

Board of Education Meeting Minutes
May 22, 2017

The Board of Education met in regular session at 6:00 pm in the Donnell Middle School Community Room. President Pochard called the meeting to order. Present were Mr. Aldrich, Mrs. Dysinger, Mr. Pochard, Mrs. Robertson, Dr. Siebenaler Wilson, Treasurer Mr. Barnhart, Assistant Superintendent Mr. Roth, and Superintendent Mr. Kurt.

CELEBRATIONS

Mrs. Miller celebrated Jacobs primary school. She introduced Trojan Teddys to the Board and explained the philosophy behind them. She also was excited to share information about Jacobs Leading Ladies and Jacobs Gents. A young man named Cody presented to the Board. Mr. Pochard stated that Cody was an example for other young men Cody's age. Mr. Danhoff presented the year in review for Millstream Career Center to the Board. He stated enrollment is up 104 students at Millstream next year and that welding and med tech will be expanding. Mr. Pochard celebrated the high school awards ceremony and all the students graduating from Findlay High School. Mr. Kurt celebrated Mrs. Harmon, Mrs. Beier, Mrs. Heydinger and Mrs. Gephart on their participation in the e³smart energy efficiency education program. Mrs. Dysinger celebrated field day at Chamberlin Hill and Jefferson. She enjoyed spending time with the students. Dr. Siebenaler Wilson celebrated the communications classes at the high school as she took part in the interview. She stated the students were amazing and thanked Dr. Kennedy-Mowrey and Mr. Cantrell for their hard work. She also celebrated the engineering program and the success students have had who graduated from that program. Mr. Roth and Mr. Imke introduced the new administrators and teachers that were present at the Board meeting. They were welcomed to Findlay City Schools by the Board.

PUBLIC PARTICIPATION

Becky Biesiada addressed the Board on behalf of F.E.A.: She thanked Chef Gordon for hosting two young gentleman into his kitchen to experience cooking and baking with the juniors at Millstream. She also celebrated the Bigelow Hill play and the talent that the young students demonstrated. She stated she was so pleasantly surprised by the performance.

2017-005-006 Approval of Minutes

It was motioned by Mrs. Robertson, seconded by Dr. Siebenaler Wilson to approve the Regular Meeting Minutes from the May 8, 2017 Board of Education meeting.

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

CORRESPONDENCE

Mr. Barnhart shared the OSBA pocket calendar and a preview of the teacher salary notices.

2017-005-007 Consent Items (A-P)

It was motioned by Mrs. Dysinger, seconded by Mr. Aldrich to approve consent items A-O.

CERTIFICATED PERSONNEL

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

Jennifer Earl (Jacobs, Speech Pathologist)
Effective: 4/26/17 – 5/26/17
Reason: FMLA

Loveda Watts (Glenwood, Gifted)
Effective: 5/06/17 – 5/26/17
Reason: FMLA

Judi Storer – (Jefferson, Grade 2)
Effective: 4/5/17 – 5/26/17
Reason: FMLA

Joseph DeVaul (Glenwood, Int. Specialist)
Effective: 5/6/17 – 5/15/17
Reason: FMLA

Eugene Damon (FHS, Social Studies)
Effective: 4/27/17 – 5/22/17
Reason: FMLA

B. Leave of Absence (unpaid)

Kelley Counts (Whittier, Title I)
Effective: 8/15/17 – 9/12/17
Reason: FMLA

C. Retirement

Rosemary Rooker (Superintendent, Findlay Digital Academy)
Reason: Retirement

(17 years)
Effective: July 26, 2017

D. 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 B.C.I. which is not inconsistent with the applicant's answers on the employment application:

1. Extended Service Contracts

The superintendent recommends approval of the extended service contracts as shown in **EXHIBIT A.**

2. Behavior Analyst Assistant

The superintendent recommends the employment of Emily Karhoff as the district Behavior Analyst Assistant for a one (1) year contract consisting of 200 days during the 2017-18 school year effective July 1, 2017 in the amount of \$60,000.

3. Intervention Specialists

Kara Ankney (ED Intervention Specialist, Lincoln)
Salary: MA, Step 8 @ \$56,172
Effective: August 15, 2017

Arin Bolen (Intervention Specialist, JA/Preschool Itinerant, WA)
Salary: BA, Step 0 @ \$36,597
Effective: August 15, 2017

Lisa Dominique (Jacobs, Intervention Specialist)
Salary: MA+30, Step 5 @ \$55,417
Effective: 2017-18 school year for 184 days

Shannon Selhorst (Preschool Intervention Specialist, Washington)
Salary: MA, Step 8 @ \$56,172
Effective: August 15, 2017

Melissa Wilson (Hearing Impaired Intervention Specialist, Donnell)
Salary: BA, Step 0 @ \$36,597
Effective: August 15, 2017

4. Teacher

Susan Arnold (Title I, Jefferson)
Salary: MA+30, Step 5 @ \$55,417
Effective: 2017-18 school year for 184 days

Virginia (Ginni) Beaston (Math Teacher, Findlay Learning Center)
Salary: MA+30, Step 5 @ \$55,417
Effective: 2017-18 school year for 184 days

Julie Miller (Title I Reading & Math, Bigelow Hill)
Salary: MA, Step 5 @ \$50,127
Effective: 2017-18 school year for 184 days

Tim Opp (High School, Science)
Salary: MA+30, Step 5 @ \$55,417
Effective: 2017-18 school year for 184 days

5. Adult Education Instructor ~ Step 0 @ \$21.51/hour

Tyler Bame

6. Principal

Kelly Stahl (Principal, Whittier)
Salary: MA+30, Step 8 @ \$87,907
Effective: July 24, 2017

7. Findlay High School Assistant Principal

Christine Siebeneck (Assistant Principal, High School)
Salary: MA+10, Step 0 @ \$85,304
Effective: July 24, 2017 (2 year contract – 260 days/year)

8. 2017 Summer School Teacher – Step 0 @ \$22.01/hour
Kara Ross
9. 2017 Summer School Teachers – Step 2 @ \$22.59/hour
Mike Janton Becky Pfaltzgraf (substitute) Sharon Pullom (substitute)
10. Home Instructor - Step 0 @ \$22.01 per hour for 2016-2017 School Year
Kim Brown
11. Donnell BLT Stipend on August 7, 2017 @ \$25/half day (Title I Professional Development Salaries)
Lisa Canterbury Kelly Cheney Angela Dittman
Sue Harrington Jill Leatherman Michelle Lewis
Briana Lindahl Lauren Parriott Megan Simon Kate Winger
12. Bigelow Hill Leader in Me Training @ \$50 per day on August 2, 2017 (Title I Professional Development Salaries)
Kim Betts Denise Bowsher
Katelyn Cross Katie Kin
Tonya Thorbahn Macie Wenner
13. Donnell Homebase/Intervention Planning Stipend on June 6, 2017 @ \$50/day (Title I Professional Development Salaries)
Blake Blackburn Lisa Canterbury Kelly Cheney Angela Dittman
Laura Finney Jill Leatherman Michelle Lewis Briana Lindahl
Heather Nusbaum Lauren Parriott Meg Simon Melanie Smith
Mike Wilson Kate Winger
14. Bigelow Hill Leader in Me Training @ \$50 per day on August 1, 2017 (Title I Professional Development Salaries)
Jeanine Baker Kim Betts Lori Bishop Brad Boes
Denise Bowsher Tom Brown Katelyn Cross Christian Felty
Katie Kin Brittany Launder Julie Miller Beth Ann Nissen
Jodi Phillips Nicole Roach Dave Sprouse Jennifer Stillings
Jeanette Tate Tonya Thorbahn Kyle Watts Macie Wenner
15. Northview Leader in Me Training @ \$50 per day on June 5, 6 and August 8, 2017 (Title I Professional Development Salaries)
Danielle Apple Stephanie Brant Amanda Byers Molly Derr (1 day only)
Sarah Dorrel Emily Fackler Michelle Franks Angela Geiser
Allison Gerken (1 day only) Shari Hindall Kristin Hudok Carly Kuntz (1 day only)
Francesca Lundy Kim Miller Nicole Newlove Danielle Powell
Alexis Purtee Denise Ryan Allie Scurria Valerie Smith
Rachel Stahl (1 day only) Holly Wise Maddie Zellner (2 days only)
16. Jefferson Leader in Me Training @ \$50 per day on July 31, 2017 (Title I Professional Development Salaries)
Sue Beth Arnold Marissa Bandiera Sara Cleary Erin Clegg
Audrey Curth Elizabeth Delaney Kerry Draper Robynn Drerup
Janelle Faber Rachael Hertel Craig Hose Lori Hunt
Brooke Imke Julie Kiss Chelsea Mantey Jaclyn Nelson
Sandy Recker Lani Sapp Michael Snyder Rebecca Wank
17. Middle School Spec Ed Science/Social Studies Curriculum Writing @\$22.01/hr not to exceed 14 hrs (Acct#001-1100-111-16)
Ellen Foos Kathy Rayle
18. High School Art Curriculum Writing @ \$22.01/hr not to exceed 7 hrs (Acct#001-1100-111-16)
Jon Gaberdiel Paul Kuhn Jason Wagner
19. 5 – Year Administrative Contract
The superintendent recommends the following administrative contract for five (5) years from 8/1/2018 - 7/31/2023
Troy Roth Assistant Superintendent 8/1/18 – 7/31/23

20. 3 – Year Administrative Contract

The superintendent recommends the following administrative contracts, which expire 7/31/2017, be renewed for three (3) years from 8/1/2017 - 7/31/2020. This is based upon a positive evaluation of the performance of these administrators:

Dave Barnhill	Principal, Wilson Vance	8/1/17 - 7/31/20
Maryl Hill	Special Ed. Coordinator	8/1/17 - 7/31/20
*Jennifer Theis	Principal, Bigelow Hill	8/1/17 - 7/31/20
Vickie Swartz	Director of Pupil Services & Principal, FLC	8/1/17 - 7/31/20

21. 2 – Year Administrative Contract

The superintendent recommends the following administrative contract for two (2) years from 8/1/2017 - 7/31/2019

*Judy Withrow Gifted Coordinator 8/1/17 – 7/31/19

* Indicates the administrator's that are completing a two-year contract

CLASSIFIED PERSONNEL

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

Jordan Castle (Millstream/Bigelow Hill, Custodian)
Effective: 4/5/17 – 5/19/17 - Intermittent
Reason: FMLA

Mark Hausrath (FHS, Custodian)
Effective: 5/26/17 – 8/26/17
Reason: FMLA

Jeff Miles (Facilities, Lead Maintenance)
Effective: 5/18/17 - 6/18/17
Reason: FMLA

Glenda Treece (Administration, Certified Payroll)
Effective: 5/1/17 – 6/11/17
Reason: FMLA

Mackenzi Mowery – (Preschool, Aide)
Effective: 5/10/17 – 5/25/17
Reason: Personal

F. Resignation

Rita Farmer (Office Aide, Food Service) (8 years)
Reason: Personal Effective: May 25, 2017

Tammy Gierke (Technology Aide, High School) (2-1/2 years)
Reason: Personal Effective: May 15, 2017

Shawn Gibson (Maintenance, Facilities) (8 years)
Reason: Personal Effective: May 10, 2017

Haley Johnson (Special Ed Aide, Jefferson) (2 years)
Reason: Personal Effective: May 25, 2017

Mary K Miarer (Flexible Instructional Asst, Learning Center) (1 year)
Reason: Other Position Effective: May 26, 2017

Cassandra VanHorn (School Nurse, Washington) (3 years)
Reason: Other Position Effective: May 25, 2017

G. 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. Technology Student Worker

Jessica Bloom, Tom Gilgen, Conner McClung, Justin Turley
Rate of pay: \$8.15 per hour
Hours: Not to exceed 40 hrs/week in the summer and 20 hrs/week during the school year
Effective: May 26, 2017

2. Northview Summer Library for 4 hrs per day not to exceed 8 days @ \$13.26/hour

Jennifer Hoadley

3. 2017 Summer Textbook Repair @ regular rate of pay (Acct#001-2212-142)

Jody Bowling

4. 2017 Summer Substitute Custodians at \$11.06/hour

Kim Blake	Amanda Deitrick	Alex Houck
Jane Koch	Robin McCrary	Alycia Nichols
Emily Rivas	Steve Saum	Sara Smith
Erica Stacy	Richard White	

5. Bigelow Hill Leader in Me Training @ \$50 per day on August 1, 2017 (Title I Professional Development Salaries)

Toni Bennett	Brenda Czarnecki	Bridgette Lloyd	Deb Schaefer
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6. Northview Leader in Me Training @ \$50 per day on August 5, 6 and 8, 2017 (Title I Professional Development Salaries)

Charmaine Ajala (1 day only)	Jennifer Hoadley	Rochelle Manley
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7. 3 – Year Administrative Contract

*Shawn Felkner	Network Administrator	7/1/17 – 6/30/20
Dennis Mcpheron	Director of Operations	7/1/17 - 6/30/20
*Kim Missler	EMIS Coordinator	7/1/17 – 6/30/20
Sara Sublett	Attendance Case Manager	7/1/17 – 6/30/20
Martin White	Technology Coordinator	7/1/17 – 6/30/20

8. 2 – Year Administrative Contract

*Teresa Welty	Director, Food Service	7/1/17 – 6/30/19
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9. 1 – Year Administrative Contract

*Dewey Lee	Director, Custodial Services	7/1/17 – 6/30/18
Tiffani Murray	Director, FABSS	7/1/17 – 6/30/18

10. Hancock County ESC Contract Renewals

In addition, the following administrators are employed by the Hancock County ESC and their contracts expire this year. I recommend we make the following contract renewal requests to ESC Superintendent Larry Busdeker:

Larry Grove	Coordinator, Digital Academy - PT	8/1/17 – 7/31/18
*Rich Steiner	Director of Secondary Instruction	8/1/17 – 7/31/19

* Indicates the administrator's that are completing a two-year contract

- H. Public Notice of Re-employment of Susan Polder

The superintendent recommends approval of the following resolution:

WHEREAS, Susan Polder retired under School Employees Retirement System effective June 1, 2017, and

WHEREAS, she was last employed by Findlay City Schools at Whittier Primary as a School Nurse at a rate of \$22.74 per hour and

WHEREAS, the Board wants to consider the possibility of employing her in the same position as School Nurse at a rate equal to the School Nurse rate for the 2017-2018 school year effective August 15, 2017, and

WHEREAS, in accordance with O.R.C. 3309.345, the Board must hold a public meeting between fifteen (15) and thirty (30) days before reemployment, and

WHEREAS, the Board must give not less than sixty (60) days public notice of such reemployment,

The Board hereby gives public notice that it will take public comment on such reemployment of Susan Polder at its regular meeting on July 17, 2017 at 6:00 PM at the Glenwood Middle School at 1715 N. Main Street.

- I. 2017 Graduates

The superintendent recommends approval of the 2017 Graduates as shown in **EXHIBIT B.**

J. Washington Preschool Staff Handbook

The superintendent recommends approval of the Washington Preschool Staff Handbook as shown in **EXHIBIT C.**

K. Middle School Student Handbook

The superintendent recommends approval of the Middle School Student Handbook as shown in **EXHIBIT D.**

L. Northview Primary Teacher Handbook and Northview Primary Parent/Student Handbooks

The superintendent recommends approval of the Northview Teacher Handbook and the Northview Primary Parent/Student Handbook as shown in **EXHIBIT E.**

M. Findlay High School Student Handbook

The superintendent recommends approval of the Findlay High School student handbook as shown in **EXHIBIT F.**

N. Art Camp Proposal

The superintendent recommends approval of the 2017 Summer Art Camp as shown in **EXHIBIT G.**

O. Purchase of Millstream Trailer Wrapping

The treasurer recommends approval to pay approximately \$2,200.00 to Banshee Graphics for a decorative wrapping to go on Millstream's trailer. Whereas Banshee Graphics is owned by Bart Rader who is the husband of FCS employee Rebecca Rader; and whereas the wrapping is unobtainable elsewhere at a lower cost; and whereas FCS is getting the same or better price as other customers; and whereas Rebecca Rader played no part in the decision or discussion to use Banshee Graphics; and whereas FCS had established a business relationship with Banshee Graphics before Mrs. Rader was hired.

P. Acceptance of Gifts

The Superintendent recommends the acceptance and written expression of appreciation for the gifts, listed below, which have been given to the Findlay City School District:

GIFT: \$2000
TO: Best National Robotics Competition in Fargo, ND
FROM: Garner Trucking Company

GIFT: \$161.62
TO: Washington Preschool Season Garden
FROM: Kari Redman

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

DISCUSSION ITEMS

Mr. Steiner reviewed the New Courses of Study and Textbooks for College-Prep Pre-Calculus, Honors Algebra 2 and 6 new textbooks as shown in **EXHIBIT H.**

ACTION ITEMS

2017-005-008 New Courses of Study

It was motioned by Dr. Siebenaler Wilson, seconded by Mrs. Robertson to approve the 2 new courses of study for Millstream Career Center: Google for Education and Microsoft Office Specialist MOS Specialist Certification as discussed at the May 8, 2017 Board of Education Meeting.

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

2017-005-009 Out of State Travel

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

- Billy Prater to travel to Birmingham, Alabama with 2 student members of the Speech and Debate Team and a parent volunteer from June 18th – June 23rd to compete in the National Speech and Debate Tournament.

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

2017-005-010 Five Year Forecast

It was motioned by Mrs. Robertson, seconded by Dr. Siebenaler Wilson to approve of the Five Year Forecast as presented in **EXHIBIT I**.

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

REPORTS TO THE BOARD

Mr. Kurt discussed Leader In Me and Raise the Bar initiatives. Mr. Kurt also read a letter that recognized 3 teachers in the district.

SUPERINTENDENTS COMMENTS

Mr. Kurt reminded everyone that graduation is May 27, 2017 at the University of Findlay's Koehler Center at 10:30 a.m. He also shared the agenda from the Superintendent's Facilities Committee meeting.

BOARD'S COMMENTS

Mr. Pochard thanked Mr. Kupferberg again for his dedication to Findlay City Schools. He also put a summer challenge out to parents open enrolling their students to other districts. He challenged them to visit Findlay City Schools this summer to see what the district has to offer. If you are interested in touring or talking with someone about this challenge please call 419.427.5488 or email bbish@fcs.org. Mrs. Dysinger visited Findlay Digital Academy (FDA) and stated the atmosphere was wonderful.

2017-005-011 Executive Session

It was motioned by Mrs. Robertson, seconded by Dr. Siebenaler Wilson to go into executive session at 6:52 PM to discuss the possible purchase of property, specialized details of security arrangements, employment and discipline of personnel as well as the investigation of a complaint against an employee.

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

2017-005-012 Adjournment

It was motioned by Mr. Pochard, seconded by Dr. Siebenaler Wilson to adjourn the meeting at 7:43 PM.

Roll call: Mr. Pochard, aye; Dr. Siebenaler Wilson, aye; Mr. Aldrich, aye; Mrs. Dysinger, aye; Mrs. Robertson, aye. Resident Pochard declared the motion carried.

Treasurer

President

To be read and approved on June 12, 2017.

EXTENDED SERVICE**2017-2018**

Bethany Barnhart – Middle School Counselor	Two (2) Weeks
Kristyn Bishop – Middle School Counselor	Two (2) Weeks
Amanda Brasfield – FHS Librarian	Four (4) Weeks
Amanda Byers – Psychologist	Three (3) Weeks
Jenny Coulter – FHS Counselor	Four (4) Weeks (increased one week in 016-17 to accommodate CCP)
Kelli Doty – Psychologist	Three (3) Weeks
Kyle Hackenburg – FHS Counselor	Three (3) Weeks
Ursulla Jefferson – FHS Counselor	Three (3) Weeks
Megan Kirian – Middle School Counselor	Two (2) Weeks
Kailin Kleintjes – Psychologist	Three (3) Weeks
Maria Little – FHS Counselor	Four (4) Weeks (Dept. Chair)
Darlene Mack – Middle School Counselor	Two (2) Weeks
Vickie Miracle – Psychologist	Three (3) Weeks
Michael Springer – Middle School Band	Two (2) Weeks
Dan Wilson – Director of Bands	Four (4) Weeks

EXTENDED SERVICE**2017-2018**

Bethany Barnhart – Middle School Counselor	Two (2) Weeks
Kristyn Bishop – Middle School Counselor	Two (2) Weeks
Amanda Brasfield – FHS Librarian	Four (4) Weeks
Amanda Byers – Psychologist	Three (3) Weeks
Jenny Coulter – FHS Counselor	Four (4) Weeks (increased one week in 016-17 to accommodate CCP)
Kelli Doty – Psychologist	Three (3) Weeks
Kyle Hackenburg – FHS Counselor	Three (3) Weeks
Ursulla Jefferson – FHS Counselor	Three (3) Weeks
Megan Kirian – Middle School Counselor	Two (2) Weeks
Kailin Kleintjes – Psychologist	Three (3) Weeks
Maria Little – FHS Counselor	Four (4) Weeks (Dept. Chair)
Darlene Mack – Middle School Counselor	Two (2) Weeks
Vickie Miracle – Psychologist	Three (3) Weeks
Michael Springer – Middle School Band	Two (2) Weeks
Dan Wilson – Director of Bands	Four (4) Weeks

2017 Findlay High School Graduates

FirstName	MiddleName	LastName
Sarah	Elizabeth	Abraham
Timo		Acker
Cassandra	Marie	Adkins
Jordyn	Danielle	Aho
Noah	Marquiz	Alafa
Nicholas	E.	Ammons
Cameron	Hartley	Anderson
Lily	Susan	Anderson
Rhiannon	Delaney	Andrews
Brandon	Robert	Armstrong
Dakota	Nicole	Arnett
Samantha	Dawn	Ayala
Ryder	Allan	Babb
Joshua	Eric	Babione
Avey	Elizabeth	Bailey
Jonathan	William	Baker
Hayden	Michael	Baldridge
Devon	Michael	Balko
Esteban		Barrientos
Kaylee	Brianna	Beard
Logan	Jonathon	Beasley
Ashley	Michelle	Beers
Paige	Elise	Bennett
Jenna	Nicole	Bernhardt
Marissa	Elleamea	Betts
Franklin	Ray	Betz
Jacob	Andrew	Bianchi
Elise	Marie	Billmaier
Island	Josiah	Bird
Lindsay	Rae	Blackwell
Josie	Michelle	Blair
Emily	Renee	Block
Gavyn	Matthias	Bloomfield
Jacob	Thomas	Bohland
Julia	Louise	Bohland

2017 Findlay High School Graduates

Nicole	Camille	Borowski
Landon	Allen	Bott
Miranda	Kathleen	Bott
Macy	Lauren	Bowling
Victoria	Katelyn	Bowman
William	Griffin	Bright
Alec	Mikel	Brooker
Taylor	Marie	Brown
Arionna	Phalesity	Brown
Brionna	Kay	Brown
Taylor	Quinn	Browne
Karina	Ann	Bruce
Isaac	Matthew	Burnett
Bryce	Alexander	Burrows
Kaila	Christine	Butterworth
Gabrielle	Olivia	Calvert
Jayde	Elizabeth	Campbell
Justin		Chamberlain
Loren	Ross	Charles
Michael		Charlton
Zachariah	Aaron	Claflin
Nisa	Mikiaya	Clark
Owen	Christopher	Clark
Courtney	Kelsey	Clemons
Hannah	Elaine	Clinger
Kelly	Joy	Coleman
Marlon	Eric	Collins
Deoshe	Tiraia	Collins
Hunter	Matthew	Collins
Joran	Alvino	Contreras
Valencia	Chantel	Cousin
Lori	Louise	Cox
Quenton	David	Crawford
Cameron	Matthew	Crotinger
Salma	Violeta Eileen	Cruz

2017 Findlay High School Graduates

Walker	Lee	Damon
Khanh	Ngoc	Dang Le
Jeremy	Michael	Dariano
Antonio	Joel	Davis
Elizabeth	Faye	Davis
Paige	Marie	Day
Savannah	Anne	Day
Penelope	Issabella	De La Cruz
Payton	Marie	Decker
Aaron	Mitchell	DeMuth
Baylee	Kay-Ming	DeMuth
Jordan	Nicole	Dickey
Grace	Noelle	Dickmann
Ashlynn	Marie	Dill
William	Spencer	Douglas
Michael	Vincent	Dudash
Erin	Elizabeth Mary	Dunne
Maxwell	James	Eisel
Hunter	Glenn	Emerson
Jaide	Elizabeth	Emmons
Donnie	Lee	Emmons
Mercedes	Angelina	England
Jared	Christopher	England
Daniel	Alexander	Erlandsen
Bryce	Paul	Esper
Leah	Ann Marie	Evans
Spencer	William	Evans
Sophie	Marie	Evans
Mackenzie	Abagayle Gene	Fairbanks
Brian	Edward	Fast
Abby	Elizabeth	Federici
Todd	Henry	Federici
Samuel	Glenn	Federici
Noah	David	Ferris
John	Cornell	Filkins

2017 Findlay High School Graduates

Elizabeth	Ann	Fisher
Victoria	Marie	Flores
Anajhae	*	Ford
Smantha	Star	Forwalder-Milum
Jessica	Marie	Foster
Richard	Carter	Fox
Marlon	Jason	Francis
Chelsea	Kimberly	Frey
Cameron	Joseph	Frost
Jules	Rayce	Fuller
Madison	Lee	Fulton
James	Joseph	Gallagher
Mariah	Courtney	Garcia Bennett
Zachary	Tylor	Gedelian
Lindsay	Nicole	Geiser
Chloe	Liane	Gelbaugh
Thomas	Peter	Gilgen
Andrew	James	Givens
Summer	Joy	Gobrecht
Anna	Marie	Goeb
Salina	Elizabeth	Gomez
Aryana	Salinas	Gonzalez
Katelin	Patricia	Goory
Juri	Alexander	Green
Seun	*	Greeno
Vinessia	Alexis	Guajardo
Broderick	Ryan	Gutierrez
Trey	Allan	Hall
Bradley	Andrew	Hames
Austin	*	Hamilton
Garrin	Rashwan	Hamilton
Deneivia	Antoinette	Hamilton
Gabriel	Marcus	Hamlin
Hannah	Irene	Hamm
Robert	Alexander	Hammond
Zachary	Alan	Hannah

2017 Findlay High School Graduates

Andrew	Scott	Hapner
Nathaniel	Allen	Harmon
Chance	Franklin	Harper
Jacob	Thomas	Harris
Cierra	Nicole	Hauenstein
Sierra	Nichole	Heacock
Taylor	Lynn	Heldman
Nicole	Anne	Hendricks
William	Kyle	Hennessy
Cheyenne	Madison	Henry
Elisha	Nathaniel	Hensley
James	Scott	Henzler
Alejandra	Shea	Hernandez
David		Hernandez
Kenneth	James	Herrera
Camryn	Nichole	Hessling
Andre	Jeffery	Hoffman
McKaila	Ann	Honse
Kody	Caleb	Horstman
Savannah	Kay	Hosey
Cheyenne	Elizabeth	Howard
Emily	Sue	Howard
Raine	Mychael	Huber
Mitchell	John	Hucke
Justin	Xavier	Hudson
Allyson	Lynn	Huether
Alec	Turner	Hughes
Wesley	Vincent	Humphreys
Ivrae	Rashea	Huston
Monica	Ranee	Ibarra
Brittany	Jewel	Iliff
Sara	Elizabeth	Iliff
Adam	Wesley	Iliff
Nisreen	Alexia	Isbell
Wesley	Hayden	Jarrell
Chance	Thomas	Jarrell

2017 Findlay High School Graduates

Brandon	Allen	Jarrett
Mia	Joel	Johnson
Eric	Edwin	Johnson
Rose	*	Kandel
Ian	James	Kennedy
Austin	Gregory	Keppers
Wyatt	Eugene	Kingery
Kendall	Nicole	Kirkland
Jacob	Alexander	Koerner
McKenna	Marie	Kouns
Samuel	David	Kovaleski
Yuka	*	Koyama
Jillian	Claire	Kreinbrink
Katelin	Marie	Kreinbrink
Nicholas	Lee	Kuhlman
Aaron	Joseph	Kupferberg
Eloise	Helberg	Kutschbach
Alicia	Marie	Kwiatkowski
Ruxi	*	Lalji
Marquis	James	Landers
Riley	Paige	Langstaff
Hayleigh	Michelle	Larmore
George	Thomas	Lawton
Darrian	Alissa	Leass
Dewey	Lewis	Lee
Noah	George	Leeper
Taylor	Sonya	Leffel
Lucas	Clement	Lemons
Horacio	Daniel	Lerma
Margaret	Emily	Loarca
Erin	Mary	Longo
Alaina	Lydia	Lopez
Alex	Johnathan	Lopez
Brodie	Joseph	Lortz
Lillian	Andrea	Lowd
Brooke	Madison	Makrancy

2017 Findlay High School Graduates

Michaela	Ann	Malone
Brayden	Dean	Marsell
Allison	Hailey	Martin
Darius	James	McDonald
Monica	Vanesa	Mendizabal
Calvin	Mark David	Meyer
Tre	Alden	Miller
Brock	Riley	Milum
Austin	Eugene	Minard
Kristen	Gabrielle	Misamore
Kody	Daniel	Monday
Alyssa	Noelle	Montalbine
Zachary	James	Montgomery
Claudia	Marie	Morman
Mariah	Lynae	Morse
Noah	Ryan	Murdock
Kimberly	Joyce	Murphy
Samantha	Grace	Murtha
Zaresha	Chael	Neal
Chae	Anthony	Nelson (singer)
Renee	Jasmine	Newman
Chad	Allen	Noon
Madison	Michele	Nuhfer
Sierra	*	Nunez
Kyle	Jeffrey	Nunn
Chase	Riley	Owen
Anastasia	Christine	Palacios
Kirsten	Lynn	Paris
Rhett	Marshall	Patterson
Patrick	Michael	Pavlidis
Garnet	Ann Nabiki	Peeler
James	Michael	Pepple
Jacob	Mark	Pepple
Clayton	William	Perry
Katlynn	Grace	Phillips
Isaiah	Andrew	Piddock

2017 Findlay High School Graduates

Sarah	Jane	Pippert
Matthew	Jackson	Pochard
Stone	Andrew James	Pommert
Damian	Michael	Preteroti
Ellysia	Lauren	Price
Ryan	William	Priest
Kyle	Frank	Prueter
Cassidy	Dawn	Pruitt
Trejay	Lamar	Pryor
Emilee	Rachel	Puchta
Andrew	Isaac	Pueschel
Chad	Everett	Quanrud
Will	Robert	Quanrud
Joshua	Charles	Radabaugh
Benjamin	Alan	Raglin
Ross	Martin	Rambo
Mikaela	Jade	Ramsey
Megan	Leigh	Rauschenberg
Hannah	Elizabeth	Recker
Corey	Addison	Redd
Marshall	Jordan	Reed
Samantha	Lynne	Reffner
Bridget	Marie	Rettig
Brooke	Madison	Rettig
Justus	Allen	Reuther
Johnna	Joye	Richter
Christopher	Jack	Ricker
Laquan	Alexander	Rickman
Alexandrea	Elexis	Risner
Ayla	Sue	Risner
Tyler	David Ray	Robinson
Jarred	Lee	Romick
Gabrielle	Elizabeth	Roth
Alexis	Marie	Rothenbuhler
Walter	Thomas	Routson
Sami	Ahmad	Salama

2017 Findlay High School Graduates

Martin		Salazar
Christian	Andrew	Saldana
Cassidy	Noel	Saldana
Kendyl	Rain	Sammet
Jaylon	Jordan	Sammet
Kanon		Sato
Shion		Sato
Brookelynn	Jean	Schroyer
Adison	Renee	Schumacher
Kaleb	Lee	Scott
Destyni	Chanelle	Scott
Benjamin	Theodore	Sealts
Jacob	Anthony	Sellers
Jake	Samuel	Shaw
Zachary	David	Short
Ryan	Anthony	Shorter
Joshua	Logan	Shuck
Jordan	Thomas	Simons
Makayla	Marie	Sims
Aminderpal	*	Singh
Madison	Tian	Sloman
Jacob	Finnian	Smith
Hannah	Elizabeth	Smith
Courtney	Lyn	Smith
Joseph	James	Smith
Madalyn	Justine	Smith
Allison	Ann	Snider
Noah	Allen Matthew	Snyder
Gabrielle	Renee	Sons
Aleksandria	Jordan	Spargo
Lydia	Marie	Sparks
Quinncy	Leigh	Sprouse
Savannah	Louise	Spurling
Elizabeth	Ann	Stahl
Joseph	Jacob	Staschiak
Noah	Gabriel	Steinhour

2017 Findlay High School Graduates

Taylor	Elizabeth	Steinke
Jarrold	David	Stephens
Maylai	Leigh	Stewart
Austen	Drake	Stewart
Zachariah	David	Stinchcomb
D'on	Cortez	Stinson
Peter	Christopher	Strzempka
Christian		Swannigan
Jeremiah	Johnson	Tate
Courtney	Ann	Taylor
Allison	Morgan	Taylor
Jayne	Andrew	Tesnow
Trevor	Bailey	Thatcher
Wyatt	Nolan	Tipple
Justin	Daniel	Turley
Nathan	Joseph	Turney
Caleb	Mitchell	Uther
Wesley	Emerson	VanAtta
Madison	Irene	VanderEnde
Taylor	Richelle	VanSant
Bryanna	Marie	Vela
Jeffery	Michael	Velasquez
Steven	Austin	Wagner
Leah	Abigail	Warrington
Cassandra	Eve	Weast
Dane	Edward	Weickert
Brice	Robert	Wellman
Clae	Michael Corbin	Wells
Morgan	Elizabeth	Werling
Nicholas	Alexander	Westenbarger
Kevin	Scott	Wheeler
KahRon	Sha'Lyn	White
Jordan	Mary	Whitman
Hannah	Grace	Willeke
Andrew	Keith	Williams
Olivia	Adeline	Williams

2017 Findlay High School Graduates

Katherine	Diederich	Wilson
Avery	Nicholas	Wirt
James	Burton	Wittenmyer
Olivia	Nicole	Wolf
Rebecca	Pauline	Wolfe
Isabel	Rose	Wolke
Kayla	Jane	Wooden
Brandon	Riad	Yammine
Taylor	Nichole	Young
Patrick	Fitzgerald	Zeller
Ryan	PING	Zheng
Devin	Trey	Zimmerman

*WASHINGTON
PRESCHOOL*

Staff Handbook

2017-2018

Welcome to Washington Preschool!!

Teacher Absence – Illness:

In case of absence, a teacher should call or text Kathy, on her cell phone as soon as you are aware of your absence- cell- **419-722-1477**.

Adequate plans for the next day should **always** be available in the teacher's daily lesson plans when a teacher leaves the building at the end of the day. Also, the daily schedule should be available and in evidence. On a day you are absent, please call the school office 419-425-8231 by 2:00 p.m. to let us know if you will be returning.

Other than Illness:

The procedures for personal leave are outlined in the Master Contract. Professional leave opportunities are made available to staff throughout the school year. Teachers should fill out forms and contact the Principal for personal and professional leave approval.

Reminder:

Please do not contact a sub yourself, without permission, even just to determine whether they are available-they might not have been notified yet. It is to go through the principal or the office. Those responsible for securing subs will appreciate your help. Teachers and paraprofessionals follow the Renhill procedure for subs.

Student Absence:

Absence & Tardiness: Parents are to call or send a note if a student is to be absent. If they do not, the office will try to call if there is a pattern or trend in absence or tardiness. You can also call to check on your student.

Students needing to leave the building during school hours must be picked up by an adult in the office. Parents are asked to sign their children out for early dismissal.

Illness and Injury:

Students: Students who become ill at school should be brought to the office by the teacher. Students with a temperature of 100 or vomiting are sent home. A parent must be contacted to come to the school and pick up the student.

If an injury is of a serious nature and requires parent or medical attention, the adult supervising when the accident occurred must complete an Accident Report.

In case of an accident, seizure or fainting spell on the playground or in the classroom:

1. An adult must stay with the child.
2. Send for help. Notify the Nurse or office.
3. Follow first-aid procedures.
4. Check the Emergency Procedure card in the office and check the authorization form.
5. Make out an accident report. Forms are available in the office.

Teachers: If injured on duty, the Staff needs to make out a Personnel Injury Report and notify the Office.

TONE/BELL SCHEDULE

9:15 a.m. Arrival of Students/Enter Building for AM Class

12:05 a.m. AM Student Dismissal

1:00 p.m. Arrival of Students/Enter Building for PM Class

3:40 p.m. PM Student Dismissal

Cell Phones are to be on vibrate during normal student contact hours. If you have good reason to have your cell phone on, please clear it through the office.

Child Abuse:

In 1974, the National Child Abuse Prevention Act was signed into law. Teachers are protected from suits by this law. The law stipulates that teachers are **required** to report any suspected child abuse. In order to further facilitate child abuse reports, teachers who suspect child abuse or neglect should inform the Principal. Children's Services is required to investigate any reported child abuse with 24 hours of the report. Please inform the Principal if you suspect abuse or neglect. HB278 requires all certified staff members must have received training by 3/30/09. Please let Kathy know ASAP if you have not received this training.

Supplies- Workroom:

Contact Bev if an item is running low.

Conferences with Parents:

The value of communication with parents cannot be over emphasized. A telephone conference is one way to communicate. However, parents often have a negative view of the school, because teachers call only when there is a problem. Getting into the habit of making a few calls each week to give parents some good news is a practice that will pay high dividends. Also, if the time comes that you must call to report a problem, parents are usually more receptive and cooperative if you have spoken to them previously on a positive note.

If the need should arise for a person-to-person Parent/Teacher Conference, feel free to rely on the Principal to help plan a conference strategy or sit in on the conference if you wish.

Three regularly scheduled Parent/Teacher Conferences occur in the fall, one in the spring. Teachers should prepare for each Parent Conference so that the Conference is productive. A brief written report of each conference held with a parent should be kept for future reference.

Copy Room:

The copy machine is for the use of Staff Members. Cooperating Teachers are responsible for training Student Teachers & Volunteers to use the copier, and for approving any copying done by Student Teachers. **Paper jams are to be cleared by the Staff Members trained to do so. Use of the machine is limited to materials that directly benefit Washington Students.** Use of the machine by those other than permanent staff members and student teachers must be approved by the Principal. Please be sure to obtain the copies you make quickly, we do not want to clutter the workroom. Please only run the copies you need for your class.

Cumulative Folders:

Cumulative folders are now digital. These are available to you by contacting the school secretary.

Remember—recent legislation makes all pupil records available to parents on request, but may not be released to unauthorized individuals without parent permission. Any parent who wishes to view their child's records should be referred to the office.

Disaster Plan:

The following plan will be used for disaster drills. All staff not supervising students should report to the Office. Each staff member is responsible for the students with them at the time of the drill. Bring emergency medicals, first aid kits and rosters.

Emergency Procedures-quick summary:

Fire-exit building;

Disaster/earthquake/tornado-take cover away from glass and wind (see detail below);

Chemical spill-close windows/doors, remain in rooms, leave main phone open, custodian turns off air; (a wet cloth may be used as a filter over your nose and mouth);

Gas leak-call Fire Department, leave building.

Disaster Drill Plan From Playground:

Immediately enter building using closest entrance. Escort students inside, double check to be sure all students are inside, then follow classes to designated areas.

EARTHQUAKE Emergency Procedures:

During an earthquake there are several things you can direct students to do for their safety.

1. Stay in your room.
2. Face away and distance yourselves from windows, shelves, etc.
3. Take cover under tables or desks - bend head close to knees and cover sides of the head with your elbows.
4. Do **NOT** go outdoors.
5. Be sure to remain calm and report to the office if you are on a free period.

TORNADO Disaster Procedures:

1. All persons **not supervising** students should report to the office, which will be used as the command center.
2. Turn out the lights.
3. Move students to safety. Students should be grouped with approval and knowledge of the Principal.
4. Safe areas are: basement, rest rooms, and halls ***away from windows and doors.***
5. Teachers should travel and stay with the students in their care at the time of the disaster.
6. Your class roster should be kept with the staff member responsible for the students at the time of the drill.
7. Check attendance and report anyone who is missing to the Office.
8. Children should remain quiet in a kneeling position against the inside wall in rows.
9. ***SIGNAL***—An Alarm System will signal disaster. The System has a battery back up and voice P.A. System.

10. Dismiss all students from the front door area, or other area as assigned by the Principal.
11. Do **not dismiss** any student **unless** you know who they are going with and where. This information should be recorded somewhere.
12. The custodian (or whoever is available) should shut off the gas and electricity.
13. Notify the Central Administration and gas and electric departments. People in the community can help.
14. Flexibility will be needed in your assigned area. The time of day will determine how many students are assigned to a safety area.

Fire Drills:

Routes to be used for fire drills are posted on a sign near the door of each classroom. State fire regulations require that this sign remain in your classroom near the door. Be thoroughly familiar with the information on the sign. Instruction for fire drills should be given to your students by you on the first day of school. If you need a sign, please contact the office. Signs are to be clearly visible.

It is also necessary for teachers to know where fire alarms are located in the building. Staff members are frequently asked to activate the alarm for fire drills.

Absolute silence must be maintained during drills. Teachers are responsible for seeing that all students are evacuated in an orderly fashion. Teachers must take a class roster along to make certain that all children are accounted for once the students are lined up outside.

The top priority is to exit **quickly**. **All** persons in the building must exit the building during drills.

Fire Drill Procedures:

1. **Close** doors and windows.
2. Students walk in an orderly manner in double file **without talking**.
3. Teachers should **bring** their roster and emergency medicals and determine if all students who were present that day are accounted for.

Lockdown Procedures:

"Level 1"- Conduct class as normal with the following exceptions:

1. Lock and close your classroom door.
2. Do not let students out of your class unless absolutely necessary or called down by the office.
3. Turn on and monitor your e-mail page to gain additional information and updates when we announce over the PA system we are in a lockdown.
4. When class periods end, students may change classes. When the next period begins, the lockdown will continue until it has been cancelled over the PA system.

"Level 2"- All of the above with the following added:

1. Take attendance at the beginning of the level 2 lockdown and notify the office immediately via e-mail or PA of any students who have not returned to your class or students present that are not assigned to your class. In addition, if you have an emergency in the classroom, buzz the office.
2. Lock and close all windows.
3. Do not allow students out of your room unless administrative personnel or Police come to your door to get them.
4. Students who are in the cafeteria during a level 2 lockdown will be moved to a classroom.
5. Ignore class changes. Keep students in your classroom until the level 2 has been cancelled over the PA. No restroom breaks or drinks.

"Level 3"- Emergency in the building that involves active violence:

1. Stop teaching, turn off the lights.
2. Barricade or prepare for quick evacuation.
3. Give the impression from the hallway that there is no one in the room.

In the event of an evacuation: Washington preschool students will evacuate to a rally point- Millstream Career Center; in the event that Millstream is on a lockdown, students will remain at Washington or rally to the soccer field offices.

Discipline Plan:

Each classroom teacher needs to establish a brief and easy to understand set of classroom behavior expectations. This set of classroom expectations needs to be posted in the classroom at all times. The expectation is that each plan be progressive and involve parent contact. The principal should be included in this plan, but thought of as the "last resort". Obviously, there are some behaviors that require the immediate attention of the principal and I will fully support you in those situations.

