

Board of Education Meeting Minutes
May 8, 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, Mr. Pochard, Mrs. Robertson, Dr. Siebenaler Wilson, Treasurer Mr. Barnhart, Assistant Superintendent Mr. Roth, and Superintendent Mr. Kurt.

CELEBRATIONS

Mrs. Stephenson celebrated Chamberlin Hill and their Leader in Me program. She celebrated that each student now has a W.I.G., Wildly Important Goal. She also expressed her pride in the Leadership Teams community involvement this year with 100% of the leadership teams being involved in the Veteran's Day program. Miss Panuto introduced Harrison, Glenwood's new therapy dog to the Board. Mr. Pochard celebrated the passing of the operating levy and the levy co-chairs, Dr. Patterson and Mr. Hull. He thanked them both for all their efforts and hard work to make the levy such a huge success. Mr. Aldrich celebrated the Clothin Trojan 5K at Northview. Mrs. Robertson celebrated all the talented students that were involved in Cabaret. Dr. Siebenaler Wilson celebrated Mrs. Glick on receiving her doctoral degree from Bowling Green State University.

2017-005-001 Approval of Minutes

It was motioned by Mrs. Robertson, seconded by Dr. Siebenaler Wilson to approve the Regular Meeting Minutes from the April 17, 2017 Board of Education meeting.

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

CORRESPONDENCE

Mr. Kurt shared a letter from U.S. Representative Robert Latta.

2017-005-002 Consent Items (A-Q)

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

CERTIFICATED PERSONNEL

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

Kimberly Hord-Hemmerly (FHS, English)
Effective: 4/13/17 – 4/24/17
Reason: FMLA

B. Resignation

Terri Nonnemaker (Intervention Specialist, Glenwood) (17 years)
Reason: Personal Effective: August 7, 2017

Amy Smith (Part-Time Itinerant Preschool Teacher, Washington) (2 years)
Reason: Relocation Effective: May 26, 2017

C. Reclassification

Jackie Gleason
From: Head Middle School Track Coach – Glenwood @ \$2,331.60 (1-5 years)
To: Head Middle School Track Coach – Glenwood @ \$3,043.54 (6+ years)
Effective: 2016-17 School Year

D. Reduction-In-Force

The superintendent recommends approval of the following resolution:

BE IT RESOLVED that the Findlay City School District Board of Education, effective at the end of the 2016/2017 school year, hereby intends to suspend the contract of the following employee because of decreased enrollment of pupils and lack of financial resources:

Becky Bucher
Elizabeth Deleeuw

AND, BE IT FURTHER RESOLVED that the board directs the Treasurer to provide written notice to the affected employee.

E. 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. 2017 Summer School Teachers – Step 0 @ \$22.01/hour

Jennifer Stillings

2. 2017 Summer School Teachers – Step 2 @ \$22.59/hour

| | | | |
|-----------------|--------------------------|----------------|----------------|
| Andrew Cantrell | Holly Fair | Shelly Gilbert | Meggan Hartzog |
| Ryan Headley | Mary Beth Kennedy-Mowrey | Kevin Swan | |

3. College Credit Plus \$1200 Stipend

| | | |
|------------------------------|-------------------------------|----------------------------|
| James Cantrell – High School | Mark Dickman – High School | Gera Durbin - Millstream |
| Greg Johnson - Millstream | Mike Magnes - Millstream | Gordon Myers - Millstream |
| Craig Perry - Millstream | Ruth Rinker – High School | Aaron Roth - Millstream |
| Tim Stroub - Millstream | Barb Tardibuono – High School | Carol Treece - Millstream |
| Cassie Van Horn - Millstream | Rebecca Wolfe – High School | Jaime Watkins – Millstream |

4. Chamberlin Hill Leader in Me Training @ \$50/day on May 30, 2017 (Acct# 572-2290-430-9017--320)

| | | | |
|------------------|---------------------|-----------------|----------------|
| Sharon Armstrong | Kim Barrientos | Renee Bidlack | Matt Bower |
| Stacy Douglas | Tina Gephart | Jessica Herron | Shelby Kiene |
| Deanna Kiesel | Leigh Ann Kuenzli | Amanda Kuznicki | Michelle Lucas |
| Patty Majors | Lisa McDowell | Jamie Nowacki | Caitlin Porter |
| Julie Rummel | Jayson Schube | Denise Sheehee | Jill Spence |
| Andrea Suter | Larissa VanDerMolen | Lisa Waaland | Brittany Wank |
| Judy Wicinski | | | |

5. Millstream SkillsUSA Advisor Stipend to attend 2017 National SkillsUSA Contest in June @ \$1,084.32 (Acct#524-9017)

Mike Magnes

F. Certificated Reappointment List

The superintendent recommends approval of the 2017-2018 Certificated Reappointment List as shown in **EXHIBIT A.**

CLASSIFIED PERSONNEL

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

Barbara Bish (Administration, Human Resources/Community Relations Coordinator)
Effective: 4/19/17 – 4/28/17
Reason: FMLA – Intermittent

Shelley Starr (Transportation, Driver)
Effective: 4/3/17 – 5/1/17
Reason: FMLA

H. Retirement

Brenda Goshe (Nurse, Lincoln) (3 years)
Reason: Retirement Effective: June 30, 2017

I. Resignation

John Markley (Technology Aide, Digital Academy) (5 years)
Reason: Other Employment Effective: May 18, 2017

J. Appointments

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

1. Chamberlin Hill Leader in Me Training @ \$50/day on May 30, 2017 (Acct# 572-2290-430-9017--320)

Sherry Sullivan

2. Special Education Aide

Sharon Cain (Special Ed Aide, Jacobs)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Martha Hards (Special Ed Aide, Lincoln)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Heidi Nelson (Special Ed Aide, Jefferson)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Sarah Niswander (Special Ed Aide, Whittier)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Kresana Ward (Special Ed Aide, Whittier)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

3. Maintenance

Kiel Chamberlin (Maintenance, Facilities)
Rate of pay: Step 4 (Year 5) @ \$18.15/hour
Effective: April 24, 2017

4. Technology Aide

Carleen Clum (Technology Aide, Glenwood)
Rate of pay: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Samuel McCoy (Technology Aide, Findlay Digital Academy)
Salary: Step 7 (2/4 Yr Degree) 10 years' experience @ \$25.02 per hour
Effective: May 9, 2017

5. Preschool Aide

Jennifer Howard (Preschool Aide, Washington)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Shawntel Johnson (Preschool Aide, Washington)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

Jalynne Nuveman (Preschool Aide, Washington)
Salary: Step 1 @ \$13.21/hour
Effective: August 16, 2017

6. Substitute and/or Per Diem Employees

Jamie Huntington – Substitute Custodian @ \$11.06/hour

7. FLC 2017 Summer School Work @ \$22.01/hour

Courtney Elbin – up to 12 hours Heather Prusky – up to 56 hours

8. Home Instructor - Step 0 @ \$22.01 per hour for 2016-2017 School Year

Jessica Frost

9. Noon Hour Monitor @ \$9.81/hour

Steven Hoban – Wilson Vance

K. FHS Student Handbook

The superintendent recommends the changes to the FHS Student Handbook be approved as shown in **EXHIBIT B.**

L. Findlay Learning Center Parent and Student Handbook

The superintendent recommends the changes to the Findlay Learning Center Parent and Student Handbook as shown in **EXHIBIT C.**

M. Chamberlin Hill Staff Handbook

The superintendent recommends approval of the Chamberlin Hill Staff Handbook for the 2017-2018 school year as shown in **EXHIBIT D.**

N. Monthly Treasurers Report

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

O. 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: 16 Yoga Mats
TO: Kari Redman and her preschool classroom
FROM: Yoga Activists

GIFTS: \$50.00
TO: Findlay City School's Orchestra Program in memory of Mary Lou Flanagan
FROM: Carol Peters

GIFT: \$130.00
TO: Findlay City School's Orchestra Program in memory of Mary Lou Flanagan
FROM: Stephen Steiner and Joyce Flanagan

GIFT: \$20.00
TO: Findlay City School's Orchestra Program in memory of Mary Lou Flanagan
FROM: Elsie Dick

GIFT: \$50.00
TO: Findlay City School's Orchestra Program in memory of Mary Lou Flanagan
FROM: Bert A. Rayl Living Trust

P. Approve the New Courses of Study

The superintendent recommends approval of the new Pilot Course: Thinking, Reading and Writing like a Historian and the new Courses of Study: 12th Grade Basic English, Spanish III Honors, and Spanish IV (College Prep) course and textbook as discussed at the April 17, 2017 Board of Education meeting.

Q. Valuation Counter Complaints

The treasurer requests authorization to instruct attorneys Rich & Gillis to file valuation counter complaints with the Hancock County Board of Revision per the revised recommendation by the finance committee.

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

DISCUSSION ITEMS

Mr. Steiner discussed the New Courses of Study for Millstream Career Center: Google For Education and Microsoft Office Specialist MOS Specialist Certification as shown in EXHIBIT F.

ACTION ITEM

2017-005-003 Out of State Travel

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

- Craig Perry from Millstream Career Center to travel to Troy, Michigan on May 5th – May 7th to attend an Industry Training.
- Mike Magnes, Millstream SkillsUSA Advisor and students to travel to Louisville, KY on June 19th – June 24th to compete in the National SkillsUSA Contest.

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

REPORTS TO THE BOARD

Mr. Dell presented information to the Board on the new software Transfinder. He stated that there will be efficiencies in this new system that will save the district money. Mr. Kurt gave a brief update on his involvement with Raise the Bar. Mrs. Zydonik spoke as well regarding the partnership between Raise the Bar and Findlay City Schools.

SUPERINTENDENTS COMMENTS

Mr. Kurt mentioned that The Boot was not fully funded yet for Findlay City Schools but they may move forward with PreK-8 buildings since the high school and Millstream have security on site. He reminded everyone that graduation is May 27, 2017 at the University of Findlay's Koehler Center at 10:30 a.m.

BOARD'S COMMENTS

Mr. Pochard ended the meeting stating that Findlay City Schools has everything any student needs to succeed. Recent events in Findlay recognized FHS grads Ben Roethlisberger, Gavin Creel and Robert Sprague for their successes. He also thanked Mrs. Stephenson for the wonderful job she is doing as a first year principal at Chamberlin Hill.

2017-005-004 Executive Session

It was motioned by Mr. Aldrich, seconded by Dr. Siebenaler Wilson to go into executive session at 6:36 PM to discuss the possible purchase of property, employment and dismissal of employees.

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

2017-005-005 Adjournment

It was motioned by Mr. Pochard, seconded by Dr. Siebenaler Wilson to adjourn the meeting at 7:37 PM.

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

Treasurer

President

To be read and approved on Monday, May 22, 2017 at 6:00 PM in the Millstream Cafe

FINDLAY CITY SCHOOLS
FINDLAY , OHIO

CERTIFICATED REAPPOINTMENT LIST

2017-2018 SCHOOL YEAR

5/8/2017

Reappointments - 2017-2018 School Year

The superintendent recommends that the certificated personnel, as shown in this Exhibit, be reappointed for 184 days for the 2017-2018 school year.

Code:

Column #1 - Name of Appointee

Column #2 - Type of Contract

C = Continuing

C* = Continuing - Contingent upon Board Approval

L = Limited - One (1) Year

EL = Extended Limited Contract (expiration)

LOA = Leave of Absence

Column #3 - Training Step

Column #4 - Experience Step

Column #5 - PT = Part Time: hours as determined by the Superintendent

(All appointments are contingent upon valid certification.)

