579	3,431,761	85.5%	2,783,168	68.2%	1,703,172	-	1,703,172	1,748,214	1,686,417
PERMANENT IMPRVMT	2,979,014	2,107,589	96.2%	1,731,098	43.3%	3,355,505	640,279	2,715,226	2,655,677	1,229,562
2010 BOND PROCEEDS	387,391	6,989	69.9%	-	0.0%	394,380	-	394,380	385,269	620,732
FOOD SERVICE	393,012	1,070,958	53.5%	1,207,807	61.4%	256,163	250,509	5,654	(142,118)	(14,543)
ENDOWMENTS & TRUSTS	1,221,421	364,970	84.1%	289,957	53.4%	1,296,435	52,354	1,244,081	1,184,927	934,121
NEW BLDG MAINTENANCE	1,888,818	367,500	88.8%	419,770	49.7%	1,836,547	227,405	1,609,142	1,767,442	1,790,941
MILLSTREAM	158,554	731,978	77.9%	540,785	58.4%	349,746	3,697	346,050	318,045	581,149
PUBLIC SUPPORT	137,147	122,106	81.4%	125,988	59.7%	133,265	25,389	107,876	151,436	125,892
FABSS	111,364	118,206	69.5%	147,023	70.0%	82,547	-	82,547	114,955	148,676
HEALTH INSURANCE	1,812,133	7,810,424	86.8%	7,640,968	80.4%	1,981,589	119,014	1,862,575	601,083	730,605
STUDENT ACTIVITIES	126,758	71,517	34.1%	61,696	33.4%	136,579	36,575	100,004	83,797	73,866
DISTRICT ACTIVITIES	496,456	545,820	109.2%	616,523	80.0%	425,754	92,157	333,596	353,694	287,417
AUXILIARY SRVCS	29,051	351,621	90.2%	267,745	64.2%	112,927	104,267	8,660	30,370	95,415
STATE GRANTS	13,505	80,375	62.3%	36,812	27.7%	57,068	177	56,891	32,730	32,303
FEDERAL GRANTS	79,490	1,834,064	50.3%	2,109,093	62.4%	(195,539)	49,436	(244,975)	(362,261)	(305,501)
OTHER MISC FUNDS	821,006	611,193	61.2%	619,317	51.6%	812,881	74,714	738,167	533,376	582,221
TOTALS	\$ 22,617,952	\$ 69,954,190	80.4%	\$ 66,458,157	70.9%	\$ 26,113,985	\$ 3,197,206	\$ 22,916,779	\$ 24,791,118	\$ 24,769,379

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

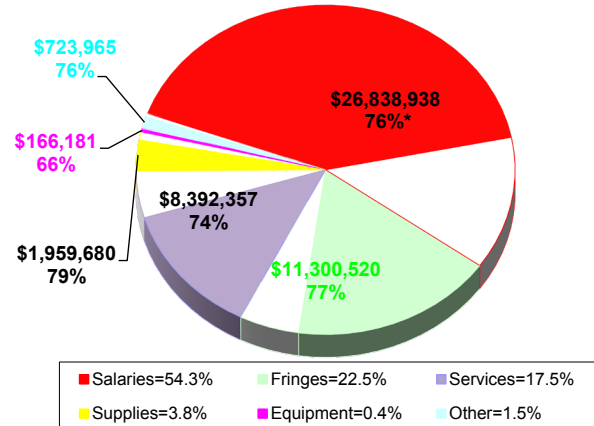
= funds related to OSFC building project for two (2) new middle schools and new Millstream Career Center

= Findlay After & Before School Sessions for K-5 with 3 locations (Lincoln, Northview, Wilson Vance). 6:30 AM start & 6:00 PM end. \$7.50-14.00 per 2.5 hr session.

**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, 96% of FY19 estimated property tax revenue (red) has been received to date.

The District has received a clean audit for the 2017-18 school year, as has the Findlay Digital Academy. The District also received the Auditor of State Award with Distinction for its 2018 Comprehensive Annual Financial Report, which is available on the District website at [www.findlaycityschools.org/financial.htm](http://www.findlaycityschools.org/financial.htm) along with other financial reports. The District's current and past audits may be obtained from the Auditor of State's website at <https://ohioauditor.gov/auditsearch/Search.aspx>

The third quarter brought \$14,403,672 in general fund real estate property taxes, which is 568K less than last year's third quarter amount. The fiscal year total is \$25,929,375 which is 920K less than last fiscal year. The county auditor and county treasurer are attributing this difference to a large number of prepaid tax bills received in early 2018, as well as more delinquent taxes that were collected last year. This year's receipts are also below early 2017 which saw \$14.48 million for the quarter and \$26.27 million for the 2016-17 fiscal year.

The Governor has released his biennial budget proposal in conjunction with the Cupp-Patterson committee's release of the Fair School Funding Plan. Both documents have promising elements which may help to offset some of our district's decreasing revenue and growing salary and benefit costs; but it has a long way to go until the State approves and implements the next biennial budget. We will continue to monitor the process for changes and the potential impact on Findlay City Schools.



Findlay City School District  
2019 Broad Ave  
Findlay, Ohio 45840

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

Published April 2019