Dress Code:

Student dress is considered the responsibility of the parents. Any reasonable standard of dress is acceptable as long as it does not interfere with the health or safety of the individual, or with the educational process of other students.

Early Release of Students:

Occasionally, parents may appear at school a few minutes prior to regular dismissal time to pick up their youngsters. Our dismissal time is signaled by a bell tone. Students should not be released prior to dismissal time except with a signed release form from the Office or call from the Office.

Emergency Medical Forms:

Emergency medical forms are issued to students during the first week of school and should be returned **as soon as possible**. The emergency medical form is the most important form maintained by the school office. The teacher should always take emergency medical forms when students are away from the school building on a field trip.

Evaluation:

(See Teacher's Contract)

At Washington Preschool, teacher evaluation is looked at as a process of helping capable teachers become more effective and skillful. It is intended to stimulate further professional development, to heighten your interest and encourage feedback on what you have been achieving.

Equipment and Media:

All materials purchased by Findlay City Schools remain the property of Findlay City Schools. Individual teachers are assigned to its use only as long as it is needed and effective in teaching. Materials may be re-assigned as needed.

VIDEOS - Use in Elementary Classrooms

Board Policy 8.1

Administrative Procedure: ONLY "G" rated films, movies and videotapes will be shown in the preschool classrooms. Media used from television will follow the age appropriate guidelines. You must receive parent permission to show any student a movie rated "PG".

Laminator: The laminator is for faculty use in developing materials for Washington students. All materials developed using the laminator then become the property of Findlay City Schools. Use conservatively. Cooperating teachers and community use of the laminator is discouraged since the laminating film is expensive and in limited supply. Please do not leave the laminator unattended when it is turned on as this causes damage. Notify office when film is low.

DO NOT RUN ALL THE WAY OUT!

Staff Meetings:

Regular faculty meetings will be held. This is an important time for staff members to come together to discuss issues and/or concerns, as well as work on our building goals for the year.

Field Trips:

Field trips should have a definite educational objective. The enrichment offered by a field trip should go beyond what would be possible with classroom study. Field trips are one way of providing common background knowledge.

A field trip is defined as anytime students are taken off school grounds.

(See Field Trip Guidelines for approved trips and procedures.)

School buses are utilized for transportation on field trips. Conveyance by private automobile, with parent drivers, is not permitted. Also, you should develop a list of written rules and explain them to the children prior to the trip. Have adult volunteers accompany the trip (one adult per each ten students). Inform the accompanying adults of their duties and responsibilities.

The following procedure for field trips should be followed:

1. Submit a Field Trip Request Form to the principal for approval prior to the proposed trip. Teachers have option of choosing among trips listed for their grade level or of submitting the special request form to the principal for trips not listed.
2. Transportation Request Form must be approved at least 2 weeks before date needed. It is recommended to schedule out-of-town field trips as early as possible.
3. Wait for approval before making final plans, notifying parents, or telling students.

4. Provide parents with information about the trip: purpose, itinerary, destination, transportation, eating arrangements, date and time of departure.
5. Obtain parent permission in writing and keep it on file.
6. Take emergency medical forms with you on the trip.
7. A class roster of students taken on the field trip is to be left in the office.
8. Provide the office with depart/arrival times.
9. Tell the Office and Cafeteria of **any** Lunch changes or needs.
10. Take attendance **prior to leaving & before departing for home!**

Grade Cards:

Grade cards are issued approximately 7 days after the end of the grading period.

Keys:

Teachers are assigned room keys and exterior door fobs, they will be responsible for the keys and fobs throughout their tenure at Washington.

Lesson Plans:

Lesson plans shall be kept for each instructional day we are in session. Ohio Minimum Standards direct that Daily Lesson Plans "shall give direction for instruction and implementation of the course of study." Be aware of the objectives you are covering in the Early Learning & Development Standards as you are planning each day's activities.

Teachers should have the next day's lessons plans completed for all subjects **prior** to leaving the building. Teachers should take plan books home **only** if the next day's lessons are left on top of the desk, clearly marked "lesson plans," or if, you can have someone deliver your plans to the school at least one hour prior to starting time.

LESSON OBJECTIVES should state:

1. The learning to be achieved. (*objective stated*)
2. What the student will do to show learning. (*activities*)
3. Materials to be used.
4. How well students should perform. (*evaluation*)
5. Student assessment should drive our instruction.

Plans will include small and large group activities, changes to interest area, special activities, large muscle activities and planning for individual children's needs.

Lounge:

Each staff member needs to assume responsibility for these common areas so that all staff may enjoy the facilities. Teachers using the refrigerators need to **check them often for old food.**

Smoking is not permitted on school grounds. Microwave and pop machine are in the kitchen.

Mailboxes: **Each staff member has a mailbox in the copy room.**

Maintenance/Technology Request:

All maintenance/technology repair requests should be made by filling out a request on the website through the Help Desk.

Medication for Students:

The school nurse will need the names of students that have medications to be given out at school. If the school is involved in giving medication, it will be necessary for the school nurse to get a copy of the administration of medication form to the parents, in order that the parents can get it to their doctor and return it to the school before any medication is dispensed. These forms are available in the Office.

The administering of any drug (prescription or over-the-counter) without the order of the physician and the permission of the parent can be interpreted as practicing medicine and is prohibited by law. Teachers, Principal, and Office Staff can administer medication if the proper permission forms are completed. **A copy of the medication permission form is to be given to the Nurse. Teachers keep the original in your room. When the Nurse is gone, teachers may give the medication.**

Teachers are encouraged to keep some band-aids in their room for minor care. Let the Nurse know and some will be distributed to your classroom. Washington will continue the administration of basic over-the-counter medication. Parental permission slips will be required.

Parking:

Parking is available in the lot in front of Washington or in the side lot off of Howard Street.

Parties:

Classroom parties may be scheduled to celebrate holidays. Encourage the children to participate in the planning and to be responsible for clean up. Also encourage families to share cultures or traditions.

Post in Each Classroom: See Early Childhood Licensing Rules

Rooms (Physical Care):

Teachers share in the responsibility for maintaining physically clean and comfortable classrooms. Windows should be closed when you vacate the rooms after school and blinds adjusted.

If your room is either too hot or too cold, please report the problem to the Office. Every effort will be made to remedy the situation.

Professional Dress:

As a licensed professional, we should dress as professionals. Fridays will be casual dress day, blue and gold Trojan clothing is encouraged.

School Visitors:

The Ohio Revised Code requires that all school visitors report to the Principal's Office immediately upon entering the building or coming on school grounds. Teachers observing strangers should direct them to the Principal's Office. Adults are not to approach students unless they have checked in with the Office first. Visitors will be assigned a Visitor's Badge.

Student/Parent Handbook:

Teachers need to familiarize themselves with the information in the Student/Parent Handbook. These publications are sent home with students early in the school year.

Student Teachers:

Cooperating teachers' obligations toward student teachers are clearly stated in materials supplied by the college or university. In addition to the requirements of the college or university, it should be understood that the Washington teachers are always ultimately responsible for the Washington students assigned to them. Therefore, it is important that:

1. A student teacher always needs to know the physical whereabouts of the cooperating teacher and be able to reach them in an emergency.
2. A student teacher should not be left on his/her own for periods longer than 60 minutes without the cooperating teacher checking to see how lessons are progressing. This is true even toward the end of a student teacher's experience. Use your professional judgment.
3. Team teaching by the student/teacher and cooperating teachers is encouraged. In this way the Washington students derive the most educational benefit.
4. Cooperating teachers are encouraged to work with individual and small groups of students while the student teacher works with larger groups at the end of the student teacher's experience.

Substitute Folders:

Your sub folder can be rated anywhere from "of great help" to "absolutely useless" by a substitute teacher who is taking your place during your absence. The difference depends upon how up-to-date and comprehensive its contents are. Your sub folder should be placed in a manila folder and attached to your plan book. Here are some things your sub folder should contain:

1. Daily and weekly schedules including times
2. Instructions for "Housekeeping" Activities
 - a. attendance
 - b. notes from home
 - c. late student arrivals
 - d. requests for early dismissal
3. Procedures
 - a. fire drills
 - b. tornado drills
 - c. use of bathroom
 - d. use of supplies
 - e. use of room equipment (learning centers, etc.)
 - f. use of playground equipment
 - g. entering and dismissal procedures
4. Information about students who:
 - a. are on medication from the Nurse's office
 - b. are behavior problems and the best way to deal with them
 - c. have learning problems and how to react to them
 - d. are helpful and trustworthy to a substitute teacher
 - e. have special health problems or needs and how to handle these needs
5. Behavior Rules for the Classroom
6. Location of Needed Materials (teacher's editions, paper, etc)
7. Names and Room Numbers of Team Teachers at your grade level
8. "Emergency" suggestions for educationally worthwhile activities if for some reason the substitute is unable to proceed with plans in the plan book.

Student Supervision:

Teachers are not to leave the classroom while students are still present in the classroom. Please notify someone to help watch students who are still in the classroom if an emergency occurs. The classroom teacher is responsible for supervising students to and from designated area, and to enter and exit from the school playground area each day. All faculty are to help maintain positive student behavior by intervening when they see a problem.

Playground Supervision:

Whenever students are on the playground with the teacher:

1. Patrol the playground and organize students to enter the building.
2. Watch for safety hazards.
3. Fill out an Accident Report should an injury occur. (Office has form)

Staff Medicals:

Each director and preschool staff member shall be examined by a licensed physician not more than 30 days before employment. An employee medical statement shall be on file and be available for review by ODE. Employee medical statements should be updated on a regular basis according to program policy which is every five years. The medical statement may be provided by a physician, a physician's assistant, advanced practice nurse or certified nurse practitioner.

Teacher's Hours:

Teachers' hours are from 8:00 a.m. to 4:00 p.m. or as arranged with the Principal. Constant tardiness will not be condoned. It is a reflection on the school and individual.

If teachers need to leave early, or arrive late, they should give notification to the Principal and then sign out in the Office.

Volunteers:

The involvement of volunteers in classroom activities is encouraged. Students, teachers and the volunteers can benefit from the skills that "extra help" can offer. The teacher closest to the activity should supervise volunteers. All volunteers should be encouraged to be discreet in their discussion of Washington students and activities in the community. They are here to help the children's self-esteem and learning.

NOTICE OF NON-DISCRIMINATION POLICY: or Designated Coordinator.

Inquiries concerning the application of this policy may be referred to the Superintendent.

New Teachers:

New staff orientation-new staff will participate in a two day district orientation. Orientation specific to our preschool program will be held on half of those given days as "building orientation" (see checklist). New teachers will participate in the Resident Educator Program.

WELCOME TO DONNELL MIDDLE SCHOOL

The administrators, teachers, and staff of Donnell Middle School welcome you to what we hope will be an exciting year. During your years in middle school, you will grow and change in many ways, and our entire staff is committed to helping you become a mature, responsible citizen. Changes and new experiences are sources of questions. Remember that our staff has your best interest at heart; feel free to ask questions and take advantage of all the help that is available to you. In addition, you may be given a set of classroom rules from each teacher. Read your handbook so that you can do your part to maintain a healthy and safe learning environment at Findlay Middle Schools.

FINDLAY CITY SCHOOLS MISSION STATEMENT

Educating and empowering for life.

STUDENT EXPECTATIONS

We have high expectations for Donnell students. Good citizenship involves being courteous and respectful to others and their property, being punctual, cooperative, orderly and following all guidelines and procedures. Students should understand that we are here to learn. Those who violate established rules and procedures will be treated fairly, firmly, and swiftly. The right to due process will be afforded to every student. These general guidelines for good citizenship have been established for Findlay students:

1. Incorporate the 7 Habits of Highly Effective People in their daily lives.
2. Appropriate behavior will be expected at all times: coming to school, during school, after school, and at school functions.
3. Maintain a positive attitude.
4. Follow classroom expectations.
5. Respect the rights of others, their property, and school property.
6. Proper language and dress will be expected of all students.

CITIZENSHIP

Findlay City Schools has developed nine virtues as the backbone of good citizenship. These virtues are responsibility, courage, compassion, perseverance, respect, appreciation for diversity, hope, integrity, and self-discipline. Donnell is committed to helping students achieve these virtues as well as the 7 Habits.

ATTENDANCE PROCEDURES

In accordance with Ohio law, students are expected to be in school every day on time, unless with legitimate excuse. When a student is absent from school, the parent/guardian should call the child's school to report the absence the day of the absence. When a student returns to school after an absence, he/she must present a written statement certifying the reason for the absence from a parent/guardian or professional person within two (2) days. Written documentation is a request to excuse the absence. In cases of extended absence, a parent/guardian is required to notify the school of the doctor's orders requiring the student to be absent. The doctor's documentation explaining the requirement for the absence must be provided to the school, in writing, within 3 days of the first day of the doctor's order for the absence.

Auto Caller: As a part of our safe arrival process, a daily absence check is conducted by office staff. SafeArrival allows parents to report their child's absence quickly and conveniently in one of three ways:

1. Parents can call into an automated interactive telephone system via a toll free number (1-844-305-3755) through which absences can be reported.

2. Parents can log into a website, fcs.schoolconnects.com to authenticate their Portal account to report absences and update contact information.
3. Parents who have authenticated their accounts and have either an iOS or Android device can download an app that can be used to report absences.

One school day is considered 7 hours for grades 6th-12th. Examples of excused absences include:

- A. Personal illness (a physician's statement verifying the illness may be required)
- B. Illness in the family necessitating the presence of the child
- C. Quarantine of the home
- D. Death in the family (funeral)
- E. Necessary work at home due to absence or incapacity of parent(s)/guardian (s)
- F. Observation or celebration of a bona fide religious holiday
- G. Out-of-state travel (up to a maximum of four (4) days per school year) to participate in a District-approved enrichment or extracurricular activity
Any classroom assignment missed due to the absence shall be completed by the student
- H. Such good cause as may be acceptable to the Superintendent
- I. Medical/counseling/court appointments

Examples of unexcused absences include, but are not limited to the following:

- A. Transportation (car trouble or missed the bus)
- B. Refusal to attend school
- C. Babysitting
- D. Waking up late / oversleeping
- E. Absences not verified in writing
- F. Shopping, haircut/beauty shop appointments, family errands, fishing, hunting, or similar activities
- G. Babysitting

Attendance may not always be within Donnell. A student will be considered in attendance if present at any place where school is in session by authority of the Board. The Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance when the student reports to assigned staff member(s) for guidance at the place in which the student is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

UNEXCUSED ABSENCE AND TRUANCY PROCEDURE

- Schools shall send notice to the child and parent/guardian in writing the legal consequences of being truant once child has **15 or more hours of unexcused absences**, and notify them of their responsibility to cause the child to attend school immediately (ORC Sec. 3321.19)
- Schools shall send notice to parent/guardian of child with **21 or more hours of unexcused absences** requiring the attendance of parent/guardian, and children grades 5-12, to attend parent education program (educational program's purpose is to encourage parental involvement in compelling the attendance of the child at school) (ORC Sec. 3321.19)
- Schools may notify parent or guardian of students with **25 or more hours of unexcused absences**, in writing, the legal consequences of being truant
- The child is considered a habitual truant when the child is absent without legitimate excuse for **30 or more consecutive hours, 42 or more hours in a school month, 72 or more hours in a school year**. When a student is considered to be a habitual truant the school district shall implement an absence intervention plan (ORC Sec. 3321.19 and Sec. 3321.191).
- Filing complaints of truancy and contributing (ORC Sec. 3321.191 and Sec. 2151.27)

EXCESSIVE UNEXCUSED OR EXCUSED ABSENCE PROCEDURE

If a student accumulates **38 hours or more in one school month or 65 hours or more in a school year of excused or unexcused absences** the attendance officer shall notify the guardian in writing within 7 business days after the date after the absence that triggered the notice requirement (ORC Sec. 3321.191). Once this criteria is met a student may be placed on **Attendance Watch** (excluding OSS).

The Attendance Watch program will closely monitor the student's attendance in an effort to minimize absences and provide assistance to the student and/or family. The student will be required to turn in a documented written excuse from medical, counseling, or other official personnel (other than parent written notes) that specifies the student's name, reason for the absence, and the date and times to be excused, to the school within 2 days of the absence. Students who are ill may also be excused from school by the school nurse.

Students may be placed on Attendance Watch at the beginning of a school year based upon last year's attendance records or during the current school year when the student has 38 hours or more in one school month or 65 hours or more in a school year of excused or unexcused absences. The Principal/Assistant Principal, Attendance Case Manager, or counselor may meet with the student and develop a plan to improve school attendance. The attendance of students moving into the district will be reviewed using the same criteria for Attendance Watch.

The school may also take any appropriate action as an intervention strategy, such as:

1. Place the student on Attendance Watch
2. Provide counseling
3. Request or require the parent/guardian to attend a parent/guardian education or mediation program
4. Implement an absence intervention plan that will vary based on the individual needs of the student
5. Make community referrals to provide assistance as appropriate to the student and their families in reducing absences
6. Take legal action under section 2919.222, 3321.20, or 3321.38 of the ORC

A student cannot be out-of-school suspended, expelled, or removed from school solely because of truancy issues. Per Board of Education Policy 9.16, information regarding student attendance will be reported to the department of education.

APPLICATION FOR PLANNED EXTENDED ABSENCE

Those students whose parents/guardians request permission for them to miss school three or more days for the purpose of vacation, trips, etc., should complete the **Student Vacation** form. This application should be picked up from and returned to the attendance office **one week** before the absence, so special arrangements can be made for make up work and to advise teachers of the dates the student will be absent. **The achievement tests will be given during the spring; therefore, we encourage you not to schedule vacations during this time.**

ARRIVAL AND DISMISSAL

Students are not allowed in the building until 7:20 a.m. unless under teacher or administrative supervision. Students choosing to have breakfast are able to enter the building at 7:10 a.m. Walking students are not to come early! Early arrival is permissible with prior teacher approval or a note from a parent or guardian. At dismissal, **students are expected to be out of the building and off school property by 2:45p.m.**, unless they are under the supervision of a teacher, coach, or administrator. All activity groups must have a teacher or administrator present. Once a student enters the building in the morning, they need to stay in the building.

ASSIGNMENTS DURING ABSENCES

If you are absent from school three (3) or more days, you may have your parent/guardian request assignments covering the absence or projected absence. They should call the school by **9:00 a.m** if they want to pick up the assignments later that day. Parents or guardians are asked to pick up their student's assignments between 2:45 and 3:15 p.m. in the main office. If such a request is made by the parent/guardian, the student should attempt to have those assignments completed prior to returning to class. Make-up work is the student's responsibility. Failure to assume this responsibility may result in failing grades for the incomplete work. The student must contact the teacher and arrange to complete work under the following guidelines.

One day's absence - make up the next day

Two day's absence - two days to make up

Three or more consecutive days - number of days absent equals the number of days to make up the work unless time is extended by the administration.

Any time a student knows he/she will be absent (ex: field trip, concert, etc.), arrangements to make up work should be made with teachers prior to the absence. Families with internet access, please check Progressbook daily to view homework assignments.

CLOSING DUE TO BAD WEATHER

If severe weather makes it necessary to close schools, radio stations WFIN (1330 AM)/ WKXA (100.5 FM) or Toledo Television stations 11, 12, and 13 will make the announcements early in the morning. Please listen to the radio and/or television channels. You may also visit the district website, www.findlaycityschools.org, and select "News and Delays" or www.thecourier.com. Please do not call the school or radio stations. All extra curricular and athletic programs are also cancelled at the middle school level when school is closed.

PERFECT ATTENDANCE AWARD

We believe that maintaining excellent attendance is a major factor in achieving academic success. Students who maintain perfect attendance (no absences and no tardies) will be honored and presented with an appropriate award at the end of the school year.

TARDINESS

If a student arrives late to school or leaves school early the student and/or their parent/guardian must sign in/out with the attendance office. Excessive tardiness may result in administrative discipline. If a student arrives to school within 30 minutes of the last bell ringing the student will be marked "tardy". If the student arrives 30 minutes or later after the last bell rings the absence will reflect either excused or unexcused hours, depending whether the attendance procedure stated above was followed (parent/guardian providing documentation explaining the absence).

If a student leaves school 30 minutes or less before the end of the school day, based on the dismissal time, the student will be marked as "early release". If the student leaves more than 30 minutes of the dismissal time the absence will reflect either excused or unexcused hours, depending whether the attendance stated above was followed (parent/guardian provided documentation explaining the absence).

TRANSFERRING TO ANOTHER SCHOOL

If a student is planning to move, or for any other reason you must transfer to another school, contact the principal to find out what steps must be taken before you leave Donnell Middle School. It is essential that you follow proper procedures so that we may forward your school records to your new school. Students must return all textbook and school owned materials prior to the transfer to avoid fees.

HEALTH SERVICES

LICE

Students found with live lice will be dismissed with parent/guardian and excused for one additional day for lice treatment. Students are expected to return to school with a parent/guardian the next school day to be rechecked by school nurse or principal designee. Student will be readmitted to school if no live lice are found and a noticeable improvement is made on nit removal.

SCHOOL NURSE

A registered nurse is in the building on a regular schedule. If the nurse is absent from the building and you become ill, check into the attendance office. If you need to take prescribed medicine at school, it must be stored in the nurse's office. Please take the medicine to the attendance office when you arrive at school. Your parent(s)/guardian(s)/physician will need to sign a consent form in order for the medication to be dispensed at school. Parents must also sign permission for students to take over the counter

medications in the clinic. Students are not permitted to carry over the counter medications or distribute over the counter medications to other students.

SCHOOL COUNSELING SERVICES

The counselors provide many services to the middle school students. The counselor's focus on three domains: Career, Personal-Social and Academic. If a student would like an appointment he/she may make the necessary appointment before or after school, during a class change, or by emailing with one of counselors. Individual appointments made during class time must be with the approval of classroom teachers, the counselor and/or administration. In addition to individual appointments, the counselors also present lessons in classrooms and provide groups that all help to improve student achievement. To obtain additional information and on resources of the counseling program visit the counselor's website, <http://counseling.fcs.org>.

Suicide Intervention Procedure: If a student is a serious threat to self, the school counselor will refer to appropriate psychiatric services. Upon this intervention the principal and parent or guardian will be notified. If parent or guardian objects to the recommendation of the appropriate psychiatric services, the principal may contact the appropriate public or private agency. It is incumbent upon the family to get their child evaluated/cleared to return to school, once an evaluation is requested.

PARENTS SEEKING ASSISTANCE

The Findlay City Schools have always maintained an open door policy to listen to your questions and concerns about your child's education. If you have a concern about classroom instruction or your child's academic achievement, you should first contact your child's classroom teacher. If further assistance is needed, the building principal or assistant principal should be contacted. If you have a social or emotional concern for your child, the building principal, assistant principal, or guidance counselor should be contacted. They will be able to assist you or direct you to the proper community agency. General questions or concerns regarding the School District should be directed to the Superintendent or the Assistant Superintendent. The home and school working together will enable your child to have a successful school experience. We encourage you to call us if you have a question or concern.

Parents have the ability to check their student's progress and grades on-line. If you did not receive a password or have misplaced yours please go to your middle school website and click on Check Student Grades assistance, fill in the form for a request and submit. The parent access site is located at <https://parentaccess.noacsc.org/>. Further questions about grades in Progress Book should be directed to the student's teacher and/or counselor.

Teachers, administrators, counselors, and other school staff are here to help students who may have concerns. If you have any concern about school, please talk with your teacher or other school personnel.

Mr. Edward Kurt	Superintendent	425-821
Mr. Troy Roth	Asst. Supt.	425-8364

<u>Glenwood</u>			<u>Donnell</u>		
Janice Panuto	Principal	425-8253	Don Williams	Principal	425-8240
Anthony Nugeness	Asst. Principal	425-8254	Kelly Glick	Asst. Principal	425-8241
Megan Kirian (M-Z)	Counselor	429-3747	Darlene Mack (A-M)	Counselor	429-3708
Bethany Barnhart (A-L)	Counselor	429-3746	Kristyn Bishop (N-Z)	Counselor	429-3703

NEED HELP FINDING HELP? Dial 2-1-1

2-1-1 is a free and confidential way to get and give help in your community. One call gives you easy access to information and referral 24 hours/7 days a week. 2-1-1 connects you with health and human services, such as food, shelter, childcare, physical and mental health services, support for seniors and persons with disabilities, assistance for immigrants and more! To speak with a professional dial 2-1-1 or 1-800-650-HELP (4357). Hearing impaired dial 7-1-1. www.hancockcounty2-1-1.org

**Do you or someone you know need help,
feeling stressed or
need to talk?**

Please call (24/7): 1-888-936-7116

This is a toll-free crisis hotline number that will listen and help!

GENERAL INFORMATION

ATHLETIC ELIGIBILITY

The eligibility or ineligibility of a student commences with the start of the fall sports season. A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, in order to be eligible a student in grade 7 or 8 must be currently enrolled and must have been enrolled in school the immediately preceding grading period. The student must receive passing grades during that grading period in 75% of those subjects in which the student received grades and must not have more than 1 "F". The student must have also earned a 1.5 GPA or higher.

BICYCLES

Bicycle racks are provided for your convenience. For the safety of your bicycle, LOCK IT! In the event that your bicycle is stolen and/or damaged, **the school is not liable**. Students must walk their bicycle to/from the bike racks while on school property.

DIRECTORY INFORMATION RELEASE

Donnell makes directory information available upon a legitimate request unless a parent/guardian notifies the school in writing by October 1 of each school year that (s)he will not permit distribution of the following information. Under Ohio Law, directory information includes the following: Student's Name, address, telephone listing, date and place of birth, major field of study, participating in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation and awards received. The right of confidentiality and protection from improper disclosure will be in accordance with the Family Educational Rights and Privacy Act of 1974.

INCOMPLETES

You must make up all incomplete work within two weeks after the end of the nine week period for which you received the "I". If you do not make up the required work within the two week period, the "I" will become an "F" on your grade card. Exceptions to this rule will be made in cases of extended serious illness which are validated by a physician.

To receive credit in any subject, a student must complete the course requirements by the end of the semester or school year. In cases of extended illness or other extenuating circumstances, a student may be allowed extra time to complete course requirements or modification of course requirements with the approval of the teacher and appropriate principal.

LOCKERS

Each student is assigned one hall locker and the appropriate combination. Students should not share lockers with other students. This combination is private information, and it is strictly advised that students **DO NOT** exchange locker combinations with each other. All lockers remain the property of the Board of Education and are not to be used for storing any illegal or inappropriate items. If there is reason to believe a locker is being used improperly or illegally, it MAY be searched. Report any locker problems to the main office. Students **MUST** lock their school locker and their gym locker to provide security from theft.

LOST AND FOUND

All items found at school should be turned in to the attendance office immediately. Students may check in the office before or after school for lost items. It is important that students regularly check for items they

have misplaced. It is suggested that students place some form of identification on their belongings. Purses and wallets will be searched to find proper identification in order to return the item back to the original owner. Items not claimed will be periodically be donated to local agencies or discarded.

NEWS ARTICLES/PICTURES

From time to time, student's pictures may be taken by photographers and local newspapers to be used in school press releases and school publications. If you object to having your child's picture and name used, please notify the school in writing by October 1.

PARENT/STUDENT FINANCIAL OBLIGATIONS

Students who are delinquent in paying fees/fines and other financial obligations (fund raisers, pictures, book fines, etc.) may have their school records withheld. Failure to meet financial obligations will follow the student each year. A student will not receive a diploma or transcript from Findlay High School until all financial obligations have been met from kindergarten through twelfth grade. If there is a problem, the parent needs to contact the building principal.

PERSONAL PROPERTY

The Findlay City Schools are **NOT RESPONSIBLE FOR PERSONAL ITEMS ON SCHOOL PROPERTY;** this includes, but is not limited to: musical instruments, clothing, bicycles, calculators, jewelry, cell phones, ipods, portable gaming systems, or personal electronic devices. The Donnell staff encourages students not to bring valuables to school.

PROMOTION / RETENTION OF STUDENTS

In grades 6, 7, and 8, a student must earn at least a "D" average in four of the five core subjects (Language Arts, Reading, Math, Science, Social Studies). Students must earn three quality points in order to pass the course for the year. If a student fails the last two grading periods of the year, they will not earn credit for that course. Students who do not meet grade requirements for the year, may be considered for retention. A student may meet grade requirements by passing classes in summer school. Final promotion/retention decisions shall be determined by principals, teachers and parents.

SCHOOL INSURANCE

A special blanket policy is available with a cost to all students at the beginning of the school year.

SCHOOL PICTURES

All students will have their individual school pictures taken early in the school year. The students will have the option of purchasing these pictures.

SCHOOL SUPPLIES

The main hall vending machines contain pens, pencils, and notebook pads for your convenience.

STUDENT ACTIVITIES/CONFLICTS

Students are encouraged to participate in numerous activities offered at Findlay. We offer athletics, academic organizations and music performing groups. All activities contribute to the social, athletic and cognitive growth of children. Conflicts between events sometimes occur when students are involved in multiple activities. Advisors and coaches are expected to work together to handle meeting and/or practice conflicts. In the event of competition conflicts, our school policy recognizes that priority will be given to academic-related competitions.

STUDENT GRADING SCALE

The following is the Findlay City School Board adopted grading scale:

A – 92 – 100%	(4pts)
B – 82-91%	(3pts)
C – 72 – 81%	(2pts)
D – 62 – 71%	(1pt)

F – 61% or Below (Opts)

STUDENT HELP SESSIONS

All teachers are available during their conference periods, home base periods and after school each day to help students. Some teachers have regularly scheduled help sessions each week.

STUDENT HONOR ROLLS

Distinguished Honor Roll - 3.5 to 4.0 average.

Merit Honor Roll - 3.0 to 3.49 average.

The list of honor roll students is published in the local newspaper.

Academic Letters - Students who maintain a 3.5 grade point average or higher will receive an academic letter. This is accumulative through the first three grading periods.

ANY STUDENT WHO RECEIVES A “D” OR “F” IN A COURSE WILL NOT BE ELIGIBLE FOR EITHER THE DISTINGUISHED OR MERIT HONOR ROLL.

TEXTBOOKS

The Findlay City Board of Education furnishes books to each student. You are responsible for books assigned to you. For your own protection, sign your name in ink in the place provided in each book when it is issued to you. If you lose, mutilate, or damage a book, you must pay for the damage or loss.

VISITORS

All visitors must be treated with respect. It is school policy not to permit student visitors from other schools at any time. Other visitors entering the school are to check in at the main office to sign in and obtain the required visitor pass. Parents are always welcome; however, prior arrangements are appreciated.

EXPECTATIONS and SCHOOL DISCIPLINE

BUSES

Riding a bus is a privilege extended to those who qualify to ride school buses to and from school. Once these students arrive at school by buses, they are not permitted to leave the school grounds from the time of arrival until their bus departs after dismissal. Students will be informed about rules governing their behavior on school buses by their drivers. **All school rules and procedures apply while students are being transported by school district vehicles.** Bus Safety Rules are posted in ALL Findlay City School Buses: Observe classroom conduct; Be courteous, use no profane language; Do not eat or drink on the bus; Keep the bus clean; Cooperate with the driver and/or bus aide(s); Do not smoke; Do not damage or tamper with the bus or equipment; Stay in your seat; Keep head, hands, and feet inside the bus; Do not fight, push, or shove; Do not bring pets on the bus; Do not bring flammable material on the bus; The bus driver is authorized to assign seats; and Observe quiet at ALL railroad crossings. Students must follow safety rules and state regulations, avoid any behavior that may distract the driver, including following designated place of safety rules, keeping the aisles and exits clear, sitting with their back to the back of the seat and feet on the floor, school appropriate objects must be able to be held on student laps, and students must leave or board the bus at locations to which they are assigned (unless there is parent or administration authorization).

CAFETERIA EXPECTATIONS

It is expected that students will use the Donnell cafeteria in a respectful and responsible manner. This means that students will treat the cafeteria as they would treat their dining area at home or restaurant. Students are expected to clean their own areas. Rules are established by the cafeteria and/or recess monitors and are expected to be followed. Food and drink must remain in the cafeteria.

DETENTIONS

Teachers have the authority to detain a student for up to 60 minutes for a detention. If 24 hr. written notice cannot be obtained, then a teacher will contact a parent by phone. Detention appointments must

be kept by the student prior to participation in school activities. Students may be assigned administrative detention(s) for various reasons. Administrative detentions are after school and last up to 50 minutes.

FIELD TRIPS

Students may not be permitted to attend field trips if any of the following four conditions exist:

1. Student fails the course during the previous nine weeks.
2. Student is currently failing the course.
3. Student was suspended during the grading period the field trip was to be taken.
4. Student has outstanding fees.

HALLS AND PASSES

Time is set aside for changing classes. If students move directly to the next class, there is plenty of time. Students are encouraged to stop at their lockers only before school, before or after lunch, and after school. Yelling, running, horseplay, or other behaviors that could result in injury, such as jumping down steps, is not permitted. Any time a student leaves a class, he/she must have a pass. Side trips to lockers, restrooms, or other places not designated on the pass are not permitted and could result in disciplinary action. Students must keep their hands and feet to themselves and move through the hallways in a safe manner. Passes and class change times may be amended or eliminated to address student behaviors.

LIBRARY AND COMPUTER LABS

The library and computer room are open for student use during the school day. For the benefit of others, all students are urged to return checked-out materials on time. If for some reason checked-out materials are lost, etc., and cannot be returned, the librarian should be informed immediately.

Acceptable Student Use: **1.** Students may only access the district network and/or Internet by using their assigned network account. Use of another person's account/password is prohibited. Students may not allow other users to utilize their passwords. **2.** Students may not intentionally seek or suggest to other students to seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network. **3.** Students may not upload, download, create or transmit confidential information, a computer virus, worm, Trojan horse, or other harmful components or corrupted data, or vandalize the property of another. Vandalism includes any malicious attempt to hack, alter, harm or destroy software, hardware, data of another user, other Network resources, or the use of the Network to destroy anything on the Internet or outside Networks. **4.** Students may not purposely engage in computer activities that degrade or disrupt the operation of the Network or that waste limited resources. For example, do not waste toner or paper in printers, and do not send chain letters, even for non-commercial or apparently "harmless" purposes, as these, like "junk email", use up limited Network capacity resources. **5.** Students are encouraged to save and store their work in their server account, understanding that school staff may review computer files or messages that are created by the student. Material may be reviewed for grading and appropriate content. Additionally, files may be reviewed for any harassing or threatening material, and/or any vulgar or obscene content. **6.** Students are not to modify or remove any identifying labels on computer equipment. **7.** Students are permitted to use networked software and school-supplied software. Programs written by the student which are part of an assignment in a school's course of study may be run, as required, for that course of study's requirements, with teacher supervision. **8.** Students may not install or delete programs on the school's computers. Students may not download programs from the Internet or any portable device and attempt to install onto District computers. **9.** Students shall not remove, alter or copy Network software for their own personal use or for the use of others. **10.** All electronic communication between students and teachers should take place through their district assigned accounts. **11.** Students are asked to advise school staff when they observe any violation of the school's policy for the use of the school's computers. **12.** Students are asked to advise their teacher when a computer malfunctions in any way. **13.** Students may not use the District's computers or network to offer for sale any substance the possession or use of which is prohibited by law or the Student Discipline Code. **14.** Students may not create, copy, view, transmit, download, upload, or seek, sexually explicit, obscene or pornographic materials. **15.** Students may not create, copy, view,

transmit, download, or upload any materials that include the design or detailed information for the purposes of creating an explosive device, materials in furtherance of criminal activities or terrorist acts, threatening materials or any other materials that violates or encourages others to violate the law or the Student Discipline Code. **16.** Students may not upload, download, copy, redistribute or republish copyrighted materials without permission from the owner of the copyright. Even if materials on the Network are not marked with the copyright symbol, students should assume that they are protected under copyright laws unless there is explicit permission on the materials to use them. **17.** Students may not use web proxies to view, download or seek materials, files, information, software or other content that may be offensive, defamatory, misleading, infringing, or illegal, or to view or access content or information unrelated to the curriculum. **18.** Students may not post or distribute inappropriate photos or media (pornography, dangerous, or hate-related media of any kind). This includes cyberbullying or harassing another individual (student or employee) or posting/transmitting information of any kind about another person without their consent, including, but not limited to video, images, audio, text, or any other media. Example: Any material, images/media taken from within the district or its property cannot be used for defamatory, inaccurate, obscene, sexually explicit, lewd, hateful, harassing, discriminatory, violent, vulgar, rude, inflammatory, threatening, profane, pornographic, offensive, or terroristic purposes. This includes, but is not limited to, disseminating electronically (email/Instant Messaging) or posting this type of information about another student or employee on an outside communication site such as Facebook, etc.

Exceptions to any of the above rules are permitted only under direct teacher supervision. Violations of these rules may result in disciplinary action, including, but not limited to, termination of access to the school's computers, detention and/or suspension. Violations also may be referred to the appropriate legal authorities and/or other legal action may be pursued. Any parent/guardian of a student under the age of 18 may direct that the student not be given access to the Internet. An "opt out" form for this purpose may be obtained from any school office in the school district. **The complete acceptable use policy is available online at www.findlaycityschools.org.**

RESTROOMS

Restroom facilities should be used before or after school, or at lunch. Students who must be excused from class to go to the restroom should have a pass signed by a teacher. Students should not be out of the classroom more than three to five minutes. Please help maintain restroom cleanliness by disposing of paper towels in the waste baskets, flushing toilets, etc. Students must be respectful of others and their privacy. If issues occur, the frequency and timing of restroom use may be monitored by staff.

SEARCH AND SEIZURE

The following rules shall apply to the search and seizure of school property assigned to a specific student and/or any items brought onto school property or to a school related activity.

- General searches of school property may be conducted at any time by school authorities and may be assisted by law enforcement authorities.
- The school will cooperate fully with police investigations, including but not limited to the use of canine patrol programs subject to Board of Education policy.
- Where it appears to school authorities that it is necessary to prevent immediate harm, either to a student himself or to others, a student, like any other citizen, may be questioned or searched. Any search of a person shall be done in private.
- There shall be reasonable suspicion for school authorities to believe that the possession of certain items constitutes a rule violation.
- Lockers are the property of the Board of Education and students are assigned lockers for storage of items. Searches may be conducted at any time.
- Illegal items (firearms, weapons, smoke bombs) or other possessions reasonably determined to be a threat to the safety or security of others shall be seized by school authorities and the student and parents involved shall be notified.
- Items which are used to disrupt or interfere with the education process will be removed from the student's possession.

SURVEILLANCE CAMERA

Students are duly informed that behavior may be monitored on school and/or adjacent property by security cameras. In accordance with FERPA, access to surveillance camera tapes and material is prohibited.

TELEPHONES/CELLPHONES

Since the school office telephones are for business use only, they will be used by students in emergencies only. If a student must use the office phones during school hours, he/she must receive prior permission from a staff member. Personal cell phones may only be used **before and after school**. Throughout the day, cell phones **must** be turned off and stored in your locker.

STUDENT CONDUCT CODE

Self-discipline is one of the most important lessons education should teach. Though it does not appear as a subject, discipline underlies the whole educational system and develops self-control, character, orderliness, and efficiency. Self-discipline is the key to good conduct and proper consideration for other people.

Approved disciplinary action may include detentions, In-School Suspension (ISS), Out-of-School Suspension (OSS), emergency removal, Weeknight School and/or expulsion. Due process will be followed in all ISS, suspensions, emergency removals, and expulsion cases. All students will be disciplined in a fair and consistent manner. The following rules of conduct apply whenever a student is on school property, at any school-sponsored activity, or otherwise subject to the authority of school officials. These rules also apply off school property, if the misconduct is directed at a district official or employee or the property of a district official or employee.

Violations of the student discipline code are classified according to the seriousness of the offense. Certain violations require immediate suspension and/or recommendation for expulsion. Other violations may result in Closed Lunch, Detentions, ISS, OSS, or Weeknight School, loss of extracurricular activities (ex: pep rallies, dances, attendance at sporting events, and/or other school rewards). ISS assignments count as an excused absence which means students may make up work missed during the assigned time. OSS also count as excused absences. A student with an unexcused absence or OSS may be permitted to make up assignments, tests, quizzes missed during the absence for credit, or partial credit, at the discretion of the principal. When an OSS is imposed, the student may not attend school or extracurricular activities and class work may be made-up for credit or partial credit at the discretion of the appropriate principal. Note: a student who is expelled or suspended out-of-school may not set foot on any Findlay City School property during the suspension/expulsion. **WEEKNIGHT SCHOOL** lasts from 2:35 p.m. to 5:00 p.m. Failure to attend may result in a suspension.

Suspension/No Participation Guideline - According to tradition and Findlay philosophy, extra curricular activities are reserved for students who behave appropriately in school. Any student who is issued a suspension for inappropriate behavior may not be able to participate in certain Findlay extra curricular activities during the nine week grading period that the student infraction occurred. The building principal will determine eligibility for all students under this provision. Findlay City Schools Training Rules will be followed for all athletes in addition to the above guidelines.

Student Conduct Policy

1. **Disruption of School** - A student shall not, by use of action, words, gestures, pictures, technology, violence, force, coercion, threat, harassment, insubordination, or repeated lack of cooperation, cause disruption or obstruction to the educational process, including all curricular, co-curricular, athletic and extra-curricular activities. Students are only permitted to enter academic areas of the building, such as classrooms, and are expected to leave school promptly at the end of the school day unless they are involved in a legitimate school-related activity. Disruption of school includes failure to abide by other rules

that may be established from time to time by the board, superintendent or principal. **In school or on school property after 2:45 without permission may result in school consequences for loitering.**

2. **Damage to School Property** - A student shall not cause, incite, or attempt to cause damage to school property, including buildings, grounds, equipment, or materials. Fees may be assessed to replace or repair damaged property in addition to school consequences.

3. **Damage to Private Property** - A student shall not cause, incite, or attempt to cause damage to private property (including school personnel's private property on or off school premises or at any school activity). Fees may be assessed to replace or repair damaged property in addition to school consequences.

4. **Bullying and Hazing** - A student shall not bully or haze students or other persons. Cyber-bullying / Abusive behavior including, but not limited to taunting, harassing, threatening, stalking, intimidating, and/or coercing by one or more individuals against other students or staff, perpetrated with computers, cellular phones, internet websites, and/or any other electronic device on school property, a school bus, at school-sponsored events, or interferes with the learning environment at school is prohibited. Cyber speech which is found to be defamation of another can result in civil liability for damages. Hazing means doing any act or coercing another, including the victim, to do any act of intimidation or harassment to any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Bullying is an intentional written, verbal, or physical act that a student has exhibited toward another particular student or more than once and the behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive, that it creates an intimidating, threatening, abusive environment or for the other students. School publications, including photos, are protected by copyright and the use of photos without written permission is strictly prohibited. Students who engage in bullying behavior, including cyber bullying, may face consequences up to and including school suspension. Students who fear harassment or retaliation after a report of bullying is made should consult with their **principal or school** counselor. Students may report incidents of bullying to any school employee. Students who make false reports of bullying may be disciplined up to a school suspension.

5. **Fighting/Physical Altercation** - Two or more students shall not knowingly cause physical injury or behave in such a manner which could threaten to cause physical injury to each other or other persons while under the jurisdiction of the school. Students who urge the misconduct of others (including fighting) may be disciplined as though they were a violator of the no violence policy. On the first offense a student involved in a fight may be out of school suspended ten (10) days and/or recommended for expulsion.