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Adams, Stefan L. | L | MA | 3 | |
| Adkins, Emily E. | L | MA | 2 | |
| Adkins, Jaclyn A. | L | BA+15 | 10 | |
| Allen, Regina J. | C | MA+15 | 15 | |
| Allshouse, Ryan S. | L | MA | 15 | |
| Allsop, Alyssa N. | L | BA | 1 | |
| Allsop, Carrie A. | L | MA+30 | 9 | |
| Althaus, Alycia R. | L | BA+15 | 3 | |
| Anders, Christopher J. | L | BA | 12 | |
| Andrews, Martie D. | L | MA | 9 | |
| Apple, Danielle M. | C | MA | 8 | |
| Armstrong, Sharon E. | L | MA+15 | 9 | |
| Armstrong, Todd M. | L | BA+15 | 23 | |
| Arthur, Jacqueline L. | L | BA+15 | 5 | |
| Aukerman, Tracy J. | L | MA+15 | 4 | |
| Badder, Robyn E. | L | MA+30 | 8 | |
| Bain, Jennifer L. | C | MA+15 | 27 | |
| Baker, Erik D. | L | MA+30 | 20 | |
| Baker, Jeanine G. | C | MA+15 | 15 | |
| Bame, Tyler J. | L | no degree | 3 | |
| Bandiera, Marissa L. | L | BA | 2 | |
| Barberree, William E. | C | MA | 20 | |
| Barkey, David A. | L | MA+30 | 18 | |
| Barnhart, Bethany R. | L | MA | 7 | |
| Barrientos, Kimberly A. | L | MA | 10 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|------------------------------|-------------------------|----------------------|------------------------|------------------|
| Barton, Taylor N. | L | BA | 3 | |
| Baumgartner, Brynn E. | C | MA | 9 | |
| Baz, Alyssa E. | L | BA+15 | 4 | |
| Beach, Hayley M. | L | BA | 3 | |
| Beggs, Susan A. | L | BA+30 | 8 | |
| Beier, Kathy J. | C | MA+30 | 20 | |
| Bertucci Hartney, Jessica A. | L | MA | 7 | |
| Betts, Kimberly J. | C | MA | 15 | |
| Bidlack, Renee P. | L | BA+15 | 4 | |
| Biesiada, Rebecca M. | C | MA | 15 | |
| Bigger, Krista L. | L | MA | 10 | |
| Biggs, Ameer I. | L | MA | 3 | |
| Bilger, Denielle C. | L | MA | 8 | |
| Bishop, Kristyn R. | C | MA+30 | 15 | |
| Bishop, Lorie L. | C | MA+30 | 20 | |
| Blackburn, Blake J. | L | MA+15 | 11 | |
| Blackburn, Susan K. | L | BA+30 | 7 | |
| Blodgett, Susan H. | L | MA | 8 | |
| Boes, Brad J. | C | MA+30 | 12 | |
| Boes, Lindsey M. | C | MA+30 | 15 | |
| Bower, Matthew J. | L | MA | 10 | |
| Bowsher, Denise J. | C | MA+30 | 23 | |
| Brant, Stephanie L. | L | MA | 7 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Brasfield, Amanda L. | L | MA+15 | 10 | |
| Brax, David R. | L | BA | 5 | |
| Brickner, Sara C. | L | MA | 9 | |
| Brim, Christina R. | L | MA | 2 | |
| Brooks, Ryan P. | L | MA+15 | 6 | |
| Brown, Carmen R. | L | BA | 8 | |
| Brown, Kimberly A. | L | BA+15 | 6 | |
| Brown, Thomas B. | L | BA+30 | 9 | |
| Brubaker, Britney L. | C | MA | 9 | |
| Bruni, Tonya M. | C | MA | 18 | |
| Brunow, Erica L. | L | MA+15 | 9 | |
| Brzozka, Sally A. | C | MA | 12 | |
| Buck, Angel T. | C | MA+30 | 12 | |
| Bundren, Candace E. | C | MA+30 | 12 | |
| Burnside, Lori Beth | C | MA+30 | 32 | |
| Burrows, Bradley J. | C | MA | 18 | |
| Byers, Amanda J. | L | MA+30 | 12 | |
| Byrne, Megan A. | L | BA | 2 | |
| Callan, Jason R. | C | MA+15 | 23 | |
| Callicutt, Nicole G. | L | BA+15 | 7 | |
| Canterbury, Lisa M. | C | MA+30 | 20 | |
| Cantrell, Alexandria L. | L | BA | 5 | |
| Cantrell, James A. | C | MA | 12 | |
| Carr, Elaine M. | C | MA | 15 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Castellaneta, Teresa M. | L | MA | 11 | |
| Chamberlain, Hannah M. | L | MA | 8 | |
| Cheney, Kelly N. | C | MA | 8 | |
| Chomic, Jason M. | L | BA | 6 | |
| Clark, Lauren E. | L | BA+30 | 4 | |
| Clark, Rebecca L. | C | MA+15 | 23 | |
| Cleary, Sara A. | C | MA | 11 | |
| Clegg, Erin E. | L | BA+15 | 7 | |
| Coffman, Kimberly K. | C | MA+30 | 12 | |
| Cole, Lori B. | L | BA+15 | 15 | |
| Combs, Alyson N. | L | BA+15 | 3 | |
| Corron, Cheryl J. | L | MA | 12 | |
| Coulter, Jenny M. | L | MA | 4 | |
| Counts, Kelley L. | L | MA | 7 | |
| Cross, Katelyn M. | L | MA | 2 | |
| Croy, JoLynda J. | C | MA+30 | 18 | |
| Curth, Audrey N. | L | MA | 8 | |
| Damon, Eugene E. | C | MA+30 | 27 | |
| Dangelo, Linda M. | C | MA+15 | 20 | |
| Davis, Laura M. | L | MA+30 | 15 | |
| Davis, Susan R. | L | BA+30 | 23 | |
| Debusman, Michelle A. | C | BA+30 | 15 | |
| Delaney, Blake R. | L | BA | 3 | |
| Delaney, Elizabeth A. | L | BA | 3 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| DeRose, Anthony J. | L | BA | 9 | |
| Derr, Molly S. | C | MA | 12 | |
| DeVaul, Joseph A. | C | MA+30 | 10 | |
| Dickman, Mark W. | C | MA+30 | 30 | |
| Distel, Sarah G. | L | MA+15 | 7 | |
| Dittman, Angela R. | C | MA+30 | 15 | |
| Dorrel, Sarah M. | L | MA | 8 | |
| Doty, Kelli | L | MA+30 | 3 | |
| Douglas, Stacy M. | L | MA+30 | 8 | |
| Drake, Cheryl L. | L | BA+15 | 27 | |
| Draper, Kerry A. | L | MA | 6 | |
| Drerup, Robynn M. | C | MA+30 | 27 | |
| Durbin, Gera F. | C | MA | 9 | |
| Dyer, Laura K. | L | MA | 6 | |
| Dysert, Eric M. | L | BA | 12 | |
| Earl, Jennifer A. | L | MA | 12 | |
| Edel, Ashley N. | L | MA | 11 | |
| Ellerbrock, Rebecca A. | C | MA | 15 | |
| Elliott, Amber L. | C | MA+15 | 12 | |
| Emans, Angie N. | C | MA+15 | 12 | |
| Emens, Alaine F. | C | MA+30 | 23 | |
| Ervin, Timothy S. | C | MA+30 | 27 | |
| Faber, Janelle R. | C | MA+15 | 9 | |
| Fackler, Emily S. | L | MA+15 | 4 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Felty, Christian E. | L | BA | 4 | |
| Fields, Jordan P. | L | BA | 2 | |
| Fillhart, Kim A. | C | MA+30 | 18 | |
| Finney, Laura L. | C | MA | 23 | |
| Flick, Daniell N. | L | BA | 3 | |
| Foos, Ellen M. | L | MA | 1 | |
| Fort, Nicole M. | C | MA+30 | 15 | |
| Franks, Michelle A. | C | MA+30 | 18 | |
| Frost, Angela C. | C | MA | 11 | |
| Fryman, Jennifer | L | BA | 8 | |
| Gaberdiel, Jon P. | C | MA | 11 | |
| Garmong, Kelee S. | C | MA+30 | 20 | |
| Garver, Jodi W. | C | MA+30 | 23 | |
| Gaskill, Katherine M. | L | BA | 3 | |
| Geaman, Maribeth G. | C | MA+30 | 20 | |
| Gearig, Monica M. | L | BA | 15 | |
| Geiser, Angela M. | C | MA+30 | 15 | |
| Gephart, Kristina S. | C | MA+30 | 23 | |
| Gerken, Allison N. | L | MA | 11 | |
| Gilbert, Shelly L. | C | MA+30 | 27 | |
| Gillespie, Adam J. | C | MA+15 | 20 | |
| Gilts, Janine L. | C | MA+30 | 23 | |
| Gleason, Jacqueline R. | C | MA+30 | 23 | |
| Gleason, Mark R. | C | MA+30 | 20 | |
| Goeller, Angi M. | C | MA | 15 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|-------------------------------|-------------------------|----------------------|------------------------|------------------|
| Goldsberry, Kelsey | L | BA | 3 | |
| Gonder, Erin M. | L | MA | 8 | |
| Gosser, Daniel J. | L | MA+15 | 6 | |
| Grose, Sheane N. | L | MA | 5 | |
| Grubinski, Kendra L. | L | BA+15 | 6 | |
| Guerrero, Jennifer E. | L | MA | 6 | |
| Haas, Rachel V. | C | MA+15 | 18 | |
| Hafner, Kaymie E. | L | BA | 23 | |
| Halliday Roseann M. | C | MA+30 | 18 | |
| Hankins, Jesse E. | L | BA | 2 | |
| Hansard, Cassidy G. | L | BA+15 | 1 | |
| Harmon, Kerri L. | L | BA+15 | 23 | |
| Harrington-Williams, Susan A. | C | MA+15 | 23 | |
| Hartenstein, Vicki D. | C | MA | 23 | |
| Hatch, Arika R. | C | MA+30 | 20 | |
| Headley, Ryan A. | C | MA+30 | 11 | |
| Hemmelgarn, Erin M. | C | MA+15 | 11 | |
| Herron, Jessica F. | L | BA | 3 | |
| Hertel, Rachel R. | C | MA | 9 | |
| Heydinger, Melissa K. | C | MA+15 | 15 | |
| Hiatt, Rhonda L. | C | MA+30 | 23 | |
| Hindall, Cheryl A. | C | MA+30 | 30 | |
| Hinds, Jenalee A. | C | MA+30 | 12 | |
| Hirschy, Whittany L. | L | BA | 7 | |
| Hirt, Shawn M. | L | MA | 12 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|----------------------------|-------------------------|----------------------|------------------------|------------------|
| Hodson, Amanda J. | L | MA+30 | 18 | |
| Hord-Hemmerly, Kimberly G. | L | MA | 11 | |
| Hose, Craig J. | L | BA | 7 | |
| Hoy, Lisa A. | C | MA | 9 | |
| Huber, Josh M. | L | BA | 7 | |
| Hudok, Kristin D. | C | MA | 18 | |
| Huffman, Lori A. | L | MA | 8 | |
| Hunker, Cynthia R. | L | BA+30 | 27 | |
| Hunt, Lori A. | L | MA+15 | 18 | |
| Hurt, Amy E. | C | MA | 18 | PT |
| Imke, Brooke A. | C | MA | 12 | |
| Irey, Katrina J. | C | MA | 23 | |
| Johnson, Greg R. | L | MA+30 | 7 | |
| Jones, Alexandria F. | L | MA | 3 | |
| Julien, Laura A. | C | MA+30 | 23 | |
| Karcher, Jason J. | L | MA | 7 | |
| Kellermeyer, Elizabeth S. | L | BA | 7 | |
| Kempher, Theresa L. | C | BA+30 | 20 | |
| Kennedy-Mowrey, Mary Beth | C | MA+30 | 20 | |
| Kiene, Shelby A. | L | BA | 4 | |
| Kiesel, Deanna L. | C | MA+30 | 27 | |
| Kiesler, Kelli M. | C | MA+15 | 23 | |
| Kin, Katherine L. | L | MA | 12 | |
| Kirian, Benjamin D. | C | MA+15 | 15 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Kirian, Megan R. | L | MA | 1 | |
| Kirk, Suzanne M. | L | BA | 27 | |
| Kiss, Julie A. | L | BA | 6 | |
| Kleintjes, Kailin | L | MA+30 | 2 | |
| Kniss, Jane A. | C | MA+15 | 30 | |
| Kokensparger, Andrea L. | L | MA | 12 | |
| Krupp, Amy M. | C | MA+15 | 18 | |
| Kuenzli, Leigh Ann | C | MA+30 | 11 | |
| Kuhlman, Amy L. | C | MA+15 | 23 | |
| Kuhn, Paul C. | L | BA | 4 | |
| Kuntz, Carly M. | L | BA | 5 | |
| Kuznicki, Amanda R. | L | BA | 7 | |
| Lafountain, Danielle C. | C | MA+30 | 8 | |
| Lammers, Julia E. | C | MA+15 | 15 | |
| Lane, Julie A. | C | MA | 18 | |
| Laube, Ellen J. | C | MA+30 | 30 | |
| Lauder, Brittany L. | L | MA | 2 | |
| Laux, Mark A. | C | MA | 12 | |
| Leatherman, Jill M. | C | MA+30 | 9 | |
| Lentz, Judith A. | L | BA+30 | 15 | |
| Lewis, Michelle L. | C | MA+30 | 23 | |
| Lichtle, Kristen L. | C | MA+30 | 12 | |
| Lindahl, Briana M. | C | MA+15 | 15 | |
| Lindahl, Ryan B. | L | MA+15 | 9 | |
| Little, Maria C. | C | MA | 20 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Longenecker, Lara N. | C | MA | 18 | |
| Longo, Catherine A. | L | BA | 1 | |
| Loomis, Jessica M. | C | MA+15 | 10 | |
| Lucas, Michelle A. | L | MA | 12 | |
| Ludwig, Emily J. | L | MA+30 | 6 | |
| Luedeker-Hazen, Lisa | L | MA+15 | 7 | |
| Lundy, Francesca A. | L | BA | 6 | |
| Maag, Margaret A. | L | MA | 6 | |
| Mack, Darlene J. | C | MA+30 | 10 | |
| Magnes, Michael E. | C | MA | 18 | |
| Majors, Patricia A. | L | MA+15 | 7 | |
| Manley, C. Kevin | C | MA | 23 | |
| Mansfield, Kyle B. | L | BA | 5 | |
| Mantey, Chelsea A. | L | BA | 2 | |
| Mathewson, Chad M. | C | MA+15 | 20 | |
| Matthews, Donald E. | L | BA | 6 | |
| McAdoo, Steven J. | C | MA+30 | 27 | |
| McCarthy, Joy E. | C | MA+30 | 12 | |
| McDowell, Lisa M. | L | BA+15 | 20 | |
| Meloy, Jena N. | L | BA | 8 | |
| Metzger, Nicole D. | C | MA+30 | 12 | |
| Might, Tricia A. | C | MA+15 | 20 | |
| Miller, Bryan D. | C | MA | 12 | |
| Miller, Janice A. | L | No Degree | 23 | |
| Miller, Kimberlee M. | C | MA | 9 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Miracle, Vicki J. | L | MA+15 | 15 | |
| Mitchell, Charrles D. | C | BA+30 | 18 | |
| Morman, Tammie M. | L | MA+15 | 23 | PT |
| Moyer, Aaron A. | C | MA+30 | 18 | |
| Murphy, Kimberly D. | L | BA | 23 | |
| Myers, Gordon L. | L | BA | 12 | |
| Nanamaker, Frederick W. | L | MA | 23 | |
| Nelson, Jaclyn S. | L | MA | 7 | |
| Nuehofs, Brittney C. | C | MA | 9 | |
| Newlove, Nicole M. | C | MA+15 | 12 | |
| Nissen, Beth Ann | C | MA+30 | 27 | |
| Nonnemaker, Terri J. | C | MA+15 | 20 | |
| Nowacki, Jamie L. | L | MA | 7 | |
| Nugeness, Jordan A. | L | BA+30 | 1 | |
| Nunn, Angela M. | L | MA | 7 | |
| Nusbaum, Heather A. | C | MA | 12 | |
| Cyr, Kayla M. | L | MA | 2 | |
| O'Brien, Tammy A. | C | BA+30 | 23 | |
| Orr, James C. | C | MA | 9 | |
| Ouwenga, Karen R. | C | MA+30 | 15 | |
| Pack, Daniel L. | C | MA+30 | 27 | |
| Parriott, Lauren T. | C | BA+30 | 10 | |
| Perry, Craig C. | L | BA+15 | 15 | |
| Pfaltzgraf, Becky A. | C | MA+30 | 23 | |
| Phillips, Jodi R. | C | MA+30 | 18 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Pippert, Joyce K. | C | MA+15 | 20 | |
| Polder, Taylor A. | L | BA | 1 | |
| Porter, Caitlin A. | L | BA | 7 | |
| Potteiger, Jenna L. | C | MA+15 | 18 | |
| Powell, Danielle R. | L | MA | 9 | |
| Prater, Billy | L | MA+30 | 8 | |
| Prater, Michele A. | L | MA | 7 | |
| Pressel, Kenneth S. | C | MA+30 | 23 | |
| Pritchard, Kristina | L | BA+30 | 2 | |
| Purtee, Alexis R. | L | BA | 3 | |
| Qualls, Christina M. | L | MA | 12 | |
| Rader, Rebecca A. | L | MA | 11 | |
| Rakestraw, Ashley M. | L | MA | 12 | |
| Rayle, Kathleen M. | L | BA | 7 | |
| Recker, Sandy A. | C | MA+15 | 20 | |
| Recknagal Jane L. | L | MA+15 | 12 | |
| Redman, Kari E. | L | BA | 2 | |
| Rennels, Craig A. | L | BA | 27 | |
| Ring, Christine R. | C | MA | 20 | |
| Rinker, Ruth E. | C | MA+30 | 27 | |
| Ritzler, Kristin K. | L | BA+30 | 18 | |
| Ritzler, Mark J. | C | MA | 18 | |
| Roach, Nicole A. | L | MA+15 | 18 | |
| Robbins, Sydney E. | L | BA | 3 | |
| Rosendale, Brian A. | C | MA | 27 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-time |
|---------------------------|-------------------------|----------------------|------------------------|------------------|
| Ross, Angela S. | C | MA+30 | 20 | |
| Ross, Kara L. | L | MA | 8 | |
| Roth, Aaron J. | L | MA | 15 | |
| Roth, Lana K. | C | MA+30 | 20 | |
| Ruiz, Cesar M. | C | MA | 15 | |
| Rummel, Julie E. | L | BA+15 | 7 | |
| Ruthenberg, Michael J. | L | MA | 20 | |
| Rutter, Lisa M. | C | MA | 11 | |
| Ryan, Denise M. | C | MA+15 | 15 | |
| Salsbury, Alyssa M. | L | MA | 3 | |
| Sanchez-Vigil, Stephanie | L | BA | 3 | |
| Sanders-Wiseley, Diana L. | C | MA+15 | 15 | |
| Sapp, Lani J. | C | MA+30 | 18 | |
| Schadel, Elizabeth M. | C | MA+30 | 20 | |
| Schaible, Anita N. | C | MA+15 | 15 | |
| Schank, Elizabeth A. | L | MA+30 | 6 | |
| Scherger, Kelly J. | C | MA | 23 | |
| Schomaeker, Bruce D. | L | No Degree | 20 | PT |
| Schroeder, Breanna N. | L | BA | 3 | |
| Schroeder, Heather L. | C | No Degree | 20 | |
| Schube, Jayson R. | L | BA | 1 | |
| Scurria, Alexandria K. | L | MA | 4 | |
| Sheaffer, Nancy R. | L | BA | 12 | |
| Sheehe, Brian D. | L | BA+15 | 20 | |
| Sheehe, Denise M. | L | MA | 6 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Sheidler, Kevin J. | L | No Degree | 11 | |
| Shively, Mark J. | C | MA+15 | 12 | |
| Shively, Wendy H. | C | MA+30 | 15 | |
| Siebenaller, Shawn M. | L | MA+30 | 4 | |
| Simon, Megan L. | L | MA | 6 | |
| Smalley, Vicki L. | C | MA+15 | 15 | |
| Smith, Jenna M. | L | BA | 2 | |
| Smith, Jodi M. | C | MA | 9 | |
| Smith, Kelly J. | L | BA | 4 | |
| Smith, Melanie S. | C | MA | 12 | |
| Smith, Tyler Q. | C | MA | 10 | |
| Smith, Valerie A. | C | MA | 15 | |
| Snyder, Michael T. | L | MA | 5 | |
| Solomon, Rebecca A. | C | MA | 15 | |
| Spaeth, Tamara L. | L | BA+15 | 20 | |
| Spence, Jill M. | L | BA | 1 | |
| Springer, Michael T. | C | MA+30 | 20 | |
| Sprouse, David S. | L | MA+15 | 10 | |
| Sprout, Elizabeth M. | L | MA | 8 | |
| Sprout, Ryan D. | L | MA | 8 | |
| Stacey, Marla J. | L | MA | 12 | |
| Stahl, Rachel E. | L | MA | 5 | |
| Stillings, Jennifer P. | L | MA+30 | 8 | |
| Stoffel, Amy K. | L | BA | 3 | |
| Strohscher, Sarah B. | C | MA | 11 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Stroub, Timothy P. | C | No Degree | 27 | |
| Studer, Joshua P. | L | BA | 9 | |
| Stutzman, Jeffrey R. | C | MA | 20 | |
| Suermann, Jennifer L. | L | MA+15 | 12 | |
| Sullivan, Nicole S. | L | BA | 4 | |
| Suter, Andrea R. | L | MA | 11 | |
| Swan, Kevin R. | C | MA+30 | 18 | |
| Swisher, Allison M. | L | BA+30 | 23 | |
| Taflinger, Danielle R. | L | BA | 3 | |
| Tardibuono, Barbara J. | C | MA+30 | 15 | |
| Tate, Jeanette A. | L | BA+30 | 8 | |
| Taylor, April M. | L | MA | 9 | |
| Taylor, Stefanie I. | C | MA+30 | 20 | |
| Thiel, Kristianne N. | L | MA | 10 | |
| Thomas, Debra D. | C | MA | 15 | |
| Thorbahn, Tonya M. | C | MA | 9 | |
| Toland, Stephanie C. | C | MA+15 | 11 | |
| Treece, Carol J. | L | no degree | 11 | |
| Tuttle, Marcus D. | C | MA | 12 | |
| Vallejo, Nicolas A. | L | BA | 4 | |
| VanDerMolen, Larissa L. | L | BA | 2 | |
| VanDerMolen, Linda R. | C | MA+30 | 12 | |
| VanHorn, Cassandra J. | L | BA | 6 | |
| VanRenterghem, Eric C. | C | MA | 18 | |
| Vetovitz, Beverly F. | L | BA | 3 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Waaland, Lisa D. | L | BA | 27 | |
| Wagner, Jason M. | L | MA | 12 | |
| Waldman, Paul E. | C | BA+30 | 32 | |
| Wank, Brittany A. | L | BA+15 | 5 | |
| Wank, Rebecca L. | C | MA+30 | 23 | |
| Wannemacher, Shannon R. | L | MA | 9 | |
| Watkins, Jaime L. | L | MA+30 | 8 | |
| Watts, Kyle J. | L | BA | 6 | |
| Watts, Loveda C. | L | BA+15 | 5 | |
| Weiss, Karlene V. | C | MA | 23 | |
| Welty, Heather L. | C | MA+30 | 18 | |
| Wenner, Mackenzie A. | L | BA+15 | 4 | |
| Wetz, Christina M. | C | MA | 18 | |
| Wheeler, Katie L. | L | BA+15 | 7 | |
| Whipkey, Crystal L. | C | MA | 23 | |
| Whipkey, Thomas M. | C | MA+15 | 23 | |
| Whitman, Sharon L. | L | MA+30 | 15 | |
| Whitson, Cynthia K. | C | MA+15 | 27 | |
| Wicinski, Judith A. | C | BA+30 | 23 | |
| Wiegand, Stephanie J. | L | MA | 9 | |
| Wilin, Anne C. | C | MA+30 | 30 | |
| Willson, Lisa A. | C | MA+30 | 23 | |
| Wilson, Daniel R. | C | MA | 9 | |
| Wilson, Michael J. | C | MA+30 | 23 | |
| Winger, Katherine A. | C | MA+30 | 15 | |

| Name of Appointee | Type of Contract | Training Step | Experience Step | Part-Time |
|--------------------------|-------------------------|----------------------|------------------------|------------------|
| Wise, Holly M. | C | MA+30 | 15 | |
| Wise, Laisha L. | L | BA | 4 | |
| Wohl, Robert J. | C | MA+15 | 30 | |
| Wohlgamuth, Kelly J. | C | MA+30 | 15 | |
| Wolfe, Rebecca L. | C | MA+15 | 10 | |
| Woodhull, Kristin M. | L | MA | 18 | |
| Wyant, Kelly M | L | BA | 4 | |
| Young, Karen M. | C | MA+30 | 23 | |
| Zellner, Madeline A. | L | MA | 6 | |
| Zimmerly, Renee M. | C | MA+15 | 12 | |

Policy Changes for Student Handbook 2017-2018

Board of Education proposed policy changes include:

- ☆ Attendance Procedure
- ☆ PE Waiver policy
- ☆ Code of Conduct (addition to #6, new code #32)

Details and other adjustments below:

ATTENDANCE SECTION

(Replaces sections from “Attendance Watch” up to “Medical, Dental, and/or Court Appointments”)

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 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.

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.

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.

Bell Schedule

Will implement revised bell schedule as proposed by the scheduling committee.

PARKING/TRANSPORTATION/FIELD TRIPS SECTION

Bus Section

Revised Language - (Add between "Bus Policy" and "Bus Rules for Field Trips") -

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).

Parking Permit Section

Major changes to reflect online application process. Language needs to be worked out.

- **Procedure changes -**
 - No longer need to submit paper registration, proof of insurance, and driver's license. This information will now be entered directly into an online application. This application is in process.
 - Instructions for what to do in the event a student forgets to move permit to a different car revised to reflect current practice.
 - **Old Language:** If a student forgets to switch their pass to another vehicle registered with the school, they need to come to the office to receive temporary pass for their vehicle at no cost. This should be done right away in the morning or contact security to assist ASAP at either office to let them know this will be done by lunch time. Students will need to bring back the temporary parking pass by the next day along with the parking ticket (if given) to void.
 - **New Language:** 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 to prevent potential "failure to register" fines.

COUNSELING SECTION

New Terminology

Various locations:

- **Former:** OGT
 - **Proposed:** State end of course tests
- **Former:** Physical Science (end of course exam)
 - **Proposed:** Biology (end of course exam)

TRANSCRIPTS

- Transcripts may be obtained by contacting your school counselor or guidance secretary at (419)425-8270. Transcripts will 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. The guidance office will mail transcripts to colleges for seniors who have met their financial obligations. Seniors should request transcripts through Parchment. A link to Parchment can be found on the FHS website. Transcripts requested by August 1, shall be free of charge, thereafter a \$5 fee will be assessed.

BLOOM'S TAXONOMY (delete section)

CLASS OF 2018 AND BEYOND - GRADUATION REQUIREMENTS.

- Table added to replace and clarify End of Course testing requirements:

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

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
- A = 2 points
- B = 1.5 points
- C = 1 point
- D = .5 point
- F = 0 points

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
 B = 1.5 points
 C = 1 point
 D = .5
 F = 0 points
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.

- Removed the following language:
 - ~~If a student is repeating a failed semester during the school year, the student must repeat both semesters of a class.~~
 - ~~For example, a student who withdraws from a course during the second semester of a two semester class (year-long) will receive no credit for either semester.~~

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.

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, Geometry, Algebra II or the 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

PE WAIVER POLICY

- **Former:** PE Waiver forms must be completed online, started by the parent no later than 30 calendar days after the completion of the activity.
- **Proposed:** "Submission for waiver must occur within 1 calendar year of the completion of the season as defined by the end of the year banquet"

MILLSTREAM SECTION

Delete "Cooperative Training Programs (Co-Op) on page 39 of 2016-2017 handbook per Pam Hamlin.

MISCELLANEOUS ITEMS IN OTHER SECTIONS

Replace 9 Virtues with 7 Habits:

Minor/General Changes (nonpolicy):

School Dance attendance:

- **Old:** Students must be current on school fees and have good attendance to attend.
- **New:** Students must be current on school fees or make arrangements with the appropriate principal.

Additions and edits to student code of conduct:

#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.

#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.



FINDLAY LEARNING CENTER K-12 BLENDED LEARNING SCHOOL

2017-2018 Student and Parent Handbook

Meeting our students where they are and guiding them to their future.

Educating and Empowering for Life

FINDLAY LEARNING CENTER SCHOOL
1100 Broad Avenue Findlay Ohio
School phone: 419-429-8938
Fax: 419-427-5467
Webpage: flc.fcs.org

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INTRODUCTION

The Findlay Learning Center is a K-12 blended learning school designed to meet the individual needs of our students. We utilize educational coaching by licensed educators to help our students to gain the skills needed to learn independently. Unlike traditional schools, students enrolled at the Findlay Learning Center complete their work independently online and attend their required mentoring and tutoring sessions at the school, where they receive assistance in their course work, complete goal setting activities and meet with their mentor to discuss their progress.

The Findlay Learning Center serves self-motivated students who have the desire and ability to participate in a self-paced program of blended learning instruction that includes online instruction with the support of an educational coach who can help provide one-on-one assistance. However, in order for students to be successful in a blended-learning environment they must be able to effectively manage their time, learn independently, and take responsibility for their learning.

In order to ensure that our students are making adequate progress in their schooling they are required to complete 25 hours of instructional activities in their course work according to the course pacing guides and the goals established with the input of their educational coach or teacher. This requires a minimum of 20 hours of “time-on-task” of working on online activities each week. “Time on task” is calculated as time spent by a student actively working in online lessons (tutorial, application, mastery test, assessment, etc.). In addition, students will work have minimum of 5 hours of offline activities, such as drop box activities, reports, projects, note taking etc. Offline activities are required in addition to the 20 hours of online “time-on-task” each week.

The staff of the Findlay Learning Center are committed to helping our students’ reach their academic achievement goals and developing a partnership with our families that will help our student achieve the State's high standards.

Findlay Learning Center Commitment to Students and Parents

1. The Findlay Learning Center will provide a high-quality on-line curriculum in a supportive and effective learning environment that is aligned with Ohio Content Standards.
2. The staff at Findlay Learning Center will provide each child with a minimum of 1hour face-to-face coaching/mentoring time each week during normal operating hours. Additional coaching times are available by appointment.
3. The staff at Findlay Learning Center will provide each child with assistance and feedback during normal operating hours.
4. The staff at Findlay Learning Center will return parent phone calls and emails within 24 hours during normal operating hours.
5. Parent conferences will occur on a quarterly basis and by appointment when a parent or staff member requests a conference.
6. Student progress reports will be mailed to the parent on a quarterly basis.

7. Educational Coaches will make every possible attempt to contact each parent/student via telephone call, text message, or email to discuss student attendance and progress concerns in a timely manner.

Parent and Student Commitment

1. When a student first begins attending the Findlay Learning Center they will attend the lab or classroom for at least 15 hours a week in order to ensure students understand how to use the online program, understand how to get assistance, and can establish a learning routine that will ensure they are successful using this blended learning option.
2. Students must participate in coaching/lab time at the Findlay Learning Center for a minimum of 1 hour each week with an educational coach (unless approved documented medical condition prohibits such participation). Coaching & lab time may include the following activities: review of student's overall progress, establishing weekly goals, tutoring, test taking, etc.
3. Secondary students are required to complete 27.5 hours a week of instructional activities. This includes 22.5 hours for online instructional activities and 5 hours each week for off-line activities, according to the course syllabus, which includes required note taking activities. Elementary students (grades 1-6) are required to complete 25 hours a week of instructional activities. Kindergarten students are required to complete 13 hours a week of instructional activities.
4. Students who do not maintain adequate progress **will be** required to attend additional coaching/lab time or be at risk of being removed from the Findlay Learning Center for lack of progress/participation. Students who are not on pace to complete required courses (2.5 credits each semester for grades 9-12; 5 semester courses for grades 6-8; four semester courses for students in grades K-5) or they may be required to attend more frequently.
5. A student's enrollment and successful participation in the Findlay Learning Center requires that the family provides and maintains a connection to the internet. The student and family understands that when they are not able to provide a connection to the internet that the student will make other necessary arrangements in order to complete their coursework. This may include using the internet connection provided by the local public library or increasing the student's time at the Findlay Learning Center.
6. Prior to beginning at the Findlay Learning Center, parents and students must attend a planning meeting (approximately 1 hour). The student must also attend an orientation session in order to receive training and assistance on using the on-line program.
7. Parents/guardians agree to attend at least two parent conferences throughout the school year in order to receive updates on student progress and partner with educational coaches on ways that everyone can best serve our students.
8. Parents and students understand that all tests and final exams must be taken at the school in order to ensure the integrity of our program.
9. The student and the parent/guardian must provide within the home a structured schedule during which the student is engaged in the Findlay Learning Center's program of study, and

adult supervision and support to ensure the student's safe and responsible participation in the learning program.

10. Students must be committed to their education, and help to provide an environment within the Findlay Learning Center that is conducive to learning. This includes working on their lessons, asking for assistance when they need help, and helping to ensure that the Findlay Learning Center is a safe and respectful learning environment.
11. Students will be required to follow all rules and regulations of the Findlay City School District whenever they are on Findlay City Schools or Millstream grounds for curricular or extra-curricular activities.
12. Absent notes are required to excuse a student when they are unable to meet their weekly instructional hour requirements due to an FCS approved absence reason. The note must be submitted within 2 days after returning from the absence in order to be considered for excusal.
 - A. Secondary students are required to complete 1001 hours of instructional activities per year, which equal 27.5 hours a week. Findlay Learning Center secondary level students must complete at least 22.5 hours of computer time-on-task (Monday-Sunday) and at least 5 hours of time credited to working on off-line activities including note taking. This work is counted as homework. Students who do not work on their online work for a minimum of 22.5 hours of time-on-task weekly (Monday-Sunday) and 5 hours of off line activities will be marked unexcused absent.
 - B. Elementary students are required to complete 920 hours of instructional activities per year, which equals 25 hours a week of computer time-on-task (Monday-Sunday). Students who do not work on their online work for a minimum of 25 hours of time-on-task weekly (Monday-Sunday) will be marked unexcused absent.
 - C. Kindergarten students are required to complete 455 hours of instructional activities per year, which equals 13 hours a week of computer time-on-task (Monday-Sunday). Students who do not work on their online work for a minimum of 13 hours of time-on-task weekly (Monday-Sunday) will be marked unexcused absent.
10. Students must select at least one day each week that they will attend their required coaching session. Coaching sessions are very important to the continued progress of a student, and are required. It will be the parent's or legal guardian's (or student if 18 years or older) responsibility to notify the Findlay Learning Center (419-429-8938) of absences or the need to meet with their coach on an alternate day in any given week if they are unable to make their scheduled meeting. Students who have IEPs or 504s need at least two days a week, one day of coaching time to review weekly academic goals and one day to work with their intervention specialist to review and work on IEP or 504 goals.
11. Students who are absent from the FLC lab are expected to continue working on their online course work during their absence, except when the absence is due to an FCS approved absence reason. Students who do not complete their weekly online coursework will be marked absent. It will be at the Findlay Learning Center director's discretion, in accordance with the laws, whether an absence is excused or unexcused based on the reason and

documentation given for the absence. Students are truant from school when they have no valid reason for missing school or not participating in their online coursework.

ATTENDANCE

The Findlay Learning Center School is a blended-learning school where students attend school by logging into their online lessons and by attending their assigned coaching sessions. Using this blended method of instruction allows our students to have access to their lessons twenty-four hours a day, seven days a week. The Findlay Learning Center is open from 9:00 am until 2:00 pm Monday-Thursday, and by appointment for times outside of the regular school hours.

Upon arrival our students sign the attendance sheet, noting the time when they arrive at the Findlay Learning Center, and again when they leave. This helps us to maintain an accurate record of who is at the Findlay Learning Center, and aides us during evacuations.

Types of Attendance

Schools utilizing online educational options are required to ensure students are participating in learning opportunities averaging 5 hours a day for elementary students and 5.5 hours for secondary students, which includes actively engaging in online activities, attending tutoring opportunities and working on offline activities.

In order to meet these requirements, Findlay Learning Center students are required to attend a minimum of at least one 1-hour tutoring session each week, actively participating in online instructional activities a minimum of 25 hours a week for elementary students, and 22.5 online time-on-task hours for secondary students, plus work on offline activities (including note taking) a minimum of at least 5 hours a week. Students who meet these requirements are marked as present at school. Failing to meet these attendance requirements will result in a documented absence.

In order to ensure accurate attendance and instructional assistance is available for all students, our students are required to set up regularly scheduled appointments in order to meet with their educational mentor or teacher for weekly goal setting, progress monitoring and to receive instructional assistance.

Elementary students who attend the Findlay Learning Center are required to log into their online lessons and complete 25 hours of instructional activities each week regardless of school closures. This means that if the Findlay City School district closes school or delays the opening of school due to a calamity day, our students are still required to log into the online instructional program and complete five hours of time-on-task (see note on Time-on-task) five days a week for a total of 25 hours of time-on-task. Secondary level student must have a total of 27.5 hours a week of time-on-task.

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 absence from school the parent/guardian should call the child's school at 419-429-8938 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 2 days of the first day of the doctor's order for the absence. All professional documentation must be original signed copies; photocopies and/or stamped copies will not be accepted.

Students who become ill at school may only be excused to go home by the school nurse. Students who go home ill without being excused by the school nurse will need to complete the required time for instruction or the lack to time will be marked as an unexcused absence.

Examples of excused absences include:

- Illness
- Funeral
- Pre-approved vacation
- Medical/counseling/court appointments
- Religious observances

Examples of unexcused absences include:

- Transportation
- Refusal to attend school
- Babysitting
- Waking up late
- Absences not verified in writing

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.

In grades 9 – 12 students a student is considered tardy to school if the student is not in their seat when the bell sounds and prior to fifteen (15) minutes into the first period. Students in grades 9 – 12 will also be marked tardy each class period they arrive late to within fifteen (15) minutes of the bell sounding.

Unexcused Absence 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) and may request a pre court conference.
- 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.

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.