6. **Dangerous Activities, Weapons, Instruments and Substances**- A student shall not engage in any activity which threatens, endangers, or tends to threaten or endanger the health or safety of students, teachers, or other school personnel. A student shall not possess, handle, transmit or conceal any object, which might be considered a weapon or instrument of violence. A look-alike weapon will be treated as a real weapon. Examples of such instruments include, but are not limited to, the following: lighters, laser pointers, mace, guns, knives, smoke bombs, martial arts instruments, any dangerous ordnance or explosive, fireworks, bullets, and/or gun powder. This policy applies to bringing any of the above on school property, in a school vehicle, or to an interscholastic competition, extracurricular event, or any other program or activity sponsored by the District.

7. **Tobacco** - A student shall not smoke, use tobacco, possess, or display any substance containing tobacco, or paraphernalia (including but not limited to e-cigarette and vaping devices), in any area under the control of the school district or at any activity supervised by the school district. Confiscated tobacco products and lighters or other related paraphernalia will not be returned to students, parents or guardians. Students serving as a "lookout" or aiding and abetting smokers will be disciplined as though they were violators of the no-tobacco policy. Middle School possession or use:

- First Offense – Up to three (3) day suspension
- Second Offense – Up to five (5) day suspension and police notification
- Third and Subsequent Offenses – Up to ten (10) day suspension and recommendation for expulsion

8. **Narcotics, Alcoholic Beverages, Caffeine Pills, Stimulant Drugs, Prescription Medications, and Other Pills/Substances** - A student shall not display, possess, sell, attempt to sell, be in the presence of, transmit, attempt to transmit, conceal, purchase, attempt to purchase, use or have used, **or be under the influence of** any steroid, narcotic drug, hallucinogenic drug, amphetamine, caffeine pill, barbiturate, marijuana, alcoholic beverage or beverage promoted as an alcohol substitute, inhalant, drug paraphernalia, other pills/substances, or any other mind-altering substance within any school building, on

school property, or while participating in or attending school or school-sponsored activities. This includes the possession, sale and/or distribution of prescription drugs and over the counter medications. A student shall not use, possess, distribute, attempt to distribute, sell, purchase, attempt to purchase, or package any counterfeit or look-alike drug. Empty alcohol containers are also prohibited on school property. A counterfeit controlled substance is defined as: • Any drug that bears, or whose container or label bears a trademark, trade name, or identifying mark without authorization of the owner. • Any substance that is represented as a controlled substance. • Any substance other than controlled substance that a reasonable person would believe to be a controlled substance. Consequences for violation of this policy will follow BOE 9.11

9. Theft - A student shall not take or attempt to take into possession the property or equipment of the school district or the property of another student, teacher, visitor, or employee of the school district.

10. Frightening, Degrading, or Disgraceful Acts - A student shall not engage in any act which frightens, degrades, or tends to frighten, degrade, disgrace, or harass a teacher, student, or other person by written, verbal, visual, gestural, and/or technological means. **This includes racial and ethnic or other slurs.**

11. Insubordination - A student shall not disregard or refuse to obey reasonable directions given by school personnel or substitutes.

12. School Transportation - All students shall obey all reasonable directions given by bus drivers and comply with basic safety regulations.

13. Dress, Appearance - A student shall not dress in a manner that will present health or safety problems or cause disruption of school. Examples of inappropriate dress include, but are not limited to:

- Clothing or accessories that display **inappropriate language/graphics**, depicts messages that are lewd, vulgar, obscene, plainly offensive, violent, sexually explicit, or that reference drug, alcohol, tobacco, sex or gang identifiers. (If you are not permitted to say it, do it, or bring it to school, you are not permitted to advertise it or display it on your person, clothing, accessories or materials/possessions).
- Hats, head apparel, and hoodies must be off while school is in session. The head and face must be visible at all times. Hats/head apparel, including bandanas of any kind, and coats must be kept in the locker during the school day, and cannot be carried to and from class. Hats/head apparel and/or jackets may be worn in a classroom via administrative permission.
- Spiked bracelets or necklaces or long linked chains as decorative apparel.
- Brief and revealing clothing is not permitted. All shirts/tops must touch the pants/skirts while standing with arms down. Tank tops & cut-off shirts are only permitted when/if all undergarments, back, chest & sides are covered. A tank top that meets appropriate shoulder width criteria is a minimum of 2". Tube tops, shirts with spaghetti straps, halter tops, mesh shirts (unless a T-shirt is worn underneath) or shirts that expose the midriff are not permitted. Shorts/skirts must have a minimum of a 3" inseam. Skirts need to be equivalent to the length of appropriate shorts. Shorts, skirts, and dresses need to stay at an appropriate length while walking. The overriding determination to the appropriateness of shorts, skirts, dresses and tops will be at the discretion of administration.
- Book bags, briefcases, duffel bags, or other similar items, including purses used to carry school books, are not to be taken to classrooms or carried in the hallways other than when entering or leaving the building.
- Any other apparel deemed as inappropriate by the administration. All dress code rules must be followed during spirit weeks/dress up days unless approved by an administrator.

14. Tardiness - Tardiness at the beginning of school will be handled in the attendance office.

- a. 1st tardy - warning
- b. 2nd tardy - warning
- c. 3rd - 7th tardy – up to 50 minute detention
- d. 8th - 9th tardy - weeknight school assignment
- e. 10th - subsequent tardies - any student who is tardy more than ten times will be considered excessively tardy and may receive additional consequences.

15. Sexual Harassment - A student shall not display unwelcomed sexual advances, request sexual favors, and/or present other verbal or physical conduct of a sexual nature on school premises or off school premises at a school-sponsored activity. Sexual harassment includes but is not limited to: written, drawn, electronic or verbal comments of a sexual nature, sexual activity, repeated propositions, or unwanted body contact.

16. Violations of Directions, Policies, Rules, Etc.- A student shall comply with directions, policies, rules, etc. of a teacher, student teacher, substitute teacher, teacher's aide, principal, or other authorized school personnel, during any period of time when the student is under the authority of any such school personnel.

17. Altered or Forged Passes/Documents - A student shall not alter, forge, or use a fraudulent document.

18. Public Display of Affection - A student shall not commit an inappropriate display of affection and/or inappropriate bodily contact while on the school premises, or while attending a school function. Kissing, holding hands, or having the arm of one partner about the other is not permitted. Dating is a socially accepted act, but not during school hours or during school related activities.

19. Profanity/Obscene Language/Swearing - Profanity/obscene language will not be tolerated on school property. Freedom of expression does not include the use of profanity or obscene language. No material may be printed, distributed, or circulated if it contains obscene or defamatory material and/or would tend to disrupt the educational process and interfere with the rights of others to express or receive ideas or opinions. Profane or inappropriate language could be written, verbal, gestures, signs, pictures, or publications, or other methods of communication with other individuals. _

20. Extortion - A student shall not compel or attempt to compel any student, school employee or other person to give up anything of value by means of threat, harassment, intimidation, or injury to person, property, or reputation.

21. Slur and/or Intimidation – The Middle School Administration recognizes that in order to create an environment conducive to learning and to best facilitate the learning process, all students, regardless of their race, color, ancestry, national origin, religion, gender identity, or sexual orientation, have the right to an education in an atmosphere free of all forms of slurs, disparagement and intimidation. The Administration further recognizes that certain acts against persons or groups because of a person's or group's race, color, ancestry, religion, gender identity, or national origin, for the purpose of inciting and provoking bodily injury, intimidation, or harassment, poses a threat to the order and safety of our schools and has a negative effect on the learning environment in the schools. Ethnic intimidation is the harassment or intimidation of a person or group through the use of racial or religious slurs, profanity, denigrating racial or religious remarks, obscene gestures, and other conduct of this type. Other forms of ethnic intimidation might be fighting, vandalism, or threats and would be punishable under one or more sections of the Code of Conduct.

22. Computer Technology and Network Guidelines - Students failing to follow the guidelines as stated in the handbook and/or board policy will lose the privilege to complete work in our labs, to access accounts, or to use the Internet. They also may subject themselves to additional disciplinary or legal action. Multiple violations could result in being banned from computer use for the remainder of the semester, school year, or a student's school career. Any computer is subject to data search at any time for any reason. There is no right to privacy on a school computer at any time. Students identified as attempting to by-pass the Internet filter are subject to disciplinary action per the FCS technology agreement where a first offense could include termination of a student's access to the computer network and internet, and prohibition of bringing personal technology devices to school. (See Middle School Library and Computer Labs Language)

23. Cheating and Plagiarism - A student shall not engage in academic misconduct, including cheating, unauthorized access or use of computers, copyright infringement, or plagiarism. Students in violation of this policy will receive a zero for the work in question in addition to other disciplinary consequences that may be imposed. Examples of cheating are telling or receiving answers during a test or quiz, using cheat sheets during a test or quiz, giving or copying someone else's homework, or any other questionable circumstance that is determined to be cheating by the administrator. Examples of plagiarism are word-for-word copying of someone else's work, paraphrasing another person's work or in any way taking credit for the work of another person. Board of Education Procedures outline the following two guidelines in dealing with cases of plagiarism at the middle school level: a) The student must revise the assignment, eliminating plagiarized portions and acknowledging resources used. b) The teacher may grant partial credit, depending on his/her judgment of the intentional plagiarism.

24. Bomb Threats - A student shall not make any bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

25. Disrespectful Behavior - A student shall not be disrespectful toward a student, school personnel, substitute, or school visitors.

26. Failure to Serve Disciplinary Assignments - A student shall not fail to serve disciplinary assignments. Failure to serve a detention may result in the following: 1st offense - weeknight school; 2nd offense - weeknight school or other appropriate discipline assigned by the principal. Failure to serve a weeknight school may result in a suspension.

27. Gang Activity - Definition: A “gang” is any group of two or more persons whose purposes include the commission of illegal acts and/or displays or communication of any visible aspects of a gang or acts in violation of disciplinary rules. In order to insure a safe and violence-free school, gangs and gang activities are prohibited at any FCS school or school event. Engage in any act that furthers the interests of any gang or gang activity, including, but not limited to:

- Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that evidences or reflects membership in, affiliation with any gang.
- Soliciting any person to pay for protection or threatening any person, explicitly or implicitly, with any other illegal or prohibited act.
- Painting, writing, tattooing or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property or personal property brought to school.
- Engaging in violence, extortion or any other illegal act or other violation of school policy.
- Soliciting any person to engage in physical violence against any other person.

28. Threatening/Intimidation – causing another person to believe that physical harm may come to them (menacing). A student shall not threaten with physical violence or coerce by any means any student, teacher, or other school employee or visitor. A student shall not urge another student or person to threaten with physical violence or coerce by any means any student, teacher, or other school employee or visitor. Intimidation shall include, but is not limited to threats used to extort money or any other item of value from another student or person.

29. Assault and/or Battery- A student shall not attempt to knowingly cause harm or cause physical injury, or behave in such a manner which could threaten to cause physical injury, to school staff, other students, or other persons, while under the jurisdiction of the school. Students who urge the misconduct of others (including an assault) may be disciplined as though they were a violator of the no violence policy. On the first offense a student involved in an assault that results in a physical injury may be out of school suspended ten (10) days and/or recommended for expulsion.

30. Dating Violence or Sexting - A student shall not participate in dating violence or sexting with students or other persons. Dating violence or relationship abuse is a pattern of behavior where a person uses or threatens physical, sexual, verbal, or emotional abuse to control the person’s dating partner. Sexting is defined as possessing, taking, disseminating, transferring, or sharing of nude, obscene, pornographic, lewd, or otherwise illegal images of photographs, or inappropriate messages, whether by electronic data transfers or otherwise, which may constitute a crime under state and/or federal law and may be reported to the appropriate law enforcement agencies. Dating Violence or sexting which occurs on school property, a school bus, at school-sponsored events, or interferes with the learning environment at school is prohibited.

31. Unauthorized Touching- A student shall not engage in unauthorized touching, such as but not limited to horseplay, pushing, shoving, or putting hands on another person, or threatening to put hands on another person.

32. Food/Beverage/Gum Chewing/Non-school approved items (items that may cause a disruption or mess) - Food and beverages shall only be consumed during breakfast or lunch periods in the cafeteria or other areas approved by teachers or administrators. Gum chewing is not permitted on school property. Students may not consumer energy drinks during school hours. Students may only bring school approved items onto school property.

33. Skipping a class - detention(s) or a weeknight school may be assigned. This rule also applies to skipping a study hall, lunch period, assembly, or homeroom period.

34. Leaving school grounds without permission- Permission to leave the school grounds during the school day can only be given by the principal or his/her designee.

35. Unruly Behavior - Unruly behaviors includes but is not limited to refusal to comply with reasonable requests from school personnel, running in the halls, tripping other students, throwing snow/ice, horseplay, or any other behaviors that result in classroom or other school disruptions.

36. Cell phones and other personal electronic devices - Students may not use personal electronic devices in school during school hours unless authorized to do so by a teacher, in which case the item must be stored in the student's locker and turned off. It is the student's responsibility to keep all technology in a safe location at school. Taking photos, videos, and video chats are not permitted. First offense: the item will be confiscated and may be picked up after school by the student. Second offense: the item will be confiscated and the parent/guardian must come to school to retrieve the device. Violation of these rules may result in the confiscation of the technology and other discipline as deemed appropriate by administration.

37. Sales – students may not sell items not associated with a school sponsored fundraiser on school property. Students are financially responsible for all fundraiser materials received and/or not turned in per the fundraiser guidelines.

Non-Violence Statement

Good conduct is based on the respect and consideration for the rights of others. Students will be expected to conduct themselves in such a way that the rights of others are not violated. The students of Donnell Middle School will conform to school regulations and accept directions from school personnel. A student who fails to comply with established school rules or any reasonable request made by school personnel on school property and/or at school related events will be dealt with according to approved student discipline regulations. Donnell Middle School will not tolerate violent, disruptive or inappropriate behavior by its students and such behavior is prohibited as set forth in the Student code of Conduct.

Suspensions, Expulsions, and Removals – Due Process

Due process for out-of-school suspensions, expulsions and removals will be in accordance with O.R.C. Section 3313.66. No due process guarantees are implied as to any in-school suspension (defined as a suspension where the student will serve all of the suspension in a school setting.) With respect to the suspension of any student from any particular extra-curricular activities, no due process guarantees beyond what appears in O.R.C. Section 3313.664 are implied. The Superintendent may prohibit a student from participating in a particular or all extra-curricular activities independent of or in lieu of other disciplinary actions for any violation of this policy or any other duly promulgated rule applicable to the activity or activities in question. Similarly, the Athletic Director, relevant coach, or director, may prohibit a student from any particular or all extra-curricular activities falling within such person's responsibility independent of or in lieu of other disciplinary action for any violation of this policy or any other duly promulgated rule applicable to the activity or activities in question. The period of such a suspension shall not extend beyond one calendar year from the time the suspension is imposed.

When out-of-school suspension is imposed the student may not attend school or extra-curricular activities and class work may be made-up for credit or partial credit at the discretion of the appropriate principal. Suspensions may be considered an excused or unexcused at the principal's discretion. No high school credit will be given for any post-secondary course taken by a student any portion of which was taken during the period of an expulsion from school. Administration has the right to reschedule ISS or reschedule OSS at their discretion due to calamity days or unforeseen circumstances.

DISCLAIMER

School rules published in this handbook are subject to such changes as may be needed to ensure continued compliance with federal, state or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted in a guidebook; however, we expect students to follow reasonable rules and not violate the rights of others. The provisions of this handbook are in effect at school, on school property, at any school-sponsored activity, or otherwise subject to the authority of school officials. These rules apply off school property if the misconduct is connected to activities or incidents that have occurred on property owned or controlled by the District. These rules also apply off school property, if the misconduct is directed at a District official or employee or the property of a District official or employee.



Northview Primary

Handbook

2017-2018





Findlay City Schools

Our Mission:

Educate and

empower for life.





Non-Discrimination Policy

The board affirms that, consistent with and to the extent required by applicable law, no person shall, on the basis of sex, race, color, national origin, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices. This shall extend to employees therein and to admission thereto. Inquiries concerning the application of this policy may be referred to the Superintendent or designated coordinator. This policy shall prevail in all Board policies concerning school employees and students.

The Board designates:

Assistant Superintendent - Title VI Coordinator
Assistant Superintendent - Title IX Coordinator Dir.
Director of Elementary Instruction - Sec. 504 Coordinator

Complaints should be referred to:

Title VI (race, color and national origin)
Mr. Troy Roth
1100 Broad Avenue
Findlay, Ohio 45840
(419) 425-8202

Title IX (sex)
Mr. Troy Roth
1100 Broad Avenue
Findlay, Ohio 45840
(419) 425-8202

Section 504 (handicap)
Dr. Victoria Swartz
1100 Broad Avenue
Findlay, Ohio 45840
(419) 427-5424

Absences

Attendance Procedure

In accordance with Ohio law students are expected to be in school every day on time, unless with legitimate excuse. When a student is absence from school the parent/guardian should call the child's school to report the absence the day of the absence. **When a student returns to school after an absence, he/she must present a written statement certifying the reason for the absence from a parent/guardian or professional person within two (2) days.** Written documentation is a request to excuse the absence. In cases of extended absence, a parent/guardian is required to notify the school of the doctor's orders requiring the student to be absent. The doctor's documentation explaining the requirement for the absence must be provided to the school, in writing, within 3 days of the first day of the doctor's order for the absence.

One school day is considered 6.5 hours for grades Kindergarten- 5th.

Tardiness

If a student arrives late to school or leaves school early the student and/or their parent/guardian must sign in/out with the attendance office. Excessive tardiness may result in administrative discipline.

If a student arrives to school within thirty (30) minutes of the last bell ringing the student will be marked as "tardy". If the student arrives thirty (30) minutes or later after the last bell rings the absence will reflect either excused or unexcused hours, depending whether the attendance procedure stated above was followed.

If a student leaves school 30 minutes or later at the end of the school day, determined by the dismissal time of the school, the student will be marked as "early release". If the student leaves sooner than thirty (30) minutes of the dismissal time of the school the absence will reflect either excused or unexcused hours, depending whether the attendance procedure stated above was followed.

Unexcused Absence and Truancy Procedure

1-Schools shall send notice to the child and parent/guardian in writing the legal consequences of being truant once child has **15 or more hours of unexcused absences**, and notify them of their responsibility to cause the child to attend school immediately (ORC Sec. 3321.19)

2-Schools shall send notice to parent/guardian of child with **21 or more hours of unexcused absences** requiring the attendance of parent/guardian, and children grades 5-12, to attend parent education program (educational program's purpose is to encourage parental involvement in compelling the attendance of the child at school) (ORC Sec. 3321.19).

3-Schools may notify parent or guardian of students with **25 or more hours of unexcused absences**, in writing, the legal consequences of being truant.

4-The child is considered a habitual truant when the child is absent without legitimate excuse for **30 or more consecutive hours, 42 or more hours in a school month, 72 or more hours in a school year**. When a student is considered to be a habitual truant the school district shall implement an absence intervention plan (ORC Sec. 3321.19 and Sec. 3321.191) and may request a pre court conference.

5-Filing complaints of truancy and contributing (ORC Sec. 3321.191 and Sec. 2151.27) with Hancock County Juvenile Court.

Excessive Unexcused or Excused Absence Procedure

If a student accumulates **38 hours or more in one school month or 65 hours or more in a school year of excused or unexcused absences** the attendance officer shall notify the guardian in writing (ORC Sec. 3321.191). Once this criteria is met a student may be placed on **Attendance Watch** (excluding funeral, college visits, OSS, etc.).

The Attendance Watch program will closely monitor the student's attendance in an effort to minimize absences and provide assistance to the student and/or family. The student will be required to turn in a documented written excuse from medical, counseling, or other official personnel (other than parent written notes) that specifies the student's name, reason for the absence, and the date and times to be excused to the school within 2 days of the absence. Students who are ill may also be excused from school by the school nurse.

Student's may be placed on Attendance Watch at the beginning of a school year based upon last year's attendance records or during the current school year when the student has 38 hours or more in one school month or 65 hours or more in a school year of excused or unexcused absences. The Principal/Assistant Principal, Attendance Case Manager, counselor may meet with the student and develop a plan to improve school attendance. The attendance of students moving into the district will be reviewed using the same criteria for Attendance Watch.

Birthday Parties

We understand that birthday celebrations are a special time for students, but due to growing concerns of food allergies and time lost during the school day due to lengthy birthday celebrations please follow the guidelines below if you would like to share a birthday treat. Items outside of the guidelines may not be served and/or delivered to the student and will be sent home.

- Birthday treats that will be permitted include a healthy snack or prepackaged cookies without frosting that include an ingredient list for allergy purposes.
- Parents and students may also choose to donate a book to the Northview library to celebrate birthdays. Mrs. Hoadley will have a selection of books to choose from for \$5. There will be a nameplate inside the cover of the book with the student's name to recognize their birthday donation.
- Birthday treats with any frosting will not be permitted or served as a birthday treat.
- Ice cream will not be served or permitted.
- Balloons, flowers, stuffed animals, etc will not be delivered to students during school hours and will need to be picked up by a parent.

Elementary School Fees

Kindergarten	\$21.50 per semester/\$43.00 per year
Grades 1 & 2	\$21.50 per semester/\$43.00 per year
Grades 3, 4, & 5	\$21.50 per semester/\$43.00 per year

MAKE CHECKS PAYABLE TO: FINDLAY CITY SCHOOLS or you may your child's school fees through EZ Pay on-line at www.findlaycityschools.org.

	Kindergarten Fees	Grade 1 Fees
Math Workbook	\$15.00	\$19.00
Language Arts	\$20.00	\$15.00
Art	\$5.00	\$5.00
Assignment Book	\$2.00	\$3.00
Handbook (Folder)	\$1.00	\$1.00
Total Fees	\$43.00	\$43.00

	Grade 2 Fees	Grade 3 Fees
Math Workbook	\$19.00	\$19.00
Language Arts	\$15.00	\$15.00
Art	\$5.00	\$5.00
Assignment Book	\$3.00	\$3.00
Handbook (Folder)	\$1.00	\$1.00
Total Fees	\$43.00	\$43.00

Non-payment of school fees at any grade level will result in the withholding of a student's diploma at high school graduation. Unpaid school fees are rolled over each year and forwarded from school to school. You may make partial payments throughout the year.

Fines for damaged textbooks

Fines for damaged textbooks are as follows:

Damaged but repairable locally	\$5.00
Damaged beyond repair	Replacement Cost
o Pages missing	
o Water damage	
New cover and binding needed	\$15.00
Lost book	Replacement Cost
Torn pages, ink marks	\$.50 to \$1.00 per page

Breakfast & Lunch Information

Breakfast is served at 8:45 a.m. in the cafeteria. The cost for breakfast is **\$1.75** for student and adult. Reduced breakfast is \$.30.

Cafeteria lunches are available at a cost of **\$2.70** per day for students and **\$3.20** for adults. Ala carte milk costs \$.50 per carton. Milk is included with a meal. Reduced lunches are \$.40.

	<u>Lunch</u>	<u>Reduced Lunch</u>	<u>Milk</u>
5-Day	\$13.50	\$2.00	\$2.50
10-Day	\$27.00	\$4.00	\$5.00
20-Day	\$54.00	\$8.00	\$10.00

Money for your child's meal account should be sent to the school office early each morning. Your child will be permitted three (3) entrées' and milk per grading period when there is insufficient funds in their meal account. Parents may pay their child's lunch money online using EZ Pay. A link is available on the district website. A fixed convenience fee of \$2 will be passed on to the parent each time. Parents will need their child's student ID number.

Lunch Schedule

Second eats lunch from 11:05 am to 11:30 am
Second recess is from 10:50 am to 11:05 am

Third Grade eats lunch from 12:35 pm to 1:00 pm
Third Grade recess is from 12:20 pm to 12:35 pm

Kindergarten eats lunch from 12:05 pm to 12:30 pm
Kindergarten recess is from 11:50 am to 12:05 pm

First eats lunch from 11:35 am to 12:00 pm
First Grade recess is from 11:20 am to 11:35 am



Dress Code

As stated in the Findlay City Schools Elementary School Parent and Student Handbook, "Flip-flops or footwear without heels or heel straps are discouraged for safety reasons."

Discipline

Northview will not be using the color behavior management system. In an effort to focus more on positive behaviors and provide more information to parents regarding negative behaviors, classrooms will be using positive reinforcements to promote positive behaviors and consequences slips sent home for negative behaviors. Consequence slips will be completed by the student and will guide discussion and reflection between the student and teacher regarding the rule that was broken.

Permission To Use Student Image/Information

Remember to notify the school in writing if you do not want your child's name and/or image/likeness to be published, photographed or videotaped during a school activity. This would include school related publications, Findlay City Schools website, school related videos, television news videos, The Courier, photo with and without no name.

Findlay City Schools makes the listed information available upon a legitimate request **unless** a parent/guardian or student 18 years or older notifies the school in **writing by September 21st** of each school year that (s)he will not permit distribution of the following information. Under Ohio law, directory information includes the following: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation and awards received.

School Hours

Northview Primary

9:00 a.m.
9:15 a.m.
3:40 p.m.

Arrival Time
School Begins Classes
School Dismissed

Bigelow Hill Intermediate

8:50 a.m.
9:05 a.m.
3:30 p.m.

Students should not arrive at school before the designated arrival times. School personnel does not provide supervision of children before these times. Assistance with this matter will be appreciated.

Announcements regarding delays or cancellations are made over all the Findlay radio stations and television.

PTO (Parent Teacher Organization)

Findlay North PTO will meet once a month at 6 pm. The Findlay North PTO will include Northview, Jacobs, and Bigelow Hill families. The PTO is in great need of parents willing to participate in PTO activities. The PTO provides a great deal of activities and funding for our school and students, however without parent participation the PTO cannot be successful. We welcome your participation and attendance at our PTO meetings.

PTO officers are to be determined.



NORTHVIEW PRIMARY SCHOOL

PERSONNEL 2016-2017

Principal	Mr. Eric Payne	Office
Secretary	Mrs. Deanna Shank	Office
Guidance Counselor	Mrs. Emily Fackler	Room 8
Kindergarten	Mrs. Daniell Flick	Room 20
	Mrs. Cheryl Hindall	4
	Mrs. Kim Miller	3
	Mrs. Danielle Powell	1
	Mrs. Holly Wise	2
Grade One	Miss Danielle Apple	18
	Mrs. Carly Kuntz	19
	Mrs. Molly Derr	17
	Mrs. Valerie Smith	16
Grade Two	Mrs. Allie Scurria	11
	Mrs. Alexis Purtee	10
	Mrs. Denise Ryan	12
	Miss Rachel Stahl	13
Grade Three	Mrs. Allison Gerken	5
	Mrs. Kristin Hudok	7
	Mrs. Nicole Newlove	6
Intervention Specialist	Mrs. Fran Lundy	5
Intervention Specialist	Mrs. Angela Geiser	15
Title I	Mrs. Michelle Franks	14
Title I	Mrs. Stephanie Brant	14
Title I	Mrs. Robyn Kryling	
Music	Miss Katelyn Cross	On Cart
Art	Mrs. Jeanette Tate	On Cart
Physical Education	Mr. David Sprouse	Gymnasium
Computer/Tech	Mrs. Rochelle Manley	Lab
Librarian	Mrs. Jennifer Hoadley	Library
Nurse	Mrs. Charmaine Ajala	Clinic

Northview Primary School Personnel (Continued)

Cook	Mrs. Kris Hepperly	Cafeteria
Cashier	Mrs. Debroah Kirian	Cafeteria
Monitor	Mrs. Joetta Carles Mrs.	Cafeteria
Monitor	Linda Hagerman	Cafeteria
Monitor	Mrs. Mary Lou McCann	Cafeteria
Monitor	To Be Determined	Cafeteria
Monitor	To Be Determined	Cafeteria
Day Custodian	Mr. Mike Brown	
Night Custodian	Mr. Dave Bowser	
Speech Pathologist	Mrs. Sarah Dorrel	
School Psychologist	Mrs. Amanda Byers	
Physical Therapist	Mrs. Trisha Klausung	
Occupational Therapist	Mrs. Suzanne Kirk	

FINDLAY CITY SCHOOL
Findlay, Ohio
2017/2018 School Calendar

Convocation/Building & Dept. Meetings	Tuesday, August 15, 2017
First Day for Students	Wednesday, August 16, 2017
Teacher In-Service – NO SCHOOL for students	Friday, September 1, 2017
Labor Day – NO SCHOOL	Monday, September 4, 2017
Parent/Teacher Conferences – NO SCHOOL	Mon. & Tues., Nov. 20 & 21, 2017
Fall Break	Wed., Thurs. & Fri., Nov. 22, 23 & 24, 2017
Winter Break	Wednesday, December 20, 2017 – Tuesday, January 2, 2018
Students First Day Back to School	Wednesday, January 3, 2018
Martin Luther King Day – NO SCHOOL	Monday, January 15, 2018
In-Service Day – NO SCHOOL for students	Monday, February 19, 2018
Spring Break – NO SCHOOL	Monday, March 26 - Friday, March 30, 2018
Last Day for Students (178 Days)	Thursday, May 24, 2018
Clerical Day for Teachers	Friday, May 25, 2018
Findlay High School Commencement	Saturday, May 26, 2018

(All Millstream students will follow the Findlay City Schools Calendar)

9-Week Grading Periods

First 9-Week Grading Period	08/16/17 – 10/20/17	46 days
Second 9-Week Grading Period	10/23/17 – 01/05/18	40 days
Third 9-Week Grading Period	01/08/18 – 03/16/18	48 days
Fourth 9-Week Grading Period	03/19/18 – 05/24/18	<u>44 days</u>

TOTAL DAYS IN SESSION for students = 178 days

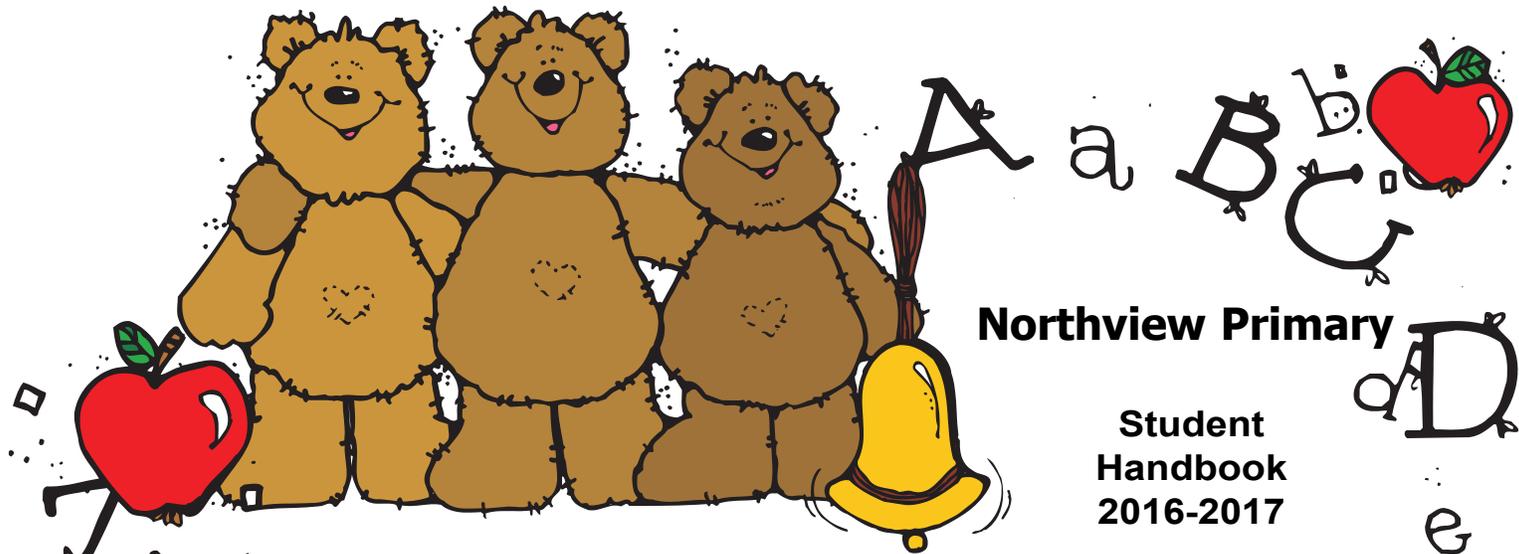
- New Teacher Orientation: 8/11 and 8/14
- Convocation 8/15

Two-Hour Delay Dates for Teacher In-Service:

Friday, September 29, 2017 Thursday, December 7, 2017 Monday, January 08, 2018

****Parent Teacher Conferences may be scheduled on different dates at specific buildings and count as 2 school days.****

Approved: 1/11/16



Dear Parents:

The mission here at Northview Primary is to educate and empower students for life.

The staff at Northview will be working to ensure that this year is an exciting and rewarding learning experience for your children. We believe that in order to provide the best possible education for your child, communication and collaboration must exist between the home and school. We are looking forward to meeting you and working with you during the school year.

The Northview Handbook has been prepared for your information and convenience. We hope that through its use, you will be informed regarding school policies and procedures.

We encourage you to sign up for Findlay City Schools email distribution list. Go to www.findlaycityschools.org, under schools, choose Northview. There are two places to "Click Here"--one for the Northview Parent Email List and one for the Findlay City Schools Parent Email List.

Please feel free to contact your child's teacher or us with any questions or concerns you might have.

Sincerely,

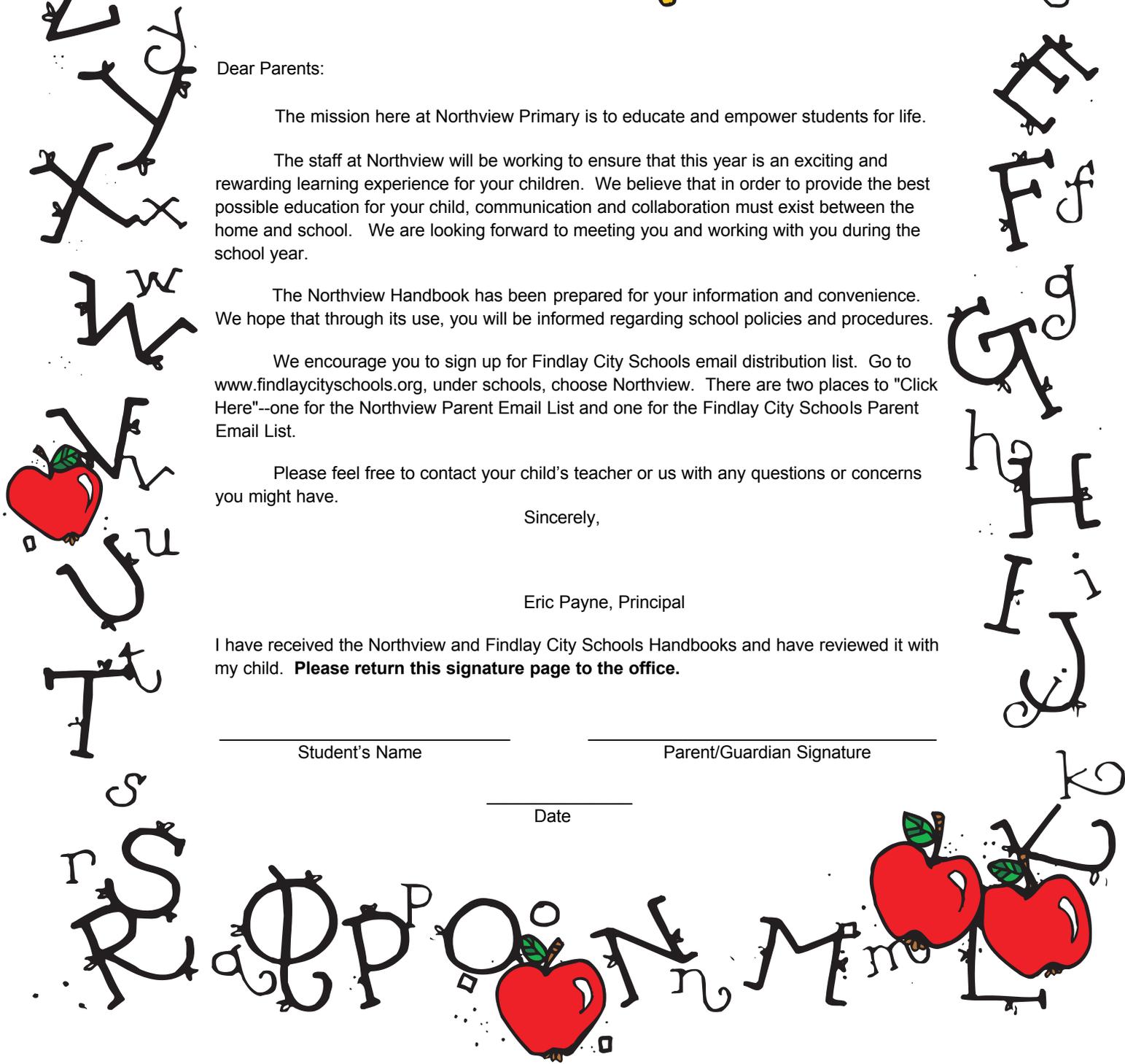
Eric Payne, Principal

I have received the Northview and Findlay City Schools Handbooks and have reviewed it with my child. **Please return this signature page to the office.**

Student's Name

Parent/Guardian Signature

Date



NORTHVIEW PRIMARY SCHOOL



Teacher Handbook

2017-2018

NORTHVIEW STAFF HANDBOOK

Absences, Student

Maintain accurate records on students' attendance for your own class. It is now preferred that attendance and lunch count are done through the DASL software system. Purple attendance and lunch count folders are still provided in case DASL is not working or you have a substitute teacher. Lunch counts need to be called in to the high school by 9:45 am so it is important that this information gets to the office as quickly as possible. Use the purple attendance folder to send items to the office such as lunch monies, lunch charges, fee monies, student absence notes, and anything else that needs to be turned into the office.

When a student returns from being absent, he/she should submit a note from home to the classroom teacher. All notes should be forwarded to the office so the secretary can update the student EMIS attendance record. The notes will be kept with the daily attendance records in the office. If a student forgets a note, allow him an extra day to bring it to class. If still missing the next day, notify the office. Bring to the principal's attention any irregularities in attendance, tardies, or suspected cases of truancy.

Parents/Guardians are requested to notify the school office on the day their child is absent. Please call the school between 7:30 a.m. and 9:30 a.m. to report your child's absence.

Parents should send a note to the teacher explaining the child's absence within 2 days of his/her return. Parents/Guardians may notify the school by note or telephone if students will be absent for an extended time and therefore eliminate daily calling to the school office. When an absence occurs, parents are encouraged to make arrangements to pick up homework. Make-up work will be provided when the student returns to school. Parents and child must assume responsibility for completing and returning make-up assignments.

Please call the office and explain any tardiness or excuses for not returning to afternoon session.

Students who arrive after school begins but before 10:30 a.m. will be counted as tardy. Students who arrive after 10:30 a.m. or who leave prior to 2:00 p.m. will be counted as absent for one-half (1/2) day.

If upon returning to school the child has any limitations on his/her activities, either in physical education classes or outside recess due to illness or injury, a note **must** come from the **doctor** describing those limitations. Weather permitting, all children will go outside at recess except those with an excuse on file in the office. Children should dress appropriately for the weather conditions.

Students who miss 20 or more days in a year may be required to repeat the grade the following year (See Truancy Procedures).

Encourage good attendance as it benefits everyone.

Absences, Teachers

If a staff member finds it necessary to be absent, it is best to notify the school secretary on the day prior to the absence, if possible. If you are ill in the morning, be sure to submit your own sub requests ASAP, and before 6am through the Renhill hill site. Also notify the principal, Eric Payne, about your absence and/or any trouble with the Renhill site via text or call at (419) 306-4165.

Art

Forty-five minute art classes are taught by the art specialist. In order for the special area programs to be successful, it is important that both the specialist and the classroom teacher communicate.

Art will take place on a cart in the students' homeroom. Please return to your room on time to resume class.

Assemblies

Special programs are scheduled periodically in the gym. These programs may be purchased programs, police and fire safety assemblies, music presentations, etc. All programs are free to students. All students are expected to attend school-wide assemblies.

Students should be taken to the restrooms prior to assemblies to minimize interruptions during the program. Audience manners should be discussed prior to each program. Classes sit in their assigned assembly seating.

Awards

Students should be reinforced in a positive way on a regular basis. Awards should be made. Teachers are encouraged to also offer Trojan Tokens, Northview postcards, and other simple, yet tangible, rewards.

Bells

Bells ring at several times during the school day on the following schedule:

- 9:00 a.m. Students may enter the building and go to homerooms
- 9:15 a.m. Morning tardy bell
- 3:40 p.m. Dismissal bell

Building Emergencies

Any emergency should be reported to the office at once. In the event that the principal or secretary is not available, report them to the Superintendent. Refer to the Northview Emergency Operations Plan.

Building Security

All outside doors have a video camera in place to monitor the activity. The front door will be locked and admittance will be by a buzzer and video screen to monitor visitors and personnel into Northview. There is also a microphone located in the ceiling in the lobby that will be monitoring at all times.

Building Security Continued

Classroom doors should be locked at all times (may remain open).

Staff members should lock all classroom windows before leaving the building. All lights should be turned out when classrooms are not in use. Check outside door if leaving after normal hours.

Building Use After School

Use of the building by citizens and teachers after 4:00 p.m. requires a building permit. This does not include individual teachers working in their classrooms.

Bulletin Boards, Hallway

Each classroom has a designated area of hallway bulletin board space. Examples of student work should be displayed by the teacher. Displaying student work develops pride and causes them to strive.

Bus Duty and Dismissal

In the morning bus duty will be covered by available staff. Please be in front of the building from 8:50 am to 9:00 am to welcome children and parents. In the afternoon, after the bell has rung at 3:40 pm, one general education teacher from each grade level will be needed to escort walkers outside. Please stay outside and be sure to spend this time monitoring the remainder of the students as they are being dismissed.

Christmas Trees in Classrooms

Due to the fire hazard that they present, lights cannot be used on real trees in classrooms.

Classroom Newsletters

Regular communication between the school and the home is an important facet of the educational process. This is facilitated by classroom newsletters sent home by the teachers.

The newsletters should include, but need not be limited to: 1) calendar of future events, 2) areas currently being studied in the classroom, and 3) student accomplishments in academic areas.

Remember that your newsletters help parents form an opinion of our school. If they reflect a smooth running classroom and school, we will be perceived as such. If they speak of problems you or the school are experiencing, this will be remembered by parents. Parent perceptions are extremely important in selling our programs.

Always have a colleague proofread your newsletter for spelling and grammar errors before you send it home. In addition, make sure that the copy is clear and dark and can be easily read. Please send an electronic copy of your newsletter each week to the principal and secretary.

Computer/Tech Lab

Computer/Tech Lab will be added to the specials rotation. 45 minute classes will take place in the computer lab beside the library taught by a para-professional.

Conferences with Parents

The value of communication with parents cannot be overemphasized. The telephone conference is a convenient, yet effective, way to communicate with parents. In many cases, it is just as effective as an in-person conference.