Time-on-task in electronic coursework

Time-on-task in an online educational program is defined as the actual time that a student is actively engaged in their online coursework. Time-on-task is time spent by a learner working in online lessons (tutorial, application, mastery test, assessment, etc.). It is usually reported on a particular learning path.

Time-logged-in is defined as the timespan in which a student logged into their online program and then logged out. However, time-logged-in does not mean that a student is actively working on their lessons.

Attendance of Students Age 18 or Older

All students who are age 18 or older will be placed on Attendance Watch and their attendance will be closely monitored in an effort to minimize absences and provide assistance to the student. This means that they will be required to provide a documented written excuse from medical, counseling, or other official personnel (other than parent written notes) that specifies the

student's name, the reason for the absence and the date and times to be excused to the attendance office within 2 days of the absence. *Ill students may also be excused from school by the school nurse.*

Family Vacation Request for Excused Absence

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 Learning Center 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 Findlay Learning Center secretary or director to obtain the excused absence request form.
- A sincere attempt must be made by the student to obtain all of the assignments in advance and complete their required time-on-task upon returning to school.

Medical, Dental, and/or Court Appointment Request for Excused Absence

When absence for medical, dental, and other formal appointments are necessary we request that the student bring to school the doctor's appointment card or a written note from their parents with the date and time of the appointment. Present the request the secretary upon arrival in order to sign out prior to the appointment. Students must also sign in upon returning to school.

BUS POLICY

Only those children who are eligible riders can be transported by bus. A walker is not permitted to ride home with a bus student. Bus students will be sent home on the bus unless a note from the parent/guardian is provided requesting other arrangements. If a student wishes to get on or off his/her assigned bus at another established bus stop along the route, a note from the parents must be given to the building principal for approval. A permission slip must be presented to the bus driver upon boarding the bus. Under no circumstances are students permitted to change their bus assignment (and ride a bus other than their assigned bus) or their bus stop assignment without written permission. Parent may request a change of bus or stop assignment by completing a form available in the school office.

Bus Rules

1. Pupils shall arrive at the bus stop five minutes before the bus is scheduled to arrive.
2. Pupils must wait in a location clear of traffic and away from the bus stop. A designated place of safety will be established by the bus driver.
3. Behavior at school bus stops must not threaten life, limb, or property of any individual.
4. Pupils must go directly to their assigned seat. All students on Findlay City School buses have assigned seats.
5. Pupils must remain seated, keeping the aisles and exits clear. We teach students to sit to the back of the seat with their feet on floor.
6. Pupils must observe classroom conduct and obey the driver promptly and respectfully.
7. Pupils must not use profane language.
8. Pupils must refrain from eating and drinking on the bus, except as required for medical reasons.
9. Pupils must not use tobacco on the bus.
10. Pupils must not have alcohol or drugs in their possession on the bus, except for prescription medication required for a student.

11. Pupils must not throw or pass objects on, from, or into the bus.
12. Pupils may carry on the bus only objects that can be held in their laps.
13. Pupils must leave or board the bus at locations to which they have been assigned, unless they have parental and administrative authorization to do otherwise.
14. Pupils must not put any portion of their bodies out the bus windows.
15. Pupils must depart promptly from the bus and when crossing the street will walk ten (10) feet in front of the bus, stopping midway in the road to check traffic.
16. Pupils must be completely silent at all railroad crossings. They are expected to be silent during the safety check and remain silent until the bus clears the crossing.
17. The use of the emergency door will be for emergency purposes only.

CANCELLATION OR DELAY OF SCHOOL

For information regarding cancellations or delays due to inclement weather:

- You can sign up for Ohio Alerts text & email alerts at:
<http://www.findlaycityschools.org/text.htm>. Click on the Ohio symbol and click the ‘Subscribe to Alerts’ link. Add your name, alert method (text or email), your mobile phone number, mobile provider, and then check the box in front of ‘Findlay Learning Center’. Do not check the box for the ‘Findlay Learning Center Staff’. That is for staff only.
- You can call the InFo-Line at 421-8888 and press selection #3333 for the latest official announcements from the Superintendent’s office.
- The district’s web site www.findlaycityschools.org may also be accessed for delays and closings and to sign up for District email notifications.
- Findlay radio stations (WFIN 1330 AM, WBVI 96.7 FM, WKXA 100.5 FM) during inclement weather for information regarding cancellations or delays.

If school is cancelled before the completion of the school day, announcements will also be made on the radio. Parents and guardians are requested to develop a plan for these emergencies in advance. The school telephone lines are frequently jammed after school closing announcements. When school is cancelled, any activity scheduled at the building on that day (e.g. P.T.O. meeting, skating party, Gray-Y basketball practice, scout meeting, etc.) is automatically cancelled as well.

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 C.C.P. is free, however students who fail a course will be responsible for associate 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 schools expectations detailed in the handbook. FHS will be offering CCP courses at Findlay Learning Center, 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. Student's 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 Physical Science, American Government, and American History if you are enrolled in qualifying CCP. A CCP student's end-of-course grades in Physical Science, 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 you do not receive a passing grade 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 guidance counselors for any FAQ's and <https://www.ohiohighered.org/ccp> to learn more.

COMPUTER TECHNOLOGY AND NETWORK GUIDELINES

Several hundred users share the computing resources at the Findlay Learning Center. 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 the Findlay Learning Center. 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 FLC, the parent/guardian must complete an "opt out" form, available from the secretary.
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.
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 or 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 in 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 FCS 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 FCS wireless network. A Student in violation can only get back on FCS wireless network after registering their device (android phone, iPhone, iPod, etc.) with a computer technology aide.
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 mentor and/or 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. 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.
12. 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. Cell phones are not to be used during instructional times. Students in the secondary level classrooms (grades 6-12) will be given opportunities to use their cell phones during scheduled break periods. Elementary level students should keep their cell phones at home or secured. The Findlay Learning Center shares the building with others, including preschool students and with the district administrative offices. Making phone calls in the rest room and hallways can cause a disruption to the learning and working environment of others. Therefore, students are not to make phone calls while using the rest room or in the hallways.

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 director or teacher 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 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.

CONTACT INFORMATION

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|--|------------------------|
| Findlay Learning Center School ----- | 419-429-8938 |
| Attendance Calls ----- | 419-429-8938 |
| Fax ----- | 419-427-5467 |
| Dr. Victoria Swartz, Director of Pupil Services----- | 419-427-5424 |
| Mrs. Sara Sublett, Attendance Case Manager----- | 419-427-5401 |
| Mr. Nate Weihrauch, Athletic Director ----- | 419-425-8399 |
| Mr. David Danhoff, Millstream Director ----- | 419-425-8293 |
| Mrs. Pam Hamlin, Career Tech Coordinator ----- | 419-425-8256 |
| Transportation ----- | 419-425-8363 |
| Findlay City Schools Administration Office ----- | 419-427-5487 |
| Findlay City Schools Internet Home Page----- | findlaycityschools.org |

DISCIPLINE & CODE OF CONDUCT

We at Findlay Learning Center 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 FLC make poor choices; however, when they do, it is necessary for the students to be properly warned of the consequences of those decisions. 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 school district property 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 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, 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 or designee 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 for each day of the suspension. Expulsion may result in the loss of credit for courses being taken at FLC, FHS or Millstream, or at any college or university, whether under PSEO or at the student's own expense. Administration has the right to reschedule a disciplinary class or reschedule OSS at their discretion due to calamity days or unforeseen circumstances.

Extracurricular activities, school events, and parking (for students of legal age to drive) 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.

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 mentor, teacher, guidance counselor or the director. 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 suspended out of school for 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, 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.
7. Tobacco - A student shall not smoke, use tobacco, possess, or display any substance containing tobacco 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 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 –See section on attendance in this handbook. 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. This includes demonstrating the qualities of academic honesty (see section on Academic Honesty).
 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.
 21. Slur - The Findlay Learning Center 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 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 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.
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 will 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 Learning Center 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:

- 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 coercion 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 coercion 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 suspended out of school for 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, 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.

Appeals

Suspensions may be appealed. If the director issued the suspension, the appeal is made to the assistant superintendent. 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.

Discipline of Eighteen Year Old Students

Eighteen-year-old students must comply with the rules and regulations of Findlay Learning Center 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.

Non-violence Pledge

As a member of the Findlay Learning Center 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
- Take advantage of mediation
- Talk to a principal
- Talk to a teacher

I am aware there is a “zero tolerance” policy in Findlay City Schools. Zero tolerance means that the behavior is not acceptable and could result in school issued consequences, as well as consequences imposed by society. I am also aware that a violation of the Fighting/Physical Altercation section of the “Student Discipline Code” may result in out of school suspension or possible recommendation for expulsion.

EXTRA-CURRICULAR ACTIVITIES RULES AND ELIGIBILITY

Goals and 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.

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.**

The following OHSAA guidelines are used to determine extra-curricular eligibility.

Exception 3: If a student's failure to meet the requirements of this bylaw are due to an "incomplete" given in one or more courses which the student was taking during the grading period in question, the student may have his/her eligibility restored by the Commissioner's office once the "incomplete" has been changed to a passing letter grade provided:

- the failure to complete the required coursework during the grading period was due to calamity day(s), family tragedy, or illness or accident as verified by a physician; and
- the "incomplete" was given in accordance with Board of Education/other governing board adopted policies and procedures and is applicable to all students in the school; and
- the previously scheduled work and/or exams is/are completed within the time period provided in Board policy for completing work required to convert an "incomplete" into a letter grade; and
- there is no evidence that the "incomplete" was given in order to afford the student extended time in order to provide the student tutoring or other educational services simply to avoid a failing grade.

Note: This exception only applies where an "incomplete" has been issued and not a letter grade that is subsequently changed as a result of the extended time/additional work.

The eligibility or ineligibility of a student continues until the start of the fifth school day of the next grading period, at which time the grades from the immediately preceding grading period become effective.

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. Please refer to BOE Policy 9.24a.

GRADING PROCEDURES

Grades

Credit will be awarded for each semester classes a student completes in their online instruction and receives a mastery grade of at least 72%.

Students may retake any course assessment that does not meet the minimum 72% threshold after

reviewing the course content in order to receive a mastery grade of 72%. Students should refer to their course notes, review the lesson, and then meet with their coach or teacher for assistance with the lesson.

Students may re-take a course, but the student will NOT receive double credit for the course. 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 PSO courses, correspondence courses, summer school courses, etc.). To receive credit in any subject a student must complete the course requirements. Students/parents have until the end of the following grading period to challenge any grade given during a grading period.

Grade Reports

Grade reports will be distributed (either by mail, email, or other depending on parent preference) each interim and grading period in an effort to keep parents and guardians informed of their child's progress.

Grades indicating mastery achievement

The mastery grading scale below is used during the 1st, 2nd & 3rd grading scale, and during all interim grading periods (except when calculating athletic eligibility for students participating in extracurricular activities. See Board Policy 9.22 Extra-Curricular Activities Rules and Eligibility).

| | |
|------------|----------|
| A | 92-100 |
| B | 82-91 |
| C | 72-81 |
| Incomplete | Below 71 |

Final Grades

All incomplete grades are converted to the district grade scale (see below) after the last scheduled day of school. Students have until the last scheduled day of school to complete past due assignments.

| | |
|---|--------|
| A | 92-100 |
| B | 82-91 |
| C | 72-81 |
| D | 71-62 |
| F | 61-0 |

GRADUATION REQUIREMENTS

The State of Ohio and Findlay City Schools have mandated graduation requirements. A minimum of twenty-one (21) credits are required for graduation including:

Class of 2017 Cohort

| | |
|-------------|--|
| 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 credits (These 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; see BOE policy 8.22f7) |
| Communications | .5 credit |
| Emerging Technology | .5 credit |
| 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.) |
| Pass all 5 areas of the OGT (Reading, Math, Writing, Science, Social Studies) | |
| All students graduating in the Class of 2017 continue to operate under their original graduation requirements in regards to the Ohio Graduation Test (OGT) and must pass all 5 portions of the test: Reading, Math, Writing, Science, and Social Studies. Only students who have an IEP (Individualized Educational Plan) may be excused from the test(s). However students now have the choice to use Ohio's new graduation options to earn a diploma as well. Under this option, these students must meet both the new course and testing requirements identified by the state of Ohio. Students may use the new end-of-course exams to meet testing requirements in place of the OGT. Requirements are established by the State of Ohio and the Board of Education and are subject to change by action of either the Board of Education or the State Department of Education. | |
| Students must meet all graduation requirements, including assessments, in order to participate in commencement activities. | |

Class of 2018 Cohort

| | |
|---------------------|---|
| 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 (1 World History, 1 American History I, 1 American History II, .5 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; see BOE policy 8.22f7) |
| Communications | .5 credit |
| Emerging Technology | .5 credit |
| Fine Arts | 2 semesters grades 7-12; Students following a career-technical pathway are exempt from the fine arts requirement |
| Electives | 3.5 electives to equal the 21 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.) |

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 testing options below.

Class of 2019 Cohort & beyond

| | |
|---------------------|---|
| 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 credits (.5 World History; 1.5 American History; .5 Government; .5 Economics) |
| 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; see BOE policy 8.22f7) |
| Communications | .5 credit |
| Emerging Technology | .5 credit |
| Fine Arts | 2 semesters grades 7-12; Students following a career-technical pathway are exempt from the fine arts requirement |
| Electives | 3.5 electives to equal the 21 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.) |

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 testing options below.

**GRADUATION TESTING OPTIONS FOR STUDENTS
CLASS OF 2018 AND BEYOND**

New graduation requirements: Students who began ninth grade on or after July 1, 2014, must meet their course requirements and one of the following options for the testing requirement:

1. A total of 18 Graduation Points across all end-of-course tests;
2. A remediation-free score on the ACT or SAT; or
3. A composite score of 13 on the WorkKeys and an approved industry-recognized credential.

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)

| Performance Level | Graduation Points |
|-------------------|-------------------|
| Advanced | 5 |
| Accelerated | 4 |
| Proficient | 3 |
| Basic | 2 |
| Limited | 1 |

Students must earn at least four points total on the English tests, four points total on the math tests, and at least 6 points total for the science and social studies tests. However, students must earn a total of at least 18 POINTS on the seven tests. Any student may retake a state test during the appropriate testing window if they have not reached the 18 points needed for graduation.

Option 2: College Readiness Score

Students choosing this option must earn “remediation-free” scores in English language arts and math 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.

| SUBJECT AREA | REMEDATION FREE SCORE |
|--------------|--|
| Math | Score of 22 on the ACT Math or 520 on the SAT Math* |
| English | Score of 21 on the ACT Reading or 450 on the SAT Critical Reading* |
| Writing | Score of 18 on the ACT English or 430 on the SAT Writing* |

**These test scores are the remediation-free scores set by Ohio’s university presidents. These scores are subject to change.*

Option 3: Credential Pathway

Earning a high school diploma under the “Credential” pathway:

In order to qualify for a diploma under the credential pathway, a student need to do two things:

- Earn a minimum score of 13 on WorkKeys, a work readiness test that many employers use
- Earn an industry-recognized credential or credentials worth 12 credential points

Can a student mix and math credentials?

Yes, a student may choose any combination of credentials that totals to 12 points within a single career field. Students can consult with a counselor, teacher, or other professional to aid in choosing the bundle of credentials that best suits their career aspirations.

Can a student mix and match credentials from different career field?

No. The goal is for students to exit high school with a coherent bundle of credentials that leads meaningful employment or post-secondary options. For example, obtaining a Taser certification (for law enforcement) along with a couple of IT certifications and the ServSafe (for food handlers) as a bundle would not have an obvious use or application in the workforce.

For more information on State Board of Education-approved, industry-recognized credentials go to: <http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2018-and-Beyond/Industry-Recognized-Credentials>. 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.

HEAD LICE

Students found with live lice will be dismissed until approved lice treatment is completed. Student is expected to return to school with parent or guardian the next school day to be rechecked by the 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.

HOURS

The Findlay Learning Center lab is open Monday-Thursday. Students can choose to attend one of the following sessions:

Session 1: 7:30 am – 10:45 am

Session 2: 11:15 am – 2:30 pm

Session 3: 7:30 am – 2:30 pm

Lunch will be available from 10:45 am -11:15 am

Additional lab sessions will be available by appointment. Parents and students schedule a student's coaching time in advance, which helps to ensure that we maintain an appropriate student-coach ratio that allows each coach to provide their students the assistance that they need. The amount of coaching time prescribed for a student is a team decision, and parents and students are a very important part of the team.

IMMUNIZATIONS

All public school students are required by law to be immunized, or be in the process of receiving immunizations for mumps, polio, rubella, diphtheria, pertussis, and tetanus (O.R.C. 3313.671) or must file with the school a statement by a physician that certifies in writing that such immunizations are medically contraindicated. In accordance with State Board of Education guidelines, we will ban from attendance any students who have not received the required immunizations or otherwise complied with the Ohio Revised Code Section 3313.671 after fourteen (14) school days.

The Ohio Department of Health released an updated immunization schedule for students beginning with the 2016-2017 school year. 7th graders will need 1 dose of Meningococcal vaccine in addition to a Tdap vaccine prior to the first day of school. 12th graders will need 2 doses of Meningococcal given 8 weeks apart prior to the first day of school. If the 12th grader has had their first Meningococcal on or after their 16th birthday, they are only required to have one shot.

Please contact your health care provider or Hancock County Public Health @ 419-424-7441 to schedule an appointment. It is encouraged to schedule early as appointments may be difficult to schedule if waiting until July or August. **An updated shot record or proof that shots were given must be sent in with your student on the first day of school, August 17th, 2016.

LUNCH

The Findlay City Schools Food Service provides a school lunch for students daily. Students must pay for their lunch at the time of purchase. Parents are encouraged to participate in our pre-

payment ticket system. School personnel are not permitted to loan money to students. Make checks payable to: Findlay City Schools.

Students may carry lunch to school and eat with those who purchase the school lunch. The lunch period is supervised by school monitors.

The Findlay Learning Center does not have open campus lunch. Students must remain at school during the lunch period and are not permitted to leave school grounds unless picked up by parents or guardians.

Findlay City Schools Meals Price

| <u>Grade Level</u> | <u>Breakfast</u> | <u>Lunch</u> |
|--------------------|------------------|--------------|
| K-5 | \$1.75 | \$2.70 |
| 6-12 | \$1.75 | \$2.85 |
| Reduced Prices | \$0.30 | \$0.40 |
| Milk | \$0.50 | \$0.50 |

Free/Reduced Price Lunches

In the event that financial concerns arise that make it difficult to purchase school lunches, students should see their mentor or the director 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 office.

Please call 419-420-7014 with questions regarding Food Services, qualifications for Free or Reduced price lunches, or specific questions regarding Food Service operations.

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.

Complaints should be referred to:

Title I (disadvantaged)
Ms. Stephanie Roth
1100 Broad Avenue
Findlay, Ohio 45840
419-427-5436

Title VI (race, color and national origin)
Mr. Troy Roth
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)
Dr. Victoria Swartz
1100 Broad Avenue
Findlay, Ohio 45840
419-425-8238

ORAL MEDICATIONS IN SCHOOL

If, under exceptional circumstances, a child is required to take oral medication (both prescription and over-the-counter) during school hours, and the parent cannot be at school to administer the medication, only the school nurse or the principal's designee will administer the medication in compliance with the regulations that follow:

1. Written instructions signed by the parent and physician will be required and will include:
 - a. Child's name, address, school attended, and grade;
 - b. Name of medication;
 - c. Purpose of medication;
 - d. Time to be administered;
 - e. Dosage;
 - f. Possible severe adverse reactions;
 - g. Date administration is to begin;
 - h. Date administration is to cease, and;
 - i. Special instructions for administration of drugs, including sterile conditions and storage.
2. The school nurse or the principal's designee will:
 - a. Inform appropriate school personnel of the medication;
 - b. Keep a record of the administration of medication;
 - c. Keep medication in a locked cabinet, and;
 - d. Return unused medication to the parent only.
3. The parents of the child must assume responsibility for informing the school of any change in the child's health or change in medication.
4. The school district retains the discretion to reject requests for administration of medicine.
5. A copy of this regulation will be provided to parents upon their request for administration of medication in the schools.

PHYSICAL EDUCATION WAIVER POLICY

PE Waiver forms must be completed online, started by the parent, no later than 30 calendar days after the completion of the activity. Go to <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 interscholastic 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.

PHOTO RELEASE

From time to time, student pictures may be taken by photographers and local newspapers to be used in school press releases and school publications. Videotaping is occasionally done during student programs and other special events. If a parent/guardian objects to having their child's picture and name used, they should notify the school in writing.

SCHOOL VISITORS

1. All visitors and guests are required to register at the school office.
2. A student is not permitted to leave the school with anyone who has not been clearly identified as his/her parent in custody or guardian or a person authorized to act on the behalf of a parent or guardian in writing. Students are released from the building only through the office.
3. Loitering on school property or in the school building is prohibited. Unauthorized persons are subject to trespass laws.
4. No visitor may confer with a student in school without the approval of the principal or designee. Should an emergency require that a student be called to the school office to meet a visitor, the principal or designee must be present during the meeting. Regulations regarding visitor protocol will be posted in each building.
5. This policy does not apply to parents when they have been invited to a classroom or building program.
6. Persons wishing to observe classroom instruction shall obtain permission from the appropriate building principal(s).
7. Any visitor to the school whose presence or conduct is disruptive, or whose behavior, past or present suggests that s/he intends or is likely to become disruptive, may be requested to leave the premises. If the visitor so addressed does not withdraw, the principal may summon assistance from the local law enforcement agency.
8. At no time shall a staff member transact business with a person in the school who has not duly registered at the school office and received authorization to be present for the purpose of conducting business.

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, etc.) or other possessions reasonably determined to be a threat to the safety or security of others shall be seized by school authorities and the parent or guardian of the student 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.

STUDENT INFORMATION RELEASE

Under Ohio Law we are required to release student directory info such as name, address, telephone, and date of birth to those requesting it UNLESS the parent or guardian notifies the school that such information is not to be released. Please notify the school by September 20th if you do NOT wish such information to be released this school year.

STUDENTS SEEKING ASSISTANCE

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

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.

WITHDRAWAL PROCEDURES

1. The student or parent must contact the principal or director at the Findlay Learning Center to meet to determine the reason for withdrawal. All school related materials, books and electronic equipment 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 Findlay Learning Center on the last day of attendance for recording of grades. This form then needs to be turned in at the office before departing. 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 Office. The principal or director will discuss the situation with parents and the outcome will be forwarded to the appropriate administrator.

ZERO TOLERANCE 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 Learning Center 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 Learning Center has a "zero tolerance" for violent, disruptive or inappropriate behavior by its students; i.e. Findlay Learning Center 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.

FINDLAY CITY SCHOOL
2017/2018 School Calendar Revised

| | |
|--|---|
| 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 |
| Fall Break | 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 |
| Teacher In-Service – 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)

FLC Parent/Teacher Conferences

| | |
|--------------------------------|-------------------------------|
| September 21, 2017 - 3:30-6:30 | February 15, 2018 - 3:30-6:30 |
| December 5, 2017 - 3:30-6:30 | May 8, 2018 - 3:30-6:30 |

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 – 01/5/18 | 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 = | | 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 8, 2018 |
|----------------------------|----------------------------|-------------------------|



Chamberlin Hill Intermediate School

TEACHER ABSENCES - ILLNESS

In case of absence, a teacher should call or text Lyndsey, on her cell phone, until 10:00 p.m. or as soon as possible in the morning (6:00 am preferred) – cell- **419 .306.4587**. Anna also should be contacted – cell- **419.581.1355**. It is then the teacher’s responsibility to set their sub up through Renhill.

If you are taking a sick day for something other than illness (See teacher contract), you will need to fill out an absence request form through Applitrack and schedule a substitute through Renhill.

Adequate plans for the next day should **always** be available in the Plan Book when a teacher leaves the building at the end of the day. Also, the Daily Schedule and Seating Chart should be available.

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 attached to your plan book.

1. Daily and weekly schedules including times
2. Up-to-date Seating Chart(s) or directions as to where to find the chart(s)
3. Instructions for “Housekeeping” Activities
 - a. lunch money
 - b. money for instructional fees
 - c. attendance
 - d. pledge
 - e. notes from home
 - f. late student arrivals
 - g. requests for early dismissal
 - h. hall and/or playground supervision duty
4. Procedures
 - a. fire drills
 - b. tornado drills
 - c. use of bathroom/drinking fountain
 - d. use of supplies
 - e. use of room equipment (pencil sharpener, learning centers, etc.)
 - f. use of playground equipment
 - g. use of Library
 - h. lunch line and lunch recess
 - i. students going to the Office to use the phone
 - j. students going to purchase supplies in the morning
 - k. entering and dismissal procedures
5. 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

HERE
ARE THE
THINGS
YOUR
SUB
FOLDER
SHOULD
CONTAIN

- d. are helpful and trustworthy to a substitute teacher
 - e. have special health problems or needs and how to handle these needs
6. Behavior Rules for the Classroom
 7. Location of Needed Materials (teacher's editions, paper, etc)
 8. Names and Room Numbers of Team Teachers at your grade level
 9. "Emergency" suggestions for educationally worthwhile activities if for some reason the substitute is unable to proceed with plans in the plan book.

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 on Applitrack and contact the Principal for personal and professional leave approval.

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 them. Please be mindful of students who have been absent. Parents have **two** days to turn in an excuse note. They have to turn in a note even if they call their child in as being absent. We will except late excuse notes as well. Send these notes to the office ASAP. Any pattern or trend in absence or tardiness should be reported to the Office. (Ten days constitutes as excessive.) Truancy should be brought to the attention of the Principal and it will be investigated at once.

An adult in the Office must pick up students needing to leave the building during school hours.

Teachers should send students to the Office, along with a note for early dismissal from a parent, before the time requested to leave for appointments. Parents are asked to sign their children out for early dismissal. **Please send notes down with the Attendance Folder.**

STUDENT VACATIONS

Vacations are considered an absence of choice rather than necessity, and the teacher has options in assigning make-up work. Assignments do not have to be given until the student returns from vacation. Teachers should use their professional judgment in determining the extent and type of make-up work to be assigned to the student.



ILLNESS AND INJURY- STUDENTS

Students who become ill at school should be brought to the Nurse's Office by the teacher or sent with a note of explanation. 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. Students are not to be left unattended in the Nurse's Station or classroom. Students are **not** to administer first aid to another 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.

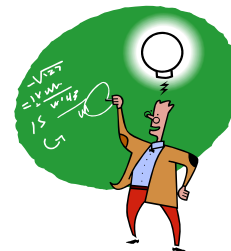
In case of an accident, seizure or fainting spell on the playground or in the classroom:

1. **An adult must stay with the child**
2. **Send for help. Notify the Nurse (10:00 - 1:30) 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

8:50 a.m. -- Arrival of Students/Enter Building
9:05 a.m. -- Students in Homeroom
(In seats and quiet)
3:30 p.m. **Students are dismissed**



CELL PHONES are not be used for personal use during normal student contact hours. If you have good reason to have your cell phone on, please communicate 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 School Counselor. It is up to the teacher discretion if they inform the Principal. Children's Services is required to investigate any reported child abuse with 24 hours of the report. CPS Phone Number: **419.429.8008**

HB278 requires all certified staff members must have received training by 3/30/09. Please let Lyndsey know ASAP if you have not received this training.

CLASSROOM SUPPLIES

Supplies- Workroom

Please notify Anna Welker with a note, **with your name on it**, in her mailbox when a supply is low for any items stored in cabinet- **-Workroom**. Cutting boards, hole punchers, long stapler, label-maker, heavy-duty stapler, etc. please return immediately or use there. **DO NOT REMOVE BINDER, ELECTRIC STAPLER OR ELECTRIC PENCIL SHARPENER WITHOUT LEAVING A NOTE IN ITS PLACE ON ITS LOCATION.**

COMPUTER USAGE

The **Computer Lab** is located in the modular building. The Computer Lab is part of the specials rotation. Students are to work on educational programs during this time. If you would like to have your students work in the Computer Lab outside of specials, please sign up for a time for a laptop cart as the Computer Lab is moved onto a cart in the afternoon. Most of our software is network based. Please follow guidelines for each network software program.

CONFERENCES WITH PARENTS

The value of communication with parents cannot be over emphasized. The Telephone Conference is one way to communicate. However, parents may 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 you are ever worried about making a negative phone call or the outcome of a phone call please inform the Principal ASAP to help assist.

This same concept is import for Administration also. Contact logs for positive parent phone calls will be made available to teachers through the Principal. If you have a parent that you feel should get a follow up call for any reason, especially positive, please let the Principal know in writing (email or note in mailbox).

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.

Often parents will call the school and wish to have a conference with a teacher. When this happens, the Office will leave a note in the teacher's mailbox or email the teacher to call the parent to set up a Conference.

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 simple checklist for each student might prove helpful to ensure that no important detail is overlooked. Conferences for the 2017-2018 school year are now determined by the district office for consistency across the district.

- Fall Conferences:
 - October 5, 2017: 4:00 pm-8:00 pm
 - October 10, 2017: 4:00 pm-8:00 pm
 - October 19, 2017: 4:00 pm-8:00 pm
- Spring Conference:
 - February 22, 2018: 4:00 pm-8:00 pm

A brief written report of each conference held with a parent should be kept for future reference.

COPYMACHINE

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. **Use of the machine is limited to materials that directly benefit Chamberlin Hill Students.** The Principal must approve use of the machine by those other than permanent staff members and student teachers. Please be considerate of what you are printing. Any large color orders please clear with Principal and can possibly go through Staples.

CONSULTATION AND TESTING REFERRAL

Follow the District Flow Chart for Behaviors

The Chamberlin Hill Teacher Assistance Team is a school based problem-solving group whose purpose is to assist teachers with intervention strategies for dealing with unique learning needs of students. This team seeks ways to maximize the use of available resources.

Goals

A Teacher Intervention Assistance Team serves as a way to address acknowledged instructional problems, and they have the potential to:

- Enable the school district's instructional program to meet a broader range of pupil needs
- Offer structured support and assistance to teachers
- Assist teachers in varying instructional strategies to promote pupil competence in basic skills
- Reduce the number of inappropriate referrals for Multi-factored Evaluation
- Employ group problem solving processing to solve problems
- Serve as an impetus for teacher growth
- Refer students for further evaluation

Members

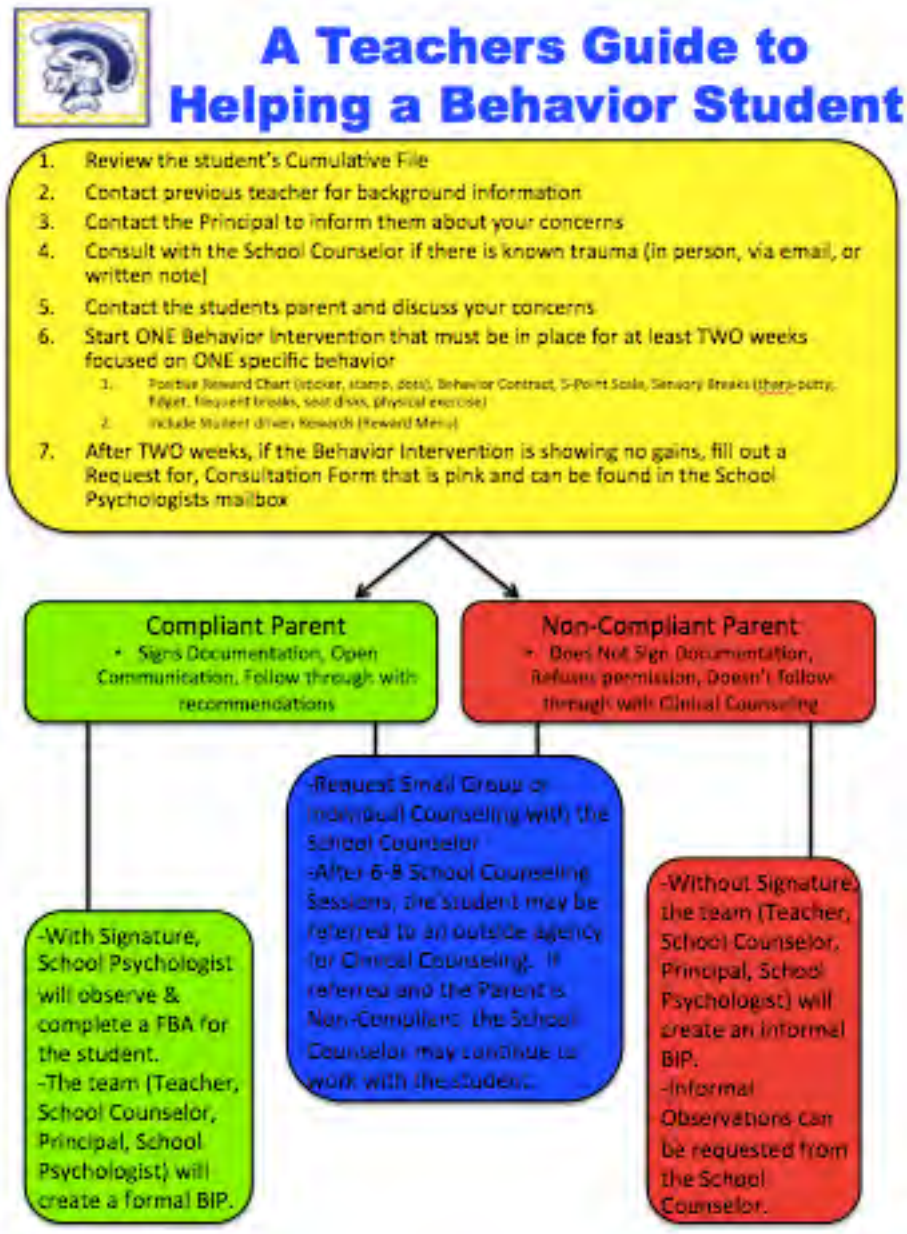
The following are members of the Teacher Intervention Assistance Team or SAM:

- Principal
- Teachers making referrals
- School Psychologist
- Intervention Specialists as needed
- School Counselor, as her schedule allows

PSYCHOLOGY SERVICES

If you find a child who is having a difficult time adjusting to the schoolwork in your grade level, consult the student's cumulative folder. If you believe that further information is necessary, consult with the Principal. The school psychologist is a member of the Chamberlin Hill Intervention Assistance Team and participates in activities to assist students and teachers including testing referrals made from the Chamberlin Hill Team Assistance meetings.