Often parents have a negative view of the school because teachers call or write notes home only when there is a problem. Getting into the habit of making a few calls each week to give parents some good news is a practice, which will pay high dividends for you. Also, if the time comes that you must call parents to report a problem they are usually more receptive and cooperative if you have spoken to them on previous occasions on a positive note.

You should keep a brief written report of each conference held with a parent for future reference (sample form provided in Appendix A).

Regularly scheduled parent/teacher conferences will occur in October. These conferences take place during three evening hours on specified days. Teachers should have an outline of important items prepared for each parent conference so that the conference will be productive. A simple checklist similar to the one provided in the appendix for each student, prepared in advance by the teacher, should be used to insure that no important detail is overlooked.

Correspondence, Mass

Any bulletins or mass communications other than monthly classroom newsletters which are going home with all students from a teacher or grade level should be submitted to the principal for approval prior to sending them home. Please provide the secretary with a copy of the correspondence too. (Example: Field trip information, Day of Celebration information, etc.)

Course of Study

In order to facilitate continuity in each subject area, it is necessary that an accurate course of study be followed. The Elementary Course of Study (now called Curriculum Maps) is furnished by the Findlay Board of Education on-line. **Teachers are expected to adhere closely to the course of study.** To obtain the "Curriculum Map" for your grade level, go to Findlay City Schools website homepage. You will need to click on "District Information." Scroll down and choose Curriculum. On the left-hand side of the page is a list by grade level of the Curriculum Maps.

Cumulative Records

Cumulative records (sometimes called permanent records) are maintained for each pupil from kindergarten through grade twelve. The Federal Rights and Privacy Act states that the material in those records is confidential and can be released only with the written permission of a parent or with the written permission of the child if over 18 years of age. Parents must be granted the right to view the records if they so desire but

Cumulative Records Continued

the school will have a qualified representative sit with the parent to help interpret the records.

Cumulative records should be clearly inspected by teachers during the first weeks of school. Make note of students with particular learning and health problems. Cumulative records should again be inspected during the last week of May to add or delete items as necessary to keep the records updated. Please follow the Cumulative Folder Organization guidelines. It is the Special Education teacher's responsibility to file their students' IEP in the manila testing folder housed inside the yellow cum folder.

Cumulative records are now kept digitally on a FCS server.

Desks, Conditions of

School desks, tables and chairs are expensive pieces of furniture and often students will absentmindedly write on them or misuse them in other ways. Try to be aware of this when it happens and help guide the students into habits, which minimize wear and tear on the furniture. It is good practice to assign each student a desk or table area for the year and make that student responsible for the desk or table area, even though others may occasionally use it during that period.

Discipline

Northview Primary School has a school-wide program for discipline. Teachers will implement a positive behavior management system by focusing on students who display positive behaviors and reinforcing those behaviors. Positive behaviors are rewarded and inappropriate behaviors are recognized and addressed by reviewing the classroom rule which was violated and the completion of a classroom consequence form. Appropriate consequences will still be implemented when necessary. The consequences are set by the classroom teacher; however, when classroom options have been exhausted, the principal will become involved. When sending children to the office, please be sure to send a written note explaining the reasons for their removal. Parents should be informed daily of their child's behavior for the day.

The teacher/students formulate expectations for the classroom. These should be discussed with students and a copy should be sent home to the parents. They should be clearly posted in the classroom.

Teachers also formulate a set of positive consequences i.e. Trojan Tokens; things that students may earn if they choose to follow the rules, i.e. free time, note to parents, popcorn, etc.

Our goal is to teach students to become responsible citizens and to adhere to school rules. Additionally, Findlay City Schools has a Policy of Student Rights and Responsibilities governing student behavior (Appendix B). Violation of the student discipline code should be considered as a severe disruption and should be dealt with as such.

Drug Abuse

Suspected cases of drug or substance abuse should be reported to the principal at once.

Early Release of Students

Occasionally, parents may appear at school a few minutes prior to regular dismissal time to pick up their youngsters. Our dismissal time is signaled by a bell. Students should not be released prior to dismissal time except with permission from the office. Ask the parents to wait in the lobby until the bell rings.

Emergency Operations Plan

Emergency Operations Plans can be found in the main office, the teacher's lounge, and the principal's office.

Emergency Medical Forms

The Emergency Medical form is now a part of the Student Information form and should be included in the folder of handouts to be given to the parents to complete. This form needs to be returned as soon as possible. The emergency medical form is the most important form maintained by the school office. Forms should be taken on any field trips or events when students leave the premises.

Evaluation, Staff

The principal is responsible for staff evaluations. See Appendix C for a copy of the annual goal and teacher evaluation forms. If you have questions about these, see the principal.

Evaluation, Student

You are responsible for the evaluation of your students. Good evaluations depend upon accurate measurement techniques. Student records should be carefully maintained and reflected accurately on the student report cards. Students who have been absent should be given a reasonable amount of time to make up missed grades on either a test or an assignment. Missed marks which for some reason cannot be made up should not be averaged into the nine-week grade.

Field Trips

If you wish to go on a field trip, you must file a plan with the principal at least three weeks prior to the trip for approval. Busses must be scheduled to return to Northview by 2:00 pm. Field Trip Transportation request forms must be submitted 15 school days prior to the date requested. Forms are in the office. Field trips should have a definite educational objective and should correlate with a unit being studied by the class. The enrichment offered by a field trip should go beyond what would be

Field Trips Continued

possible with classroom study only. School buses are utilized for transportation on field trips. Conveyance by private automobile, with parent drivers, is not permitted. Also, you should develop a list of written rules and go over them with the children prior to the trip. Have adult volunteers accompany the trip (one adult or more per each ten students is recommended). Written permission must be secured from parents prior to the trip. If PTO is funding any part of the field trip, a PTO Allocation request form is required to be filled out and submitted to PTO by the October meeting. PTO meetings are held at Jacobs, Bigelow Hill and Northview.

Films

Only G rated films, movies, and videotapes will be shown in elementary classrooms grades kindergarten through 5. Media used from television will follow the age appropriate guidelines (see Appendix D). Copyright laws are covered under the purchase of Movie Licensing USA. This covers movies from all movies, with the exception of 21st Century Fox.

Fines for damaged textbooks

Fines for damaged textbooks are as follows:

Damaged but repairable locally	\$5.00
Damaged beyond repair	Replacement Cost
o Pages missing	
o Water damage	
New cover and binding needed	\$15.00
Lost book	Replacement Cost
Torn pages, ink marks	\$.50 to \$1.00 per page

Fire Drills

You should be thoroughly familiar with the routes to be used for the fire drills. They are posted on a sign near the door of each classroom. State regulations require that this sign be in each classroom.

Silence must be maintained during fire drills. Teachers are responsible for seeing that all students are evacuated in a quiet and orderly fashion. All windows and doors should be closed and all lights turned off before leaving the classroom, if possible.

Fire drills may be unannounced and may also include special circumstances (ex. blocked exits, intentionally missing student, etc.) Instructions on fire drill procedures should be given to your students by you during the first week of school.

Grade Cards

Grade cards are sent home with students on the fifth school day after the end of the grading period. Replacement costs of a lost card and/or envelope is the student's

Grade Cards Continued

responsibility. The third 9-week grade card will be withheld if a student has outstanding school fees.

Gum

Students are not permitted to chew gum on school grounds and/or buses.

Hallway Behavior

Students are to observe expected classroom behaviors while in the hallways.

Handbook

Findlay City Schools issues a Handbook for Teachers to all staff of K through 12. The handbook is now located on the web.

Hazing

State law forbids hazing in any form. Any adult in charge of a school group allowing this to happen can be held liable.

Illnesses and Injuries, Student

Students who become ill or injured in school should be brought to the clinic or office. The school nurse will be in the clinic from 10:00 a.m. to 1:30 p.m. daily. Remember, you should not administer medication of any kind to students. For your own protection, always send a note home when a child has been injured at school. The note should state what happened and what was done for treatment. An Accident Report should be completed, a copy sent home with the student, and the original sent to the office within 24 hours.

Lesson Plans

Teachers should have lesson plans completed for the following school day for all subjects prior to leaving the building for the day. These plans should be left on top of the teacher's desk. All plans should include objectives for the lesson, procedures used to teach the lesson, materials needed and assessment.

Lesson plans should give certain details which the sub may need to know such as titles of text books or supplementary books to use, page numbers, where dittos are located, etc. A simple rule of thumb to test the adequacy of lesson plans is the question, "Could a sub read these plans and know exactly what to do?" If the answer is not in the affirmative, your lesson plans are not detailed enough.

Library

Library is scheduled for each class as a 45 minute class period.

Lounge, Teacher's

The teacher's lounge is across from the library.

Lunch

Lunch times are as follows: Second grade eats lunch from 11:05 am to 11:30 am; First grade eats lunch from 11:35 am to 12:00 pm; Kindergarten eats lunch from 12:05 pm to 12:30 pm; and Third grade eats lunch from 12:35 pm to 1:00 pm. Lunch and recess are supervised by paid monitors.

Lunch Ticket Purchase Procedure

Parents can put any amount in their student's meal account. Payment can be made on-line through EZ Pay, check, or cash. There is a no change return policy. When the student has no money, Food Service will provide three (3) entrees' and a milk per grading period. Reminder slips will be sent from the cafeteria when a student's funds are getting low. Please be sure these are sent home with the student.

Mailboxes

Teacher mailboxes are located in the office and in the copy room beside the office. Check your mailbox each morning, after lunch, and before leaving for the afternoon. If you send a student to the office for mail, please use a large envelope to put your mail in so items do not become lost. Do not send a student to place messages in other teacher's mailboxes.

Maintenance Requests

All maintenance requests should be made via the Help Desk, not directly to the custodial staff.

Medication, Administering to Students

In certain cases students need to be given medication in order to remain in school. **This will be supervised by the school principal.** Board guidelines will be followed.

- a) The nurse, principal, or designee will administer only in conjunction with the written directions of a physician on the appropriate form.
- b) A log of date and time when medication is administered will be maintained.
- c) Medication will be stored properly in the office of the nurse.

Money Handling

Under **NO** circumstances should money be left in the classroom at any time. Teachers who are collecting money for school fees or pictures, etc., should take the money with them when leaving the room. All money should be turned in daily to the office as soon as possible and stored in the safe.

Music

Forty-five minute music classes are taught by a specialist. Music will take place on a cart in the students' homeroom. Please return to your room on time to resume class.

New Students

You will, no doubt, have at least one new student come into your room some time during the school year. New families move into the district frequently. A personal letter from you to the parents after the student's first day of school can be worth more than you can imagine to make them feel "at home." When a new student arrives, be sure to complete all necessary assessments within 30 days of their arrival.

Nurse

Northview has a part-time school nurse. Her schedule is 10:00 a.m. to 1:30 p.m. daily. She works out of the clinic and is available for health units.

Off Limit Areas to Students

Inform your students that the following areas are off limits without special permission:

- a) furnace room
- b) boiler room
- c) teacher lounge/workroom
- d) copy rooms

Office Phone

Students who are sent from the classroom to use the office phone should bring a telephone permission slip from their teacher.

Parking

Elementary staff should park in the area adjacent to the elementary building on the west side. Buses will use the alley on the east—car riders will be picked up at the front of the building and van drivers will pick up out front. (See Map – Appendix G.)

Parties

You may schedule room parties with the children prior to Halloween and Valentine's Day.

Personal Days

Teachers are allowed three personal days. If your request for a personal day falls between the first two weeks of the first day of school for students and two weeks before the students' last day of school, you will need to write a letter to the superintendent requesting this time off. It is **best** not to wait till the last minute to request a personal day during this time frame. You are responsible for keeping an accurate record of what days you have available. The 10/10 rule for the beginning and end of the year will be enforced on a strict basis at the superintendent's office.

Physical Education

Forty-five minute physical education classes are taught by a specialist. Again, strict adherence to the schedule, as well as accompanying your students to and from class, is a necessity.

Pictures

Individual pictures are taken during the school year. Information is distributed well in advance to be sent home with students. When paying for pictures, parents should make checks payable to the photography company, not the school. If the check is for more than one student, that check should be sent to the office. For our fall pictures we will have two photographers scheduled to take pictures. Hopefully, this will help get the students pictures taken before noon recess.

Playground/Recess

When you take your class out for recess, you are responsible for the students. You should be in the playground area where your students are playing.

Teachers may agree to share recess monitoring duties by taking turns. However, in cases where a recess is not covered, the homeroom teacher is responsible for any accidents or injuries that occur as a result.

Students should not be taken outside for recess when the weather is too cold, when it is raining, or when the play area is muddy. If the gym is in use, the recess break should be taken in the classroom, and the teacher should monitor the students.

No recesses should be scheduled after 10:50 a.m.

Praise

To a student, sincere praise is the most valuable gift that you as a teacher can give. Studies have shown indiscriminate or insincere praise is detected by students and is ineffective. Please use positive praise when appropriate.

Professional Appearance

As educators, how we dress sends a message to our parents and community. Dressing appropriately inspires confidence in us as professional educators and sends the message that school is important. Our attire reflects not just ourselves, but also our colleagues, building, and school district. Our dress should convey our status as licensed professionals.

Promotion/Retention Policy

Students who successfully complete the requirements for their grade level during the school year are promoted to the next grade. In cases where the student has not completed the requirements, the teacher may recommend that the child be retained in that grade for an additional year to gain the necessary skills for success in the next grade. This must be approved by the principal after a meeting with the parents, teacher, counselor, principal and other appropriate personnel. If retention is determined appropriate, complete the Retention Recommendation Letter.

Psychological Services

Occasionally, it may be necessary for you to request a consultation with the school psychologist. Consultation forms are available in the office. Before talking to parents, see the principal for instructions. It is most important that the proper procedures, including the S.A.M. process, be followed in such an instance.

Purchases

Purchases of classroom supplies are made through the office. Teachers should submit requests to the principal along with the catalog, date, page number, cost, shipping and handling, etc. Teachers should fill out a requisition form located in the office for all orders. The requisition is sent to Purchasing so make sure the requisition is legible. A purchase order must be in place before any money can be spent. Teachers cannot be reimbursed for purchases that are made without proper processing.

Release of Students From School

Students may be released from school prior to regular dismissal time for such reasons as illness, dental appointments, funerals, and trips with parents, etc., if the student brings a note from home or the parent calls the school.

Unexpected requests to release a student from school such as student illness or a parent or relative appearing at school to take the student for any reasons should be referred to the principal. The student should not be released except through the office. Parents who come to your room must be wearing a Visitor sticker. (This means that they have signed the student out in the office or have checked in with the office before coming to your room.)

Rooms

Attractively decorated classrooms are more enjoyable for children. As a guideline, at least half of the decoration should be children's work.

You are expected to share in the responsibility of maintaining the safety and good conditions of the classrooms. A good policy is to have children rotate weekly duties in room cleanup. Windows and doors should be closed and locked when you vacate the rooms after school. All student chairs should be placed upon the tops of the desks so that custodians can sweep floors. Students should pick up pieces of paper and other objects from the floor before dismissal.

Safety of Students

You are legally responsible for the safety and well being of the students in your custody. Therefore, never allow students to be unsupervised in class or other areas and be certain to have a fellow teacher monitor your youngsters upon your absence from the room. Also, make frequent checks to insure that no unsafe conditions exist in your classroom.

Schedules

The smooth operation of any school depends, in large part, upon adherence to pre-determined schedules. Such things as teachers arriving at school on time, getting students to special classes, and being there to pick them up on time will make the entire day run smoothly for everyone. The office should have a copy of your classroom schedule by the beginning of the third week of school.

School Visitors

The Ohio Revised Code requires that all school visitors report to the office immediately upon entering the building or school grounds. Teachers observing strangers in the building or on school grounds should direct them to the office. All parents, guardians, or visitors coming to your room, for any reason, must have a Visitors Pass in hand. Return the passes to the office.

School Closings/Delays

Inclement weather in Ohio occasionally causes schools to be closed. Listen to local radio or TV stations beginning at 6:00 a.m. for details. The district's website contains information on school closings and delays, and you can sign up to receive the district text's alert.

Special Education

Northview Primary houses several special education classes. The process for placing students in these, as well as other classes, is complex and involves many personnel including the classroom teacher, principal, and psychologist. If you suspect

Special Education Continued

that a student in your class is a candidate for a special education class, your first step is to advise the principal who will discuss the case with you and supply you with the necessary referral forms. Do not advise parents that "you think the child has a learning disability," or that "you think special education is necessary for their child."

Staff Meetings

Staff meetings will be held on the 1st Friday of the month before school begins unless notified. Teachers are asked to be prompt in arrival for staff meetings so that they may begin on time. A second staff meeting date will be reserved for the 4th Friday of the month and will be utilized on an as needed basis.

Student/Parent Handbook

Teachers should read and familiarize themselves with the information in the Student/Parent folder at your earliest convenience. This publication is distributed to parents or given to children to take home during the first week of school.

Substitute Teachers

Occasionally, teachers are forced to miss school due to illness or personal reasons. When this happens, it is extremely important that detailed lesson plans are left for your substitute teacher. In addition, teachers are asked to maintain a "Sub Folder" in the office, which contains information of value to substitute teachers, and should include:

- a) current seating charts
- b) list of procedures such as lunch money, attendance, etc.
- c) list of helpful and trustworthy students
- d) list of potentially troublesome students
- e) list of students with special needs
- f) daily schedule
- g) name and location of nearby staff members and other information which would be useful to your substitute teacher

Supplies

The office stocks certain classroom supplies such as chalk, tape, staples, paper clips, etc., in the copy room. Construction paper and art roll paper are kept in the teachers' lounge. Submit other requests to the principal for consideration. Let the office know if any supplies are running low.

Tests, Standardized

Standardized tests are administered by classroom teachers at various times throughout the school year. The individual results are entered on the cumulative folders and class results are shared with staff on the appropriate sheets.

Textbooks

You should maintain an inventory of textbooks. Be sure to explain to students that they must return the exact book issued to them at the end of the year. Make careful note of the condition of books when issued. Fines for damages or lost books will be issued.

Title IX

Findlay City Schools are in compliance. See the principal for procedures and forms.

Tornado Drills

Review Findlay City Emergency Procedures/Crisis Management Plan.

Tornado drills will be practiced once a month in conjunction with the city horns. The procedure for these drills will be practiced during the first few weeks of school by having students walk through a drill. Silence must be maintained during a tornado drill.

Unattended Rooms

DO NOT leave students in classrooms unattended except in an emergency. If you must leave the room, ask another staff member to monitor for you and notify the office immediately. You are responsible for the safety of the students in your room.

Unsatisfactory Reports

If a student is in danger of failing or not meeting the expected benchmarks, parents must be notified mid-way through the grading period by an Interim Report. Phone calls personalize the situation, but make sure to document via a phone record. Let the principal know the students who receive an Interim report.

Vacation Requests, Student

Occasionally, parents request that students be taken out of school to go on vacation with parents. Parents may obtain Vacation Request forms from the office. Teachers should arrange for students to take any routine work with them. All other work should be assigned upon return and a reasonable timeline established to finish it.\

Vandalism

Be on the lookout for incidents of vandalism and report incidents to the principal. If possible, witnesses should be secured when making such reports.

Volunteers, Parent

Use of parent volunteers for classroom work is encouraged and should be arranged by teachers. Volunteers must be visible to the staff when volunteering. The office should be notified of the volunteer's schedule once it is established. Beginning this school year, volunteers may be required to have a background check in order to work with children. Please see the office for procedures. All volunteers must sign in and obtain a visitor's badge in the main office.

Windows

All classroom windows should be closed and locked before you leave your room at the end of the day.

Workday, Length of

Teachers should be in the building no later than 8:10 a.m. and in their classrooms no later than 9:00 a.m. School officially begins for students at 9:15 a.m. and lasts until 3:40 p.m. Teachers are expected to work an eight-hour day. (8:10 a.m. to 4:10 p.m.)

Workplace Safety and Health

See Appendix F.

APPENDIX A

Parent Conference Planner

Parent's name _____

Parent/Guardian name(s) _____

Conference date/time _____ Confirmed

Student's progress (list areas/subjects and notes for discussion):

Areas of strength/examples:

Areas that need improvement/examples:

Summary of test results, if available:

Questions for the parent(s):

Conference Recap

Questions, comments from the parent(s):

Suggestions for work at home:

Agreements made with the parent(s):

Comments:

Follow-up date: _____

APPENDIX B

APPENDIX B

To access Board Policy regarding Student Conduct Policy, go to the Findlay City Schools website. Click on the bar at the top "District Information." Scroll down and click on "Board of Education." When this page comes up, click on the left-hand side of the page "Board Policy Manual." The information is under 9.0 Student. Click on 9.06 and 9.08 to obtain the student behavior code.

APPENDIX D

APPENDIX D

To access Board Policy regarding use of videos in the classroom, go to the Findlay City Schools website. Click on the bar at the top "District Information." Scroll down and click on "Board of Education." When this page comes up, click on the left-hand side of the page "Board Policy Manual." The information is under 8.0 Instruction. Click on 8.b.

APPENDIX E



Non-Discrimination Policy

The board affirms that, consistent with and to the extent required by applicable law, no person shall, on the basis of sex, race, color, national origin, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices. This shall extend to employees therein and to admission thereto. Inquiries concerning the application of this policy may be referred to the Superintendent or designated coordinator. This policy shall prevail in all Board policies concerning school employees and students.

The Board designates:

Assistant Superintendent - Title VI Coordinator
Assistant Superintendent - Title IX Coordinator Dir.
Director of Elementary Instruction - Sec. 504 Coordinator

Complaints should be referred to:

Title VI (race, color and national origin)
Mr. Troy Roth
1100 Broad Avenue
Findlay, Ohio 45840
(419) 425-8202

Title IX (sex)
Mr. Troy Roth
1100 Broad Avenue
Findlay, Ohio 45840
(419) 425-8202

Section 504 (handicap)
Dr. Victoria Swartz
1100 Broad Avenue
Findlay, Ohio 45840
(419) 427-5424

FINDLAY CITY SCHOOL
Findlay, Ohio
2017/2018 School Calendar

Convocation/Building & Dept. Meetings	Tuesday, August 15, 2017
First Day for Students	Wednesday, August 16, 2017
Teacher In-Service – NO SCHOOL for students	Friday, September 1, 2017
Labor Day – NO SCHOOL	Monday, September 4, 2017
Parent/Teacher Conferences – NO SCHOOL	Mon. & Tues., Nov. 20 & 21, 2017
Fall Break	Wed., Thurs. & Fri., Nov. 22, 23 & 24, 2017
Winter Break	Wednesday, December 20, 2017 – Tuesday, January 2, 2018
Students First Day Back to School	Wednesday, January 3, 2018
Martin Luther King Day – NO SCHOOL	Monday, January 15, 2018
In-Service Day – NO SCHOOL for students	Monday, February 19, 2018
Spring Break – NO SCHOOL	Monday, March 26 - Friday, March 30, 2018
Last Day for Students (178 Days)	Thursday, May 24, 2018
Clerical Day for Teachers	Friday, May 25, 2018
Findlay High School Commencement	Saturday, May 26, 2018

(All Millstream students will follow the Findlay City Schools Calendar)

9-Week Grading Periods

First 9-Week Grading Period	08/16/17 – 10/20/17	46 days
Second 9-Week Grading Period	10/23/17 – 01/05/18	40 days
Third 9-Week Grading Period	01/08/18 – 03/16/18	48 days
Fourth 9-Week Grading Period	03/19/18 – 05/24/18	<u>44 days</u>

TOTAL DAYS IN SESSION for students = 178 days

- New Teacher Orientation: 8/11 and 8/14
- Convocation 8/15

Two-Hour Delay Dates for Teacher In-Service:

Friday, September 29, 2017 Thursday, December 7, 2017 Monday, January 08, 2018

****Parent Teacher Conferences may be scheduled on different dates at specific buildings and count as 2 school days.****

Approved: 1/11/16

APPENDIX F

Employee Accidents/Injuries *(to be inserted in all Employee Handbooks)*

It is the policy of the Findlay City School District to provide a safe and healthful environment, free from recognized hazards which may cause serious injury to students, employees, and visitors. This is accomplished by maintaining a comprehensive safety, health, and environmental program which involves all district employees.

The Findlay City School District will conduct all of its activities in compliance with applicable standards, codes, regulations, and laws. Each and every person at the district understands that safety and health is not an additional job responsibility, but that it is an integral part of every task. If any function is not being performed safely, then it must be stopped, and then altered so that it can be performed safely.

In carrying out its responsibility for, and commitment to provide a safe and healthy environment, the District has established the Safety Committee. This committee is a resource for every person at the District. Concerns can be expressed to the Superintendent's office and the district's safety committee by calling X8212.

Each employee of the school district community will abide by established safety and health policies and procedures. It is the intent of the District to accomplish this goal through training and education. Failure by a faculty, staff, or administrative person to follow established policies and procedures will require the initiation of disciplinary procedures.

Each employee shall adhere to all safety requirements, policies, procedures, practices and perform his/her duties in a safe manner. Employees are responsible for reporting via the Safety Alert Form (Exhibit XX):

- unsafe acts,
- unsafe conditions,
- potential hazards,
- accidents, and
- risks of any kind

to their immediate supervisor as soon as he/she is aware that they exist (within 24 hours).

In the Event of a Work-Related Injury

If you have a work-related injury,

- Notify your direct supervisor immediately (within 24 hours).
- Complete the Initial Injury Report (Exhibit XX).
- Send Initial Injury Report to Central Administration, Assistant Superintendent's office.
- If you seek medical treatment, present Ohio Workers' Compensation Identification Card to your physician (lost or misplaced cards can be secured through Central Administration, Assistant Superintendent's office).

Instructions for use of ALERT Form for school employees

Originator:

If you should see a concern that is a safety issue, you need to complete the ALERT Form as follows:

1. Complete the top part of the form
 2. Sign and date when you give this to your principal
 3. Make a copy for your records
-

Principal:

1. Complete name and date received
 2. Complete response with your action or the name of the supervisor to whom you referred the issue
 3. Sign and date when it is sent to the supervisor
 4. Make a copy for your records
-

Supervisor:

1. Complete name and date received
2. Circle action
3. Complete explanation of action
4. Sign and date when job complete/issue closed
5. Make a copy for your records
6. Send completed form to Administration Office for the Safety Team

Safety Alert Form

Originator

Name: _____ Date submitted: _____ Dept./School: _____

Describe concern: _____

Recommendations on How to Fix: _____

Priority: (if emergency, contact should be made directly to principal/supervisor by phone
– complete paperwork as soon as possible)

Employee Signature _____ date: _____

Principal/Supervisor Name: _____ date rec'd: _____

Response: _____

Signature: _____ date sent: _____

Supervisor: _____ date rec'd: _____

No Action

Delay Action

Take Action

Explanation: _____

Signature: _____ date closed: _____

Safety Team (Administration Office)

Received: _____ Reviewed: _____

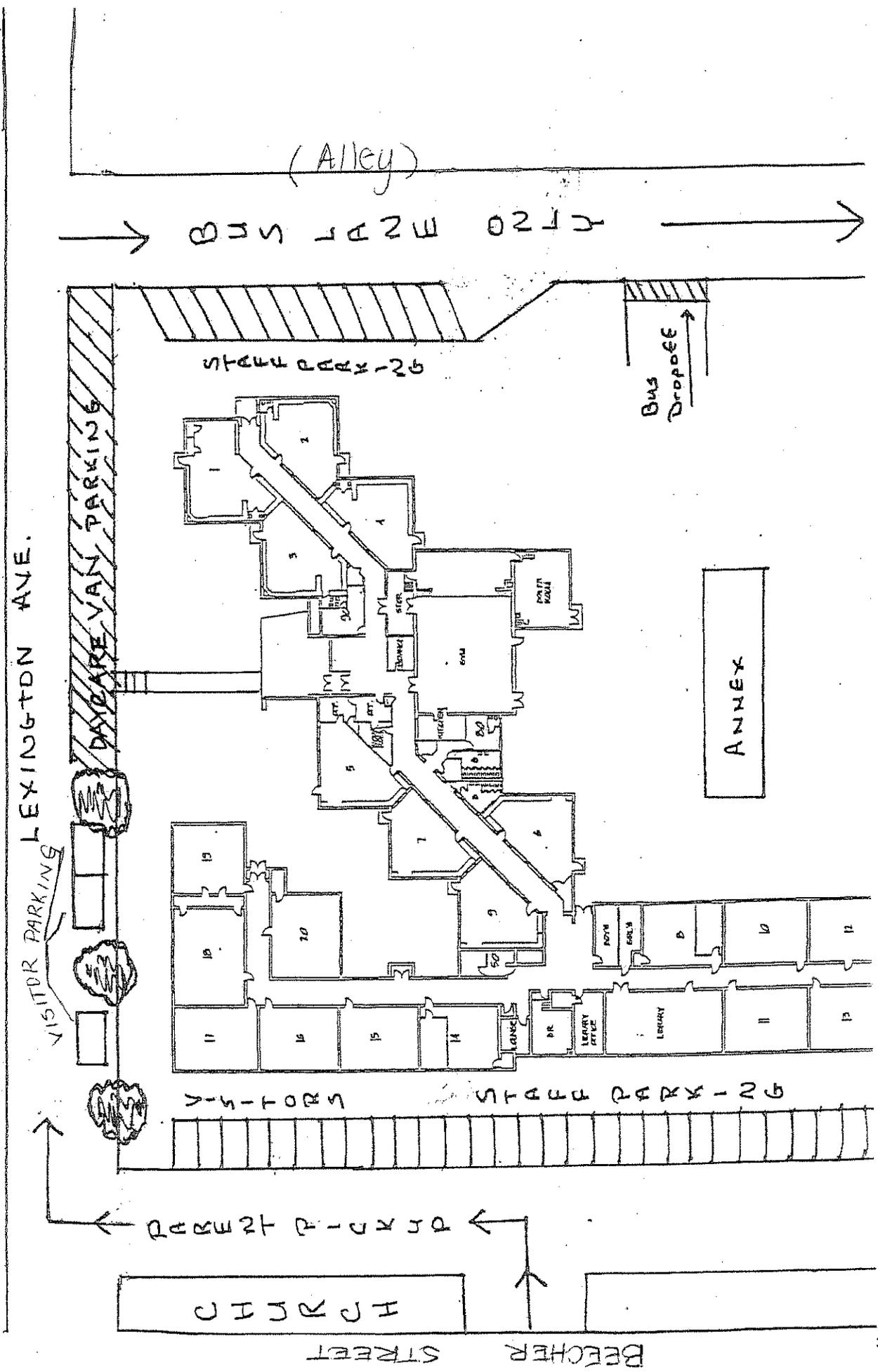
cc: Originator, Principal, Supervisor, Administration Office (Safety Team)

Appendix F

To access the First Report of Injury, go to FCS's website, Staff – Electronic Forms, Personnel, Documents. It can be filled out on-line.

APPENDIX G

PARKING MAP





Findlay High School

2017-2018

1200 Broad Avenue
Findlay, OH 45840
419-425-8289

Administration:	Ext:	Guidance:	Alpha/Grade	Ext.
Ryan Imke	425-8278			
Kevin Shoup	427-5409	Maria Little	A-G 10-12	427-5414
Justin Shank	427-5433	Kyle Hackenburg	H-Q 10-12	425-8313
R-Z Principal	425-8304	Jenny Coulter	R-Z 10-12	425-8356
Lynsey Davis	425-8279	Ursulla Jefferson	Freshman	425-8269
David Danhoff	425-8293		Millstream Director	
Pam Hamlin	425-8256		Career Tech Coordinator	
Nate Weihrauch	425-8216		Athletic Director	

Attendance Hotline: 1-844-305-3755 or fcs.schoolconnects.com

Transportation: 419-425-8363

Findlay City Schools Administration Office: 419-427-5487

Findlay City Schools Internet Home Page: <http://www.findlaycityschools.org>

Class of 2018 Motto:

"Good, better, best. Never let it rest, 'til your good is better and your better is best."- *Tim Duncan*

Property of: _____
Address: _____
Phone #: _____ Email: _____
In case of emergency, please notify:
Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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<http://www.schooldatebooks.com> • sdi@schooldatebooks.com

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LET US DO THE WORK FOR YOU!

No need to update this page, we will do it for you!

When you're finished with your handbook updates
we'll make sure your Table of Contents matches.

WELCOME

High school is an exciting time for students to explore many challenging and interesting opportunities. The faculty and staff at Findlay High School are committed to helping you face these challenges in order to better prepare you to be successful in whatever you choose for yourself after graduation. High school is much like your preseason for your adult life. It is your opportunity to try new things and discover what works for you and what does not work the way you would have hoped before stepping out on your own. We encourage you to embrace and learn from the challenges that do not work out as you wished as well as your successes. It is ultimately up to you to make the best use of this time in your life. Findlay High School has many excellent curricular and extra-curricular programs. Over the years thousands of Findlay graduates who have taken advantage of the services and opportunities at Findlay High School have gone on to find enormous personal and professional success in the adult world. Now it is your turn. Whether your high school career is just beginning or nearing completion, it is never too late to get involved and take advantage of each and every opportunity. We are committed to implementing 21st century learning skills related to creativity and innovation, critical thinking, problem solving, communication and collaboration at FHS. If you extend the effort, you will find success. Students and parents are encouraged to become familiar with the school handbook. It includes helpful information, school policies, and study hints. This handbook is adopted by the Findlay Board of Education as a helpful guide or supplement to the district's rules and policies. It does not, however, supersede the official policies of the Findlay Board of Education. We hope that your student/parent handbook will help you stay focused and organized. Visit the district website to locate FHS information such as calendars of events, activities, academic information and progress book access. Have a great year and welcome to FHS.

- Ryan Imke

SCHOOL DISTRICT CALENDAR 2017-2018

Convocation / Building Meetings	August 15, 2017*
First Day for Students	August 16, 2017
Teacher in-Service Day – No School for Students	September 1, 2017
Labor Day – NO SCHOOL	September 4, 2017*
Parent /Teacher Conferences	November 21 & 22, 2016
Fall Break – NO SCHOOL	November 22, 23, & 24, 2017*
Winter Break – NO SCHOOL	December 20, 2017 – January 2, 2018*
Students' First Day Back to School	January 3, 2018
Martin Luther King, Jr. Day – NO SCHOOL	January 15, 2018*
Teacher In-Service Day – NO SCHOOL for students	February 19, 2018
Spring Break – NO SCHOOL	March 26, 2018 – March 30, 2018*
Last Day for Students (178 days)	May 24, 2018
Clerical Day for Teachers	May 25, 2017
Findlay High School Commencement	May 26, 2017

Student vacation days*

Parent teacher conferences may be scheduled on different dates**

BELL SCHEDULES

DAILY SCHEDULE

1	7:30-8:15				
2	8:20-9:05				
3	9:10-9:55				
4	10:00-10:45				
Lunch A	10:50-11:20	5b	10:50-11:35	5c	10:50-11:35
5a	11:25-12:10	Lunch B	11:40-12:10	6c	11:40-12:25
6a	12:15-1:00	6b	12:15-1:00	Lunch C	12:30-1:00
7	1:05-1:50				
8	1:55-2:40				

THURSDAY SCHEDULE TBT

1	7:30-8:15				
2	8:20-9:05				
3	9:10-9:55				
4	10:00-10:45				
Lunch A	10:50-11:20	5b	10:50-11:35	5c	10:50-11:35
5a	11:25-12:10	Lunch B	11:40-12:10	6c	11:40-12:25
6a	12:15-1:00	6b	12:15-1:00	Lunch C	12:30-1:00
7	1:05-1:50				
8	1:55-2:40				

TWO HOUR DELAY

1	7:30-8:15				
2	8:20-9:05				
3	9:10-9:55				
4	10:00-10:45				
Lunch A	11:50-12:20	5b	11:50-12:20	5c	11:50-12:20
5a	12:25-12:55	Lunch B	12:25-12:55	6c	12:25-12:55
6a	1:00-1:30	6b	1:00-1:30	Lunch C	1:00-1:30
7	1:05-1:50				
8	1:55-2:40				

PLEASE SEE MILLSTREAM CAREER CENTER SECTION FOR BLOCK SCHEDULING INFORMATION AND TIME TABLES.



DISCLAIMER

School rules published in this handbook are subject to such changes as may be needed to insure continued compliance with federal, state or local regulations, as well as the FCS Board of Education Policies and Procedures, and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior and board policies and procedures can be written and inserted in a guidebook; however, we expect students to follow reasonable rules and not violate the rights of others. **The provisions of this handbook and the code of conduct are in effect at school, on school property, at any school-sponsored activity, in the line of sight of the high school or otherwise subject to the authority of school officials. These rules apply off school property if the misconduct is connected to activities or incidents that have occurred on property owned or controlled by the district. These rules also apply off school property if the misconduct interferes with the learning environment on school property or if the misconduct is directed at a district official or employee or the property of a district official or employee.**



FINDLAY HIGH SCHOOL

Findlay's first school was erected in 1827. In 1840, the need for a larger school became apparent and one was built on the corner of East Crawford and East Streets. In the fall of 1868, students found themselves in a new home. It was built on East Sandusky Street and was known as the Central Building. The first class graduated from Findlay High School in 1873 with 11 members. Students then moved into a newly constructed modern high school in 1901 on West Main Cross Street. An addition was completed for the 1923-1924 school year. The present high school was built on Broad Avenue and opened to students in the fall of 1963. To begin the 2000-2001 school year, a new academic wing containing 16 classrooms and office space was completed as well as an auxiliary gymnasium. The new Millstream Career Center was opened to students in 2012 beside the high school on Broad Avenue. FHS presently houses approximately 1600 students in grades 9-12.

FINDLAY CITY SCHOOLS MISSION STATEMENT

The mission of the Findlay City Schools, a community partnership committed to educational excellence, is to instill in each student the knowledge, skills and virtues necessary to be lifelong learners who recognize their unique talents and purpose and use them in pursuit of their dreams and for service to a global society. This is accomplished through a passion for knowledge, discovery and vision shared by students, families, staff and community.

FINDLAY HIGH SCHOOL MISSION STATEMENT

The Mission of Findlay High School is to empower each student to be lifelong learners and valuable members of society.

FINDLAY HIGH SCHOOL MOTTO

Recognize and realize your potential.

SCHOOL COLORS - Royal Blue and Gold

MASCOT - Trojan

ALMA MATER

Come one and all from Findlay High, School to us most dear, let us sing her praises for guidance through the years. Give thanks for opportunity to learn and live Democracy. We are loyal boosters of old Findlay Senior High.

Chorus:

Findlay High! Old Findlay High! Alma Mater fairest.
Blue and Gold! Oh Blue and Gold! Our inspiration be.
Trojans Brave! Oh Trojans true! We're with you every one.
Findlay High! Dear Findlay High! We rise to honor Thee.

FIGHT SONG

Go Findlay High. We're forever loyal. Go Findlay High. We're forever true. Rah! Rah! Rah! Go Findlay High. Cheer for the Royal. Go Findlay High. We Love you. Findlay High. TROJANS FIGHT. Fight!

7 HABITS

- Be Proactive
- Begin With the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then To Be Understood
- Synergize
- Sharpen the Saw

STUDENT RESPONSIBILITIES

PREAMBLE:

Freedom and responsibility are mutual and inseparable. We can ensure enjoyment of the one only by exercising the other. Freedom for all of us depends on responsibility by each of us. To secure and expand our liberties, therefore, we accept these responsibilities as individual members of a free society:

- To be fully responsible for our own actions and the consequences of those actions.
- To respect the rights and beliefs of others.
- To give sympathy, understanding, and help to others.
- To do our best to meet our own and our families' needs.
- To respect and obey the laws.
- To respect the property of others, both private and public.
- To share with others our appreciation and benefits and obligations of freedom.
- To participate constructively in the nation's political life.
- To help freedom survive by assuming personal responsibility for its defense.
- To respect the rights and to meet the responsibilities on which our liberty rests and our democracy depends.

HELP AT SCHOOL AND IN THE COMMUNITY

WHAT TO DO IN CASE...

1. You are hurt or ill: Get a pass to the nurse/clinic or appropriate principal.
2. You have been absent: You must bring a valid explanation in writing from home (see attendance policy).
3. You need to leave the building for any reason: You must sign out at the attendance office.
4. You have lost books or belongings: Report to the main office to check the lost and found.
5. If a teacher detains you: Get your student handbook signed from the teacher who detained you, including the time of departure, and show it to your next teacher.
6. You want to leave the classroom: Request a pass from your classroom teacher to be written in your student handbook.
7. You have a personal problem: Make an appointment with the counselor and/or principal.
8. You have locker trouble: Report to the main office in grades 10, 11, 12 or freshman office in grade nine.
9. You stay home at lunch ill: A parent must call the attendance office the same day and a written excuse must be presented to the appropriate attendance aide upon returning to school.

WHERE TO GO FOR...

Address Change Form	EMIS Coordinator
Announcement Forms	SAC Office
Athletic Concerns	Athletic Director
Attendance Information	Attendance Aides
Book Fee Payments	Secretary
Class Rank/GPA/Credit Status	Guidance Office
Class/Schedule Changes (Add/Drop)	Guidance Office
College Information/Visitation Forms	Guidance Office
Enrollment Forms	EMIS Coordinator
Emergency Medical Forms	Online
Fee Waiver Form	Secretary
Free/Reduced Lunch Forms	Secretary
I.D. Cards	SAC Office
Millstream Information	Millstream Counselor
Parking Tag	Online / then Main Office – Parking Secretary
Scholarship Information/Career Information	Guidance Office
School Calendars	Online
Transfer Forms	Guidance Office
Vacation Forms	Attendance Aide / Secretary
Visitors/Guest Speakers	Main Office
Withdrawal Forms	Guidance Office
Work Permits	Main Office

NEED HELP FINDING HELP?



FHS Hotline 419-429-8994 or <http://fhs.findlaycityschools.org/incident.html> to report an incident

Do you or someone you know need help? The Hotline is available 24 hours a day, 7 days a week. Look for this ICON on the webpage listed above.

Helping Agencies (419 area code)

Family Resource Center 422-8616

Food

CHOPIN Hall 422-6401

Salvation Army 422-8238

Women Infants Children (WIC) 424-0720

Hancock Christian Clearing House 422-2222

Food and/or Homeless Shelter

City Mission 423-9151

Housing Services

Hope House 425-4673

Information and Referral

Help Me Grow 423-8687

HC Job and Family Services 800-228-2732 and 422-0182

Library, Hancock County 422-1712

Medical and Prescription

Caughman Clinic 427-0809

Women's Resource Center 424-9948

Support Groups

Therapy & Emergency Services 425-5050

PALS (Century Health) / Suicide Loss 422-3711

Utility Assistance

Associated Charities 423-2021

GENERAL INFORMATION

ASSEMBLIES

Periodically assembly programs will be presented. Those of a more formal nature will be held in the auditorium whenever possible. If the nature of the program is such that it is advisable to have the entire student body together at one time, the program will be presented in the gymnasium. Always remember those presenting programs are our guests. Be a courteous audience. If there is a reason for you to be excused from the program, contact one of the principals.

CHEMICAL HEALTH POLICY

Findlay City Schools believes that a chemical health policy is part of a comprehensive education on substance abuse for students (e.g. health curriculum, counseling services, red ribbon week, challenge day, etc.) and is complemented by the extra-curricular activities rules and eligibility policy 9.22. This policy also reemphasizes the Board of Education's support of student programs that assist students and parents in dealing with many of today's unique challenges.