For behaviors follow the Districts Flow Chart



CUMULATIVE FOLDERS

Cumulative folders will be electronic and procedures for viewing will be available soon.

CUSTODIAL SERVICE

After school (in the afternoon), teachers should make a point of having everything off the floor so that the room can be swept thoroughly. Please stack chairs or place chairs on tables. Any teacher who has an

additional need of Custodial Services should **put the request in writing** and give it to the custodian or place in mailbox. Please be aware that classroom teachers must clean after classroom pets.

ROOMS (PHYSICAL CARE)

Teachers share in the responsibility for maintaining physically clean and comfortable classrooms. A good policy is to have children rotate weekly duties in room clean-up. Windows should be closed when you vacate the rooms after school and blinds adjusted.

Students should pick up all pieces of paper and other large objects from the floor before dismissal.

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.

DETENTION OF STUDENTS

Parents must be notified **in advance** if a student is going to stay after school for a detention, make-up work, or recreation. The amount of time for staying after school should be explained specifically to the parent. Lunch recess detentions for students, may be done by the teacher, if they desire. Teachers are to complete proper forms and the principal or other adult determined by administration will supervise the children.

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.

Emergency Procedures-quick summary:

Fire-exit building

Disaster/earthquake/tornado-take cover away from glass and wind

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

The alternative signal in case of a power failure will be a whistle or bull horn.

Please refer to our Emergency Operations Plan for a detailed report.

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. Students who have a voice in deciding these behavior expectations will be more likely to follow the expectations. 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". Follow the Behavior Flow Chart before sending students to the office. 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.

DUTY SCHEDULES

Duty schedules (bus, hallway, recess, and cafeteria) are posted at the beginning of the year. It is your responsibility to trade days to cover your duty if you are not available. If the bus is late, they will be called to a central area where they will be supervised by the principal or other designated staff member.

EMERGENCY MEDICAL FORMS

Emergency medical forms and parent contract cards 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)

The Ohio Department of Education has now adopted the OTES model for evaluations. All teachers will now be evaluated using this model, and will receive two formal observations each year. More could be determined by administration if deemed necessary. Each observation is to be at least 30 minutes in length and include a pre and post conference. There must be a total of 3 weeks between formal observations, and teachers can request additional formal observations if they feel necessary. Walk throughs may count toward evaluation and can range from 5 – 20 minutes. Principals must complete no less than 6 walk throughs a year, with no less than 1 walk through per nine weeks on each teacher.

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.

LAMINATOR

The laminators in the workroom are for faculty use in developing materials for Chamberlin Hill 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!!!!



Physical Education Equipment

The physical education equipment is located in the gym in storage locations. The key for the equipment is in the main Office. If you would like to borrow equipment, it must be cleared with the Principal and Physical Education teacher. All borrowed equipment must be returned the same day it is used.

FACULTY 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 if possible). 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!**



FIRST DAY OF SCHOOL

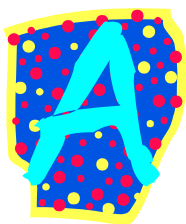
The class lists of students will be posted at each entrance before school opens. There are new pupils and forgetful ones, so we will have a number of staff and volunteers at the entrance and stairway to take such children to the right room.

1. Be sure to have a list of your pupils posted outside the door.
2. Take **NO OTHERS** into your room **UNLESS** they can present an admission slip from the office.
3. Review Chamberlin Hill procedures with students on the first day of school.

Mrs. Stephenson & Mrs. Hunt will visit each classroom within the first week to help set expectations for the school year.

GRADE BOOKS

Be sure to maintain an account of grades in Progress book (3-5).



GRADE CARDS

Grade cards are issued approximately 5 work days after the end of the grading period. All final grade cards at the end of the year should be placed in the red folder of the student's cumulative file.

| <u>End of nine weeks</u> | <u>Grade cards send home</u> | <u>Interims</u> |
|--------------------------|------------------------------|---------------------------|
| Fri., Oct. 20, 2017 | Fri., Oct 27 | Tues., Sept 19 (23 days*) |
| Fri., Jan 5, 2018 | Fri., Jan 12 | Fri., Nov., 17 (20 days*) |
| Fri., March 16, 2018 | Fri., March 23 | Thurs., Feb 8 (24 days*) |
| Thur., May 24, 2018 | ???? | Tues., Apr. 24 (22 days*) |

Exchanging grades with the Specialist for Art, Music, P.E., and Special Education should be as follows:

Specialists are to place nine-weeks grades in the teacher’s mailboxes by 8:05 a.m. on the second day after the grading period ends, and 3 days prior to the last day of the school year.

Teachers, after recording the grades on the report cards, are to then return these grade sheets to the Specialists by the third day after they are received

INTERIM REPORTS

Grade 3-5 will be using Progress Book as their Interim Report. Teachers should make an effort to speak with a parent when a student’s achievement means a failing grade, moves downward by more than one letter within the course of a grading period, when effort and/or attitude changes, and whenever unusual accomplishment is made. A copy of the written report or documentation of an oral report that gives the date and summary should be filed in the teacher’s grade book.

For Interim Report Schedule see above Grade Card Section

I.D. BADGES

All adults in the building at all times must wear identification Badges. This includes visitors and student teachers. Please let the principal know if a student teacher does not have an identification badge from their University. All staff members must have I.D. badges on at all times for the safety and security of the students at Chamberlin Hill. If a staff member notices an adult in the building without a badge, please stop the adult and ask them if they have signed in yet with the main office. We appreciate everyone assisting with this.

KEYS

Teachers are assigned room keys and  exterior door FOBS, they will be responsible for the keys while employed at Chamberlin Hill.

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 Findlay City Schools course of study when you are planning each day’s lessons. Lesson Plans should always correlate to the standards. **(Let your assessment drive your instruction.) Findlay City Schools Course of Study Curriculum Map should be followed as well.**

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. A **seating chart** should be completed and up-to-date for each class.

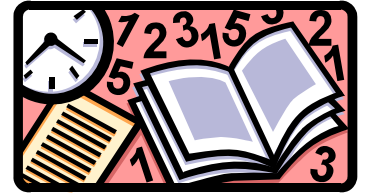
Principals will be periodically reviewing lesson plans during walk throughs. Please be sure your lesson plans are easily accessible to avoid disruption of your instruction.

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

LIBRARY PROCEDURES

All students will be visiting the Library for 45 minutes each week as part of their Specials. There will be no other scheduled Library time for classrooms. If you wish to use the Library any other time, please contact the Librarian.



LOST AND FOUND

The Lost-and-Found box is located by the main office. If valuables such as wristwatches, glasses and money are found, they should be brought to the Office. If a pupil finds a significant amount of money and reports it to the office, they can have the money after two weeks, if it is not claimed. **Urge** your students to put their **names** on gym shoes, caps, coats and lunch boxes. Pupils may look for lost articles in the “lost-and-found” before the morning tardy bell or at lunch.

LOUNGE/WORKROOM

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**.

LUNCH/RECESS TIME PERIOD: RULES AND DISCIPLINE

Through the efforts of the Monitors, Principal, and School Counselor, written procedures and rules have been designed for students at lunchtime. We appreciate your cooperation and backing to help all students have a pleasant and organized lunch period.

Teachers please do the following:

1. Discuss lunchroom rules with your class
2. Walk students to the recess line
 - a. If a student is serving a consequence at recess (walking), a note including the students name and length of time needs to be handed to the monitor
3. See that all students come to the recess properly dressed to go outside
4. Teachers are to meet their class at a designated area to pick up students and walk them back to class after lunch. It's important to be on time.

Students should not return to their classrooms during the recess/lunch period, for money, lunch pails, coats, etc. Students are encouraged not to disturb teachers in the lounge during lunchtime. **The monitors and/or the Principal will handle lunch- time problems.**

The rest rooms near the gym will be used during the lunch period. Students with written requests from parents to remain inside at noon, will be seated in the gym. **No students are to remain in the classroom, hallway or library at noon unsupervised. Students remaining in a classroom or placed in the hallway will require a teacher there to supervise them.**

Outdoor Play Guidelines for Lunch

P.E. And Classroom Fitness:

Students are to come to the recess each day properly dressed to go outside. The Principal will decide if there is a question about outdoor activity for students.

General guidelines are as follows:

1. All students go outside unless they have a note from a parent or teacher which limits their activity
2. When the weather is below 15 degrees F and/or the wind is over 20 M.P.H.
 - a. **Intermediate** (grades 3-5) administration will be given a choice as to going outside or staying indoors. The time outside on these days may be limited.

Inside - Cafeteria rules

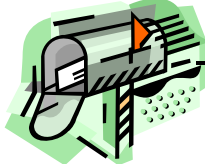
1. Students may choose a table to sit as long as they do not include others. They must remain seated throughout the entire lunch period until dismissed.
2. Students must raise their hand if they need help from a monitor.
3. Students may talk in a normal conversational tone. They may not yell to students at other tables or make loud noises.
4. Students are expected to use proper manners when eating.
5. Students may not throw food nor touch another student's food.
6. Students are expected to keep the table and floor free of litter.
7. Students are required to follow the directions and be respectful to the monitors.
8. NO carbonated drinks (pop) are permitted.

Monitor Procedures

Steps:

Monitors' procedures for students breaking rules:

1. Verbal warning and explanation is given to a student as they are breaking a lunchroom or recess rule.
2. Students are isolated to eat alone, or seated on playground.
3. Minor behaviors are then communicated to the teacher.
4. Students are referred to the **Principal**, with a written Discipline Record, for severe and persistent behavior problems.



MAILBOXES

Each staff member has a mailbox in the Office. Please check your mail in the morning and after school.

MAINTENANCE REQUEST

All maintenance requests should be made by filling out a request on the website. *Maintenance Work Order Form* under Staff- electronic forms.

MEDICATION FOR STUDENTS

The school nurses will need the names of students that have medications to be given out at school. If the school is involved in giving get a copy of the administration of can get it to their doctor and return These forms are available in the over-the-counter) without the can be interpreted as practicing Principal, and Office Staff can



medication, it will be necessary for the school nurse to medication form to the parents, in order that the parents it to the school before any medication is dispensed.

Office. The administering of any drug (prescription or order of the physician and the permission of the parent medicine and is prohibited by law. The Nurse, the administer medication if the proper permission forms are

completed. A copy of the blue medication permission form is to be given to the Nurse. Teachers may keep the original in your room. When the Nurse is gone, the principal or secretary 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. Chamberlin Hill will continue the Administration of basic over-the-counter medication. Parental permission slips will be required.

Money Collection

*****Accuracy of your records is very important. Your fee class list is an important record of fees paid for the whole year. BE CAREFUL!!**

1. Send any money collected to the Office between **9:05-9:35**.
2. Accept money **only** from students in your homeroom.
3. **Family checks** for more than one student should be sent to the **Office**. When you are notified of a payment, write **“Paid Office”** and the **amount and date** by the student’s name on your class fee list.
4. Send the form provided with any money you send to the Office.
5. On your class fee list, list **student’s name** and **the amount paid** and **date** in the appropriate area. (Important, especially at the beginning of the school year.)
6. **Send receipt home.**
7. Fee collection deadline is at the end of the second full week of school.
8. Students on Free Lunches are eligible for waived fees. Those on Reduced Lunch are eligible for 1/2 of fees waived. Fee waiver forms are in the office for students not on a lunch program, but might be eligible (Kindergarten or pack lunch). **Check in office for names if any question.**
(See LUNCH TICKETS)

Teachers should not leave money in the room unguarded. There is no provision by the School Board to reimburse a teacher for stolen money. Every effort should be made to avoid placing temptation before students.

Teachers who are collecting money should take the money with them when leaving the room. If fee money that was carelessly left is stolen from your desk, YOU must make up the loss.

POST IN EACH CLASSROOM

1. Emergency Exit Procedures
2. Classroom Daily Schedule
3. Class rules
4. School rules (with Color Stick Expectations)
5. Class Mission Statement
6. Behavior Flow Chart



PTO

Updates will come as given to Principals. I would like two Teachers representatives at each monthly meeting. Please let the principal know who will be attending and how a rotation might best meet your grade level team needs.

PROFESSIONAL DRESS

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

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 AND TELEPHONE DIRECTORY

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 Chamberlin Hill teachers are always ultimately responsible for the Chamberlin Hill 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 Chamberlin Hill 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.



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. Specialists supervise students during fire drills, assemblies and other times that students are assigned to them as the teacher.

The classroom teacher is responsible for supervising students ***to and from*** the special classroom, or 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.

SUPERVISION PROCEDURES

Early Supervision

Teacher volunteers should help to discourage the early arrival of students. Early supervision will be between 8:40 and 9:00 a.m. the first week of school, and other days at random or as directed by the principal.

Students arriving too early may have a notice sent to parents about the early arrival. However, it is better to have them here at school, than running around the neighborhood.

Morning Supervision

Students are to enter the building beginning at 8:50 a.m. and go directly to their homeroom. Students are not to be released to restrooms or other areas in the building unless they have permission from their teacher. Students who are not able to be responsible for their behavior with a pass will have to remain in their homeroom until the teacher can supervise them.

Afternoon Supervision

We will keep the same procedure as last year.

Every teacher is to walk their class to the doors and to **supervise their departure from the school grounds**. Your presence outside helps make for an orderly and safe ending of the day.

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. Be available in the case of accidents or disagreements
4. Help students line up
5. Fill out an Accident Report should an injury occur. (Office has form)

Coming Back Into the Building

Students who come back for forgotten items must come in the front door and get permission from the Office before going back to the classroom.

TEACHER'S HOURS

Teachers' hours are
If teachers need to
Principal and then sign



from 8:00 a.m. to 4:00 p.m. or as arranged with the Principal.
leave early, or arrive late, they should give notification to the
out/in in the Office.

TEACHER ASSISTANCE

From time to time, students have academic, social, emotional, and/or behavior needs that require intervention by school personnel. When this occurs, it is important that the school takes appropriate measures as soon as possible with the student, parent, and community. If a teacher believes that a student may be in need of intervention, a contact should be made with the school principal. Each building has its own unique process through which teachers may get assistance. By taking the time to care, you may be able to enhance the chances of the student being successful to his/her potential. **YOU CAN MAKE THE DIFFERENCE!**

TELEPHONE

Any personal calls will need to be reimbursed to FCS.

****Use of the telephone by children must be only in a legit need.** Limit student use of the Main Office phone between 2:45 and 3:15 p.m. so that incoming calls can be taken. After Dismissal, Students will be allowed to call home after 15 minutes have passed (3:45 p.m.)

TRANSFER OF STUDENTS

When a student withdraws from your classroom, follow these procedures:

1. Make out a transfer form. **Include test results, reading level, the name of the current reading series and competency results.**
2. If the child is leaving the school system, send the grade card with him/her. If he/she is staying in the system, place it in the permanent folder.
3. All information should be brought up to date in the permanent folder. Days due and days absent for the **year to date** should be recorded with the school and the teacher's name. Significant anecdotes and grades should also be placed on the folder.
4. Personal belongings and materials purchased through school fees, such as, workbooks being used should be sent with the pupil. If the transfer is within the city, the pupil's textbooks, except workbooks, etc., are stored and not sent to the receiving school. Textbooks of pupils leaving the city schools are to be stored in the teacher's room for the next new student to use.
5. Notify the special teachers and counselors if the child attends these special services.
6. Forms to be completed within 72 hours.

VIDEOS - Use in Elementary Classrooms

Board Policy 8.1

Administrative Procedure

ONLY "G" rated films, movies and videotapes will be shown in elementary classrooms grades Kindergarten through 5th.

Media used from television will follow the age appropriate guidelines. You must receive parent permission to show any student a movie rated "PG".