Recognizing that observed and suspected use of alcohol and illicit drugs by school students is a serious concern, a program of deterrence will be instituted as a pro-active approach to a drug free school. Likewise, students using drugs pose a threat to their own safety, as well as to that of other students.

The purpose of this program is fourfold:

1. To provide for the safety of all students;
2. To undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs;
3. To encourage students who use drugs to participate in drug treatment programs; and
4. To prevent the impact drug and alcohol use has on the learning centers of the brain allowing students to achieve their full academic potential while a student within Findlay City Schools.

Therefore, during each season, activity or school year when a student moves into the School District, all students wishing to participate in athletics, extra-curricular activities and/or purchase a parking permit will be subject to urine testing for illicit or banned substances. Eligible students may be randomly tested anytime during the school year, or tested upon suspicion. Any student who refuses to submit to urine drug testing may not be permitted to participate in the Findlay City School District athletic related extra-curricular activities, nonathletic extra-curricular activities, or purchase a parking permit for their career.

Please visit <http://www.findlaycityschools.org/board-policy.htm> for the complete Chemical Health Policy 9.23 or 9.23a for the complete Chemical Health procedures.

DANCES & PROM

FHS students may bring a guest to Homecoming and/or Prom provided a Guest Permission Request form has been turned in to the SAC office prior to the deadline. **Students must be current on school fees or make arrangements with the appropriate principal.** All guests are required to have photo identification, which includes a birth date, unless approved by the appropriate principal. No students in eighth grade or younger are permitted to attend FHS Dances/Prom. Guests must not be over the age of 20 years old. **All FHS students must bring their school ID to be admitted, or there will be a \$5.00 service charge that must be paid prior to admission.** The administration reserves the right to deny admittance to guests.

Homecoming, Prom Court, and other dances sponsored by Student Council are considered an extension of the Student Council Auxiliary, and therefore to be eligible for the Court (e.x. Homecoming & Prom) a candidate must meet the same eligibility requirements as an auxiliary member including all extracurricular rules and chemical health policies. See 9.22 & 9.23 of FCS board policy.

DIRECTORY INFORMATION/ STUDENT RECORDS

Findlay High School makes directory information available upon a legitimate request unless a parent/guardian or student 18 years or older notifies the school in writing by October 1 of each school year that (s)he will not permit distribution of the following information. Under Ohio law, directory information includes the following: Student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation and awards received. The right of confidentiality and protection from improper disclosure will be in accordance with the Family Educational Rights and Privacy Act of 1974 and the Uninterrupted Scholars Act of 2013.

FINES

Students will be assessed fines for non-payment of school debts. Students who have accrued fees, fines and other unpaid debts may have permanent records and diplomas withheld and will not be able to secure a parking permit until the full amount of the debt is repaid or a payment schedule has been established and fulfilled.

FUNDRAISERS/SALES

All fundraisers have to be affiliated with a school approved club/activity and approved by a principal on a sales and service form. Students are only permitted to sell products that have been previously approved, as mentioned above, during the time-frame specified on the sales and service form.

HALL PASSES/HANDBOOKS

If a student must leave the classroom, the teacher will issue an official pass (written in the student's handbook) to the student. It is the student's responsibility to obtain a pass prior to leaving the classroom. **Do not leave the room without a pass.** Passes will be issued only when absolutely necessary. Students in the halls without an official pass will be subject to disciplinary action. Hall passes will not be issued to a student's locker from a study hall. Students are not permitted to share handbooks. Students will be provided one copy of the handbook free of charge per year.

HEALTH SERVICES

The School Nurse is available in the health clinic five days per week. Any student who becomes ill or injured during the school day should report to the clinic, or to the appropriate principal. Students must get a pass from their classroom teacher to go to the nurse. Students should not go to the nurse between classes unless it is an emergency. If it is necessary for the student to go home, the nurse or the office will contact the parent or guardian. Students are expected to call home from the nurse's or principal's office to obtain permission from a parent to be sent home for an illness.

INCLEMENT WEATHER

Radio stations WFIN/WKXA, WHMQ, WBVI and local television stations will be used to inform the community when school is delayed or cancelled due to inclement weather. Please consider signing up for text alerts at: <http://www.findlaycityschools.org/text.htm>. The information will also be posted on the school's web site, <http://www.findlaycityschools.org> or call the Info-line 421-8888 extension 3333. When students are released early because of the weather, the building principal will decide if any after school activities may be held. If held, these practices or activities will not be mandatory.

LIBRARY GUIDELINES

The library is open before school at 7 a.m. and after school until 3:30p daily.

Study hall: Students wishing to report to the library during study hall can check in at the library entrance door using their student ID. Students should report directly to the library before the tardy bell. The student ID is required. All study hall rules listed in the student handbook also apply. A library study hall schedule is posted at the entrance door. Any schedule changes will be posted to Twitter @FHS_MC

Materials: Students may check out books during the school year for two weeks. Students may renew materials needed for a longer period. Ebooks and databases are available through INFOhio.org. Lost or damaged materials will be charged to the student's account at the cost of replacement.

LOCKERS

Each student is issued a locker for their individual use only, for storage of books and equipment. It is the responsibility of each student to see that his/her locker is locked at all times. **THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN ITEMS.** The lockers are the property of the school and may be searched by authorized personnel. All locker combinations should be kept confidential. Book bags, briefcases, duffel bags, or other similar items are to remain in your locker during the school day.

MEDICATION

Students are not permitted to carry any medications and/or pills/substances of any type at school. This includes over-the-counter medications and prescriptions. Medications should be given at home. If it becomes necessary to have medication during the school day, the physician and parent must complete and sign the medication form and the medication must be brought to the clinic in the original labeled container. The Board of Education policy for medication at school is in accordance with the state law. Students are required to have a current Emergency Medical Form on file with the school nurse.

PERSONAL PROPERTY

The Findlay City Schools are not responsible for personal property, including musical instruments and athletic equipment, brought onto school property.

SCHOOL PUBLICATIONS

The newspaper, *The Blue & Gold*, is published periodically. Each issue contains interesting and important information concerning the school, its activities, students, and faculty. It is available to the students free of charge. *The Trojan* is the school yearbook and is published once each year. It will include pictures of all students and student organizations, and information concerning them. There is a fee for the yearbook.

SCHOOL SAFETY DRILLS

When an announcement is made for any school safety drill such as a fire drill, a tornado drill, or a lockdown, all students, staff members, visitors and other people in the building are expected to follow the directions of school officials. Students must refrain from talking and go to the designated areas quickly, quietly and in an orderly manner. Any student in violation of these guidelines may receive disciplinary action.

SCHOOL SAFETY

School safety is very important to us. We need your help in ensuring the safety of everyone at Findlay High School. Students are reminded that they are not to prop doors open, rig doors to stay open or place objects in doors to otherwise bypass door locks. Students who prop doors open, rig doors to stay open or place objects in doors to otherwise bypass door locks will be identified using building security resources and disciplined.

Students are reminded that they are not permitted to enter Findlay High School through the freshman doors after 7:25 am. All students must enter through the main doors. Students leaving Findlay High School to go to Millstream are not permitted to hold the door for others to enter into the freshman wing. Students may enter through the FHS/Millstream hallway during the school day. All visitors must use the main entrance to enter Findlay High School.

SIGN-POSTING POLICY

- The Principal of Student Activities or the Activities Director must sign each poster in the lower right-hand corner signifying approval before it is posted.
- All signs and posters must be done legibly and in good taste. Judgments of taste are the responsibility of the school administration.
- All posters advertising coming events may be placed in the halls no sooner than two weeks before the event and must be removed promptly after the event.
- No signs or posters may be placed on glass or the painted portion of the walls. Signs/posters should be hung on the tack strips if possible.
- Signs must be attached with masking tape, not cellophane tape, and should never be suspended or attached to light fixtures.
- Only Findlay High School organizations or groups with special permission may post signs only in designated areas, no commercial signs are to be placed in the building without principal permission.
- Defacing or destroying signs is prohibited and the student will be subject to disciplinary action.

SIGNING IN AND OUT OF THE BUILDING

For safety purposes, students are expected to remain on campus upon arrival and throughout the school day. Students must sign out when leaving the high school/Millstream and sign in upon return with the appropriate attendance aide at all times during the school day (excluding lunch, Millstream classes, CCP, and/or field trips). Failure to sign in or out of school may result in disciplinary action.

STUDENT PICTURES / ID CARDS

A photo for the student identification card will be taken before students pick up their schedules in August or at the time a student enrolls at Findlay High School. All freshman will have their picture taken on the first day of school and receive their ID. All students are required to have a, current year, student ID. Students are encouraged to wear their FHS ID's. All students must have their ID badge on them during school. Students must present their ID's to school personnel when asked, this includes entering the building after the doors have been locked, entering the library or computer lab, after returning from open lunch, and all school dances/tickets. If the student does not have an ID badge, they will be immediately checked that they are an FHS student. The inability to present ID will be documented & reported to the appropriate administrative team. After 3 reports of not being able to present an ID a student must purchase a new ID for \$5. If the ID badge is lost an additional ID badge must be purchased for \$5.00. Students who deface an ID badge will be required to purchase a new ID badge and other disciplinary action may be taken. A defaced ID badge is any badge on which the picture, ID#, year, barcode or status has been changed, altered, or obstructed. Student's pictures are necessary for office records, ID cards, and the Trojan Yearbook. Packages of various size prints will be available for those who care to purchase them. From time to time, students' pictures may be taken by photographers and local/school newspapers to be used in school press releases, school publications and school websites. Students may also be videotaped in the classroom, including but not limited to situations involving teachers who are completing college/university requirements. **If you object to having your child's picture and name used, please notify the school in writing by October 1.**

STUDY HALL

1. iPods, Kindles, and other forms of technology may be used by students during study halls as long as students do so quietly and do not cause disruptions.
2. Students will be permitted to use Smart Phones and other similar phones to read textbooks, view teacher lessons, and other educational activities. Students will not be permitted to use cell phone to make phone calls during study hall.
3. Students must use the technology in private so that it does not disrupt others.
4. Students must use ear buds so that others are not disrupted. The volume of the electronic device must be low enough that the student can hear alarms/bells.
5. This electronic procedure applies to all study halls. It does not apply to instructional classes.
6. It is the student's responsibility to keep all technology in a safe location at school.
7. Taking photos, videos, and video chats are not permitted.
8. Violation of these rules may result in the confiscation of the technology and other discipline as deemed appropriate by administration

Students are expected to attend study halls. Students who are tardy or skip study hall will receive school consequences. Students must sit in their assigned seats. Study halls must be quiet at all times. Students must have the approval of the study hall monitor to study together. Students must have a pass to leave study hall and must use the sign out sheets stating the time the student left, the destination, and the time of return. A student wishing to see another teacher must have a pass from that teacher before study hall starts. Take school work to study hall; students will not be permitted to go to their locker during study hall. Only clear water bottles are permitted in study hall. Please see cell phone policy for other electronic devices information.

TELEPHONE USE / CONTACTING A STUDENT

Students will not be called to the telephone during the school day. Emergency messages will be accepted and delivered by the office personnel. Messages will only be accepted from a student's parent or guardian. Students should not expect to be excused from class or study hall to use the telephone, nor is using the telephone a legitimate reason for being tardy to class.

PERMANENT PASSES

This permit will be issued by a teacher who desires a student to do work during a specified period when the student is normally in a study hall. The student is required to attend their scheduled study hall until the permit has been processed with the office.

WORK PERMITS

According to Ohio Revised Code Chapter 4109, minor students 14 through 17 years of age are required to have a work permit in order to be employed. Students needing a work permit can obtain an application in the Main Office. Once all parts of the application have been completed, students should take the application to the Main Office. The student's work permit application will then be submitted to the appropriate assistant principal for approval, which may take up to five (5) business days. Following approval, the application will be filed on-line to the Ohio Department of Commerce and a copy will be given to the student to give to their employer. In order to have a work permit application approved, students must be in good standing in regards to enrollment in and attendance at school. Students who do not remain in good standing may have their permits revoked.

PARKING / TRANSPORTATION / FIELD TRIPS

BUS POLICY

It is the intent of the Pupil Transportation Policies to assure pupils and parents a safe, dependable, and efficient program. Rules are necessary to govern the operation of such a program. Any violation of these rules, including those listed below, may result in disciplinary action.

BUSES

Riding a bus is a privilege extended to those who qualify to ride school buses to and from school. Once these students arrive at school by buses, they are not permitted to leave the school grounds from the time of arrival until their bus departs after dismissal. Students will be informed about rules governing their behavior on school buses by their drivers. **All school rules and procedures apply while students are being transported by school district vehicles.** Bus Safety Rules are posted in ALL Findlay City School Buses: Observe classroom conduct; Be courteous; Use no profane language; Do not eat or drink on the bus; Keep the bus clean; Cooperate with the driver and/or bus aide(s); Do not smoke; Do not damage or tamper with the bus or equipment; Stay in your seat; Keep head, hands, and feet inside the bus; Do not fight, push, or shove; Do not bring pets on the bus; Do not bring flammable material on the bus; The bus driver is authorized to assign seats; Observe quiet at ALL railroad crossings. Students must follow safety rules and state regulations, avoid any behavior that may distract the driver, including following designated safety rules, keeping the aisles and exits clear, and sitting with their back to the back of the seat and feet on the floor. School appropriate objects must be able to be held on student laps. Students must leave or board the bus at locations to which they are assigned (unless there is parent or administration authorization).

BUS RULES FOR FIELD TRIPS

In general, buses will transport students to and from school-sponsored activities in which students are participating. These buses will be under faculty supervision. Exceptions will be made in this requirement with the specific approval of a principal and then only upon a request made in advance by the parent of a student in writing to the advisor and appropriate principal. This should be allowed only in exceptional cases. For groups other than athletic, musical or Millstream Career Center, who sponsor an occasional trip, students are to submit to the advisor of the group a permission slip filled out by the parent of the student before the student may make the trip. If the student will be missing any part of a school day, they must follow the guidelines for school related absence.

The rules adopted by the Ohio State Legislature apply to all public school buses, whether on regular routes or on field trips. These rules are to help promote the safe transportation of school children. Therefore, to maximize the safety of transported students, the following rules shall be in effect:

- Pupils must remain seated, keeping aisles and exits clear. All riders must stay in their seats while the bus is moving.
- Riders must maintain a safe noise level on the bus and be respectful to the advisor and the bus driver.

- Pupils must refrain from eating and drinking on the bus, except as required for medical reasons. No one may eat or drink on the bus while it is moving. If the trip requires eating, then a stop must be planned along the way.
- Pupils may carry on the bus only objects that can be held in their laps. The aisle, exits and windows must be clear at all times. Riders are not permitted to leave by the rear door unless there is an emergency.
- When any school bus is stopped for any railroad track, all passengers must be silent until the crossing is completed.
- A Findlay City School employee must be on each bus as a chaperone during travel or as authorized by the Superintendent or his/her designee. Each chaperone's responsibility shall be to assist the school bus driver in maintaining passenger control and in enforcing procedures for the safety of all passengers.

DRIVING/PARKING

The following are the guidelines that all student drivers (permanent and temporary permit holders) are required to follow. All student drivers and their parents are required to sign a Parking Contract before a parking permit will be issued. **Parking on campus is a privilege. All students wishing to purchase a Findlay High School parking permit will be required to sign an Informed Consent Agreement and participate in both random drug testing and/or drug testing upon reasonable suspicion. Students refusing to participate in drug testing will not be permitted to purchase a Findlay High School parking permit or to park on campus.** Vehicles that have not been registered may be ticketed after the first 2 weeks of the school year.

PARKING REGULATIONS

- 1) All vehicles parked on school grounds **must be registered** with the school and **must display/hang** the current tag from the front of the vehicle. Parking privileges may be revoked if the permit is not displayed correctly or if the vehicle is parked in the teacher section or any other restricted area. The fee for purchasing a parking permit is \$35 and must be paid with cash or check in the exact dollar amount (this may be prorated at the beginning of the second semester and at the beginning of the fourth quarter). A student may register multiple vehicles under one permit. Please submit all necessary paperwork for each vehicle. It is the student's responsibility to move the tag to the appropriate vehicle being driven. The following are needed at time of registration:
 - Drivers license
 - Proof of insurance & vehicle registration
 - Digitally signed informed consent agreement for random drug testing
 - Digitally signed Emergency Medical Authorization
 - Digitally signed Parking Contract
- 2) All past due fees must be paid in full before a student will be able to purchase a Findlay High School parking permit. Students unable to pay past due fees because of financial difficulties need to meet with the principal in charge of parking or the head of security to discuss a payment plan in order to purchase a parking permit.
- 3) Parking regulations are enforced. It is considered a privilege to park on school grounds. Suspension of parking privileges, revocation of permits, towing of vehicles, use of a restraining boot, and/or other disciplinary action may occur for parking violations. Parking is strictly limited to the **student parking area behind Findlay High School. Students parking in designated faculty (numbered), visitor or handicapped areas may be fined and/or towed, including vehicles parked near Millstream, the administrative offices or Elmer Graham Stadium.** Unpaid tickets and improper parking violations may be cause for revocation of parking privileges on FHS property. The purchase and fines for parking violations are as follows:

a) Improper Parking/Display	\$5.00 fine
b) Expired Temporary Permit	\$5.00 fine
c) Parking in Restricted Area	\$15.00 fine
d) Failure to register	\$35.00 fine
e) Replacement tag	\$35.00
f) Reduced cost during year	\$18 (beginning of semester 2) & \$9 beginning of 4 th quarter)
g) Temporary tag	\$5 (up to 2 weeks)
- 4) Findlay High School is a private tow-away zone. Parking is by permit only and registrations are required. During regular school hours, violators may be towed at owner's expense. Vehicles may be recovered at Dick's Towing, 4404 Allen T.R. 142, Findlay, Ohio, by presenting proof of ownership and paying towing and storage charges. The towing is done under authority of Ohio Revised Code 4513.60.
- 5) All student drivers must be licensed and covered by insurance. The school is **NOT** responsible for the vehicle or its contents. Freshmen may not park on school property during a scheduled school day.

- 6) Vehicles will be appropriately parked on arrival, one vehicle per space. Pull-in parking only will be permitted, so as to make the parking permit easily visible to security. Students are not allowed to pull through the parking space. Back-in or pull-through parking constitutes a violation for improper parking. Parking lot speed shall not exceed 15 miles per hour. Reckless and/or irresponsible operation is cause for revocation of parking privileges (Irresponsible operation includes, but is not limited to: stop sign violation, failure to yield in crosswalks, and speeding). Students who park on campus after privileges have been revoked may receive additional disciplinary consequences. A student shall not intentionally, nor recklessly, operate a motor vehicle so as to endanger the safety, health and/or welfare of others on school property.
- 7) All regulations of the student handbook apply to the parking lot, including tobacco violations. Students are not to loiter in the parking area nor are they to sit in their vehicles while parked on school grounds. The school will cooperate fully with police investigations, including but not limited to the use of canine patrol programs subject to Board of Education policy. **Student vehicles are subject to search. Any student who exercises the privilege of parking an automobile on school grounds shall be considered to have given implied consent to a search of such automobile at any time a search is requested by the school administration.**
- 8) For students who have a permit and need to drive an alternate vehicle that is not registered, please move the current tag to that new vehicle and bring in necessary paper work to the main office (proof of insurance & vehicle registration) **Under no circumstances should a car be parked without a permit.**
- 9) Falsifying a contract, misrepresenting a permit as lost or stolen, or displaying a permit not registered to you are causes for revocation of a parking permit, a fine and/or additional disciplinary consequences.
- 10) Students who have not purchased a permanent parking permit may purchase a temporary parking permit if extenuating circumstances exist, at the discretion of an assistant principal. Each temporary parking permit will cost \$5, will last for no more than two weeks, and can be purchased on no more than two occasions. Students who have not purchased a permanent parking permit may also purchase a temporary parking permit during mid-year and end-of-year exams, at a cost of \$5 per session. All appropriate paperwork must be completed before the temporary permit will be issued.
- 11) If a student forgets to switch parking tag to a different registered vehicle, they should report oversight and license plate number to parking secretary as soon as possible. If a ticket is received that day, it will be voided.
- 12) The administration reserves the right to revoke parking privileges for any violation(s) of the Student Handbook such as, but not limited to, a tobacco, alcohol, or drug violation.

FIELD TRIPS

Going on a field trip is a privilege that requires responsibility. You must personally see your teacher(s) a few days before the field trip to make plans for the work that you will miss on the day of the trip.

OVERNIGHT TRIPS / HOTEL RULES

- At no time is a student to enter the room of another student of the opposite gender without specific permission from the advisor or a designated chaperone. **NO EXCUSE IS ACCEPTABLE.**
- Students are to be assigned rooms by the advisor and a curfew established for students to be in their assigned room. No room switching is permitted. After curfew, no one is to enter a student's room except a staff member or chaperone, if necessary.
- Students are not to take towels or souvenirs from the rooms. Students sharing a room will be equally financially responsible for any missing items or damage to a room.
- Throwing or dropping anything from any window is prohibited.
- The noise level in a room is not to extend beyond the room into the hall or neighboring rooms.
- The advisor and chaperones are to be available **at all times**. Reasonable supervision will be provided.
- Rooms are to be locked at all times.
- Anything ordered to a room must be paid for by the students assigned to the room. Nothing is to be delivered to the room after curfew.
- Students are not to leave a supervised area without gaining special permission from an advisor or chaperone.
- Where it appears reasonably necessary to prevent immediate harm, either to a student him/herself or to others, or if there is reasonable suspicion of a rule violation, a student may be questioned or his/her property searched. Any search of a person shall be done in private.
- The advisor may send a student home, at the parents' expense, at any time.

ACADEMIC INFORMATION

ACADEMIC DISHONESTY

The purpose of writing is to help the student express his/her own ideas and to improve the student's ability to convey these ideas. It is our primary concern that the written material the student submits is, in fact, the product of the student's own mind, research, and documentation. To use the ideas or words of another person without proper documentation is a form of literary stealing called plagiarism. This is a serious offense and will not be dealt with lightly. The following are forms of plagiarism:

- Any paper (including homework) written by another person, or partially written by another person, but turned in as a student's own work constitutes plagiarism. Others may help, but help does not mean letting someone else do the actual work. Having a friend proofread and make suggestions is often helpful, but having someone else decide what to say or how to say something is a dishonest misrepresentation of the writer's own ability of expression.
- A student who knowingly gives or receives an assignment to or from another student for the purpose of plagiarism is also guilty and subject to punishment.
- Any idea copied word for word from another source or even put into the student's own words, unless the idea is documented properly.
- Any assignment that contains falsified documentation.
- It is the responsibility of the teacher to determine the degree of ignorance or knowledgeable intent of a student who has plagiarized. The teacher will determine the extent of the plagiarism after consultation with two other teachers. It is the student who knowingly plagiarizes who is of major concern; it is faculty policy to assist students who plagiarize out of ignorance. The policy demands some significant action for intentional plagiarism. This may include:
 - Failure (no credit) for the assignment in question.
 - Revision of the paper, without credit.
 - Failure for the nine-week grading period.
 - Recommendation to the National Honor Society Selection Committee that the student be removed for a willful, flagrant violation.
 - Possible legal action in the case of plagiarizing professional copyrighted articles.

TRANSCRIPTS

Transcripts are a record of a student's complete academic achievement while at Findlay High School, as well as those academic records sent to Findlay High School from third party testing companies (ACT, SAT, Advanced Placement, State Tests, PARRC, etc.) and those records obtained through a records request when a student transfers to Findlay High School. Students consent to the inclusion of ACT, SAT, and Advance Placement scores when they provide their third party testing site with the school's IRN number or school name. Once these records are sent to the high school from the third party testing site they become a part of the student's educational record. "Score Choice" from the College Board (SAT) refers only to particular test scores sent to colleges/scholarship programs via student requests directly from the College Board and not to test scores forwarded from Findlay High School. Only those scores sent directly to the school from the third party testing company are accepted as a part of the student's educational record. The transcript also includes the following information: courses completed and/or In Progress, withdraw failures (when a student withdraws from courses for reasons not approved by the principal), class rank, grade point average, attendance, course retakes, audits, etc. Findlay High School will not honor a request to alter a student's transcript except in the case of a clerical error or the removal of AP, ACT, SAT, or PSAT scores at parent/guardian's written request. The written request to have an AP, ACT, SAT, or PSAT score removed from a transcript must include the reason, be signed, dated, and submitted to the building principal who will make the determination. Once a score is removed at the parent/guardian's request, it will not be re-entered for any reason. The request to have a score removed from a transcript can only be made once. Transcripts may

not be issued until all financial obligations are fulfilled. Current Findlay High School students may receive a copy of their transcript free of charge while a student at Findlay High School using Parchment. A link to Parchment can be found on the FHS website. A link to Parchment can be found on the FHS website. Senior transcripts requested by August 1, shall be free of charge, thereafter a \$5 fee will be assessed.

AUDITING A COURSE

Students may be permitted to audit a course provided there is sufficient room and approval is obtained in writing from the principal, counselor, and teacher no later than **5 school days after first quarter interims are posted and 5 school days after third quarter interims are posted for a second semester course.**

A request to audit a course after the deadline must be approved by the building principal. Students receive no credit for audited courses. Admissions will be on a space-available basis, and credit-seeking students will be accommodated first. Any student auditing a course must attend as if regularly scheduled, do all the work assigned, and take exams as required for other students. A grade of AUD* will be recorded on the transcript and will not be calculated into the student's GPA/class rank. Students who fail to comply with the expectations of auditing a course may be removed from the course and assigned a course grade of an F, which will be recorded on the transcript and calculated into the student's GPA/class rank.

COURSE FEES

Students are required to pay fees in some courses. The fee money is used to purchase material used by the students in those courses. Students having a financial problem should see their counselor or principal.

CREDIT FLEXIBILITY

Students may earn credit towards graduation by completing traditional coursework, by testing out or otherwise demonstrating mastery of the course content, and/or by pursuing educational options through credit flex. Credit Flex will focus on performance and will acknowledge and address students' different learning styles, paces and interests, offering students the opportunity to demonstrate creativity, explore academic and career interests and practice critical thinking. Credits earned will be included on the transcript and GPA. Teachers, a multi-disciplinary team, a professional panel from the community or a state performance-based assessment may be used to determine credit. The credit flex committee, chaired by the high school principal, must approve the Credit Flex proposal. The student is responsible for following the board of education policies and procedures, 8.24; 8.24a1, while earning Credit Flex.

CREDIT RECOVERY

Findlay High School will offer students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through computer-aided instruction as an option instead of requiring the student to repeat the entire course. For further details regarding this process, refer to board policy on the FHS website or see your school counselor.

EARLY GRADUATION

Application must be made to the appropriate assistant principal and approved through the high school and assistant principal during the second semester of the sophomore year. A conference between the parents and the high school principal will be required before early graduation will be approved. A school counselor must confirm that all graduation requirements can realistically be completed by the end of the third year in school.

FULL-TIME STUDENT

In order to be considered a full-time student, one must be enrolled in a **minimum of 5.25** units of credit per year. Students must have 21 credits to graduate. To maintain eligibility for extra-curricular activities (athletics, musicals, clubs, etc.), students must pass five (5) full or half-credits per grading period.

GRADING PERIODS

First 9-Week Grading Period	Aug. 16 – Oct. 20	46 days
Second 9-Week Grading Period	Oct. 23 – Jan.5	40 days
Third 9-Week Grading Period	Jan. 8 - March 16	48 days
Fourth 9-Week Grading Period	March 19 – May 24	<u>44 days</u>
TOTAL DAYS IN SESSION		178 days

NOTE: Weather/calamity days will be made up according to the state and school district guidelines and will be posted on the district web-site.

GRADUATION REQUIREMENTS

The State of Ohio and Findlay City Schools have mandated graduation requirements:
(The following are subject to legislative changes).

CLASS OF 2018 & BEYOND- GRADUATION REQUIREMENTS

A minimum of twenty-one (21) credits are required for graduation including:

English	4 credits
Mathematics	4 credits including Algebra II or equivalent
Science	3 credits (These must include 1 credit of Life Science, 1 credit of Physical Science and 1 credit of Advanced Science)
Social Studies*	3.5 credits (Must include 1 credit of American History and .5 credit of American Government)
Econ/Financial Lit.	Embedded in FHS Social Studies curriculum
Health & Phys. Ed	1 total credit (.5 credit health; .5 credit P.E. or 2 P.E. waivers)
Communications	.5 credit Information/Emerging .5 credits Technologies
Fine Arts	2 semesters grades 7-12; Students following a career-technical pathway are exempt from the fine arts requirement
Electives	4 credits (These must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.) 2018: 3.5 Social Studies (1 World History, 1 American History I, 1 American History II, .5 Government; 3.5 electives to equal the 21 credits

*2019 & beyond: 3.0 Social Studies (.5 World Hist.; 1.5 American Hist.; .5 Government; .5 Economics)

Earning 21 credits is the first of two requirements for graduation.

The second requirement is to meet the expectations of one of the following three options:

Option 1: Accumulate 18 points

18 points on state End of Course Exams: English I, English II, Algebra I, Geometry, American History, American Government, Biology (or Physical Science for the class of 2018 only)

<u>Performance Level</u>	<u>Points</u>
Advanced	5
Accelerated	4
Proficient	3
Basic	2
Limited	1

End of Course Tests	Minimum Points Required
English 9, English 10	4
Algebra I, Geometry	4
Biology (Phys. Sci. Class of 2018), American History, Government	6
TOTAL POINTS REQUIRED	18 *4 greater than sub score minimums above

Option 2: College Readiness Score

Students choosing this option must earn "remediation-free" scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam free of charge.

Option 3: Earn Industry Certification & Work- Readiness Score on WorkKeys

Students choosing this option must earn 12 points through a State Board of Education-approved, industry-recognized credential, or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment. Please contact your counselor and Millstream as soon as possible if this is a viable option. Additional information can be found at: <http://J.MP/FHS2018gradreg>.

Students must meet all graduation requirements, including assessments, in order to participate in commencement activities.

GPA FORMULA/DETERMINING CLASS RANK FOR CLASS OF 2018

1. Figure the GPA at the conclusion of each semester based on a 4-point system and credits earned
O = 2 point D = .5 point
A = 2 points F = 0 points
B = 1.5 points
C = 1 point
2. Add-on bonuses for .5 credit Honors O's, A's, and B's
An Honors O is worth .0166
An Honors A is worth .0083
An Honors B is worth .00415
3. Add-on bonus for total credits over 20 credits earned (this will not be determined until the end of the senior year). A student must take at least one honors course to qualify for this add-on. Figure total number of credits earned and subtract 20. Divide the result by 40.
4. Semester Credit: Each grading period is 37.5% of the final grade; exam is 25% of the final grade.
5. The cumulative GPA is updated after each semester.
6. A maximum of 32 total credits will be used to calculate the student's class rank and GPA. If more than 32 credits are completed, the student's GPA/class rank will be determined on the basis of the best 32 credits earned as determined by the student/family.

GPA FORMULA/DETERMINING CLASS RANK FOR CLASS OF 2019 AND BEYOND

1. Figure the GPA at the conclusion of each semester based on a 4-point system and credits earned.
A = 2 points D = .5
B = 1.5 points F = 0 points
C = 1 point
2. Semester Credit: Each grading period is 37.5% of the final grade; exam is 25% of the final grade.
3. The cumulative GPA is updated after each semester

VALEDICTORIAN/SALUTATORIAN

1. Has highest grade point average in the class
2. Has attended Findlay High School not less than two years (4 semesters)
3. Has successfully completed a minimum of 28 high school credits, which must include a minimum of five Advanced Placement (AP) and/or College Credit Plus (CCP) courses
4. Attains the highest composite on the ACT as of April tests results of the senior year

If two or more students are tied on the above criteria for Valedictorian honors, the tie breaker will be the highest composite score on the SAT (sum of all three sections). If a tie remains after both ACT and SAT scores are compared, the result will be multiple students recognized as Valedictorians and no Salutatorian will be recognized that year. Middle school classes taken for high school credit will be included in

the calculation of a student's GPA. All students attaining a 4.0 GPA will be honored at an awards program for seniors.

GRADING SCALE

<u>Grade</u>	<u>C.P.</u>	<u>Honors</u>	<u>A.P.</u>
O		95.0	94.0
A	92.0	90.0	86.0
B	82.0	80.0	80.0
C	72.0	70.0	70.0
D	62.0	60.0	60.0

The above percentages are minimums for each grade and therefore, percentages are not to be rounded.

GRADE REPORTS

Credit will be awarded for each semester in which a student receives a passing grade, with the exception of Millstream Programs, which grant year-long rather than semester credit. Students may earn (2) .5 credits in FHS year-long courses. For example, a student may fail first semester, pass second semester and make up the .5 credit from first semester in summer school or credit recovery. Students must obtain a minimum of two (2) passing grades from the two grading periods and semester exam, each semester, in order to earn credit. Students may re-take a course, but the student will NOT receive double credit for the course (except for courses such as music courses, yearbook, PE, fashion design and art). All failed courses required for graduation must be retaken. Failing grades will remain on the transcript; however, if the student retakes the course only the higher grade will be calculated in the GPA. All high school credits/grades must remain on the transcript to reflect an accurate academic record (for example, high school credits granted in middle school, or earned in CCP courses, correspondence courses, summer school courses, etc.). To receive credit in any subject, a student must complete the course requirements by the end of the semester (unless there is an incomplete issued). Students/parents have until the end of the following grading period to challenge any grade given during a grading period.

Students withdrawing from a course after the deadline described in the schedule change section shall receive a WD/F unless:

- A counselor makes a recommendation to an administrator for a withdrawal with no penalty after consulting with the student and parent(s) and determining if there are extenuating circumstances.
 - The final decision regarding whether the student receives WD/F will be made by the high school principal.
- A WD/F is used for the calculation of extracurricular eligibility during each grading period. Students receiving a WD/F should make sure they have 5 additional credit classes and receive no other failing grades in order to become or remain eligible.

COUNSELING SERVICES

The services provided by the high school counselors are:

- Information about academic, career and social-emotional concerns.
- Student appraisals to help identify their abilities, achievements, and interests.
- Group counseling provides the sharing of information through group discussion.
- Individual and group counseling is available to students upon request or referral.
- Consultation services with school personnel, parents, teachers, and administrators.
- Parent conferences provide opportunities for home and school cooperation.
- Coordination of community resources.
- Placement services aid students in educational or employment transitions.
- Academic, career, and social-emotional resources are available in the SAC

Students and parents must be aware of and responsible for meeting the requirements specified by Findlay City Schools as well as those requirements of any post high school organization.

Suicide Intervention Procedure- If a student is a serious threat to self, the school counselor will refer to appropriate psychiatric services. Upon this intervention the principal and parent or guardian will be notified. If parent or guardian objects to the recommendation of the appropriate psychiatric services, the principal may contact the appropriate public or private agency. It is incumbent upon the family to get their child evaluated/cleared to return to school, once an evaluation is requested.

PE WAIVER POLICY

PE Waiver forms must be completed online, started by the parent. Submission for waiver must occur within 1 calendar year of the completion of the season as defined by the end of the year banquet. <http://www.findlaycityschools.org/board-policy.htm>. Under the section 8.22F2, click "Online" to begin the waiver request process. A student may be exempted from the graduation requirement of two required high school quarter-credit physical education courses by participating on one of the high school's inter-scholastic athletic teams, marching band, cheerleading squad, and/or JROTC. Please see BOE policy 8.22 section 7 under *Other Requirements and Guidelines* for details regarding PE waivers.

HOMEWORK REQUEST DURING ABSENCE

In order to give teachers enough time to prepare assignments for absent students, a parent may request homework assignments for a student who anticipates an extended absence of 3 or more days. To request assignments, the parent must contact their principal's secretary to arrange to pick up assignments and any books that may be in the student's locker.

HONOR ROLL

The following standards will be used in determining the high school honor rolls:

1. **Distinguished**-3.75 and above with no grade below a "C". No WD/F or Incomplete (INC)
2. **Merit**-3.25-3.74 with no grade below a "C". No WD/F or Incomplete (INC)
3. **A/B**-Any combination of all "A's" and/or "B's". No WD/F or Incomplete (INC)

HONORS DIPLOMA

The Ohio Department of Education has revised their options for earning an honors diploma and includes the following diploma options: Academic Honors, International Baccalaureate (not available at FHS), Career Tech, STEM, Arts, and Social Science & Civic Engagement. Students and parents should refer to the Ohio Department of Education website for details specific to each track. **The established criteria for earning an Academic Honors diploma criteria is listed below and in effect for graduating classes through 2020.**

High School Academic Diploma with Honors –

Students must meet at least seven of the following eight criteria established by the Ohio Department of Education. The criteria for academic students are as follows:

1. Earn 4 credits of English.
2. Earn 4 credits of Math including Algebra I, Algebra II, and Geometry or equivalent and another higher level course or a 4-yr sequence of courses that contain equivalent content.
3. Earn at least 4 units of science including physics and chemistry.
4. Earn 4 credits of Social Studies.
5. Earn either 3 credits of one Foreign Language or 2 units in each of two different Foreign Languages.
6. Earn 1 credit of Fine Arts.
7. Maintain an overall high school grade point average of at least a 3.5 on a 4-point scale, determined after the first semester of the senior year.
8. Obtain a 27 ACT composite or a 1210 on the SAT. Writing sections of either test should not be included in the calculation of the score.

**Diploma with Honors requirements pre-suppose the completion of all high school diploma requirements in the Ohio Revised Code including:

½ unit of physical education (or exemption as defined by Findlay City Schools B.O.E.)

½ unit in American history

½ unit health

½ unit in government

INTERIM REPORTS

During the middle of each nine-week grading period, students will be given interim reports to update them on their academic progress. It is the student's responsibility to take this report home. Student progress is also available on Progress Book.

NATIONAL HONOR SOCIETY

The purpose of National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to serve the community, to promote leadership, and to develop character in students. To qualify, a junior or senior candidate must meet the minimum standard for scholarship, which is a G.P.A. of 3.5. After qualifying and completing the appropriate candidate forms, students will be evaluated by the Faculty Council to determine if the student exemplifies outstanding character, leadership, and service. Candidate packets will be made available in the fall with induction held shortly after. Help sessions for completing the candidate packets are available and highly recommended. See the advisor for more information.

COLLEGE CREDIT PLUS

Ohio's new College Credit Plus can help students earn college and high school credits at the same time by taking college courses from colleges and/or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Successful completion of a three or more credit-hour college course will result in 1.0 Carnegie unit earned at the high school. A two credit-hour college course will earn a student 2/3 of a high school credit and a 1 hour college credit course will convert to 1/3 of a high school credit. In many instances CCP is free, however students who fail a course will be responsible for associated costs of that course. If you choose to attend a private college or university, you may have limited costs. Responsibility for transportation rests with the student. Students will be expected to follow the rules and regulations set by the college/university as well as the high school's expectations detailed in the handbook. FHS will be offering CCP courses at Findlay High School, depending on teacher credentialing and student requests. CCP does not replace the requirements to earn a high school diploma. This includes earning 18 points or more on the graduation tests. Students enrolled in college courses must take the end-of-course exams in English I, English II, Algebra I and Geometry. A student does not have to take end-of-course exams in Biology, American Government, and American History if he/she is enrolled in qualifying CCP. A CCP student's end-of-course grades in Biology, American Government, and American History will correspond with a point scale used for graduation requirements. Classes failed or withdrawn with an "F" will receive an "F" on the high school and college transcripts and will be computed into the high school and college GPA. If a passing grade is not received, the district may, in some cases, seek reimbursement for the amount of state funds paid to the college on your behalf for the course. The school district may withhold grades and credits received for high school courses taken until reimbursement has been made. Students must notify the district by **April 1st** of the previous school year to participate. Please see school counselors for any FAQ's and <https://www.ohiohighered.org/ccp> to learn more.

PROGRESS BOOK ACCESS

Parents have the ability to check their student's progress and grades on-line. If you did not receive a password or have misplaced yours please go to the FHS website and click on Progress book assistance. The parent access site is located at <https://parentaccess.noacsc.org/>. Further Questions about grades in Progress Book should be directed to the student's teacher and/or counselor.

SCHEDULE CHANGES

During the spring a series of scheduling activities take place to assist each student in selecting appropriate courses for the following year and to allow for parent feedback. Extensive time is spent developing course planning information, credit check work sheets, course advisement information, and counseling by teachers and counselors. Because of this detailed process, students need to plan their schedule carefully since schedule changes will only be permitted for the reasons below. When the number of requests for a class exceeds the number of available spots, priority may be given to those requests based on various factors including: demonstration of prior success, grade level, course sequencing, prior courses taken and other factors, at the discretion of the principal.

Students may not add a course after the first **10 days of each semester** or the first **5 days of a technology**

class In order to ensure that students are able to take another class, students are **not permitted to drop a course after the course has been in session for 10 days**. Please see below for dates of drop/add. Dropping after that date would result in a WD/F. Failure to follow the proper schedule change procedures will result in a failing grade for the course and loss of credit. Students requesting a schedule change must complete the Drop/Add form, meet at least one of the criteria below for a schedule change, and obtain all of the necessary signatures, prior to the schedule change being made. Schedule change requests after the 10 days must receive approval by the building principal; this does not include level changes. Level changes after the first quarter of the course must receive approval by the building principal. If approved, the student must follow the current schedule until notified that the change has been made. Requests for specific teachers, lunch periods, and/or courses offered during specific periods will not be honored. Students and parents are responsible for making sure that the schedule change does not impact athletic eligibility, graduation status, the college core, and/or earning the honors diploma.

Drop/Add Dates

- 10 school days after first semester begins for all year/1st semester classes (see school calendar)
- 10 school days after second semester begins for 2nd semester classes (see school calendar)
- For technology classes, 5 school days after the semester begins

Reasons that justify changes in your schedule:

- Semester/Class imbalances and/or clerical errors.
- Replacement of summer school course(s) successfully completed.
- Medical/Health Concerns; Adjustments for students with special needs.
- Level change – AP to CP and/or CP to Basic. A student, parent and teacher recognize that the level of difficulty is such that the student is not successful/challenged, (i.e. a course prerequisite was not met; student is demonstrating a mastery level below 81% of the skills and concepts taught). A meeting should take place with the student, parent, teacher, counselor and appropriate principal to discuss the concerns noted. A plan for success should be developed, with strategies to support the student. Those strategies may include help sessions with the teacher, a tutor, or other person; a change in assignments; recommendations for studying and preparing for class; or other strategies as appropriate. If after such a meeting and implementation of a plan for success it is determined that, after consultation with the student, parent, teacher, counselor and appropriate principal that the level of difficulty is such that the student is not successful/ challenged, a level change should occur. Students transferring from an honors course to a college prep course must make the request by the time grades are posted for the end of the first quarter.
- Scheduled college class to replace FHS class (provided all deadlines were followed; provide a copy of college schedule).
- To add a course to ensure athletic and/or extracurricular eligibility.

Students must be registered for a minimum of 5.25 units of credit per year. (Note: a minimum of 21 credits are needed for graduation.) A student who is withdrawn from a class at any time for disciplinary reasons will receive a final grade of WD/F for that course. We do our best to keep students in classes and try not to schedule more than two study halls. **Students will be WD from courses if the students are absent the first week of school and there has been no contact from a parent regarding the nonattendance.**

STUDENT WITHDRAWAL PROCEDURES

- 1 The student or parent must contact the Guidance Office to meet with the counselor to determine the reason for withdrawal. **All school related materials/books must be returned to the office to avoid fees.**
2. If the student is moving, a withdrawal form must be signed by a parent and taken to the teachers on the last day of attendance for recording of grades. This form then needs to be turned in at the SAC Office. The student will be given a copy to take with him/her to the new school.
3. If the student is 18 years old or older and dropping out, he/she must sign a withdrawal form in the SAC Office. The counselor will discuss the situation with parents and the outcome will be forwarded to the appropriate administrator.

TEXTBOOKS

All textbooks are provided at public expense for all students. In turn, the students are responsible for returning all books issued to them at the end of the semester or year showing no more than normal wear. Fines will be assessed in all cases where books show evidence of carelessness. **Students have 3 days after receiving a textbook to report any damage to the library staff.** After 3 days, the student who checked the book out is responsible for any damage. Lost or stolen textbooks must be paid for as soon

as possible. The price will be that of a new book. A second book will be issued to the student. If the lost book is recovered, the payment will be refunded.

WORKBOOKS

Some courses require the use of workbooks. Since these are not reusable, the student is expected to purchase them. Teachers will inform you if a workbook is required in their course. If so, you may purchase them from the school. You should obtain them as soon as possible in order not to fall behind in your schoolwork. Students having a financial problem should see their counselor.

ATTENDANCE POLICY

Attendance 1-844-305-3755 or fcs.schoolconnects.com

Findlay High School has a commitment to provide a quality education to its students. To achieve this goal, students must consistently be in attendance at school. All students are expected to be in all classes and study halls. Attendance and promptness to class are the responsibility of each student and their parents or guardian. Attending classes and being on time allows students to benefit from the school's programs in addition to developing habits of punctuality, self-discipline, and meeting responsibilities. Students must attend school regularly if they are to derive benefits from such educationally sound activities as the following: class discussion and group activities, dialogue between students and teacher, lectures, quizzes, tests and examinations, guest speakers, special instruction and individual help.

Teachers have a responsibility to provide classroom instruction that will be dynamic, productive, and creative. Without consistent student attendance, it is difficult for teachers to meet these educational goals. Continuity in the learning process is seriously disrupted through a student's excessive absences. Make-up work cannot be adequately substituted for classroom work. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving high school. The lack of good attendance causes students to achieve a level below their potential, and these students frequently experience difficulty in school. Therefore, to ensure the highest level of student success, Findlay High School will work cooperatively with parents and students to promote increased student attendance. This policy will be based on state attendance standards, clear and enforceable guidelines, and positive motivation for good attendance. It is the goal of Findlay High School to encourage students to attend school regularly, and provide interventions and assistance to students and families in achieving this goal.

ATTENDANCE / ABSENT NOTES

A parent/guardian should call the Attendance Hotline at 1-844-305-3755 or go to fcs.schoolconnects.com to report a student absence. If at all possible, this call should be made before school starts on the day of the absence. When a student returns to school after an absence, he/she must present a written statement **certifying the reason for the absence** from his/her parent/guardian within **two (2) DAYS to the appropriate attendance aide to avoid a disciplinary consequence**. (A parent note should be turned in for ALL absences, even if a student is on attendance watch and has not provided a doctor's note as required and/or the note is turned in after 2 days, to verify that the parent is aware of the absence.) Failure to present the absence form to the teacher within two school days after the absence may result in a student not being permitted to make up missed assignments, quizzes and tests and may result in a loss of credit for assignments. A student with an unexcused absence is permitted to make up assignments/tests/quizzes missed during the unexcused absence for credit or partial credit at the discretion of the appropriate principal. If a student is planning to be absent for any other reason, the parent should put the request in writing prior to the absence. The student should present the request to his/her attendance aide first, and then present the pre-excused absence form to his/her individual teachers for signatures. Finally, the form must be returned to his/her assistant principal for approval. The student will be granted the same number of school days missed to complete any assignments given during the time of the absence.

Since the school is required to know why students are not in school, parents are urged to call the Attendance Hotline at 1-844-305-3755 or go to fcs.schoolconnects.com when an absence is necessary. The school will make attempts to notify the parent/guardian or designee of the absence. Parents shall provide the school with a home phone number, work number, email and/or a designee to enable us to comply with state law.

ATTENDANCE PROCEDURE

In accordance with Ohio law students are expected to be in school every day on time, unless with legitimate excuse. When a student is absence from school the parent/guardian should call the child's school to report the absence the day of the absence. When a student returns to school after an absence, he/she

must present a written statement certifying the reason for the absence from a parent/guardian or professional person within two (2) days. Written documentation is a request to excuse the absence. In cases of extended absence, a parent/guardian is required to notify the school of the doctor's orders requiring the student to be absent. The doctor's documentation explaining the requirement for the absence must be provided to the school, in writing, within 3 days of the first day of the doctor's order for the absence. One school day is considered 7 hours for grades 6th-12th.

Unexcused Absence and Truancy Procedure

- Schools shall send notice to the child and parent/guardian in writing the legal consequences of being truant once child has **15 or more hours of unexcused absences**, and notify them of their responsibility to cause the child to attend school immediately (ORC Sec. 3321.19)
- Schools shall send notice to parent/guardian of child with **21 or more hours of unexcused absences** requiring the attendance of parent/guardian, and children grades 5-12, to attend parent education program (educational program's purpose is to encourage parental involvement in compelling the attendance of the child at school) (ORC Sec. 3321.19)
- Schools may notify parent or guardian of students with **25 or more hours of unexcused absences**, in writing, the legal consequences of being truant
- The child is considered a habitual truant when the child is absent without legitimate excuse for **30 or more consecutive hours, 42 or more hours in a school month, 72 or more hours in a school year**. When a student is considered to be a habitual truant the school district shall implement an absence intervention plan (ORC Sec. 3321.19 and Sec. 3321.191).
- Filing complaints of truancy and contributing (ORC Sec. 3321.191 and Sec. 2151.27)

Excessive Unexcused or Excused Absence Procedure

If a student accumulates **38 hours or more in one school month or 65 hours or more in a school year of excused or unexcused absences** the attendance officer shall notify the guardian in writing within 7 business days after the date after the absence that triggered the notice requirement (ORC Sec. 3321.191). Once this criteria is met a student may be placed on **Attendance Watch** (excluding college visits, OSS, etc.).

The Attendance Watch program will closely monitor the student's attendance in an effort to minimize absences and provide assistance to the student and/or family. The student will be required to turn in a documented written excuse from medical, counseling, or other official personnel (other than parent written notes) that specifies the student's name, reason for the absence, and the date and times to be excused to the school within 2 days of the absence. Students who are ill may also be excused from school by the school nurse.

Students may be placed on Attendance Watch at the beginning of a school year based upon last year's attendance records or during the current school year when the student has 38 hours or more in one school month or 65 hours or more in a school year of excused or unexcused absences. The Principal/Assistant Principal, Attendance Case Manager, counselor may meet with the student and develop a plan to improve school attendance. The attendance of students moving into the district will be reviewed using the same criteria for Attendance Watch.

MEDICAL, DENTAL, AND/OR COURT APPOINTMENTS

As much as possible, please make appointments during your study hall periods. We realize this cannot always be done, but please make an attempt. Professionals in the city of Findlay have been very cooperative in the past, and we will cooperate with them. If you have an appointment in Findlay, **you will be excused from school 45 minutes prior to the appointment and are required to be back in school 45 minutes after the appointment**. When you do have an appointment, please bring the doctor's appointment card or a written note from your parents requesting that you be excused at the necessary time. In the morning, present the request to the appropriate attendance aide or secretary to receive a pass to **sign out** at the time of the appointment. Students must also **sign in** upon returning to school. **Students are not required to attend school prior to the appointment if the appointment is at 9:00 or earlier.**

STUDENTS BECOMING ILL DURING THE SCHOOL DAY

If a student becomes ill during the school day, he/she should report to the school nurse or the appropriate principal. If the illness causes a need for the student to go home, the nurse must receive permission for the student to sign-out from a parent/guardian or another person as designated on the student's emergency medical form. **If a student goes home for lunch and does not return *due to an illness*, a parent must call the Attendance Aide (425-8228) the same day** and a written excuse must be presented to the appropriate attendance aide upon returning to school. Failure to follow attendance procedures may result in school consequences. Students who develop a pattern of not returning from lunch due to illness may be placed on Attendance Watch.

TARDY POLICY

A student is considered tardy to school if he/she is not in his/her seat when the bell sounds and prior to fifteen (15) minutes into the first period class. Students less than fifteen (15) minutes late to first period will report directly to class and the teacher will assign a teacher detention. Any student arriving more than fifteen (15) minutes late to first period must sign in at the Attendance Office and may be issued an administrative detention if a parent note or call has not been received. Excessive tardies will result in Administrative Discipline. The study hall teacher will assign students who are tardy to study hall an administrative detention.

COLLEGE CAMPUS VISITATIONS, ARMED SERVICE TESTING & CAREER-JOB SHADOWING

Students should write or telephone the admissions office to make an appointment for a visit. This should be done at least one week in advance because some colleges have special programs and tours for students. Others allow students to visit any time. The student should obtain a college visitation card from the guidance counselor by presenting a note from a parent/guardian indicating the date of the visit and the name of the college or university. This card must be shown to the attendance aide prior to the absence and should be shown to all classroom teachers. The card must be signed by a parent or guardian, college admissions counselor and/or military personnel, and high school counselor to ensure an excused absence. After the college visit, the card should be shown to classroom teachers and then returned to the counselor. Students are allowed a total of four (4) days for visitation. These may only be taken during the junior and senior years. This process may now include Career-Job Shadowing, the same process for a college visit will be followed. Please arrange ahead of time, follow all attendance procedures and obtain written documentation from placement that you completed the visit.

FAMILY VACATION REGULATIONS

We strongly urge that parents arrange family vacations during times when school is not in session. When there is no alternative, the administration of Findlay High School has set the following regulations to insure uniform handling of vacation situations:

- A student is expected to give a written request from the parents to the appropriate attendance aide to obtain the excused absence request (blue form), which will be given to the appropriate principal for his/her approval before the vacation.
- This excused absence request (blue form) should then be presented to each of the student's teachers.
- A sincere attempt must be made by the student to obtain all of the assignments in advance and complete them upon returning to regular classes. Only family vacations will be excused.

The completed blue form must be returned to the attendance aide for the absence(s) to be excused.

STUDENT DISCIPLINE/BEHAVIOR CODE

NON - VIOLENCE PLEDGE

As a member of the Findlay High School community, I will:

1. Display an attitude of respect and kindness.
2. Refrain from confronting another person in anger.
3. Refrain from using or threatening any physical force.
4. Refrain from participating in any way in a physical fight.
5. Refrain from using any foul or profane language.

In order to assist me with the above, I am aware that the following interventions are available to me:

- Talk to a counselor
- Talk to a principal
- Take advantage of mediation
- Talk to a teacher

NON-VIOLENCE STATEMENT

Good conduct is based on the respect and consideration for the rights of others. Students will be expected to conduct themselves in such a way that the rights of others are not violated. The students of Findlay High School will conform to school regulations and accept directions from authorized school personnel. A student who fails to comply with established school rules or any reasonable request made by school personnel on

school property and/or at school-related events will be dealt with according to approved student discipline regulations. Findlay High School will not tolerate violent, disruptive or inappropriate behavior by its students and such behavior is prohibited as set forth in the Student Code of Conduct. The Board also does not tolerate excessive truancy. Truancy from school or from study hall will result in disciplinary action as set forth in the Findlay High School Student Attendance Regulations.

STUDENT DISCIPLINE CODE

We at Findlay High School encourage positive choices among our students because these create an atmosphere of good conduct necessary for effective learning. Our responsibility is to the vast majority of students who are here to learn. Rarely do students at FHS make poor choices; however, when they do, it is necessary for the students to be properly warned of the consequences of those decisions. It is our duty and obligation to ensure an educational environment where positive learning experiences can take place. The discipline code is listed to serve this purpose.

The following rules of conduct apply whenever a student is on school property, at any school-sponsored activity, **in the line of sight of the high school (including open lunch)** or otherwise subject to the authority of school officials. These rules also apply off school property if the misconduct is connected to activities or incidents that have occurred on property owned or controlled by the district, or if the misconduct is directed at a district official or employee or the property of a district official or employee. Violation on the part of a student of any one or more of the following rules of conduct or assisting, aiding and/or abetting a student who is violating the rules of conduct while on school property or while under the jurisdiction of the school may result in disciplinary action, including a verbal or written warning or reprimand, referral to a guidance counselor, parental contact or conference, community service, before school, lunch or after school detention(s), in-school assignment, suspension, emergency removal, and/or expulsion, or other alternatives deemed appropriate by the administration including referral to the appropriate authority for prosecution.

The superintendent, principal or assistant principal may suspend a student from school for a period up to 10 days for violation(s) of the Code of Conduct. The superintendent may expel a student from school for up to 80 days and in some cases for an entire year. A student may have his/her Driver's License suspended if he/she is suspended or expelled for the use or possession of alcohol or drugs or for being excessively truant. Students who are suspended or expelled may not be present on school property, participate or attend any school activities or contests, or be present at activities or on property controlled by the school. Suspensions result in unexcused absences and zero credit for each day of the suspension. Full or partial credit may be earned during a suspension pending the completion of community service and/or other interventions approved by the appropriate principal. Expulsion may result in the loss of credit for courses being taken at FHS or Millstream, or at any college or university, CCP, whether under PSEO or at the student's own expense. Administration has the right to reschedule ISA or reschedule OSS at their discretion due to calamity days or unforeseen circumstances.

Extracurricular activities and school events (such as Graduation Ceremony, Prom, and Sporting Events) are privileges not rights. Violation of the code of conduct may result in the loss of these privileges in addition to other school discipline.

Compliance with this code is mandatory.

"Discipline yourself so that others don't have to." John Wooden, Basketball Hall of Fame / former coach.

- 1. Disruption of School** - A student shall not, by use of action, words, gestures, pictures, technology, violence, force, coercion, threat, harassment, insubordination, or repeated lack of cooperation, cause disruption or obstruction to the educational process, including all curricular, co-curricular, athletic and extra-curricular activities. **Students are only permitted to enter academic areas of the building, such as classrooms, and are expected to leave school promptly at the end of the school day unless they are involved in a legitimate school-related activity.** Disruption of school includes failure to abide by other rules that may be established from time to time by the board, superintendent or principal.
- 2. Damage to School Property** - A student shall not cause, incite, or attempt to cause damage to school property, including buildings, grounds, equipment, or materials. Fees may be assessed to replace or repair damaged property in addition to school consequences.
- 3. Damage to Private Property** - A student shall not cause, incite, or attempt to cause damage to private property (including school personnel's private property on or off school premises or at any school activity). Fees may be assessed to replace or repair damaged property in addition to school consequences.
- 4. Bullying and Hazing** - A student shall not bully or haze students or other persons. Cyber-bullying / Abusive behavior including, but not limited to taunting, harassing, threatening, stalking, intimidating, and/or coercing by one or more individuals against other students or staff, perpetrated with computers, cellular phones, internet websites, and/or any other electronic device on school property, a school bus, at school-sponsored events, or interferes with the learning environment at school is prohibited. Cyber speech which is found to

be defamation of another can result in civil liability for damages. Hazing means doing any act or coercing another, including the victim, to do any act of intimidation or harassment to any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Bullying is an intentional written, verbal, or physical act that a student has exhibited toward another particular student or more than once and the behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, abusive environment or for the other students. School publications, including photos, are protected by copyright and the use of photos without written permission is strictly prohibited. Students who engage in bullying behavior, including cyber bullying, may face consequences up to and including school suspension. Students who fear harassment or retaliation after a report of bullying is made should consult with their assistant principal or guidance counselor. Students may report incidents of bullying to any school employee. **Students may also call 419-425-8289 to leave a report of bullying. Students may also go onto the FHS webpage and submit a report that goes directly to an administrators email. Students who make false reports of bullying may be disciplined up to a school suspension.**

5. **Fighting/Physical Altercation** - Two or more combatants/students shall not knowingly cause physical injury or behave in such a manner which could threaten to cause physical injury to each other or other persons while under the jurisdiction of the school. Students who urge the misconduct of others (including fighting) may be disciplined as though they were a violator of the no- fighting policy.
 - On the first offense a student involved in a fight may be out of school suspended ten (10) days and/or recommended for expulsion.
6. **Dangerous Activities, Weapons and Instruments** - A student shall not engage in any activity which threatens, endangers or tends to threaten or endanger the health or safety of students, teachers or other school personnel. A student shall not possess, handle, transmit or conceal any object, which might be considered a weapon or instrument of violence. A look-alike weapon will be treated as a real weapon.
 - Examples of such instruments include, but are not limited to, the following: lighters, guns, knives, smoke bombs, tasers, mace, lasers, martial arts instruments, fireworks, bullets, and/or gun powder.
 - This policy applies to bringing any of the above on school property, in a school vehicle, or to an interscholastic competition, extracurricular event, or any other program or activity sponsored by the District.
 - Examples of such activities may include: tampering with fire alarm, fire extinguishers, AED machines or any other item that may violate a local or federal law.
7. **Tobacco** - A student shall not smoke, use tobacco, possess, or display any substance containing tobacco, or paraphernalia (including but not limited to e-cigarette and vaping devices), in any area under the control of the school district or at any activity supervised by the school district. Confiscated tobacco products and lighters or other related paraphernalia will not be returned to students, parents or guardians.
 - Students serving as a "lookout" or aiding and abetting smokers will be disciplined as though they were violators of the no-smoking policy.
8. **Narcotics, Alcoholic Beverages, Caffeine Pills, Stimulant Drugs, Prescription Medications, and Other Pills/Substances** - A student shall not display, possess, sell, attempt to sell, be in the presence of, transmit, attempt to transmit, conceal, purchase, attempt to purchase, use or have used any steroid, narcotic drug, hallucinogenic drug, amphetamine, caffeine pill, barbiturate, marijuana, alcoholic beverage or beverage promoted as an alcohol substitute, inhalant, drug paraphernalia, other pills/substances, or any other mind-altering substance within any school building, on school property, during open lunch or while participating in or attending school or school-sponsored activities. This includes the possession, sale and/or distribution of prescription drugs and over the counter medications. A student shall not use, possess, distribute, attempt to distribute, sell, purchase, attempt to purchase, or package any counterfeit or look-alike drug. Empty alcohol containers are also prohibited on school property. A counterfeit controlled substance is defined as:
 - Any drug that bears, or whose container or label bears, a trademark, trade name, or identifying mark without authorization of the owner.
 - Any substance that is represented as a controlled substance.
 - Any substance other than controlled substance that a reasonable person would believe to be a controlled substance.

Consequences for violation of this policy will follow Board of Education Policy 9.11.

9. **Theft** - A student shall not take or attempt to take into possession the property or equipment of the school district or the property of another student, teacher, visitor, or employee of the school district.

10. **Frightening, Degrading, or Disgraceful Acts** - A student shall not engage in any act which frightens, degrades or tends to frighten, degrade, or disgrace teachers, students or other persons by written, verbal, visual, gestural, and/or technological means.
11. **Insubordination** - A student shall not disregard or refuse to obey reasonable directions given by school personnel.
12. **School Transportation** - All students shall obey all reasonable directions given by bus drivers and comply with basic safety regulations.
13. **Dress, Appearance** - A student shall not dress in a manner that will present health or safety problems or cause disruption of school. Examples of inappropriate dress include, but are not limited to:
 - Clothing or accessories that depicts messages that are lewd, vulgar, obscene, plainly offensive, violent, sexually explicit, or that reference drug, alcohol, tobacco, sex or gang identifiers (If you are not permitted to say it, do it, or bring it to school, you are not permitted to advertise it or display it on your person, clothing, accessories or materials/possessions).
 - **Hats, head apparel, and hoodies must be off while school is in session. The head and face must be visible at all times. Hats/head apparel including bandanas of any kind and coats must be kept in the locker during the school day, and cannot be carried to and from class. Hats/head apparel may be worn in a classroom if part of a course uniform or on campus via written administrative permission.**
 - Spiked bracelets or necklaces or long linked chains as decorative apparel.
 - Brief and revealing clothing is not permitted. All shirts/tops must touch the pants/skirts while standing with arms down. Tank tops & cut-off shirts are only permitted when/if all undergarments, back, chest & sides are covered. A tank top that meets appropriate shoulder width criteria is a minimum of 2". Tube tops, shirts with spaghetti straps, halter tops, mesh shirts (unless a T-shirt is worn underneath) or shirts that expose the midriff are not permitted. Shorts/skirts must have a minimum of a 3" inseam. Skirts need to be equivalent to the length of appropriate shorts. Shorts, skirts, and dresses need to stay at an appropriate length while walking. The overriding determination to the appropriateness of shorts, skirts, dresses and tops will be at the discretion of administration.
 - Book bags, briefcases, duffel bags, or other similar items used to carry school books, are not to be taken to classrooms or carried in the hallways other than when entering or leaving the building.
 - Any other apparel deemed as inappropriate by the administration.
 - All dress code rules must be followed during spirit weeks/dress up days unless approved by an administrator.
14. **Truancy/Excessive Absence/Tardiness** -The adopted Board Policy applies.
15. **Sexual Harassment** - A student shall not display unwelcomed sexual advances, request sexual favors, and/or present other verbal or physical conduct of a sexual nature.
16. **Violations of Directions, Policies, Rules, Etc.** - A student shall comply with directions, policies, rules, etc. of a teacher, student teacher, substitute teacher, teacher's aide, principal, or other authorized school personnel, during any period of time when the student is under the authority of any such school personnel.
17. **Altered or Forged Passes/Documents** - A student shall not alter, forge, or use a fraudulent document.
18. **Public Display of Affection** - A student shall not commit an inappropriate display of affection and/or inappropriate bodily contact while on the school premises, or while in the custody of the school, or in the course of a school-related activity.
19. **Profanity/Obscene Language/Swearing** - Profanity/obscene language will not be tolerated on school property. While your freedom of expression may be appealing to some, others may resent your lack of knowledge of the English language. No material may be printed, distributed, or circulated if it contains obscene or defamatory material and/or would tend to disrupt the educational process and interfere with the rights of others to express or receive ideas or opinions.
20. **Extortion** - A student shall not compel or attempt to compel any student, school employee or other person to give up anything of value by means of threat, harassment, intimidation, or injury to person, property, or reputation. (See 28.)
21. **Slur** - The Findlay High School Administration recognizes that in order to create an environment conducive to learning and to best facilitate the learning process, all students, regardless of their race, color, ancestry, national origin, religion, gender identity, or sexual orientation, have the right to an education in an atmosphere free of all forms of slurs, disparagement and intimidation. The Administration further recognizes that certain acts against persons or groups because of a person's or group's race, color, ancestry, religion, gen-

der identity, or national origin, for the purpose of inciting and provoking bodily injury, intimidation, or harassment, poses a threat to the order and safety of our schools and has a negative effect on the learning environment in the schools. Ethnic intimidation is the harassment or intimidation of a person or group through the use of racial or religious slurs, profanity, denigrating racial or religious remarks, obscene gestures, and other conduct of this type. Other forms of ethnic intimidation might be fighting, vandalism, or threats and would be punishable under one or more sections of the Code of Conduct.

22. **Computer Technology and Network Guidelines** - Students failing to follow the guidelines as stated in the handbook and/or board policy will lose the privilege to complete work in our labs, to access accounts, or to use the Internet. They also may subject themselves to additional disciplinary or legal action. Multiple violations could result in being banned from computer use for the remainder of the semester, school year, or a student's high school career. Any computer is subject to data search at any time for any reason. There is no right to privacy on a school computer at any time. Students identified as attempting to by-pass the Internet filter are subject to disciplinary action per the FCS technology agreement were a first offense could include termination of a student's access to the computer network and internet and prohibition of bringing personal technology devices to school.
23. **Cheating** - A student shall not engage in academic misconduct, including cheating, unauthorized access or use of computers, copyright infringement, and plagiarism. Students in violation of this policy may receive a zero for the work in question in addition to other disciplinary consequences that may be imposed.
24. **Bomb Threats** - A student shall not make any bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.
25. **Disrespectful Behavior** - A student shall not be disrespectful toward a student, school personnel and school visitors.
26. **Failure to Serve Disciplinary Assignments** - A student shall not fail to serve disciplinary assignments.
27. **Gang Activity** - Definition: A "gang" is any group of two or more persons whose purposes include the commission of illegal acts and/or displays or communication of any visible aspects of a gang or acts in violation of disciplinary rules. In order to insure a safe and violence-free school, gangs and gang activities are prohibited at Findlay High School according to the following:
 - Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that evidences or reflects membership in, affiliation with or suggests affiliation with, any gang.
 - Engage in any act, either verbal or nonverbal, including gestures or handshakes, demonstration of membership, or affiliation with, any gang.
 - Engage in any act that furthers the interests of any gang or gang activity, including, but not limited to:
 - o Soliciting any person to pay for "protection" or threatening any person, explicitly or implicitly, with any other illegal or prohibited act.
 - o Painting, writing, tattooing or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property or personal property brought to school.
 - o Engaging in violence, extortion or any other illegal act or other violation of school policy.
 - o Soliciting any person to engage in physical violence against any other person.
28. **Threatening/Intimidation** – causing another person to believe that physical harm may come to them (menacing). A student shall not threaten with physical violence or coerce by any means any student, teacher, or other school employee or visitor. A student shall not urge another student or person to threaten with physical violence or coerce by any means any student, teacher, or other school employee or visitor. Intimidation shall include, but is not limited to threats used to extort money or any other item of value from another student or person (see 20.)
29. **Assault and/or Battery**- A student shall not attempt to knowingly cause harm or cause physical injury, or behave in such a manner which could threaten to cause physical injury, to school staff, other students, or other persons, while under the jurisdiction of the school. Students who urge the misconduct of others (including an assault) may be disciplined as though they were a violator of the no- violence policy.
 - On the first offense a student involved in an assault that results in a physical injury may be out of school suspended ten (10) days and/or recommended for expulsion.
30. **Dating Violence or Sexting** - A student shall not participate in dating violence or sexting with students or other persons. Dating violence or relationship abuse is a pattern of behavior where a person uses or threatens physical, sexual, verbal, or emotional abuse to control the person's dating partner. Sexting is defined as possessing, taking, disseminating, transferring or sharing of nude, obscene, pornographic, lewd or oth-

erwise illegal images of photographs, whether by electronic data transfers or otherwise, which may constitute a crime under state and/or federal law and may be reported to the appropriate law enforcement agencies. Dating Violence or sexting which occurs on school property, a school bus, at school-sponsored events, or interferes with the learning environment at school is prohibited.

31. **Unauthorized Touching-** A student shall not engage in unauthorized touching such as but not limited to pushing, shoving and hands on or threats to put hands on.
32. **False reporting:** A student shall not make a false statement, a false accusation, or provide false information that in any way would lead to school personnel conducting an investigation or assigning disciplinary action. A student shall not make a false report or issue false allegations that could or do result in law enforcement agencies being involved.

APPEALS

Suspensions may be appealed. If an assistant principal issued the suspension, the appeal is made to the principal. If the principal issued the suspension, the appeal is made to the superintendent or designee. The student will serve the suspension upon notification. If appeal reverses the suspension, the record will reflect the change, and the student may have the right to make up all work.

DUE PROCESS

Out-of-School Suspensions, Expulsions and Removals

Due process for out-of-school suspensions, expulsions and removals will be in accordance with Section 3313.66 of the Revised Code of Ohio. No due process guarantees are implied as to any in-school suspension (defined as a suspension where the student will serve all of the suspension in a school setting). With respect to the suspension of any student from any particular extra-curricular activities, no due process guarantees beyond what appears in Section 3313.664 of the Revised Code are implied. The Superintendent may prohibit a student from participating in a particular or all extracurricular activities independent of or in lieu of other disciplinary action for any violation of this policy or any other duly promulgated rule applicable to the activity or activities in question. Similarly, the Athletic Director, relevant coach, or director, may prohibit a student from any particular or all extra-curricular activities falling within such person's responsibility independent of or in lieu of other disciplinary action for any violation of this policy or any other duly promulgated rule applicable to the activity or activities in question. The period of such a suspension shall not extend beyond one calendar year from the time the suspension is imposed. When out-of-school suspension is imposed the student may not attend school or extra-curricular activities and class work may be made-up for credit or partial credit at the discretion of the appropriate principal. Suspensions may be considered excused or unexcused at the principal's discretion. No high school credit will be given for any post-secondary course taken by a student any portion of which was taken during the period of an expulsion from school.

EIGHTEEN YEAR OLD STUDENTS

Eighteen-year-old students must comply with the rules and regulations of Findlay High School and attend school consequences as assigned. Parents are requested to write excuses for dependent eighteen-year-old students. Students living on their own must prove residency as requested by the administration. Students who are 18 years old or older may be withdrawn from school for excessive unexcused absences back to their 18th birthday or their last day of attendance. In order to monitor attendance for adult students and to provide support, 18 year old students will be placed on attendance watch, and may be required to provide a doctor's note or be excused by the school nurse in the event of excessive absences.

Eighteen year old students may request in writing that they wish to be recognized as a legal adult responsible for their own education. When this request is made, all school correspondence will be directed towards the student and the parent must communicate directly with their child regarding their education. Upon receipt of the request in writing, a notice will be sent to the parent informing them of this decision.

FREEDOM OF EXPRESSION AND ASSEMBLY

Verbal and Written Expression and Assembly

Schools, by their very nature, must encourage free inquiry and free expression of ideas. In so expressing themselves, students maintain the responsibility to refrain from the use of slanderous, profane or obscene remarks and to conduct themselves in such a way as to allow all persons involved in discussion groups the opportunity to express themselves freely. Along with all other rights guaranteed by the Constitution, the right of individual citizens to assemble peacefully is subject to careful restriction where the exercise of this right would interfere with the rights and freedoms of other citizens. There is an appropriate time and place for the

expression of opinions and beliefs. Demonstrations which interfere with the operation of the school or classrooms are prohibited.

Symbolic Expression and Related Activities

Symbolic expression is that type of expression which conveys the personal ideas, feelings, attitudes, and opinions of an individual in a manner more remote, but just as valid as verbal expression itself. A student shall be free to determine his/her symbolic expression, as long as it does not endanger health or safety, damage property, disrupt the activities of others, or is not obscene.

SEARCH AND SEIZURE

The following rules shall apply to the search and seizure of school property assigned to a specific student and/or any items brought onto school property or to a school related activity.

- General searches of school property may be conducted at any time by school authorities and may be assisted by law enforcement authorities.
- The school will cooperate fully with police investigations, including but not limited to the use of canine patrol programs subject to Board of Education policy.
- Where it appears to school authorities that it is necessary to prevent immediate harm, either to a student himself or to others, a student, like any other citizen, may be questioned or searched. Any search of a person shall be done in private.
- There shall be reasonable suspicion for school authorities to believe that the possession of certain items constitutes a rule violation.
- Lockers are the property of the Board of Education and students are assigned lockers for storage of items. Searches may be conducted at any time.
- Illegal items (firearms, weapons, smoke bombs) or other possessions reasonably determined to be a threat to the safety or security of others shall be seized by school authorities and the student and parents involved shall be notified.
- Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.

An automobile, used by a student as transportation to and from school or any school-related activity, may be searched. Any student who exercises the privilege of parking an automobile on school grounds shall be considered to have given implied consent to a search of such automobile at any time a search is requested by the school administration. A reasonable attempt will be made to contact the student or parent/guardian prior to the search.

SURVEILLANCE CAMERA

Students are duly informed that behavior may be monitored on school property and/or adjacent property by security cameras. In accordance with FERPA, access to surveillance camera tapes and material is prohibited.

TECHNOLOGY

COMPUTER TECHNOLOGY AND NETWORK GUIDELINES

Several hundred users share the computing resources at Findlay High School. To protect the integrity of the networks and workstations, users are expected to exercise responsible, ethical, and unselfish behavior when using any technology equipment at Findlay High School. Each student is responsible for reading and abiding by the Student Acceptable Use and Internet Safety Policy (9.21). Failure to comply may result in disciplinary action and/or loss of computer privileges, access to accounts and/or use of the internet. Multiple violations could result in being banned from computer use for the remainder of the semester, school year or a student's high school career. Violations may be referred to the appropriate legal authorities and/or other legal action may be pursued. Exceptions to any of these rules are permitted only under direct teacher supervision.

1. To deny a student under the age of 18 computer network and internet access at FHS, a parent/guardian must complete an "opt out" form, available in the main office.
2. Students may only access the district network and/or internet by using their assigned network account. Use of another person's account/password is prohibited. Students may not allow other users to utilize their passwords.
3. Students may not seek or suggest to other students to seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.

4. Students may not upload, download, create or transmit confidential information, harmful components or corrupted data, or vandalize the property of another. Vandalism includes any malicious attempt to hack, alter, harm or destroy software, hardware, data of another user, other Network resources, or the use of the Network to destroy anything on the Internet or outside Networks.
5. Students may not engage in computer activities that degrade or disrupt the operation of the Network or that waste limited resources. For example, don't waste toner, paper in printers or send "junk e-mail."
6. Students are encouraged to save and store their work in their server account, understanding that school staff may review student computer files or messages. Material may be reviewed for grading and appropriate content. Files may be reviewed for harassing or threatening material, and/or any vulgar or obscene content.
7. Students are not to modify or remove any identifying labels on computer equipment.
8. Students are permitted to use networked and school-supplied software. Programs written by the student as part of an assignment in a course may be run, as required, with teacher supervision.
9. Students may not install or delete programs on the school's computers. Students may not download programs from the Internet or any portable device and attempt to install onto District computers.
10. Students shall not remove, alter or copy Network software for their own personal use or for the use of others.
11. All electronic communication between students and teachers should take place through their district assigned accounts.
12. Students are asked to advise school staff when they observe any violation of the school's policy for the use of the school's computers and/or when a computer malfunctions in any way.
13. Students may not use the District's computers or network to offer for sale any substance the possession or use of which is prohibited by law or the Student Discipline Code.
14. Students may not create, copy, view, transmit, download, upload, or seek, sexually explicit, obscene or pornographic materials, and/or any materials that include the design or detailed information for the purposes of creating any explosive device, materials in furtherance of criminal activities or terrorist acts, threatening materials or any other materials that violates or encourages others to violate the law or the Student Discipline Code.
15. Students may not upload, download, copy, redistribute or republish copyrighted materials without permission from the owner of the copyright. Students should assume that all materials on the Network are protected under copyright laws unless there is explicit permission on the materials to use them.
16. Students may not use web proxies to view, download or seek materials, files, information, software or other content that may be offensive, defamatory, misleading, infringing, or illegal, or view or access content or information unrelated to the curriculum.
17. Students are prohibited from using proxy applications, such as TOR or Ultrasurf, to get around FHS internet filters on personal devices such as: android phones, iPhones, iPods, etc. in order to access content prohibited by the school. Any student engaging in such activity will receive an "IBOSS ALERT - HIGH RISK ACTIVITY DEVICE LOCK" message and will be blocked from the Findlay City Schools wireless network. A Student in violation can only get back on FHS wireless network will need to register their device (android phone, iPhone, iPod, etc.) with technological support staff.
18. Students may not post or distribute inappropriate photos or media (pornography, dangerous, or hate-related media of any kind) electronically (e-mail, instant messaging, MySpace, Facebook, etc.). This includes cyberbullying or harassing another individual (student or employee) or posting/transmitting information of any kind about another person without their consent, including, but not limited to videos, images, audio, text, or any other media.

ELECTRONIC DEVICES (B.Y.O.T)

Providing students and staff with a 21st century digital learning environment is part of the technology plan for Findlay City Schools. Students will be permitted to bring their own technology devices (such as laptops, eReaders, iPads, Smart Phones, etc.) to use at specified times during the school day. Cell phones and Smart Phones, as voice and text communication devices, are a separate category addressed in the handbook.

Use of these devices, intended to enhance learning in the classroom, will be permitted when deemed appropriate at the individual teacher's discretion. Students should be aware that these devices should be used for educational purposes only. **Each teacher has the discretion to limit or forbid the use of a student's personal electronic devices in their classroom.**

When using their own equipment, students must follow the guidelines below which are in addition to, and in expansion of, the District's acceptable use guidelines for students using District provided equipment:

1. Students using their own electronic devices must use only the "Guest" wireless Internet access provided by the District. The "Guest" wireless Internet access is filtered so that students cannot access inappropriate materials during the day or on school property. Internet connections from outside sources allowing 3G or 4G access are not permitted on school grounds as the District must abide by the Children's Internet Protection Act.
2. Students must not create, publish, submit or display any material or media that are abusive, obscene, sexually oriented, harassing, damaging to another's reputation, or illegal and should report any instances encountered.
3. Students may not use the camera feature on their electronic device to capture, record, or transmit audio, video, or still photos of other students, faculty or staff without explicit permission being given by the subject of the video or photo.
4. Students may never use their personal electronic device in restrooms or locker rooms.
5. Use of a student's personal electronic device in the classroom, or at any school-sponsored event, is at the discretion of the administration, faculty or staff.
6. **Students are responsible for keeping their personal electronic devices safe and secure. The district is not responsible for any device lost, stolen or damaged while on school property.**
7. Using your personal electronic device is a privilege, not a right. Students may be denied access at any time. As with your other personal property brought to school, students should not have any expectation of privacy on personal electronic devices brought onto school property. If improper use of technology or abuse of this, or the student acceptable use policy is suspected, the administration, faculty and/or staff have the right to examine the student's electronic device.
8. Students must never use their personal electronic device to access, modify, download or install computer programs, files or information belonging to others.
9. Students using personal electronic devices will not be given access to school district printers, copiers or servers. If a student wants/needs to utilize these devices, the student will need to transfer his/her work to a school-owned computer or device.
10. The District will only provide technical support for school owned devices.
11. The District may not provide users of personally owned devices the opportunity to charge those devices on school property.
12. Any disciplinary action that occurs due to a student's personal device being used improperly will be dealt with at the discretion of the building administrator as prescribed by the student handbook.

These guidelines may be altered by the administration at any time based on violation of these rules and disruption(s) to the educational setting.

CELL PHONES

The administration realizes that technological advancements have led to an increased number of students who have cell phones. In order to preserve academic integrity and the safety of the learning community, it will be necessary to place some limitations on the use of cell phones at school. Violation of this policy may result in disciplinary action being taken, as well as the cell phone being confiscated. When a cell phone is confiscated, the student and/or parent may retrieve the phone from the appropriate principal at the end of the day, provided there are no concerns with the contents of the phone. Bringing a cell phone to school on a scheduled school day is a privilege, not a right; a student does not have a legitimate expectation of privacy as to the contents of a cell phone the student chooses to bring to school. However, a cell phone will only be searched if there is a reasonable individualized suspicion that the cell phone may have been used as a part of a school-related prohibited activity identified in the student handbook. **The school and school personnel are not responsible for lost or stolen cell phones. Cell phones may be taken by a teacher and brought to the office due to a student not following BYOD guidelines.**

MEDIA CENTER/ COMPUTER LAB GUIDELINES

Students must sign in and present an ID before the tardy bell unless otherwise authorized by an administrator or a teacher. Computers will be used **for school related projects only. Materials may only be saved to a student account.** Print only what you need using print preview up to 10 pages. Color printouts must be teacher approved and if printing multiple pictures, then a minimum of 2 pictures per page is required. Clear WATER bottles must remain on the floor. Disruptions may result in removal from computer labs.

LUNCH / CAFETERIA USAGE

Our high school will operate on the basis of an open lunch period for grades 10-12. During your scheduled lunch period you may leave the building to eat if you wish, but it is your responsibility to be back on time and you must return to the building through the cafeteria doors. Under some situations, students may be assigned a Lunch Detention. Those of you who elect to stay in the building must eat your lunch in the cafeteria or other designated areas. You may bring your own lunch from home or may purchase one in the cafeteria. The price for a school lunch will be \$2.85 for the 2017-2018 school year. Students are only permitted to have food in the cafeteria during their assigned lunch period. There are several serving lines. A complete tray lunch will be served on two lines inside the kitchen and at the Deli line which will serve a variety of salads, wraps, and miscellaneous entrees along with a la carte items. Leave nothing on the tables. Do your part to see that the cafeteria is kept clean. Card playing is permitted only during the lunch periods and only in the cafeteria area. No gambling is permitted.

All food must be consumed in the cafeteria with the exception of the following situations: food or beverage (clear water bottle) will be permitted in other areas of the building with permission of a principal and/or students are permitted to transport and have food in the academic wing with a written pass in the student handbook from the classroom teacher for the purpose of consumption in the classroom.

FREE/REDUCED LUNCH

In the event that financial concerns arise that make it difficult to purchase school lunches, students should see their counselor and apply for free and/or reduced lunch. Federal Regulations require all schools to verify the income of applicants for free and reduced lunch. Parents or guardians must have their child pay or pack lunch until the Food Service office approves the application. Applications are available in the Main office.

OPEN LUNCH CONTRACT GRADES 10-12

Lunch Behavior

Open lunch is a privilege that must be earned and certain standards must be followed while off campus, or a student will lose the privilege. Findlay High School currently has an open lunch for students in grades 10-12 who have signed the Open Lunch Contract. Freshman lunch is closed. Students are expected to behave responsibly during lunch either on or off school property. If a student is disruptive, he/she may be assigned "Closed Lunch". The lunch detention assignment will directly reflect the infraction. Serious infractions will result in lunch detentions for the remainder of the school year. The following standards are expected while off campus:

1. Appropriate behavior at all times. Examples of inappropriate behavior include, but are not limited to: fighting, smoking and causing disturbances in the community.
2. Keep safety in mind at all times. Cross the street at proper places and at the appropriate time.
3. No trespassing on private property. It is expected that students will respect our neighbors.
4. There will be no loitering. The corners must stay clear so students can use the crosswalks.
5. No littering. Please place refuse in appropriate containers.
6. Use sidewalks at all times. Do not walk in the streets.
7. Students in grades 10-12 may walk to local restaurants during open lunch. Students will NOT be permitted to drive off campus during open lunch.

SENIOR PRIVILEGE GUIDELINES

- Must be on track for graduation to be dismissed from one 1st or 8th period study hall
- Complete form on FHS website for consideration
- The student is to continue to report to study hall until notified that it has been approved and the schedule has been changed.
- The student's parents or administrator may revoke this privilege for any reason.



MILLSTREAM CAREER CENTER

Students enrolled in a Millstream program must comply with the rules and regulations of Findlay High School.

MISSION STATEMENT

Educating Students, Empowering Communities

MILLSTREAM BLOCK SCHEDULE

Millstream Block Schedule Regular Daily Schedule			Millstream Block Schedule One Hour Delay Schedule		
Block A	7:30	9:54	Block A	8:30	10:31
Block B	9:58	12:08	Block B	10:35	12:31
Block C	12:12	2:30	Block C	12:35	2:30

Millstream Block Schedule Two Hour Delay Schedule			Millstream Block Schedule Three Hour Delay Schedule		
Block A	9:30	11:09	Block A	10:30	12:09
Block B	11:13	12:53	Block B	12:13	1:53
Block C	12:57	2:30	Block C	1:57	3:30

MILLSTREAM ADMISSION/ACCEPTANCE REQUIREMENTS

1. All candidates need to visit Millstream and their program of interest.
2. All candidates need to have an application on file with the Millstream Administrator.
3. All candidates need to be on track for graduation or have an alternate plan on file with home school counselor.
4. Students and parents need to attend an orientation prior to the start of school.
5. Acceptance will be based on review of the student's transcript, recommendation from the home school counselor, and application on file at Millstream. In the event there are more applications than openings, a waiting list will be established. Candidates will be selected on the basis of their qualifications, including grade point average and attendance.