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 Chamberlin Hill 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.

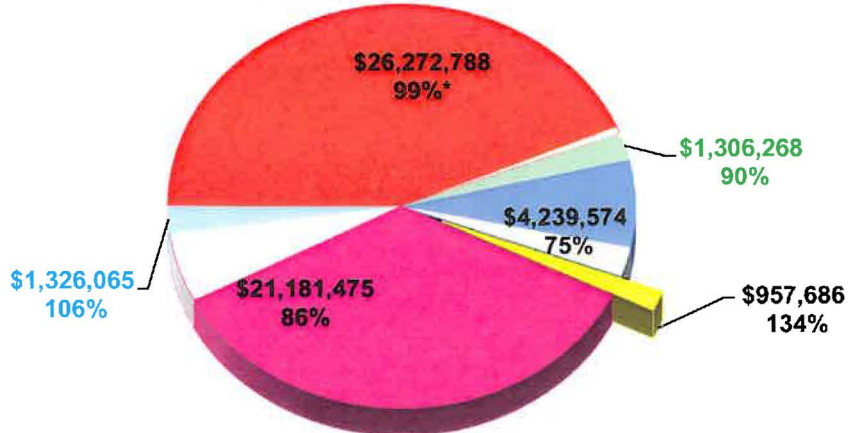
FINDLAY CITY SCHOOLS TREASURER'S REPORT APRIL 2017

| FUND | June 30, 2016 | JUL-APR | YTD % OF | JUL-APR | YTD % OF | April 30, 2017 | OUTSTANDING | UNENCUMBERED | UNENCUMBERED | UNENCUMBERED |
|------------------------|----------------------|----------------------|--------------|----------------------|--------------|----------------------|---------------------|----------------------|----------------------|----------------------|
| | CASH BALANCE | RECEIPTS | BUDGET | EXPENSES | BUDGET | CASH BALANCE | ENCUMBRANCES | BAL. Apr. 30, 2017 | Bal. Apr. 30, 2016 | Bal. Apr. 30, 2015 |
| GENERAL | \$ 13,597,041 | \$ 55,283,857 | 92.1% | \$ 51,506,094 | 80.5% | \$ 17,374,804 | \$ 2,238,440 | \$ 15,136,364 + | \$ 14,668,080 | \$ 16,187,258 |
| 27-YEAR 2010 BOND DEBT | 874,483 | 3,774,058 | 89.2% | 2,766,870 | 67.3% | 1,881,670 | - | 1,881,670 | 1,798,849 | 1,805,110 |
| PERM. IMPRV MNT | 1,145,798 | 2,211,823 | 105.0% | 1,006,834 | 38.7% | 2,350,787 | 1,009,858 | 1,340,929 | 350,776 | 592,862 |
| 2010 BOND PROCEEDS | 708,639 | 13,116 | 0.9% | 97,225 | 12.9% | 624,530 | - | 624,530 | (231,948) | 47,479 |
| FLOOD FUND | - | - | 0.0% | - | 0.0% | - | - | - | - | - |
| FOOD SERVICE | 406,343 | 1,325,008 | 66.3% | 1,416,520 | 67.9% | 314,831 | 238,289 | 76,542 | 152,067 | 177,863 |
| ENDOWMENTS & TRUSTS | 886,426 | 377,866 | 87.1% | 202,375 | 30.7% | 1,061,917 | 137,897 | 924,020 | 906,335 | 721,191 |
| OSFC BLDG PROJECT | - | - | 0.0% | - | 0.0% | - | - | - | 2,940,663 | 2,868,399 |
| NEW BLDG MAINTENANCE | 2,249,075 | 370,725 | 89.5% | 520,408 | 44.8% | 2,099,392 | 490,880 | 1,608,512 | 2,029,440 | 1,996,003 |
| MILLSTREAM | 383,550 | 743,771 | 93.6% | 588,474 | 58.3% | 538,847 | 4,430 | 534,417 | 447,567 | 487,418 |
| PUBLIC SUPPORT | 118,107 | 160,737 | 107.2% | 138,863 | 75.3% | 139,981 | 13,173 | 126,809 | 109,932 | 122,460 |
| FABSS | 146,980 | 186,107 | 109.5% | 179,531 | 79.2% | 153,555 | 2,775 | 150,781 | 143,198 | 128,015 |
| HEALTH INSURANCE | 1,486,642 | 6,271,625 | 89.6% | 6,978,021 | 91.8% | 780,246 | 5,880 | 774,366 | 1,724,548 | 2,126,373 |
| STUDENT ACTIVITIES | 122,135 | 105,898 | 50.4% | 93,657 | 45.7% | 134,376 | 45,182 | 89,195 | 90,437 | 77,090 |
| DISTRICT ACTIVITIES | 382,355 | 573,602 | 114.7% | 595,960 | 76.0% | 359,997 | 59,088 | 300,909 | 284,491 | 266,403 |
| AUXILIARY SRVCS | 92,208 | 358,215 | 91.9% | 283,884 | 62.3% | 166,539 | 77,968 | 88,572 | 115,471 | 50,486 |
| STATE GRANTS | 13,548 | 62,001 | 48.1% | 42,796 | 32.9% | 32,753 | 414 | 32,338 | 38,281 | (28,833) |
| FEDERAL GRANTS | 30,255 | 2,668,155 | 72.6% | 2,883,891 | 82.9% | (185,481) | 63,765 | (249,246) | (202,739) | (81,041) |
| OTHER MISC FUNDS | 639,446 | 738,516 | 74.7% | 652,613 | 57.1% | 725,349 | 99,649 | 625,700 | 546,162 | 459,210 |
| TOTALS | \$ 23,283,031 | \$ 75,225,079 | 88.8% | \$ 69,954,016 | 77.3% | \$ 28,554,095 | \$ 4,487,687 | \$ 24,066,408 | \$ 25,911,611 | \$ 28,003,747 |

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

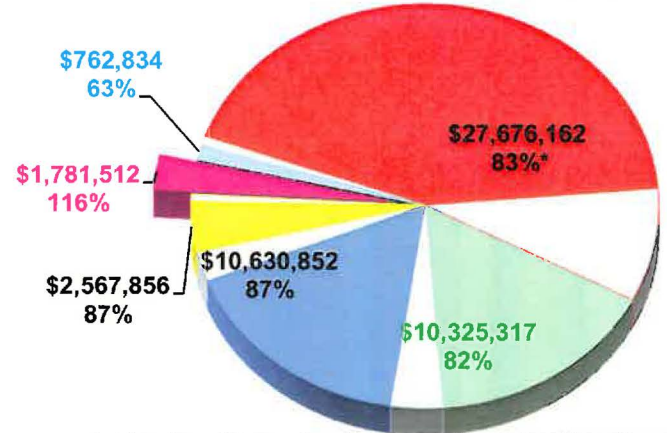
- = funds related to OSFC building project for two (2) new middle schools and new Millstream Career Center
- = includes psych intern grant (27K), connectivity grants (23K) and parent mentor grant (25K).

FY 2017 GENERAL FUND REVENUE



- Prop Taxes=44.3%
- Open Enrolled=2.2%
- Rollback=9.4%
- Tuition=1.2%
- State Formula=40.8%
- Misc.=2.1%

FY 2017 GENERAL FUND EXPENSE



- Salaries=52.4%
- Fringes=19.7%
- Services=19.0%
- Supplies=4.6%
- Equipment=2.4%
- Other=1.9%

*Pie percentages indicate estimated revenue received or budgeted expense spent/encumbered from each category. For example, 99% of FY17 estimated property tax revenue (red) has been received to date.

**Findlay City School District
Bank Reconciliation
2017
Month of April**

FUND BALANCES ON BOARD BOOKS

\$ 28,554,095.04

Bank Statement Balance

| | | |
|---|--------------|-------------------|
| Fifth-Third Bank | 658,073.64 | |
| Athletic Petty Cash (4) 1/24/00 | 14,000.00 | |
| FHS Guidance Petty Cash 1/14/02 | 2,000.00 | |
| Treasurer/Transportation Petty Cash 10/9/00 | 200.00 | |
| Food Service Change 8/13/01 | 1,027.00 | |
| MS Change 7/16/01 | 200.00 | |
| Outstanding Checks | (476,753.40) | |
| Total Bank Balances | - | <u>198,747.24</u> |

Investments

| | | |
|--|---------------|----------------------|
| Fifth-Third Bank Securities 4/30/17 | 3,457,674.28 | |
| Fifth-Third Bank - Main MaxSaver 4/30/17 | 207,171.46 | |
| Fifth-Third Invested Bond Proceeds 4/30/17 | 621,845.24 | |
| Citizens National - Money Market 4/30/17 | 5,887.70 | |
| Multi-Bank Securities | 16,917,908.29 | |
| Other Bank CDs | 4,678,795.07 | |
| Star Ohio 4/30/17 | 2,484,648.81 | |
| Total Investments | - | <u>28,373,930.85</u> |

Adjustments

| | | |
|--|--|-------------|
| 4/30 Common Remitter amount included in STAR balance | | (7,133.30) |
| Deposits in bank yet to be booked | | (11,269.75) |
| Arbitor expenses posted but wire yet to be made | | (180.00) |

Total Bank Balances and Investments after Adjustments

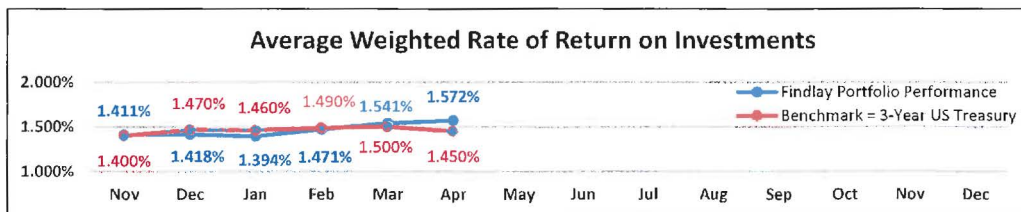
\$ 28,554,095.04

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


Michael T Barnhart, Treasurer

Findlay City Schools Investments Fiscal Year 2017

| Par Amount | Type | Issued Date | Maturity Date | Interest Rate | Cost Basis | Market Value |
|-----------------------------------|------------------------------------|--------------------------------|---------------|---|------------------|-------------------------|
| Fifth Third Securities | | | | | | |
| 8,584 | 5th 3rd Govt MM fund Class A | | | 0.640% | \$ 8,584.12 | \$ 8,584.12 |
| 800,000 | Freddie Mac | 1/16/2014 | 6/29/2017 | 1.000% | 799,457.66 | 800,256.00 |
| 245,000 | GE Capital Bank Retail CD | 6/13/2014 | 6/13/2018 | 1.600% | 245,000.00 | 245,872.20 |
| 245,000 | Ally Bank CD | 9/30/2015 | 10/1/2018 | 1.700% | 245,000.00 | 246,330.35 |
| 245,000 | American Express Centurion CD | 10/7/2015 | 10/9/2018 | 1.700% | 245,000.00 | 246,320.55 |
| 245,000 | Synchrony Bank CD | 6/13/2014 | 6/13/2019 | 2.000% | 245,000.00 | 247,136.40 |
| 245,000 | BMW Bank CD, Salt Lake | 7/23/2014 | 6/20/2019 | 1.950% | 244,632.50 | 247,180.50 |
| 250,000 | Fannie Mae | 2/26/2016 | 2/26/2021 | 1.250% | 250,000.00 | 249,685.00 |
| 425,000 | FHLB Note | 5/25/2016 | 5/25/2021 | 1.000% | 425,000.00 | 424,970.25 |
| 450,000 | Freddie Mac | 7/19/2016 | 7/19/2021 | 0.750% | 450,000.00 | 446,553.00 |
| 300,000 | FHLB Note | 10/28/2016 | 10/28/2021 | 1.000% | 300,000.00 | 297,840.00 |
| Subtotal Fifth Third | | Weighted Average Return | | 1.264% | \$ 3,457,674.28 | \$ 3,460,728.37 |
| Miscellaneous Banks | | | | | | |
| 248,000 | Goldman Sachs CD, New York | 10/24/2012 | 10/24/2017 | 1.500% | 248,000.00 | |
| 248,000 | Safra Nat'l Bank CD, New York | 2/19/2013 | 1/31/2018 | 1.000% | 248,129.10 | |
| 248,000 | Discover Bank CD | 2/20/2013 | 2/6/2018 | 1.100% | 248,000.00 | |
| 248,000 | Sterling Savings CD, Spokane, WA | 2/22/2013 | 2/22/2018 | 1.000% | 248,000.00 | |
| 248,000 | Crescom Bank CD, Myrtle Beach | 2/27/2013 | 2/27/2018 | 1.000% | 248,000.00 | |
| 248,000 | CIT Bank CD, Salt Lake City | 3/6/2013 | 3/6/2018 | 1.100% | 248,000.00 | |
| 248,000 | Pacific Continental CD, Eugene, OR | 4/19/2013 | 4/19/2018 | 0.900% | 248,000.00 | |
| 248,000 | Compass Bank CD, Alabama | 7/31/2013 | 7/31/2018 | 1.700% | 248,000.00 | |
| 142,666 | Old Fort Bank CD (2 of 2) | 10/23/2013 | 10/23/2018 | 1.740% | 142,665.97 | |
| 245,000 | Enterprise Bank CD, Massachusetts | 2/12/2014 | 2/12/2019 | 1.750% | 248,000.00 | |
| 248,000 | Webster Bank CD, Connecticut | 2/12/2014 | 2/12/2019 | 1.900% | 245,000.00 | |
| 98,000 | Citizens National CD (2 of 2) | 7/9/2014 | 7/9/2019 | 1.050% | 98,000.00 | |
| 245,000 | Charter Bank CD, Georgia | 2/11/2015 | 2/11/2020 | 1.650% | 245,000.00 | |
| 195,000 | Citizens National CD (1 of 2) | 8/3/2015 | 8/3/2020 | 1.740% | 195,000.00 | |
| 245,000 | HSBC Bank CD | 3/21/2016 | 3/10/2021 | 1.300% | 245,000.00 | |
| 200,000 | Comenity Bank CD, Wilmington | 3/23/2016 | 3/23/2021 | 1.800% | 200,000.00 | |
| 100,000 | Old Fort Bank CD (1 of 2) | 7/28/2016 | 7/28/2021 | 1.650% | 100,000.00 | |
| 100,000 | First Federal CD | 7/29/2016 | 7/29/2021 | 1.740% | 100,000.00 | |
| 195,000 | Wells Fargo Bank CD, Sioux Falls | 8/31/2016 | 8/31/2021 | 1.600% | 195,000.00 | |
| 184,000 | West Town Bank CD | 8/31/2016 | 8/31/2021 | 1.350% | 184,000.00 | |
| 248,000 | EverBank CD, Jacksonville, FL | 9/7/2016 | 9/7/2021 | 1.550% | 248,000.00 | |
| 249,000 | Nationwide Bank CD | 11/18/2016 | 11/18/2021 | 1.500% | 249,000.00 | |
| Subtotal Miscellaneous Banks | | Weighted Average Return | | 1.418% | \$ 4,678,795.07 | |
| Multi-Bank Securities | | | | | | |
| 98,000 | Signature Bank CD, Toledo | 8/17/2012 | 8/17/2017 | 1.000% | 98,000.00 | |
| 248,000 | JP Morgan Chase CD, Columbus | 2/19/2013 | 2/19/2018 | 1.125% | 248,000.00 | |
| 125,000 | First Merit Bank CD | 9/23/2015 | 2/21/2018 | 1.200% | 125,135.62 | |
| 750,000 | Fannie Mae | 5/15/2013 | 5/15/2018 | 1.010% | 750,000.00 | |
| 249,000 | CF Bank CD, Fairlawn, OH | 8/8/2014 | 8/8/2018 | 1.500% | 249,000.00 | |
| 150,000 | Ohio Valley Bank CD | 7/24/2014 | 7/23/2019 | 1.800% | 150,007.40 | |
| 249,000 | Buckeye Community Bank CD, Lorain | 7/29/2016 | 7/29/2019 | 1.000% | 249,000.00 | |
| 249,000 | Civista Bank CD, Sandusky | 2/22/2016 | 8/12/2019 | 1.450% | 249,118.70 | |
| 950,000 | Freddie Mac | 2/28/2017 | 2/28/2020 | 1.625% | 950,000.00 | |
| 950,000 | U.S. Treasury | 3/15/2017 | 3/15/2020 | 1.625% | 950,000.00 | |
| 143,929 | FHLB Note | 4/28/2015 | 4/28/2020 | 1.700% | 143,928.57 | |
| 249,000 | State Bank & Trust CD, Defiance | 2/17/2016 | 2/17/2021 | 1.600% | 249,000.00 | |
| 950,000 | Federal Farm Credit Bank | 2/17/2016 | 2/17/2021 | 1.620% | 950,000.00 | |
| 114,000 | FHLB Note | 2/26/2016 | 2/26/2021 | 1.690% | 114,000.00 | |
| 950,000 | Federal Farm Credit Bank | 3/1/2016 | 3/1/2021 | 1.650% | 950,000.00 | |
| 900,000 | Federal Farm Credit Bank | 4/10/2017 | 4/20/2021 | 1.620% | 902,718.00 | |
| 950,000 | Fannie Mae | 7/27/2016 | 7/27/2021 | 1.450% | 950,000.00 | |
| 950,000 | FHLB Note | 8/9/2016 | 8/9/2021 | 1.540% | 950,000.00 | |
| 950,000 | Fannie Mae | 8/24/2016 | 8/24/2021 | 1.250% | 950,000.00 | |
| 950,000 | FHLB Note | 9/23/2016 | 9/23/2021 | 1.520% | 950,000.00 | |
| 950,000 | Fannie Mae | 10/27/2016 | 10/27/2021 | 1.500% | 950,000.00 | |
| 950,000 | Federal Farm Credit Bank | 2/8/2017 | 2/8/2022 | 2.150% | 950,000.00 | |
| 950,000 | Freddie Mac | 2/28/2017 | 2/28/2022 | 2.000% | 950,000.00 | |
| 980,000 | Federal Farm Credit Bank | 3/14/2017 | 3/14/2022 | 2.250% | 980,000.00 | |
| 980,000 | Freddie Mac | 3/15/2017 | 3/15/2022 | 2.200% | 980,000.00 | |
| 980,000 | Federal Farm Credit Bank | 4/13/2017 | 4/13/2022 | 2.190% | 980,000.00 | |
| Subtotal Multi-Bank Securities | | Weighted Average Return | | 1.677% | \$ 16,917,908.29 | |
| Liquid Investment Accounts | | | | | | |
| | Citizens National MM | | | 0.031% | 5,887.70 | 4/30/2017 |
| | Fifth Third Main MaxSaver | | | 0.150% | 207,171.46 | 4/30/2017 |
| | StarOhio | | | 0.990% | 2,484,648.81 | 4/30/2017 |
| | | | | Liquid Wtd Avg Return | 0.923% | |
| GRAND TOTAL INVESTMENTS | | | | Grand Total Wtd Avg Return | 1.509% | \$ 27,752,085.61 |
| | | | | Non-Liquid Weighted Average Return | 1.572% | |