ATTENDANCE

Attendance at Millstream is critical since students will be spending three full periods in class each day. If you will be missing class for any reason, consult the ATTENDANCE section of the FHS Student/Parent Handbook. Please note that all Millstream County students are required to have a parent/guardian call Millstream. To report a student absence: Junior students please call 419-425-8214, seniors' call 419-420-3342. If associate school students have school-related activities at their home school, it is the student's responsibility to notify their Millstream teachers prior to the activity.

In order to enhance the educational experience and employability skillset of students enrolled in Millstream Career Center programs, the following attendance policy has been established:

- o Students shall miss no more than seven days per semester of program class time. Any absence after seven must be excused with a doctor's note.
- o Students who miss more than seven days per semester will be sent written notification that they may be denied credit for the semester in their respective Millstream program. Students will have five days to submit an appeal for reinstatement of credit.

- o An attendance review committee consisting of five Millstream staff members shall hear an appeal by the affected student and/or parent. Students may receive credit if the review committee recommends that credit be reinstated. Credit may be earned back with various efforts such as make-up time or work.
- o An attendance award incentive will also accompany this attendance policy. Students who miss three or fewer days of their program class will receive an award-based incentive.

CALENDAR

All Millstream students will be expected to follow the Findlay City Schools school calendar for all starting, ending, and vacation days. The only exception would be the end of the year for graduating seniors who will follow their home school calendar after successfully completing programs and/or projects required by Millstream. Students who do not complete assigned work or projects will receive a TI. In the event that an associate school student is taking an academic course through FHS, they will be expected to complete the academic year at FHS.

EARLY PLACEMENT

Early placement, in both paid and unpaid positions, is subject to availability of positions. Only **SENIORS** who apply and have demonstrated sufficient competencies in their program areas will be considered. Early placement is designed to provide an opportunity for "qualified" students to enhance their normal classroom experience during the second semester. The only exceptions are programs that are seasonally affected, such as Construction Skills Technology. All students involved in early placement will attend their program for a minimum of one day per week or at the instructor's request for assemblies or other class activities. The student must be on the job during school hours the remainder of the week. Students who are ill must call the program teacher, home school, and employer if unable to report to work. The same procedure of submitting a note to the FHS attendance office upon the student's return to school must be followed or the absence will be considered truancy.

CAREER-TECHNICAL DIPLOMA WITH HONORS

Vocational students must meet at least seven of the first eight criteria to earn an honors diploma:

1. Earn 4 units of English, which may include one unit of applied communication.
2. Earn 4 units of Math, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that cover equivalent content.
3. Earn 4 units of Science, including 2 advanced sciences.
4. Earn 4 units of Social Studies.
5. Earn 4 units in the student's career-technical education curriculum. The program must lead to industry credential, apprenticeship or post-secondary credit.
6. Maintain an overall high school grade point average of at least a 3.5 on a 4-point scale, determined after the first semester of the senior year.
7. Obtain a 27 composite score on the ACT or 1210 on the Scholastic Assessment Test (SAT). (Writing sections should not be included in the calculations of this score.)
8. Achieve the proficiency benchmark established for the Ohio Career-Technical Competency Assessment or the equivalent.

Buses

9. Foreign Language is not counted toward requirements.
10. Fine Arts are not counted toward requirements.

PARKING

Parking permits for county school students who elect to drive to Millstream need to be purchased in the Millstream Office prior to the start of the third week of classes at a cost of \$10. County students must park in the designated lot on the southwest side of the building. The permit must be displayed in the front window. Parking fines may be issued if policy is not followed.

STUDENT YOUTH ORGANIZATIONS

Student youth organizations are a co-curricular requirement of all Millstream workforce development programs. These activities help develop leadership, teamwork, and pride within the Millstream students. As listed in the course selection guide, all students will become members of SkillsUSA, DECA-An Association of Marketing Students, or Family Career and Community Leaders of America (FCCLA). All students are required to attend and participate in these activities during school time. Students who may be in co-op or early placement positions

are required to notify employers of these activities so that they are able to attend activities during school time.

WEATHER

In the event of inclement weather, students need to follow their home school policy. If your home school is cancelled, you are NOT expected to attend Millstream. In the event of a delay, A block COUNTY students will be excused. B block COUNTY students should use the discretion of their parent and home school to determine attendance. C block COUNTY students will be expected to attend. In the event of a 3 hour delay, NO ASSOCIATE SCHOOL students are expected to attend Millstream. ALL Findlay High School students are to follow Findlay High School delay schedules and are expected to attend their Millstream classes. IN ALL CASES OF INCLEMENT WEATHER, PARENT DISCRETION SHOULD BE USED.

FINDLAY HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES RULES AND ELIGIBILITY

GOALS & PHILOSOPHY

Findlay City Schools believes that all participants covered by these rules are students who have a strong influence both in our community and among the student body. With this opportunity comes the responsibility of being a good role model. Thus, these rules are designed to discourage all participants in extra-curricular activities, from the use of drugs, alcohol, and tobacco in any form.

These rules are established for the benefit and well-being of the students. Your support and encouragement for your student to abide by these rules is vital. These rules are in effect year round. The Extra-Curricular Activities Rules and Eligibility Policy are posted on the school website and in the FHS main office. Students participating in extra-curricular activities will receive a copy of the policies and procedures. Students participating in extra-curricular activities will be required to submit to all Findlay City School District policy and procedures.

GOOD SPORTSMANSHIP / ATTENDANCE AT ATHLETIC EVENTS

The Student Athlete Leadership Team (SALT), administration and staff at FHS promote enthusiastic support of our athletic teams. Please display positive behavior that promotes good sportsmanship by treating all fans, officials, coaches and student athletes with respect.

RESPONSIBILITY OF SCHOOL & COACHES/ADVISORS

Prior to the first meeting/event of the season, coaches/advisors are to hold a meeting open to parents and students for the purpose of reviewing these rules and additional rules specific to a sport or activity, eligibility guidelines, and any other information relative to the sport or activity. We strongly encourage parents and their children to review these rules together.

ELIGIBILITY

In order to remain eligible to participate in extra-curricular activities, students must adhere to the following requirements:

- A. The current Ohio High School Athletic Association minimum standards:
 1. A student in grades 9-12 must have passed five or more credits during the preceding grading period.
 2. A student in grades 7-8 (includes incoming 9th graders) must have received passing grades in 75% of the subjects in which he/she is enrolled during the preceding grading period.
- B. Maintained a minimum 1.5 GPA in the previous grading period.
- C. Received no more than one F in classes in which he/she was enrolled during the preceding grading period, whether for full or partial credit.
- D. After a student completes the eighth grade, or is otherwise eligible for high school extra-curricular activities, the student may be eligible for a period not to exceed eight semesters taken in order of attendance, whether the student participates or not.

It is strongly recommended students/athletes carry more than the minimum five credits since some classes are worth one full credit, some 1/2 credit, etc. **Summer school grades may NOT be used for eligibility purposes** in accordance with the Ohio High School Athletic Association standards.

NON-DISCRIMINATION POLICY

The board affirms that, consistent with and to the extent required by applicable law, no person shall, on the basis of gender, race, color, national origin, or disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices. This shall extend to employees therein and to admission thereto. Inquiries concerning the application of this policy may be referred to the Superintendent or designated coordinator. This policy shall prevail in all Board policies concerning school employees and students. When this handbook is in conflict with the provisions of Ohio Revised Code 3301.60 (Interstate Compact on Educational Opportunity for Military Children), the provisions of ORC 3301.60 will apply. This handbook does not supersede ORC 3301.60.

The Board designates:

Director of Elementary Instruction - Title I Coordinator
Director of Secondary Instruction - Title VI Coordinator
Assistant Superintendent - Title IX Coordinator
Special Education Coordinator - Section 504 Coordinator

Complaints should be referred to:

Title VI (race, color and national origin)

Mr. Rich Steiner
1100 Broad Avenue
Findlay, Ohio 45840
419-425-2569

Title IX (gender)

Mr. Troy Roth
1100 Broad Avenue
Findlay, Ohio 45840
419-425-8202

Section 504 (disability)

Mrs. Maryl Hill
1100 Broad Avenue
Findlay, Ohio 45840
419-425-8238



FHS ART CAMP

Proposal



FHS ART CAMP

2017

"Creativity is as important as literacy and numeracy, and I actually think people understand that creativity is important - they just don't understand what it is."

-Sir Ken Robinson

Role and Responsibilities

All staff will be hired by the camp director.

Camp Director

Camp director is responsible for marketing, registration, hiring, and overall operation and organization of the art camps. Director will secure building permits and deal with all financial matters, as well as deal with parental questions and concerns. The director will also work to provide scholarship opportunities to those less fortunate and apply for grants when applicable.

Painting Instructor

Painting Instructor will teach basic painting concepts in at least two paint mediums. Instructor will have a student assistant to provide help with basic organization and operation of the paint studio.

Printmaking Instructor

Printmaking Instructor will teach basic printmaking concepts, as well as, silkscreen camp t-shirts with campers. Instructor will have a student assistant to provide help with basic organization and operation of the printmaking studio.

Drawing Instructor

Drawing Instructor will teach the basic drawing concepts and focus on the art of observation. Instructor will have a student assistant to provide help with basic organization and operation of the drawing studio.

3D Instructor

3D Instructor will be teaching a variety of three dimensional art techniques. Sculpting in clay, glass fusing, clay pendants to name a few. Instructor will have a student assistant to provide help with basic organization and operation of the jewelry studio.

Digital Media Instructor

Digital Design Instructor will teach campers about Digital SLR Photography and use Photoshop to enhance images. Design Instructor will assist in camp media and provide campers with an artistic understanding of technology in design.

Teaching Assistants (5 Total)

There will be an assigned student assistant for each instructor. Student assistants will be expected to provide support to the instructor and campers. Student assistants will also aid in the setup and organization of supplies and thorough cleaning of studios.

Camp Counselors (5 Total)

Six student volunteers will also be acting as counselors. These students will help campers with basic needs and help transfer kids from studio to studio. Students will also be expected to participate in all camp events, including cleanup.

Camp Photographer/Videographer

This position will be held by a student well versed in digital photography. Other responsibilities include making a slideshow/video to summarize the experience at FHS Art Camp.

*Each camp will operate a bit different than the next. Student volunteers will play a key role in the success and smooth operation of camp.

Current Hires for Board Approval

Jason Wagner, *Director* (FCS Teacher)
Jon Gaberdiel, *Instructor* (FCS Teacher)
Paul Kuhn, *Instructor* (FCS Teacher)
Michelle Weber, *Instructor* (Fostoria City Schools)
Sherwin Quiambao, *Instructor* (FHS Alum, Animator)
Kelly Algae, *Instructor* (Local Artist)
Jeanette Tate, *Instructor* (FCS Teacher)
Scott Alexander, *Instructor* (BGSU Grad)
Ellie Meyer, *Instructor* (Local Artist)

FHS Camp Schedule

Jason Wagner
May 7, 2017

Blue Group	Green Group	Orange Group	Yellow Group
Grade 2	Grades 3	Grades 4	Grades 5

*Campers will follow their group color's schedule daily.

MONDAY'S SCHEDULE				
9:00-9:45		OPENING REMARKS IN THE AUDITORIUM		
9:45-10:45	PAINTING	DIGITAL MEDIA	3D DESIGN	DRAWING
10:50-11:50	PRINTMAKING	PAINTING	DIGITAL MEDIA	3D DESIGN
11:50-12:30	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:30	DRAWING	PRINTMAKING	PAINTING	DIGITAL MEDIA
1:40-2:40	3D DESIGN	DRAWING	PRINTMAKING	PAINTING
2:50-3:50	DIGITAL MEDIA	3D DESIGN	DRAWING	PRINTMAKING
TUESDAY, WEDNESDAY, THURSDAY SCHEDULE				
9:00-10:00	PAINTING	DIGITAL MEDIA	3D DESIGN	DRAWING
10:10-11:10	PRINTMAKING	PAINTING	DIGITAL MEDIA	3D DESIGN
11:15-11:45		ARTIST LECTURE SERIES		
11:45-12:30	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:30	DRAWING	PRINTMAKING	PAINTING	DIGITAL MEDIA
1:40-2:40	3D DESIGN	DRAWING	PRINTMAKING	PAINTING
2:50-3:50	DIGITAL MEDIA	3D DESIGN	DRAWING	PRINTMAKING

FRIDAY SCHEDULE				
9:00-10:00	PAINTING	DIGITAL MEDIA	3D DESIGN	DRAWING
10:10-11:10	PRINTMAKING	PAINTING	DIGITAL MEDIA	3D DESIGN
11:15-11:45	LUNCH	LUNCH	LUNCH	LUNCH
11:45-12:30	DRAWING	PRINTMAKING	PAINTING	DIGITAL MEDIA
12:30-1:30	3D DESIGN	DRAWING	PRINTMAKING	PAINTING
1:40-2:40	DIGITAL MEDIA	3D DESIGN	DRAWING	PRINTMAKING
3:00-4:00	PARENT RECEPTION	PARENT RECEPTION	PARENT RECEPTION	PARENT RECEPTION

2017 Camp Projections

FHS Art Camp (Grades 6-12)

Camp Dates: June 19-23 9a-3p Daily

Current Enrollment: 19

Registration Cost: \$180

ActiveCamps Registration Fee: 5.95% per transaction

Director Pay: \$400 less than 20 campers w/ hired instructor or 30% of Gross Income 20+

Instructor Pay: \$160 per instructor, per day (per 20 campers)

Materials: \$500, per 20 campers **T-Shirts:** \$180, per 20 campers **Food:** \$120

Marketing: \$100

FHS Art Camp (Grades 2-6)

Camp Dates: June 12-16 9a-3p Daily

Current Enrollment: 36

Registration Cost: \$180

ActiveCamps Registration Fee: 5.95% per transaction

Director Pay: \$400 less than 20 campers w/ hired instructor or 30% of Gross Income 20+
campers

Instructor Pay: \$800 per instructor (per 20 campers)

Materials: \$200, per 20 campers **T-Shirts:** \$180, per 20 campers **Food:** \$200

Marketing: \$50

FHS Art Camp (Grades PK-1)

Camp Dates: June 19-23 9a-12p Daily

Current Enrollment: 32

Registration Cost: \$100

ActiveCamps Registration Fee: 5.95% per transaction

Director Pay: \$400 less than 20 campers w/ hired instructor or 30% of Gross Income 20+ campers

Instructor Pay: \$400 per instructor (per 20 campers)

Materials: \$500, per 20 campers **T-Shirts:** \$180, per 20 campers **Food:** \$200

Marketing: \$50

CAMP 2-6 & 6-12

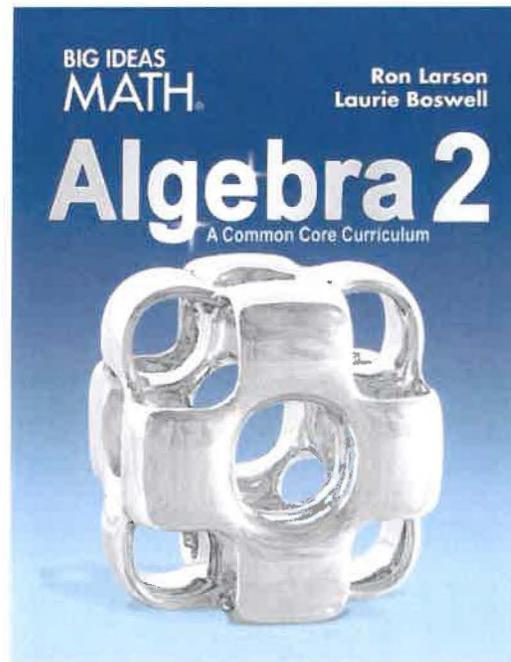
CAMP PK-1

\$90 per camper	Fee Money	Active Camps Fee	Total
10 Campers	\$1,800	\$107.10	\$1,892.90
20 Campers	\$3,600	\$214.20	\$3,905.80
30 Campers	\$5,400	\$321.30	\$5,078.70
40 Campers	\$7,200	\$428.40	\$6,771.60
50 Campers	\$9,000	\$535.50	\$8,464.50
60 Campers	\$10,800	\$642.60	\$10,157.40
70 Campers	\$12,600	\$749.70	\$11,850.30
75 Campers	\$13,500.00	\$803.25	\$12,696.75
80 Campers	\$14,400.00	\$856.80	\$13,543.20
88 Campers	\$15,300.00	\$910.38	\$14,389.68
90 Campers	\$16,200.00	\$963.90	\$15,236.10
95 Campers	\$17,100.00	\$1,017.45	\$16,082.55
100 Campers	\$18,000.00	\$1,071.00	\$16,929.00

\$100 per camper	Fee Money	Active Camps Fee	Total
10 Campers	\$1,000	\$59.50	\$940.50
20 Campers	\$2,000	\$119.00	\$1,881.00
30 Campers	\$3,000	\$178.50	\$2,821.50
40 Campers	\$4,000	\$238.00	\$3,762.00
50 Campers	\$5,000	\$297.50	\$4,702.50
60 Campers	\$6,000	\$357.00	\$5,643.00

Honors Algebra 2

Course #41



Findlay City Schools

April 2017

TABLE OF CONTENTS

1. Findlay City Schools Mission & Beliefs
2. Honors Algebra 2 Curriculum
3. Honors Algebra 2 Pacing Guide

Course Summary: The student will apply algebraic concepts in the study of patterns, relations, and functions. Topics from Algebra I that are studied in more depth include linear equations, systems of equations, graphing linear functions, polynomial operations, exponents, and irrational numbers. Other topics covered include matrices, quadratics, sequences and series, conic sections, complex numbers, and data analysis. The purchase of a TI-83/84+ is recommended.



Writing Team

Honors Algebra 2

Ellen Laube
Aaron Moyer
Karen Ouwenga
Beverly Vetovitz

Textbook: *Big Ideas Math Algebra 2: A Common Core Curriculum*, Ron Larson and Laurie Boswell
Student Edition: ISBN: 978-1-60840-840-5; Teacher Edition: ISBN: 978-1-60840-867-2

Mission Statement

Educating and Empowering for Life

Beliefs

Our beliefs form the ethical foundation of the Findlay City Schools.

We believe....

- *All students and families have worth and are to be valued.*
- *Students need a safe and inclusive environment in order to fully express who they are.*
- *All students can learn.*
- *In order for each student to thrive, students, families, staff and community must be vested in their growth and development.*
- *All students need opportunities in and out of the classroom.*
- *FCS must be a reflection of our growing community and its needs.*
- *The Seven Habits of Highly Effective People supports life skills:*
 - *Habit 1: Be Proactive*
 - *Habit 2: Begin with the End in Mind*
 - *Habit 3: Put First Things First*
 - *Habit 4: Think Win-Win*
 - *Habit 5: Seek First to Understand, Then to Be Understood*
 - *Habit 6: Synergize*
 - *Habit 7: Sharpen the Saw*

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 1 – Linear Functions
Pacing	21 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.* a. determine an explicit expression, a recursive process, or steps for calculation from a context</p> <p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to <u>know</u>)	Bloom’s Taxonomy Levels
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand
Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Compare (F.IF.9)	Properties of two functions: <ul style="list-style-type: none">• Algebraically• Graphically• Numerically in tables• Verbally	Analyze
Determine (F.BF.1a)	An explicit expression, a recursive process, or steps for calculation	Create

Construct (F.LE.2)	Linear and exponential functions including arithmetic and geometric sequences given: <ul style="list-style-type: none"> • A graph • A description of a relationship • A table of values 	Create
Represent (S.ID.6)	Data on a scatter plot	Create
Fit (S.ID.6)	A function to the data	Create
Represent (A.CED.3)	Constraints by equation or inequalities, and by systems of equations and/or inequalities	Understand
Interpret (A.CED.3)	Solutions are viable or non-viable options in context	Evaluate
Solve (A.REI.6)	Systems of linear equations focusing on linear equations in two variables	Apply
Vocabulary		Resources
Correlation coefficient, horizontal shrink, horizontal stretch, line of best fit, line of fit, linear equation in three variables, ordered triple, parent function, reflection, solution of a system of three linear equations, system of three linear equations, transformations, translation, vertical shrink, vertical stretch		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Parent Functions and Transformations Transformations of Linear and Absolute Value Functions Modeling with Linear Functions Solving Linear Systems		<ul style="list-style-type: none"> • Identify families of functions, describe transformations or parent functions, and write functions representing combinations of transformations. • Write equations of linear functions using points and slopes • Find lines of fit and lines of best fit • Solve systems of linear equations in three variables algebraically

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 2 – Quadratic Functions
Pacing	13 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> ★</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key</i></p>	

features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★

G.PE.2 Derive the equation of a parabola given a focus and directrix.

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

F.BF.1 Write a function that describes a relationship between two quantities.*

a. determine an explicit expression, a recursive process, or steps for calculation from a context

S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to <u>know</u>)	Bloom’s Taxonomy Levels
Graph (F.IF.7)	Functions by showing key features: <ul style="list-style-type: none"> • By hand • Technology 	Create
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand

Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Solve (F.BF.4a)	An equations for its inverse	Apply
Write (F.BF.4a)	An expression for the inverse	Apply
Compare (F.IF.9)	Properties of two functions: <ul style="list-style-type: none"> • Algebraically • Graphically • Numerically in tables • Verbally 	Analyze
Interpret (F.IF.4)	Key features of graphs and tables	Evaluate
Sketch (F.IF.4)	Graphs showing key features given a verbal description of the relationship	Create
Derive (G.PE.2)	Equation of a parabola given focus and directrix	Create
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Determine (F.BF.1a)	An explicit expression, a recursive process, or steps for calculation	Create
Evaluate (S.IC.6)	Reports based on data	Evaluate
Vocabulary		Resources
Axis of symmetry, directrix, focus, intercept form, maximum value, minimum value, parabola, quadratic function, standard form, vertex form, vertex of a parabola.		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Transformations of Quadratic Functions Characteristics of Quadratic Functions Focus of a Parabola Modeling with Quadratic Equations		<ul style="list-style-type: none"> • Describe and write transformations of quadratic functions. • Graph quadratic functions using x-intercepts. • Write equations of parabolas. • Write quadratic equations to model data sets.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 3 – Quadratic Equations and Complex Numbers
Pacing	16 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>A.REI.4 Solve quadratic equations in one variable.</p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.</p> <p>N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p>N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.</p> <p>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the</p>	

functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★

A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Use (A.SSE.2)	The process of: <ul style="list-style-type: none"> • Factoring • Completing the square 	Apply
Solve (A.REI.4)	Quadratic equations (both real and complex) by: <ul style="list-style-type: none"> • Square roots • Quadratic formula • Factoring 	Analyze
Write (F.IF.8)	A function defined by an expression in different by equivalent forms to reveal and explain different properties of the function	Create
Know (N.CN.1)	There exists the complex number i	Knowledge
Use (N.CN.2)	Properties of i to add, subtract, multiply and divide complex numbers	Apply

Solve (N.CN.7)	Quadratics that have complex solutions	Apply
Represent (A.CED.3)	Constraints by equation or inequalities, and by systems of equations and/or inequalities	Understand
Interpret (A.CED.3)	Solutions are viable or non-viable options in context	Evaluate
Solve (A.REI.7)	Systems of linear and quadratic equations algebraically and graphically	Apply
Explain (A.REI.11)	That each side of an equation when graphed individually will intersect and the solution	Understand
Find (A.REI.11)	The solutions of equations by using: <ul style="list-style-type: none"> • Tables • Approximations • Technology to graph 	Apply
Create (A.CED.1)	Equations and inequalities in one variable	Apply
Use (A.CED.1)	Equations and inequalities to solve problems in one variable	Apply
Vocabulary		Resources
Completing the square, complex number, discriminant, imaginary number, imaginary unit i , pure imaginary number, quadratic equation in one variable, Quadratic Formula, quadratic inequality in one variable, quadratic inequality in two variables, root of an equation, system of nonlinear equations, zero of a function		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Solving Quadratic Equations Complex Numbers Completing the Square Using the Quadratic Formula Solving Nonlinear Systems Quadratic Inequalities		<ul style="list-style-type: none"> • Solve quadratic equations for real and complex solutions. • Add, subtract, and multiply complex numbers. • Solve systems of nonlinear equations. • Solve and graph quadratic inequalities in two variables.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 4 – Polynomial Functions
Pacing	23 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>★</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★</p> <p style="padding-left: 40px;">c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> <p>A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p> <p>A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>	

A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

N.CN.8 (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.*

N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F.BF.1 Write a function that describes a relationship between two quantities.*

a. determine an explicit expression, a recursive process, or steps for calculation from a context

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Interpret (F.IF.4)	Key features of graphs and tables	Evaluate
Sketch (F.IF.4)	Graphs showing key features given a verbal description of the relationship	Create
Graph (F.IF.7)	Functions by showing key features: <ul style="list-style-type: none"> • By hand • Technology 	Create
Understand (A.APR.1)	Polynomials are closed under: <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication 	Understand
Prove (A.APR.4)	Polynomial identities	Create
Use (A.APR.4)	Polynomial identities to describe numerical relationships	Apply
Generate (A.APR.4)	Pythagorean triples	Apply
Know (A.APR.5)	Binomial Theorem	Knowledge
Apply (A.APR.5)	Binomial Theorem	Apply
Know (A.APR.2)	Remainder Theorem	Knowledge
Apply (A.APR.2)	Remainder Theorem	Apply
Rewrite (A.APR.6)	Simple rational expressions	Understand
Write (A.APR.6)	The remainder of a divided polynomial in rational form	Apply
Use (A.SSE.2)	The process of: <ul style="list-style-type: none"> • Factoring • Completing the square 	Apply
Identify (A.APR.3)	Zeros of polynomials	Understand
Use (A.APR.3)	Zeros to construct a rough graph	Apply
Extend (N.CN.8)	Polynomial identities to the complex numbers	Knowledge
Know (N.CN.9)	Fundamental Theorem of Algebra	Knowledge
Show (N.CN.9)	The Fundamental Theorem of Algebra is true for quadratic polynomials	Create

Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand
Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Determine (F.BF.1a)	An explicit expression, a recursive process, or steps for calculation	Create
Vocabulary		Resources
Complex conjugates, end behavior, even function, factor by grouping, factored completely, finite differences, local maximum, local minimum, odd function, Pascal's Triangle, polynomial, polynomial function, polynomial long division, quadratic form, repeated solution, synthetic division		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Graphing Polynomial Functions Adding, Subtracting, and Multiplying Polynomials Dividing Polynomials Factoring Polynomials Solving Polynomial Equations The Fundamental Theorem of Algebra Transformations of Polynomial Functions Analyzing Graphs of Polynomial Functions Modeling with Polynomial Functions		<ul style="list-style-type: none"> • Graph and analyze the graphs of polynomial functions, including transformations. • Add, subtract, multiply, divide, and factor polynomials, including cubic polynomials. • Find solutions of polynomial equations and zeros of polynomial functions. • Use the Fundamental Theorem of Algebra. • Write polynomial functions.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 5 – Rational Exponents and Radical Functions
Pacing	13 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i></p> <p>N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★</p> <p style="padding-left: 40px;">b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.*</p>	

b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

F.BF.4 Find inverse functions.

a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Explain (N.RN.1)	The notation of rational exponents vs. radical form	Explain
Rewrite (N.RN.2)	Expressions involving radicals and rational exponents using the properties of exponents	Understand
Graph (F.IF.7)	Functions by showing key features: <ul style="list-style-type: none"> • By hand • Technology 	Create
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand

Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Explain (A.REI.1)	The process of solving equations	Understand
Justify (A.REI.1)	The solution to an equation can be supported with mathematical properties	Create
Solve (A.REI.2)	Simple radical and rational equations in one variable	Create
Give (A.REI.2)	Examples of how extraneous solutions would arise	Understand
Combine (F.BF.1b)	Standard functions using arithmetic operations	Create
Rearrange (A.CED.4)	Formulas to highlight a quantity of interest	Create
Solve (F.BF.4a)	An equations for its inverse	Apply
Write (F.BF.4a)	An expression for the inverse	Apply
Vocabulary		Resources
Conjugate, extraneous solutions, index of a radical, inverse functions, like radicals, n^{th} root of a, radical equation, radical function, simplest form		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
n^{th} Roots and Rational Exponents Properties of Rational Exponents and Radicals Graphing Radical Functions Solving Radical Equations and Inequalities Performing Function Operations Inverse of a Function		<ul style="list-style-type: none"> • Evaluate expression using properties of rational exponents. • Graph radical functions. • Solve equations containing radicals and rational exponents. • Solve radical inequalities. • Explore inverses of functions.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 6 – Exponential and Logarithmic Functions
Pacing	20 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★ e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>F.LE.4 For exponential models, express as a logarithm the solution to a $bct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p>F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.* a. determine an explicit expression, a recursive process, or steps for calculation from a context</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	

F.BF.4 Find inverse functions.

a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*

A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Factor (A.SSE.3)	A quadratic expression to reveal the zeros of the function	Analyze
Graph (F.IF.7)	Functions by showing key features: <ul style="list-style-type: none"> • By hand • Technology 	Create

Write (F.IF.8)	A function defined by an expression in different by equivalent forms to reveal and explain different properties of the function	Create
Construct (F.LE.2)	Linear and exponential functions including arithmetic and geometric sequences given: <ul style="list-style-type: none"> • A graph • A description of a relationship • A table of values 	Create
Express (F.LE.4)	Exponential models as a log	Understand
Evaluate (F.LE.4)	The log using technology	Evaluate
Interpret (F.LE.5)	Functions in context	Analyze
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand
Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Solve (F.BF.4a)	An equations for its inverse	Apply
Write (F.BF.4a)	An expression for the inverse	Apply
Use (A.SSE.2)	The process of: <ul style="list-style-type: none"> • Factoring • Completing the square 	Apply
Explain (A.REI.1)	The process of solving equations	Understand
Justify (A.REI.1)	The solution to an equation can be supported with mathematical properties	Create
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Determine (F.BF.1a)	An explicit expression, a recursive process, or steps for calculation	Create

Vocabulary	Resources
Asymptote, common logarithm, decay factor, exponential decay function, exponential equations, exponential function, exponential growth function, growth factor, logarithm of y with base b function, logarithmic equations, natural base e, natural logarithm	Textbook with Supplementals Online Resources
Overview	Understanding/Corresponding Big Ideas
Exponential Growth and Decay Functions The Natural Base e Logarithms and Logarithmic Functions Transformations of Exponential and Logarithmic Functions Properties of Logarithms Solving Exponential and Logarithmic Equations Modeling with Exponential and Logarithmic Functions	<ul style="list-style-type: none"> • Define and evaluate logarithms, using the properties of logarithms and the change-of-base formula. • Graph logarithmic functions. • Transform graphs of logarithmic functions. • Solve logarithmic equations. • Write logarithmic models for data sets.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 7 – Rational Functions
Pacing	13 days

ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS

A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply and divide rational expressions.

A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Create (A.CED.1)	Equations and inequalities in one variable	Apply
Use (A.CED.1)	Equations and inequalities to solve problems in one variable	Apply
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Represent (A.CED.3)	Constraints by equation or inequalities, and by systems of equations and/or inequalities	Understand
Interpret (A.CED.3)	Solutions are viable or non-viable options in context	Evaluate
Rearrange (A.CED.4)	Formulas to highlight a quantity of interest	Create
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand

Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Rewrite (A.APR.6)	Simple rational expressions	Understand
Write (A.APR.6)	The remainder of a divided polynomial in rational form	Apply
Understand (A.APR.7)	Rational expressions form a closed system	Understand
Perform (A.APR.7)	Operations with rational expressions <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division 	Apply
Explain (A.REI.1)	The process of solving equations	Understand
Justify (A.REI.1)	The solution to an equation can be supported with mathematical properties	Create
Solve (A.REI.2)	Simple radical and rational equations in one variable	Create
Give (A.REI.2)	Examples of how extraneous solutions would arise	Understand
Vocabulary		Resources
Complex fraction, constant of variation, cross multiplying, inverse variation, rational expression, rational function, simplified form of a rational expression		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Inverse Variation Graphing Rational Functions Multiplying and Dividing Rational Expressions Adding and Subtracting Rational Expressions Solving Rational Equations		<ul style="list-style-type: none"> • Classify and write direct and inverse variations. • Graph rational functions. • Add, subtract, multiply, and divide rational expressions. • Solve rational equations.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 8 – Sequences and Series
Pacing	14 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i>★</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.* a. determine an explicit expression, a recursive process, or steps for calculation from a context</p> <p>F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★</p> <p>Mathematical Practices:</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them2. Reason abstractly and quantitatively3. Construct viable arguments and critique the reasoning of others4. Model with mathematics5. Use appropriate tools strategically6. Attend to precision7. Look for and make use of structure8. Look for and express regularity in repeated reasoning	

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Recognize (F.IF.3)	That sequences are functions	Understand
Construct (F.LE.2)	Linear and exponential functions including arithmetic and geometric sequences given: <ul style="list-style-type: none"> • A graph • A description of a relationship • A table of values 	Create
Derive (A.SSE.4)	Formula for the sum of a finite geometric series	Create
Use (A.SSE.4)	The formula of a finite geometric series to solve problems	Apply
Determine (F.BF.1a)	An explicit expression, a recursive process, or steps for calculation	Create
Write (F.BF.2)	Arithmetic and geometric sequences both recursively and explicitly to model situations	Create
Translate (F.BF.2)	Between explicit and recursive forms	Analyze
Vocabulary		Resources
Arithmetic sequence, arithmetic series, common difference, common ratio, explicit rule, geometric sequence, geometric series, partial sum, recursive rule, sequence, series, sigma notation, summation notation, terms of a sequence		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Defining and Using Sequences and Series Analyzing Arithmetic Sequences and Series Analyzing Geometric Sequences and Series Finding Sums of Infinite Geometric Series Using Recursive Rules with Sequences		<ul style="list-style-type: none"> • Use sequence notation to write terms of sequences. • Write a rule for the nth term of a sequence. • Find the sums of finite arithmetic and finite geometric series, and find partial sums of infinite geometric series. • Evaluate recursive rules for sequences. • Translate between recursive and explicit rules for sequences.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 9 – Trigonometric Ratios and Functions
Pacing	16 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p>F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p>F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★</p> <p>F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★ e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.* a. determine an explicit expression, a recursive process, or steps for calculation from a context</p>	

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F.TF.9 Prove the addition and subtraction formulas for sine, cosine and tangent and use them to solve problems.

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Understand (F.TF.1)	Radian measure of an angle as the length of the arc on the unit circle subtended by the angle	Understand
Explain (F.TF.2)	How the unit circle in the coordinate plane enables the extension of trig functions	Understand
Choose (F.TF.5)	Trig functions that model a graph	Apply
Prove (F.TF.8)	The Pythagorean Identity	Create
Use (F.TF.8)	The Pythagorean Identity to find the quadrant of an angle	Apply
Graph (F.IF.7)	Functions by showing key features: <ul style="list-style-type: none"> • By hand • Technology 	Create
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand
Find (F.BF.3)	The parameter used to transform the parent function	Analyze

Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Determine (F.BF.1a)	An explicit expression, a recursive process, or steps for calculation	Create
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Prove(F.TF.9)	Addition and subtraction formulas for sine, cosine, and tangent	Create
Use(F.TF.9)	Addition and subtraction formulas to solve problems	Apply
Vocabulary		Resources
Amplitude, central angle, cosecant, cosine, cotangent, coterminal, cycle, frequency, initial side, midline, period, periodic function, phase shift, quadrantal angle, radian, reference angle, secant, sector, sine, sinusoid, standard position, tangent, terminal side, trigonometric identity, unit circle.		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Right Triangle Trigonometry Angles and Radian Measure Trigonometric Functions of Any Angle Graphing Other Trigonometric Functions Modeling with Trigonometric Functions Using Trigonometric Identities Using Sum and Difference Formulas		<ul style="list-style-type: none"> • Find unknown side lengths and angle measures of right triangles. • Evaluate trigonometric functions of any angle. • Write and graph trigonometric functions, transform the graphs of sine and cosine functions. • Verify and use trigonometric identities. • Use sum and difference formulas to evaluate and simplify trigonometric expressions and to solve trigonometric equations.

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	Honors Algebra 2
Grade / Course	9 th - 11 th Grade
Unit of Study	Chapter 10 – Probability
Pacing	17 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p>S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>S.CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p>S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i></p> <p>S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></p> <p>S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p> <p>S.CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</p> <p>S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.</p>	

S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Describe (S.CP.1)	Events as subsets of sample space	Understand
Understand (S.CP.2)	When two events are independent	Understand
Use (S.CP.2)	Characterization of events to determine if they are independent	Apply
Understand (S.CP.3)	Conditional probability	Understand
Interpret (S.CP.3)	Independence of two events	Evaluate
Construct (S.CP.4)	Two-way frequency tables	Create
Interpret (S.CP.4)	Two-way frequency tables	Evaluate
Use (S.CP.4)	Two-way frequency tables	Apply
Recognize (S.CP.5)	Concepts of conditional probability and independence	Understand
Explain (S.CP.5)	Concepts of conditional probability and independence	Understand
Find (S.CP.6)	Conditional probability of A given B	Apply

Interpret (S.CP.6)	Conditional probability results in terms of the model	Evaluate
Apply (S.CP.7)	The Addition Rule	Apply
Interpret (S.CP.7)	Results of the Addition Rule	Evaluate
Apply (S.CP.8)	General Multiplication Rule in a uniform probability model	Apply
Interpret (S.CP.8)	Results of the Multiplication Rule	Evaluate
Use (S.CP.9)	Permutations and combinations to compute probabilities	Apply
Know (A.APR.5)	Binomial Theorem	Knowledge
Apply (A.APR.5)	Binomial Theorem	Apply
Vocabulary		Resources
Binomial distribution, binomial experiment, Binomial Theorem, combination, compound event, conditional probability, conditional relative frequency, dependent events, disjoint, event, experimental probability, geometric probability, independent events, joint frequency, joint relative frequency, marginal frequency, marginal relative frequency, mutually exclusive events, n factorial, outcome, overlapping events, permutation, probability distribution, probability of an event, probability experiment, random variable, sample space, theoretical probability, two-way table		Textbook with Supplementals Online Resources
Overview		Understanding/Corresponding Big Ideas
Sample Spaces and Probability Independent and Dependent Events Two-Way Tables and Probability Probability of Disjoint and Overlapping Events Permutations and Combinations Binomial Distributions		<ul style="list-style-type: none"> • Find probabilities of independent and dependent events. • Use conditional relative frequencies to find conditional probabilities. • Use the formulas for the number of permutations and the number of combinations.

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| | <ul style="list-style-type: none">• Use combinations and the Binomial Theorem to expand binomials.• Construct and interpret probability distributions and binomial distributions. |
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**HONORS ALGEBRA 2
PACING GUIDE**

Chapter 1

Section	Section Title	Days
-	Class intro/beginning of year stuff	1
-	SLO Pretests	2
	Algebra I Review (Solving/Graphing/Work Rate)	5
1.1	Parent Functions and Transformations	2
1.2	Transformations of Linear/Abs. Value Functions	1
1.3	Modeling with Linear Functions	1
	Review & Quiz over sections 1.1 to 1.3	2
1.4	Solving Linear Systems	2
	Matrix operations (+, -, x, multiply by scalar)	1
	Solving Systems using Matrices	2
	Review/Test	2
	TOTAL DAYS	21

HONORS ALGEBRA 2
PACING GUIDE

Chapter 2

Section	Section Title	Days
-	Mathematical Practices	1
	Graphing Calculator Quadratic Exploration	1
2.1	Transformations of Quadratic Functions	1
2.2	Characteristics of Quadratic Functions	2
	Review & Quiz over sections 2.1 and 2.2	2
2.3	Focus of a Parabola	2
2.4	Modeling with Quadratic Functions	2
	Review/Test	2
	TOTAL DAYS	13

HONORS ALGEBRA 2
PACING GUIDE

Chapter 3

Section	Section Title	Days
	Mathematical Practices	1
3.1	Solving Quadratics	2
3.2	Complex Numbers	1
3.3	Completing the Square	1
	Review & Quiz over sections 3.1 to 3.3	2
3.4	Using the Quadratic Formula	1
3.5	Solving Nonlinear Systems	2
3.6	Quadratic Inequalities	2
	Review/test (NO graphing calculator)	2
	Review/test (WITH graphing calculator)	2
	TOTAL DAYS	16

HONORS ALGEBRA 2
PACING GUIDE

Chapter 4

Section	Section Title	Days
	UnTest explanation/handout	1
4.1	Graphing Polynomial Functions	2
4.2	Adding, Subtracting, Multiplying Polynomials	1
4.3	Dividing Polynomials	2
4.4	Factoring Polynomials	1
	Review & Quiz over 4.1 to 4.4 (NO graphing calcs)	2
4.5	Solving Polynomial Equations	2
4.6	The Fundamental Theorem of Algebra	2
4.7	Transformations of Polynomial Functions	2
	Review & Quiz over sections 4.5 to 4.7	2
4.8	Analyzing Graphs of Polynomial Functions	2
4.9	Modeling with Polynomial Functions	2
	Review/Test	2
	TOTAL DAYS	23

HONORS ALGEBRA 2
PACING GUIDE

Chapter 5

Section	Section Title	Days
5.1	n th Roots and Rational Exponents	1
5.2	Properties of Rational Exponents and Radicals	1
5.3	Graphing Radical Functions	2
	Review & Quiz over sections 5.1 to 5.3	2
5.4	Solving Radical Equations and Inequalities	2
5.5	Performing Function Operations	1
5.6	Inverse of a Function	2
	Review/Test	2
	TOTAL DAYS	13

HONORS ALGEBRA 2
PACING GUIDE

Chapter 6

Section	Section Title	Days
	Mathematical Practices	1
6.1	Exponential Growth and Decay Functions	2
6.2	The Natural Base e	1
	Review & Quiz over sections 6.1 and 6.2	2
6.3	Logarithms and Logarithmic Functions	2
6.4	Transformations of Exp/Log Functions	2
6.5	Properties of Logarithms	2
	Review & Quiz over sections 6.3 to 6.5	2
6.6	Solving Exponential and Logarithmic Equations	2
6.7	Modeling with Exp. and Log. Functions	2
	Review/Test	2
	TOTAL DAYS	20

HONORS ALGEBRA 2
PACING GUIDE

Chapter 7

Section	Section Title	Days
	Mathematical Practices	1
7.1	Inverse Variation	1
7.2	Graphing Rational Functions	2
	Review & Quiz over sections 7.1 and 7.2	2
7.3	Multiplying and Dividing Rational Expressions	1
7.4	Adding and Subtracting Rational Expressions	2
7.5	Solving Rational Equations	2
	Review/test	2
	TOTAL DAYS	13

HONORS ALGEBRA 2
PACING GUIDE

Chapter 8

Section	Section Title	Days
	Mathematical Practices (?)	1
8.1	Defining and Using Sequences and Series	2
8.2	Analyzing Arithmetic Sequences and Series	2
8.3	Analyzing Geometric Sequences and Series	2
	Review & Quiz over sections 8.1 to 8.3	2
8.4	Finding Sums of Infinite Geometric Series	1
8.5	Using Recursive Rules with Sequences	2
	Review/test	2
	TOTAL DAYS	14

HONORS ALGEBRA 2
PACING GUIDE

Chapter 9

Section	Section Title	Days
	Mathematical Practices	1
9.1	Right Triangle Trig	2
9.2	Angles and Radian Measure	1
9.3	Trig Functions of Any Angle	2
	Review & Quiz over sections 9.1 to 9.3	2
9.4	Graphing Sine and Cosine Functions	2
9.5	Graphing other Trig Functions	2
9.6	Modeling with Trig Functions	2
	Review/Test	2
	TOTAL DAYS	16

HONORS ALGEBRA 2
PACING GUIDE

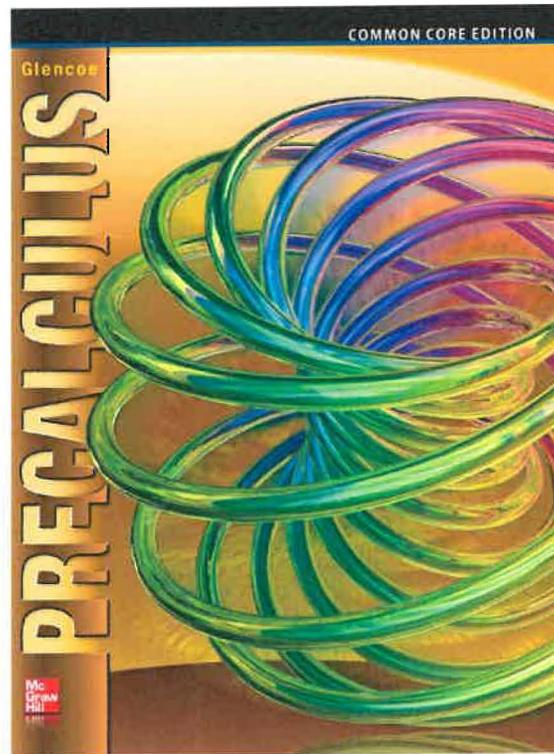
Chapter 10

Section	Section Title	Days
	Probability Intro Activity	1
10.1	Sample Spaces and Probability	2
10.2	Independent and Dependent Events	2
10.3	Two-Way Tables and Probability	2
	Review & Quiz over sections 10.1 to 10.3	2
10.4	Prob. of Disjoint and Overlapping Events	2
10.5	Permutations and Combinations	2
10.6	Binomial Distributions	2
	Review/Test	2
	TOTAL DAYS	17

EXHIBIT H

College Prep Pre-Calculus

Course #342



Findlay City Schools

2017

TABLE OF CONTENTS

1. Findlay City Schools Mission & Beliefs
2. College-Prep Pre-Calculus Curriculum
3. College-Prep Pre-Calculus Pacing Guide

Course Summary: This course is designed for the motivated student who has successfully completed both algebra and geometry and who intends to pursue higher education. Students will explore, graph, and solve problems with algebraic, trigonometric, exponential, and logarithmic functions and study conic sections. Scientific and graphing calculators will be used as problem solving tools. The purchase of a TI-83/84 + is recommended.



Writing Team College-Prep Pre-Calculus

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Textbook: John A. Carter: Gilbert J. Cuevas: Roger Day: Carol Malloy; *Glencoe Precalculus: Common Core Edition*
Student Edition: ISBN: 978-0-07-664183-3
Teacher Edition: ISBN: 978-0-07-664203-8

Mission Statement

Educating and Empowering for Life

Beliefs

Our beliefs form the ethical foundation of the Findlay City Schools.

We believe....

- *All students and families have worth and are to be valued.*
- *Students need a safe and inclusive environment in order to fully express who they are.*
- *All students can learn.*
- *In order for each student to thrive, students, families, staff and community must be vested in their growth and development.*
- *All students need opportunities in and out of the classroom.*
- *FCS must be a reflection of our growing community and its needs.*
- *The Seven Habits of Highly Effective People supports life skills:*
 - *Habit 1: Be Proactive*
 - *Habit 2: Begin with the End in Mind*
 - *Habit 3: Put First Things First*
 - *Habit 4: Think Win-Win*
 - *Habit 5: Seek First to Understand, Then to Be Understood*
 - *Habit 6: Synergize*
 - *Habit 7: Sharpen the Saw*

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus
Grade / Course	11 th Grade
Unit of Study	Chapter 0 – Preparing for Pre-Calculus
Pacing	15 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>★</p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★</p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p>	

F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* ★

A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A.SSE.1 Interpret expressions that represent a quantity in terms of its context. ★
Interpret parts of an expression, such as terms, factors, and coefficients.

N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.

A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

A.REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

F.BF.1 Write a function that describes a relationship between two quantities.*

b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Identify (F.BF.3)	The effects of transformations on a parabola using function notation	Understand
Find (F.BF.3)	The parameter used to transform the parent function	Analyze
Experiment (F.BF.3)	With transformations	Analyze
Illustrate (F.BF.3)	Transformations using technology	Analyze
Recognize (F.BF.3)	Even and odd functions graphically	Understand
Create (A.CED.1)	Equations and inequalities in one variable	Apply

Use (A.CED.1)	Equations and inequalities to solve problems in one variable	Apply
Interpret (F.IF.4)	Key features of graphs and tables	Evaluate
Sketch (F.IF.4)	Graphs showing key features given a verbal description of the relationship	Create
Calculate (F.IF.6)	Average rate of change	Apply
Interpret (F.IF.6)	Average rate of change	Analyze
Create (A.CED.2)	Equations in two or more variables	Apply
Graph(A.CED.2)	Equations on a coordinate plane with labels and scales	Create
Calculate (F.IF.6)	Average rate of change	Apply
Interpret (F.IF.6)	Average rate of change	Analyze
Estimate (F.IF.6)	Average rate of change	Apply
Write (F.IF.8)	A function defined by an expression in different by equivalent forms to reveal and explain different properties of the function	Create
Compare (F.IF.9)	Properties of two functions: <ul style="list-style-type: none"> • Algebraically • Graphically • Numerically in tables • Verbally 	Analyze
Relate (F.IF.5)	The domain of a function to its graph in context	Understand
Use (A.SSE.2)	The process of: <ul style="list-style-type: none"> • Factoring • Completing the square 	Apply
Identify (A.APR.3)	Zeroes of polynomials	Understand
Use (A.APR.3)	Zeroes to construct a rough graph	Apply
Interpret (A.SSE.1a)	Parts of an expression: <ul style="list-style-type: none"> • Terms • Factors • Coefficients 	Understand

Know (N.CN.1)	There exists the complex number i	Knowledge
Use (N.CN.2)	Properties of i to add, subtract, multiply and divide complex numbers	Apply
Solve (N.CN.7)	Quadratics that have complex solutions	Apply
Represent (A.CED.3)	Constraints by equation or inequalities, and by systems of equations and/or inequalities	Understand
Interpret (A.CED.3)	Solutions are viable or non-viable options in context	Evaluate
Explain (A.REI.11)	That each side of an equation when graphed individually will intersect and the solution.	Understand
Find (A.REI.11)	The solutions of equations by using: <ul style="list-style-type: none"> • Tables • Approximations • Technology to graph 	Apply
Solve (A.REI.2)	Simple radical and rational equations in one variable	Create
Give (A.REI.2)	Examples of how extraneous solutions would arise	Understand
Rearrange (A.CED.4)	Formulas to highlight a quantity of interest	Create
Combine (F.BF.1b)	Standard functions using arithmetic operations	Create
Solve (F.BF.4a)	An equations for its inverse	Apply
Write (F.BF.4a)	An expression for the inverse	Apply
Vocabulary		Resources
Set, element, subset, universal set, complement, union, intersection, empty set, imaginary unit, complex number, standard form, imaginary number, complex conjugates, parabola, axis of symmetry, vertex, completing the square, n th root, principal root, system of equations, substitution method, elimination method, matrix, element, dimension		Textbook with Supplementals eAssessment

Essential Questions	Understanding/Corresponding Big Ideas
Chapter 0 is a review chapter.	<ul style="list-style-type: none">• Sets• Operations with complex numbers• Quadratics functions and equations• Nth roots and real exponents• Systems of linear equations and inequalities• Matrix operations

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus
Grade / Course	11 th Grade
Unit of Study	Chapter 1 – Functions from a Calculus Perspective
Pacing	22 days

ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS

F.BF. 1c Compose functions. *For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.*

F.BF. 4b Verify by composition that one function is the inverse of another.

F.BF. 4c Read values of an inverse function from a graph or a table, given that the function has an inverse.

F.BF. 4d Produce an invertible function from a non-invertible function by restricting the domain.

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Compose (F.BF.1c)	Functions	Analyze
Verify (F.BF.4b)	By composition that one function is the inverse of the other	Analyze
Read (F.BF.4c)	Values of an inverse function from a graph or table	Analyze
Produce (F.BF.4d)	Invertible function from an non-invertible function by restricting the domain.	Create
Vocabulary		Resources
Set-builder notation, interval notation, implied domain, piecewise-defined function, relevant domain, zeros, roots, line symmetry, point symmetry, even function, odd function, continuous, limit, discontinuous, infinite, jump, point, removable, and nonremovable discontinuities, end behavior, increasing, decreasing, constant, maximum, minimum, extrema, average rate of change, secant line, composition, inverse function, one-to-one		Textbook with Supplementals eAssessment
Essential Questions		Understanding/Corresponding Big Ideas
<ol style="list-style-type: none"> How can mathematical ideas be represented? How are symbols useful in mathematics? 		<ul style="list-style-type: none"> Functions Analyzing Graphs of Functions and Relations Continuity, End Behavior, and Limits Extrema and Average Rates of Change Parent Functions and Transformations Function Operations and Composition of Functions Inverse Relations and Functions

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus	
Grade / Course	11 th Grade	
Unit of Study	Chapter 2 – Power, Polynomial, and Rational Functions	
Pacing	21 days	
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS		
<p>F.IF. 7d Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>Mathematical Practices:</p> <ol style="list-style-type: none"> 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 		
“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Graph (F.IF.7d)	Rational function	Create
Identify (F.IF.7d)	Zeros and asymptotes	Create
Show (F.IF.7d)	Show end behaviors	Create
Vocabulary		Resources
Power function, Monomial function, Radical function, Extraneous solutions, Polynomial function, Leading coefficient, Leading-term test, Turning point, Quadratic form, Repeated zero, Multiplicity, Synthetic division,		Textbook with Supplementals eAssessment

<p>Depressed polynomial, Synthetic substitution, Rational Zero Theorem, Descartes' Rule of Signs, Fundamental Theorem of Algebra, Linear Factorization Theorem, Complex conjugates, Rational function, Asymptote, Vertical asymptote, Horizontal asymptote, Oblique asymptote holes, Polynomial inequality, Sign chart, Rational inequality</p>	
<p>Essential Questions</p>	<p>Understanding/Corresponding Big Ideas</p>
<ol style="list-style-type: none"> 1. Why is mathematics used to model real-world situations? 2. When would a nonlinear function be used to model a real-world situations? 	<ul style="list-style-type: none"> • Power and Radical Functions • Polynomial Functions • The Remainder and Factor Theorems • Zeros of Polynomials Functions • Rational Functions • Nonlinear Inequalities

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus	
Grade / Course	11 th Grade	
Unit of Study	Chapter 3 – Exponential and Logarithmic Functions	
Pacing	16 days	
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS		
<p>F.BF. 5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p>		
<p>Mathematical Practices:</p> <ol style="list-style-type: none"> 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 		
“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Understand (F.BF.5)	Inverse relationship between exponents and logarithms	Understand
Use (F.BF.5)	The relationship between exponents and logarithms to solve problems	Analyze

Vocabulary	Resources
Algebraic function, transcendental function, exponential function, natural base, continuous compound interest, logarithmic function with base b , logarithm, common logarithm, natural logarithm, logistic growth function, linearize	Textbook with Supplementals eAssessment
Essential Questions	Understanding/Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do you make good decisions? 2. What factors can affect good decision making? 	<ul style="list-style-type: none"> • Exponential Functions • Logarithmic Functions • Properties of Logarithms • Exponential and Logarithmic Equations • Modeling with Nonlinear Regression

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus
Grade / Course	11 th Grade
Unit of Study	Chapter 4 – Trigonometric Functions
Pacing	28 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.TF. 3 Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for x, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.</p> <p>F.TF. 4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p> <p>F.TF. 6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p> <p>F.TF. 7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.</p> <p>F.BF. 1c Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</i></p> <p>F.BF. 4b Verify by composition that one function is the inverse of another.</p> <p>F.BF. 4c Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>F.BF. 4d Produce an invertible function from a non-invertible function by restricting the domain.</p>	

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Compose (F.BF.1c)	Functions	Analyze
Verify (F.BF.4b)	By composition that one function is the inverse of the other	Analyze
Read (F.BF.4c)	Values of an inverse function from a graph or table	Analyze
Produce (F.BF.4d)	Invertible function from an non-invertible function by restricting the domain.	Create
Use (F.TF.3)	Special right triangles to determine geometrically the values of sine, cosine and tangent for $\pi/3$, $\pi/4$, and $\pi/6$	Apply
Use (F.TF.3)	The unit circle to express the values of sine, cosine, and tangents for x , $\pi+x$, and $2\pi-x$	Apply
Use (F.TF.4)	Unit circle to explain symmetry of the periodicity of trig functions	Analyze
Understand (F.TF.6)	Restricting a trig function to a domain on which it is always increasing or decreasing allows its inverse to be constructed.	Understand
Use (F.TF.7)	Inverse functions to solve trig equations	Apply
Evaluate (F.TF.7)	The solutions using technology	Evaluate
Interpret (F.TF.7)	Solutions in terms of context	Analyze

Vocabulary	Resources
Trigonometric functions, reciprocal function, inverse trigonometric function, angles of elevation and depression, vertex, initial side, terminal side, standard position, radian, coterminal angles, linear speed, angular speed, sector, quadrantal angle, reference angle, unit circle, circular function, periodic function, period, sinusoid, amplitude, frequency, phase shift, vertical shift, midline, damped trigonometric function, damping factor, damped oscillation, damped wave, damped harmonic motion, arcsine function, arccosine function, arctangent function, oblique triangles, Law of Sines, ambiguous case, Law of Cosines, Heron's Formula	Textbook with Supplementals eAssessment
Essential Questions	Understanding/Corresponding Big Ideas
<ol style="list-style-type: none"> 1. Why are graphs useful? 2. How can graphs of trigonometric functions be useful? 	<ul style="list-style-type: none"> • Right Triangle Trigonometry • Degrees and Radians • Trigonometric Functions on the Unit Circle • Graphing Sine and Cosine Functions • Graphing Other Trigonometric Functions • Inverse Trigonometric Functions • The Law of Sines and the Law of Cosines

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus	
Grade / Course	11 th Grade	
Unit of Study	Chapter 5 – Trigonometric Identities and Equations	
Pacing	15 days	
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS		
<p>F.TF. 9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p> <p>Mathematical Practices:</p> <ol style="list-style-type: none"> 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 		
“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Prove (F.TF.9)	The addition and subtraction formulas for sine, cosine, and tangent	Evaluate
Use (F.TF.9)	The addition and subtraction formulas to solve problems	Apply
Vocabulary		Resources
Identity, trigonometry identity, cofunction, odd-even identities, verify and identify, reduction identity		Textbook with Supplementals eAssessment

Essential Questions	Understanding/Corresponding Big Ideas
<ol style="list-style-type: none"><li data-bbox="191 248 888 313">1. How can representing the same mathematical relationships in different ways be helpful?<li data-bbox="191 321 993 386">2. Why would it be helpful to replace an expression with an equivalent expression?	<ul style="list-style-type: none"><li data-bbox="1192 248 1583 280">• Trigonometric Identities<li data-bbox="1192 289 1719 321">• Verifying Trigonometric Identities<li data-bbox="1192 329 1703 362">• Solving Trigonometric Equations<li data-bbox="1192 370 1661 402">• Sum and Difference Identities<li data-bbox="1192 410 1745 475">• Multiple-Angle and Product-to-Sum Identities

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus
Grade / Course	11 th Grade
Unit of Study	Chapter 6 – Systems of Equations and Matrices
Pacing	14 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>N.VM. 6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p>N.VM. 7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.</p> <p>N.VM. 8 Add, subtract, and multiply matrices of appropriate dimensions.</p> <p>N.VM. 9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p> <p>N.VM. 10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> <p>N.VM. 12 Work with 2×2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.</p> <p>A.REI. 8 Represent a system of linear equations as a single matrix equation in a vector variable.</p> <p>A.REI. 9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p>	

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Use (N.VM.6)	Matrices to represent and manipulate data	Remember
Multiply (N.VM.7)	Matrices by scalars	Understand
Add (N.VM.8)	Matrices of appropriate dimensions	Understand
Add (N.VM.8)	Matrices of appropriate dimensions	Understand
Add (N.VM.8)	Matrices of appropriate dimensions	Understand
Understand (N.VM.9)	Matrix multiplication is not commutative	Understand
Understand (N.VM.10)	Zero and identity matrix plays a role in matrix addition and multiplication similar to zero and 1 in real numbers.	Understand
Work (N.VM.12)	With 2x2 matrices as transformations of the plane	Understand
Interpret (N.VM.12)	Absolute value of the determinant in terms of area	Applying
Represent (A.REI.8)	System of linear equations as a single matrix equation in a vector variable	Understand
Find (A.REI.9)	The inverse of a matrix	Apply
Use (A.REI.9)	the inverse to solve systems of linear equations	Apply
Vocabulary		Resources
Multivariable linear systems, row-echelon form, Gaussian elimination, augmented matrix, coefficient matrix, reduced row-echelon form, Gauss-Jordan elimination,		Textbook with Supplementals eAssessment

<p>identity matrix, inverse matrix, inverse, invertible, singular matrix, determinant, square system, Cramer's Rule, partial fraction, partial fraction decomposition, optimization, linear programming, objective function, constraints, feasible solutions, multiple optimal solutions, unbounded</p>	
<p>Essential Questions</p>	<p>Understanding/Corresponding Big Ideas</p>
<p>1. What are some general guidelines that you could use to solve a problem?</p>	<ul style="list-style-type: none"> • Multivariable Linear Systems and Row Operations • Matrix Multiplication, Inverses, and Determinants • Solving Linear Systems using Inverses and Cramer's Rule • Partial Fractions • Linear Optimization

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus	
Grade / Course	11 th Grade	
Unit of Study	Chapter - 7 – Conic Sections and Parametric Equations	
Pacing	13 days	
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS		
<p>G.GPE.3 Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.</p> <p>Mathematical Practices:</p> <ol style="list-style-type: none"> 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 		
“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Derive (G.GPE.3)	Equations of ellipses and hyperbolas	Evaluate
Vocabulary		Resources
Conic section, degenerate conic, locus, parabola, focus, directrix, axis of symmetry, vertex, latus rectum, ellipse, foci, major axis, minor axis, vertices, co-vertices, eccentricity, hyperbola, transverse axis, conjugate axis, parametric equation, parameter, orientation, parametric curve		Textbook with Supplementals eAssessment

Essential Questions	Understanding/Corresponding Big Ideas
<ol style="list-style-type: none">1. How does mathematics help us to describe the physical world?2. How are conics helpful?	<ul style="list-style-type: none">• Parabolas• Ellipses and Circles• Hyperbolas• Rotations of Conic Sections• Parametric Equations

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus
Grade / Course	11 th Grade
Unit of Study	Chapter 10 – Sequences and Series
Pacing	9 days
ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS	
<p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★</p> <p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>Mathematical Practices:</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them2. Reason abstractly and quantitatively3. Construct viable arguments and critique the reasoning of others4. Model with mathematics5. Use appropriate tools strategically6. Attend to precision7. Look for and make use of structure8. Look for and express regularity in repeated reasoning	

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Recognize (F.IF.3)	Sequences are functions	Understand
Write (F.BF.2)	Arithmetic and geometric sequences	Knowledge
Use (F.BF.2)	Model situations	Apply
Translate (F.BF.2)	Between two forms	Apply
Construct (F.LE.2)	Linear and exponential functions	Create
Vocabulary		Resources
Sequence, term, finite sequence, infinite sequence, recursive sequence, explicit sequence, Fibonacci sequence, converge, diverge, series, finite series, n th partial sum, infinite series, sigma notation, arithmetic sequence, common difference, arithmetic means, first difference, second difference, arithmetic series, geometric sequence, common ratio, geometric means, geometric series		Textbook with Supplementals eAssessment
Essential Questions		Understanding/Corresponding Big Ideas
<ol style="list-style-type: none"> Where are patterns found in the real world? How can recognizing patterns help you solve real-world problems? 		<ul style="list-style-type: none"> Sequences, Series, and Sigma Notation Arithmetic Sequences and Series Geometric Sequences and Series

FINDLAY CITY SCHOOLS
Curriculum Design – Grades 6 – 12

Subject(s)	CP Pre-Calculus
Grade / Course	11 th Grade
Unit of Study	Chapter 11 – Inferential Statistics
Pacing	11 days

ESSENTIAL UNDERSTANDINGS AND SUPPORTING STANDARDS

S.MD.1 (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S.MD.2 (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S.MD.3 (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*

S.MD.4 (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

S.MD.5a (+) Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*

S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

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

“Unwrapped Skills” (Students need to be able to do)	“Unwrapped Concepts” (Students need to know)	Bloom’s Taxonomy Levels
Define (S.MD.1)	Random variables	Remembering
Graph (S.MD.1)	Probability distribution	Create
Calculate (S.MD.2)	Expected values	Apply
Interpret (S.MD.2)	Mean of the probability distribution	Apply
Develop (S.MD.3)	Probability distribution	Create
Develop (S.MD.4)	Probability distribution	Create
Find (S.MD.5a)	Expected payoff of a game of chance	Apply
Evaluate (S.MD.5b)	Strategies on the basis of expected values	Evaluate
Compare (S.MD.5b)	Strategies on the basis of expected values	Apply
Vocabulary	Resources	
Negatively skewed, symmetrical distribution, positively skewed, resistant statistic, cluster, bimodal distribution, random variable, probability distribution, expected value, binomial experiment, binomial distribution, normal distribution, empirical rule, z-value, standard normal distribution	Textbook with Supplementals eAssessment	
Essential Questions	Understanding/Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How can you effectively evaluate information? 2. How can you use information to make decisions? 	<ul style="list-style-type: none"> • Descriptive Statistics • Probability Distributions • The Normal Distribution 	

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 0

Section	Chapter Title	Days
0.1	Sets	1
0.2	Operations with Complex Numbers	1
0.3	Quadratic Functions and Equations	2
0.4	nth Roots and Real Exponents	1
0.5	Systems of Linear Equations and Inequalities	2
0.6	Matrix Operations	1
Review		1
Quiz		1
0.7	Probability with Permutations and Combinations	2
0.8	Statistics	2
Lab		1
	TOTAL DAYS	15

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 1

Section	Chapter Title	Days
1.1	Functions	2
1.2	Analyzing Graphs of Functions and Relations	2
Quiz		1
1.3	Continuity, End Behavior, and Limits	3
1.4	Extrema and Average Rates of Change	2
Review		1
Quiz		1
1.5	Parent Functions and Transformations	3
1.6	Function Operations and Composition of Functions	2
1.7	Inverse Relations and Functions	2
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	22

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 2

Section	Chapter Title	Days
2.1	Power and Radical Functions	3
2.2	Polynomial Functions	3
2.3	Remainder and Factor Theorems	2
Quiz		1
2.4	Zeros of Polynomial Functions	4
2.5	Rational Functions	3
2.6	Nonlinear Inequalities	2
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	21

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 3

Section	Chapter Title	Days
3.1	Exponential Functions	3
3.2	Logarithmic Functions	2
3.3	Properties of Logarithms	2
Review		1
Quiz		1
3.4	Exponential and Logarithmic Equations	3
3.5	Modeling with Nonlinear Regression	1
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	16

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 4

Section	Chapter Title	Days
4.1	Right Triangle Trigonometry	2
4.2	Degrees and Radians	3
4.3	Trigonometric Functions on the Unit Circle	4
Review		1
Quiz		1
4.4	Graphing Sine and Cosine Functions	3
4.5	Graphing Other Trigonometric Functions	2
Quiz		1
4.6	Inverse Trigonometric Functions	3
4.7	The Law of Sines and the Law of Cosines	5
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	28

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 5

Section	Chapter Title	Days
5.1	Trigonometric Identities	3
5.2	Verifying Trigonometric Identities	2
Quiz		1
5.3	Solving Trigonometric Equations	2
5.4	Sum and Difference Identities	2
5.5	Multiple-Angle and Product-to-Sum Identities	2
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	15

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 6

Section	Chapter Title	Days
6.1	Multivariable Linear Systems and Row Operations	2
6.2	Matrix Multiplication, Inverses, and Determinants	2
6.3	Solving Linear Systems Using Inverses and Cramer's Rule	2
Review		1
Quiz		1
6.4	Partial Fractions	2
6.5	Linear Optimization	2
Quiz		1
Lab		1
	TOTAL DAYS	14

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 7

Section	Chapter Title	Days
7.1	Parabolas	4
7.2	Ellipses and Circles	3
7.3	Hyperbolas	3
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	13

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 10

Section	Chapter Title	Days
10.1	Sequences, Series, and Sigma Notation	2
10.2	Arithmetic Sequences and Series	2
10.3	Geometric Sequences and Series	2
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	9

**COLLEGE PREP PRE-CALCULUS
PACING GUIDE**

Chapter 11

Section	Chapter Title	Days
11.1	Descriptive Statistics	2
11.2	Probability Distributions	2
11.3	The Normal Distribution	2
11.4	The Central Limit Theorem	2
Review		1
Quiz		1
Lab		1
	TOTAL DAYS	11

TEXTBOOK PROPOSAL

**2016-17 School Year
Board Meeting
May 22, 2017**

CLASS/TITLE OF BOOK	COPYRIGHT	AUTHOR	PUBLISHER	COST
<u>CP Physical Science 9</u> <i>Science Spectrum Physical Science with Earth & Space Science</i> ISBN #978-0030672132	2013		Houghton Mifflin	\$78.85
<u>Honors Physical Science 9</u> <i>An Introduction to Physical Science (with WebAssign)</i> ISBN #978-1305079137 – book ISBN #978-1305935716 - WebAssign	2015		Cengage	\$192.50
<u>Anatomy</u> <i>Holes Essentials of Human Anatomy & Physiology</i> ISBN #978-0021374984	2018		McGraw Hill	\$160.62
<u>College-Prep Pre-Calculus</u> <i>PreCalculus</i> ISBN #978-0076644131	2014		McGraw Hill	\$109.95
<u>Honors Algebra 2</u> <i>Larson Big Ideas Algebra 2</i> ISBN #978-0544586031	2015		Houghton Mifflin/Holt	\$98.55
4th Grade Social Studies www.ohioasamerica.org , vol. 2.0			Ohio History Connection	\$10.00

**Findlay City School District
Hancock County
Five Year Forecast for Fiscal Years 2014 through 2021**

	Actual			Average Change	Forecasted				
	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016		Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021
Revenues									
1.010 General Property Tax (Real Estate)	\$25,159,021	\$25,455,004	\$25,275,862	0.2%	\$26,272,788	\$26,711,556	\$27,245,787	\$27,518,245	\$28,068,610
1.020 Tangible Personal Property Tax									
1.030 Income Tax									
1.035 Unrestricted Grants-in-Aid (all 3100's except 3130)	20,065,126	21,947,530	23,490,047	8.2%	24,635,859	24,690,899	24,745,939	24,745,939	24,745,939
1.040 Restricted Grants-in-Aid (3200's)	767,321	953,774	872,197	7.9%	834,160	834,160	834,160	834,160	834,160
1.050 Property Tax Allocation (3130)	7,175,338	7,170,279	6,353,530	-5.7%	5,566,872	4,807,872	4,048,872	3,289,872	2,862,872
1.060 All Other Revenues	2,941,532	2,952,510	3,469,685	8.9%	3,400,000	3,650,000	3,300,000	3,250,000	3,200,000
1.070 <i>Total Revenues</i>	56,108,338	58,479,097	59,461,321	3.0%	60,709,679	60,694,487	60,174,758	59,638,216	59,711,581
Other Financing Sources									
2.050 Advances-In			15,000	0.0%		150,000	150,000	150,000	150,000
2.060 All Other Financing Sources	563,382	449,871	497,008	-4.8%	55,292	159,000	159,000	159,000	159,000
2.070 <i>Total Other Financing Sources</i>	563,382	449,871	512,008	-3.2%	55,292	309,000	309,000	309,000	309,000
2.080 <i>Total Revenues and Other Financing Sources</i>	56,671,720	58,928,968	59,973,329	2.9%	60,764,971	61,003,487	60,483,758	59,947,216	60,020,581
Expenditures									
3.010 Personnel Services	29,999,241	30,975,204	31,891,466	3.1%	33,311,450	34,453,138	34,866,576	35,284,975	35,708,394
3.020 Employees' Retirement/Insurance Benefits	10,948,735	10,999,083	11,267,409	1.4%	12,577,331	12,973,745	13,251,788	13,832,332	14,410,377
3.030 Purchased Services	11,242,823	11,838,391	12,545,982	5.6%	12,673,281	13,306,945	13,972,292	14,670,907	15,404,452
3.040 Supplies and Materials	2,122,293	2,208,870	2,308,584	4.3%	2,200,000	2,200,000	2,200,000	2,200,000	2,200,000
3.050 Capital Outlay	285,445	768,789	1,341,713	121.9%	1,450,000	850,000	800,000	750,000	700,000
4.300 Other Objects	714,333	791,720	785,176	5.0%	825,000	835,000	845,000	855,000	865,000
4.500 <i>Total Expenditures</i>	55,312,870	57,582,057	60,140,330	4.3%	63,037,062	64,618,828	65,935,656	67,593,213	69,288,223
Other Financing Uses									
5.010 Operating Transfers-Out	75,000	80,872		-46.1%	10,000	10,000	10,000	10,000	10,000
5.020 Advances-Out		15,000		0.0%	150,000	150,000	150,000	150,000	150,000
5.030 All Other Financing Uses					2,500	2,500	2,500	2,500	2,500
5.040 <i>Total Other Financing Uses</i>	75,000	95,872		-36.1%	162,500	162,500	162,500	162,500	162,500
5.050 <i>Total Expenditures and Other Financing Uses</i>	55,387,870	57,677,929	60,140,330	4.2%	63,199,562	64,781,328	66,098,156	67,755,713	69,450,723
6.010 <i>Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses</i>	1,283,850	1,251,039	167,001-	55.4%	2,434,591-	3,777,841-	5,614,398-	7,808,497-	9,430,143-
7.010 Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	11,229,156	12,513,006	13,764,045	10.7%	13,597,044	11,162,453	7,384,611	1,770,213	6,038,284-
7.020 <i>Cash Balance June 30</i>	12,513,006	13,764,045	13,597,044	4.4%	11,162,453	7,384,611	1,770,213	6,038,284-	15,468,427-
8.010 <i>Estimated Encumbrances June 30</i>	1,429,194	1,126,517	2,130,717	34.0%	1,250,000	1,200,000	1,150,000	1,125,000	1,100,000
10.010 <i>Fund Balance June 30 for Certification of Appropriations</i>	11,083,812	12,637,528	11,466,327	2.4%	9,912,453	6,184,611	620,213	7,163,284-	16,568,427-
Revenue from Replacement/Renewal Levies									
11.010 Income Tax - Renewal									
11.020 Property Tax - Renewal or Replacement									
11.300 Cumulative Balance of Replacement/Renewal Levies									
12.010 <i>Fund Balance June 30 for Certification of Contracts, Salary Schedules and Other Obligations</i>	11,083,812	12,637,528	11,466,327	2.4%	9,912,453	6,184,611	620,213	7,163,284-	16,568,427-
15.010 <i>Unreserved Fund Balance June 30</i>	11,083,812	12,637,528	11,466,327	2.4%	9,912,453	6,184,611	620,213	7,163,284-	16,568,427-

RATIOS & ANALYSIS	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
True Days Cash* = line 10.010 / (line 5.050 / 365 days)	73 days	80 days	70 days	57 days	35 days	3 days	-39 days	-87 days
Target 15.010 balance to equal 40 days cash*	6,069,904	6,320,869	6,590,721	6,925,979	7,099,324	7,243,634	7,425,284	7,611,038
Amount over (short) of goal of 40 days true cash*	5,013,908	6,316,659	4,875,606	2,986,473	(914,712)	(6,623,421)	(14,588,568)	(24,179,465)
Salary & Benefit Costs / Total Costs (Target Range <= 80-83%)	73.93%	72.77%	71.76%	72.61%	73.21%	72.80%	72.49%	72.16%
Salary & Benefit Costs / Total Rev. (Target Range <= 80-83%)	72.25%	71.23%	71.96%	75.52%	77.74%	79.56%	81.93%	83.50%
Salary & Benefit Costs / Total Rev. + Unresrvd Bal (Target<=75%)	60.43%	58.65%	60.41%	64.93%	70.59%	78.75%	93.05%	115.34%

*The Government Finance Officers Association recommends a minimum of 60 days (see <http://www.gfoa.org/appropriate-level-unrestricted-fund-balance-general-fund>)

See accompanying summary of significant forecast assumptions and accounting policies

Includes: General fund, Emergency Levy fund, PBA fund, Textbook fund, Fiscal Stabilization fund & any portion of Debt Service fund related to General fund debt

FINDLAY CITY SCHOOLS FORECAST ASSUMPTIONS – May 22, 2017

REVENUES:

1.010-1.020 Property Tax - Property tax revenues are based on historical growth patterns, including scheduled updates and reappraisals. District voters passed a renewal of a 5.9 mill levy in May 2014 and changed it from a 5-year term to a continuous levy. A countywide update occurred in 2013 on which collections began in calendar year 2014. A full appraisal occurred in 2016. Residential values increased 4.24% resulting in 176K more from inside millage. Commercial valuation netted a slight decrease. The District's total property values are slightly increasing from new construction. Any additional tax revenue collections are due to new growth, expired tax abatements and increased delinquency collections.

The District renewed a 4.9 mill operating levy in May 2017 and changed it from a 5-year term to a continuous levy. The District no longer has any levies that need to be renewed or replaced.

Effective tax year 2006, the tangible personal property tax began a four-year phase out and reimbursement for the schools was promised as is noted below in line 1.050. Those are now completely phased out and any revenue in this line is due to collections from delinquent accounts.

The tangible personal property tax was replaced by the new commercial activity tax (CAT), which is a 0.26% tax on any business' gross receipts in excess of \$1 million. Businesses with gross receipts between \$150,000 and \$1 million will pay a minimum of \$150, while businesses with receipts of less than \$150,000 will not be subject to the CAT.

Prior to 2004, taxpayers with less than \$10,000 in personal property filed a tax return, even though they would not owe any taxes. The state would use the form to reimburse school districts for personal property tax revenues that were not collected based on the filings. The District used to receive 300K for this but now receives \$0.

Although new levies may be proposed during this time period, no new levies are anticipated.

1.030 Income Tax - The District has no income tax collections.

1.035-1.040 Grants-in-Aid –Last year's state formula indicated FCS demographics justified \$22.41 million in basic aid but we were capped at \$21.74 million and thus denied 670K in formula funding. The FY15 formula denied FCS \$2.62 million due to the cap provision. For FY17 Findlay has been borderline as to whether we would be capped but it appears we will get the full amount that the FY17 allows given our enrollment and demographics. Per AOS bulletin 2012-08 casino revenue is reflected in line 1.035 (277K in FY14, 275K in FY15, 276K in FY16, 267K in FY17). Future state funding remains to be determined so this forecast assumes the latest version as passed by the House which allows for a minimal increase. A key consideration is that although the State may profess more in state funding going into one district pocket, they are quick to take even more out of the district's other pocket in order to fund failing charter schools and voucher programs.

1.050 Property Tax Allocation – These are taxes paid by the State on behalf of taxpayers (aka rollbacks and homestead credits). Property tax allocation revenues are based on historical growth patterns, including scheduled updates and reappraisals.

Effective tax year 2006, the tangible personal property tax began a four-year phase out. School districts were promised full replacement of this lost tax over the next few years via the school funding formula and direct payments from the State (excluding the inventory taxes that were already scheduled to be eliminated and the first half-mill on bond and emergency levies). In Findlay's case, the direct payments from the State were to be phased out over six (6) years from 2012 through 2017 with a \$1 million reduction each year and they are part of line 1.050. That phase out was paused in FY14 and FY15, but the present biennial budget resumed it at 759K per year beginning with FY16. That same annual phase out is assumed throughout the rest of the forecast where FY21 assumes the final remaining phase out of 427K.

1.060 All Other Revenues – FY2017-2021 anticipate lower investment income due to low rates and a declining cash balance. However, the biggest concern is to increase our incoming open enrollment from other districts which is part of this line at about \$6,000 per student. Similarly, the district needs to decrease outgoing open enrollment which sends about \$6,000 per student to other districts and is reflected in line 3.03.

2.010 Proceeds from Sale of Notes - The District does not anticipate any sale of notes.

2.050 Advances-In – Revenues received by a fund as a result of a transfer or advance from another fund in anticipation of future revenue. These are monies that were advanced out in previous year(s) and returned back to general fund. Line 2.050 should match the previous year's line 5.020.

EXPENDITURES:

3.010 Personnel Services – The amounts for salaries and benefits are based on existing negotiated agreements, which include a 2.5% base salary increase for FY17 followed by an average base increase of 1.7% in FY18. No base salary increases have been assumed for fiscal years beyond FY18. In addition to the base increases, personnel services are projected at 1.2% increases for FY16 and each year beyond to cover experience and education changes. For FY14 there was a 2.25% increase on the base followed by a 1.5% increase in FY15. FY16 includes a 1% raise for OAPSE agreements and 1.5% for teacher and non-union base increases. FY07 went down 30-35 certified positions from FY2006 and 12-15 classified positions through a combination of non-renewals, reductions-in-force (RIF's) and attrition. FY09 reflects a gain of 6 teaching positions primarily due to the implementation of all day every day kindergarten throughout the district. FY10 included reductions of 13 positions through a combination of attrition and RIFs, while FY11 included reductions of 14.5 positions through attrition and 0.5 through RIF. FY12 had nearly 40 fewer positions (20.6 instructional, 6.5 administrative/central office, and 12.5 classified). Some were possible as a result of the middle school transition while many others were necessary due to declining enrollment. FY13 included 2 more transitional reductions along with 6 other reductions, while FY14 completes the personnel reductions from the new buildings with 8 fewer positions. It is the district's goal to continue to reduce positions if it makes sense in certain situations such as declining enrollment or lack of interest in a particular course. FY16 reflects a net increase of 9 new certified positions to reduce class size while also dealing with increasing elementary enrollment. FY18 reflects 3 RIFs at Millstream. There is also 1 RIF at FHS and fewer rehired retirees at FHS due to decreasing enrollment.

3.020 Employees' Retirement/Insurance Benefits – FY17 is based on July 2016 total renewal quote of \$7.04 million from Anthem, and 8.0%, 7.5%, 7.0%, and 6.5% increases respectively in the next four years. There is also 531K assumed for Dental/Vision costs and 17K for life insurance. Line 3.020 also includes approximately \$198,000 for professional dues reimbursements, \$67,000 for tuition reimbursements, \$90,000 for STRS/SERS 14% contributions for Renhill employees, and 150K for Bring Your Own Device program where we pay teachers for using their own computer in the classroom. The remaining benefits (e.g. retirement, Medicare, workers compensation, and unemployment) in line 3.020 are based on 16% of salaries in line 3.010. Line 3.020 reflects a larger employee share of 20% since mid-FY12 which is covered by higher employee premiums and/or higher deductibles depending on which plan the employee chooses. That goes to 22.5% in January 2017. Starting in FY12 spouses were required to move off of the FCS plan if their employer provided affordable coverage.

3.030-3.040 Purchased Service and Supplies and Materials – Purchased services, which include contracted substitutes, utilities, repairs, leases, and tuition payments, are forecast to increase by an overall 5% per year in FY17 through FY21. FY15 and FY16 show larger increases due to HB264 energy efficiency purchases via Plug Smart. Savings from expiring freshman wing lease began in FY15. This line includes tuition paid to charter schools for which the Findlay Learning Center is helping to reduce since FY16. Supplies are forecast to remain the same.

3.050 Capital Outlay – FY16 and FY17 split 600K for dark fiber technology project. Fiscal years FY18 and beyond presumes fewer general fund district projects than in the past.

4.300 Other Objects – This line is based on historical patterns and county auditor fees, which increase as collections increase.

5.010 Operating Transfer-Out –\$75,000 per year has been transferred to fund 432 to cover EMIS costs until that grew to \$80,000 in FY15 and then stopped in FY16. Another \$10,000 is budgeted for miscellaneous transfers.

5.020 Advances-Out – Advances are transactions, which withdraw money from one fund to another, in anticipation of future revenue. At most, for the fiscal years 2017-2021, the District anticipates a need to annually advance funds to the Food Service Fund, 006-9060, in the amount of \$50,000; the Permanent Improvement fund, 003-9030, in the amount of \$70,000 and to miscellaneous state and federal funds in the amount of \$30,000 to cover cash flow needs. 15K was advanced to fund 506 in FY15 and returned in FY16.

RESERVATION OF FUND BALANCE:

9.010 Textbooks and Instructional Materials – The District meets the annual spending requirement for SB345 set-asides. If the District spends monies in the textbook and instructional material set-aside in excess of the required amount for that year, the Board may deduct the excess amount of money from the required deposit in future fiscal years. This requirement was repealed by HB 30 in 2011.

9.020 Capital Improvements - The district budget meets the annual spending requirement for SB345 set-asides. If the District spends monies in the Capital Improvements set-aside in excess of the required amount for that year, the Board may NOT deduct the excess amount of money from the required deposit in future fiscal years.

9.070 Bus Purchases - The District annually spends the allocations provided in these funds. While such subsidies used to be received every year, they stopped many years ago, and there is no expectation that such subsidies will be received in the future based on the current state budget.

11.020 Property Tax Renewal – The District will ask the voters to renew a 5-year 4.9 mill levy that previously passed in March 2012 (TY2012-2016) with collection starting calendar year 2013 and ending calendar year 2017. It will need voter approval by the end of calendar year 2017.

FLOOD NOTES: Hancock County sustained major flood damage from large rainfalls at the end of August 2007. The Findlay City Schools had 8 properties that were affected: Central, Washington, Lincoln, Wilson Vance, Northview, and Findlay High School, as well as the Transportation garage and offices, and the softball shed at FHS. Repair and restoration and mitigation exceeded \$3.5 million. The bulk of the damage (over \$3.3 million) occurred at Central Middle School where the district's central offices and records were located in the basement. On August 27, 2007, the Board appropriated \$1.8 million for immediate needs to help clean up and replace what was damaged in the flood. The District qualified for public assistance from FEMA. FEMA covered 75% of the costs, while the State covered about 12.5% and the District covered the remainder.