**Findlay City Schools Bond Proceed Investments
Fiscal Year 2017**

| Par Amount | Type | Issued Date | Maturity Date | Interest Rate | Cost Basis | Market Value |
|--|------------------------------|----------------|------------------|------------------|---------------|-----------------|
| Fifth Third Securities (2010 Bond Proceeds) | | | | | | |
| 111,845 | 5th 3rd Govt MM fund Class A | | | 0.590% | \$ 111,845.24 | \$ 111,845.24 |
| 10,000 | American Express Bank CD, Ut | 7/24/2014 | 7/24/2019 | 2.000% | 10,000.00 | 10,089.20 |
| 500,000 | Fannie Mae | 4/28/2015 | 4/28/2020 | 1.500% | 500,000.00 | 499,075.00 |
| Total of Invested 2010 Bond Proceeds | | | | | \$ 621,845.24 | \$ 621,009.44 |

as prepared by
Mike Barnhart
5/2/2017

| Begin Balance | MTD Receipts | FYTD Receipts | MTD Expenditures | FYTD Expenditures | Current Fund Balance | Current Encumbrances | Unencumbered Fund Balance |
|---|--------------|---------------|------------------|-------------------|----------------------|----------------------|---------------------------|
| TOTAL FOR Fund 001 - GENERAL: | | | | | | | |
| 13,597,040.82 | 3,781,978.93 | 55,283,856.66 | 5,140,035.35 | 51,506,093.55 | 17,374,803.93 | 2,238,439.61 | 15,136,364.32 |
| TOTAL FOR Fund 002 - BOND RETIREMENT: | | | | | | | |
| 874,482.93 | 195,253.78 | 3,774,057.50 | 0.00 | 2,766,870.00 | 1,881,670.43 | 0.00 | 1,881,670.43 |
| TOTAL FOR Fund 003 - PERMANENT IMPROVEMENT: | | | | | | | |
| 1,145,798.01 | 111,640.08 | 2,211,822.60 | 2,120.04 | 1,006,833.72 | 2,350,786.89 | 1,009,857.74 | 1,340,929.15 |
| TOTAL FOR Fund 004 - BUILDING: | | | | | | | |
| 708,639.38 | 3,798.43 | 13,116.04 | 0.00 | 97,225.20 | 624,530.22 | 0.00 | 624,530.22 |
| TOTAL FOR Fund 006 - FOOD SERVICE: | | | | | | | |
| 406,343.36 | 185,610.16 | 1,325,007.53 | 139,253.64 | 1,416,519.76 | 314,831.13 | 238,288.81 | 76,542.32 |
| TOTAL FOR Fund 007 - SPECIAL TRUST: | | | | | | | |
| 241,422.72 | 2,633.00 | 366,945.96 | 4,765.55 | 201,875.16 | 406,493.52 | 123,896.88 | 282,596.64 |
| TOTAL FOR Fund 008 - ENDOWMENT: | | | | | | | |
| 645,003.13 | 0.00 | 10,920.31 | 0.00 | 500.00 | 655,423.44 | 14,000.00 | 641,423.44 |
| TOTAL FOR Fund 009 - UNIFORM SCHOOL SUPPLIES: | | | | | | | |
| 356,951.77 | 16,392.95 | 319,069.45 | 9,292.85 | 262,164.71 | 413,856.51 | 57,576.25 | 356,280.26 |
| TOTAL FOR Fund 010 - CLASSROOM FACILITIES: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 011 - ROTARY-SPECIAL SERVICES: | | | | | | | |
| 77,076.38 | 13,133.46 | 107,836.95 | 7,072.39 | 113,087.30 | 71,826.03 | 37,187.33 | 34,638.70 |
| TOTAL FOR Fund 014 - ROTARY-INTERNAL SERVICES: | | | | | | | |
| 383,549.87 | 2,143.19 | 743,771.22 | 48,339.91 | 588,474.02 | 538,847.07 | 4,430.31 | 534,416.76 |
| TOTAL FOR Fund 018 - PUBLIC SCHOOL SUPPORT: | | | | | | | |
| 118,107.17 | 8,328.66 | 160,737.17 | 8,773.75 | 138,862.89 | 139,981.45 | 13,172.64 | 126,808.81 |
| TOTAL FOR Fund 019 - OTHER GRANT: | | | | | | | |
| 204,853.92 | 62,056.39 | 273,305.07 | 20,933.97 | 239,699.22 | 238,459.77 | 4,885.85 | 233,573.92 |
| TOTAL FOR Fund 020 - SPECIAL ENTERPRISE FUND: | | | | | | | |
| 146,979.54 | 18,035.81 | 186,106.65 | 16,570.82 | 179,530.96 | 153,555.23 | 2,774.50 | 150,780.73 |
| TOTAL FOR Fund 022 - DISTRICT AGENCY: | | | | | | | |
| 563.69 | 0.00 | 38,304.54 | 0.00 | 37,661.51 | 1,206.72 | 0.00 | 1,206.72 |
| TOTAL FOR Fund 024 - EMPLOYEE BENEFITS SELF INS.: | | | | | | | |
| 1,486,642.47 | 688,713.83 | 6,271,624.52 | 647,142.94 | 6,978,020.79 | 780,246.20 | 5,880.00 | 774,366.20 |

| Begin Balance | MTD Receipts | FYTD Receipts | MTD Expenditures | FYTD Expenditures | Current Fund Balance | Current Encumbrances | Unencumbered Fund Balance |
|--|--------------|---------------|------------------|-------------------|----------------------|----------------------|---------------------------|
| TOTAL FOR Fund 506 - RACE TO THE TOP: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 516 - IDEA PART B GRANTS: | | | | | | | |
| 16,128.14- | 145,365.49 | 1,214,594.62 | 143,184.15 | 1,286,689.39 | 88,222.91- | 47,831.38 | 136,054.29- |
| TOTAL FOR Fund 524 - VOC ED: CARL D. PERKINS - 198 | | | | | | | |
| 0.00 | 20,027.86 | 163,825.65 | 20,026.27 | 175,053.66 | 11,228.01- | 0.00 | 11,228.01- |
| TOTAL FOR Fund 532: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 533 - TITLE II D - TECHNOLOGY: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 536 - TITLE I SCHOOL IMPROVEMENT A: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 537 - TITLE I SCHOOL IMPROVEMENT G: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 542 - NUTRITION EDUCATION/TRAIN PGM | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 551 - LIMITED ENGLISH PROFICIENCY: | | | | | | | |
| 0.00 | 1,800.00 | 17,914.96 | 0.00 | 17,914.96 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 572 - TITLE I DISADVANTAGED CHILDRE | | | | | | | |
| 43,583.00 | 169,297.23 | 1,100,362.51 | 117,222.66 | 1,214,242.49 | 70,296.98- | 9,816.94 | 80,113.92- |
| TOTAL FOR Fund 573 - TITLE V INNOVATIVE EDUC PGM: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 584 - DRUG FREE SCHOOL GRANT FUND: | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 587 - IDEA PRESCHOOL-HANDICAPPED: | | | | | | | |
| 0.00 | 2,000.00 | 19,918.97 | 0.00 | 19,918.97 | 0.00 | 0.00 | 0.00 |
| TOTAL FOR Fund 590 - IMPROVING TEACHER QUALITY: | | | | | | | |
| 2,800.00 | 20,196.45 | 151,538.48 | 22,021.24 | 170,071.79 | 15,733.31- | 6,116.70 | 21,850.01- |
| TOTAL FOR Fund 599 - MISCELLANEOUS FED. GRANT FUND | | | | | | | |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| GRAND TOTALS: | | | | | | | |
| 23,283,031.45 | 5,510,416.69 | 75,225,079.29 | 6,415,649.25 | 69,954,015.70 | 28,554,095.04 | 4,487,686.86 | 24,066,408.18 |

| Fnd Rcpt | Sec | Subject | OPU | Description | FYTD Receivable | FYTD Actual Receipts | MTD Actual Receipts | FYTD Balance Receivable | Pct. Rcvd |
|----------|------|---------|--------|---|--------------------|----------------------------|---------------------------|----------------------------|--------------|
| 001 | 1111 | 0000 | 000000 | 000 REAL ESTATE TAX | 26,604,532.00 | 26,272,787.75 | .00 | 331,744.25 | 98.8% |
| 001 | 1122 | 0000 | 000000 | 000 PERSONAL PROPERTY TAX | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1211 | 0000 | 000000 | 000 TUITION - PARENTS - REGULAR | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1221 | 0000 | 000000 | 000 TUITION - OTHER DISTRICTS - REGULAR | 85,000.00 | 69,888.70 | .00 | 15,111.30 | 82.2% |
| 001 | 1221 | 0006 | 000000 | 000 JV50 SB14 SF-14 | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1222 | 0000 | 000000 | 000 TUITION - PARENTS - SUMMER SCHOOL | 28,000.00 | 1,853.75 | 1,588.75 | 26,146.25 | 6.6% |
| 001 | 1222 | 0000 | 000000 | 201 TUITION - PARENTS - BAND SUMMER SCHOOL | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1223 | 0000 | 000000 | 000 TUITION - OTHER DISTRICTS - SPECIAL ED | 450,000.00 | 902,178.65 | 51,205.68 | 452,178.65 | 200.5% |
| 001 | 1224 | 0000 | 000000 | 000 TUITION - OTHER DISTRICTS - VOCATIONAL | 150,000.00 | 16,234.76 | .00 | 166,234.76 | 10.8% |
| 001 | 1227 | 0000 | 000000 | 000 FOUNDATION - OPEN ENROLLMENT | 1,300,000.00 | 1,306,268.23 | 133,410.38 | 6,268.23 | 100.5% |
| 001 | 1410 | 0000 | 000000 | 000 INTEREST ON INVESTMENTS | 150,000.00 | 188,673.65 | 16,626.45 | 38,673.65 | 125.8% |
| 001 | 1710 | 0000 | 000000 | 000 old | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1740 | 0000 | 000000 | 302 PARKING FEES - FHS | 10,000.00 | 7,506.10 | 126.80 | 2,493.90 | 75.1% |
| 001 | 1810 | 0000 | 000000 | 000 RENTAL SCHOOL PROPERTY | 35,000.00 | 18,263.00 | 4,980.00 | 16,737.00 | 52.2% |
| 001 | 1820 | 0000 | 000000 | 000 GIFTS & DONATIONS | 4,000.00 | 1,250.00 | .00 | 2,750.00 | 31.3% |
| 001 | 1820 | 0001 | 000000 | 000 DONATIONS - WEIGHTROOM PLEDGES (CLOSED | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1820 | 0002 | 000000 | 000 DONATIONS - DONNELL CAPITAL PROJECTS | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1832 | 0000 | 000000 | 000 CONTRACTED SERVICES-HCESC | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1833 | 0001 | 000000 | 302 WORKSHOP - CUSTOMER PROJECTS | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1880 | 0000 | 000000 | 000 TIF REFUNDS OR P.I.L.O.T. | .00 | 149,833.83 | .00 | 149,833.83 | 0.0% |
| 001 | 1890 | 0000 | 000000 | 000 MISC. REVENUE & FINES | 425,000.00 | 452,046.23 | 5,743.56 | 27,046.23 | 106.4% |
| 001 | 1890 | 0000 | 000000 | 246 JACOBS BREAK IN NOV. 2010 | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1890 | 0001 | 000000 | 000 CHASE COMMISSION XCHASE | .00 | 2,466.99 | .00 | 2,466.99 | 0.0% |
| 001 | 1890 | 0300 | 000000 | 000 MISC REVENUE-REIMBURSEMENTS FROM FDA | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1933 | 0000 | 000000 | 000 SALE AND LOSS OF ASSETS [SM1-02.060] | 9,000.00 | 1,833.80 | .00 | 7,166.20 | 20.4% |
| 001 | 3110 | 0000 | 000000 | 000 SCHOOL FOUNDATION - UNRESTRICTED AID | 21,821,885.00 | 15,593,720.54 | 1,510,207.86 | 6,228,164.46 | 71.5% |
| 001 | 3110 | 0002 | 000000 | 000 SPECIAL EDUCATION ALLOWANCE | .00 | 2,783,815.69 | 234,634.37 | 2,783,815.69 | 0.0% |
| 001 | 3110 | 0005 | 000000 | 000 TRANSPORTATION ALLOWANCE | 765,431.00 | 690,362.17 | 69,611.34 | 75,068.83 | 90.2% |
| 001 | 3110 | 0006 | 000000 | 000 DPIA ALLOWANCE | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3110 | 0008 | 000000 | 000 OTHER ADJUSTMENTS (VOC & SPEC. ED) | 1,500,000.00 | 1,393,777.17 | 134,372.88 | 106,222.83 | 92.9% |
| 001 | 3110 | 0009 | 000000 | 000 PARITY AID | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3110 | 2006 | 000000 | 000 LG. GROUP INTERVENTION(INCLUDES CHARGE | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3130 | 0000 | 000000 | 000 ROLLBACK & HOMESTEAD EXEMPTION B4 APRI | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3131 | 0000 | 000000 | 000 10% AND 2.5% ROLLBACK | 2,200,000.00 | 2,233,618.40 | 1,118,041.66 | 33,618.40 | 101.5% |
| 001 | 3132 | 0000 | 000000 | 000 HOMESTEAD EXEMPTIONS | 737,938.00 | 678,657.42 | 320,009.79 | 59,280.58 | 92.0% |
| 001 | 3133 | 0000 | 000000 | 000 \$10,000 PERSONAL PROPERTY TAX EXEMPTIO | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3134 | 0000 | 000000 | 000 ELECTRIC DEREGULATION PROP TAX REPLACE | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3135 | 0000 | 000000 | 000 TANGIBLE PERSONAL PROPERTY TAX LOSS | 2,714,342.00 | 1,327,298.64 | .00 | 1,387,043.36 | 48.9% |
| 001 | 3139 | 0000 | 000000 | 000 OTHER PROPERTY TAX ALLOCATIONS | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3190 | 0000 | 000000 | 000 CASINO REVENUE | 270,000.00 | 266,639.45 | .00 | 3,360.55 | 98.8% |
| 001 | 3190 | 0002 | 000000 | 000 SUMMER SCHOOL OPERATION EXTEND REIMBUR | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3190 | 0003 | 000000 | 000 FIXED RATE ADJUSTMENT FOUNDATION (SB3 | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3190 | 0006 | 000000 | 000 TUITION FROM OTHER DISTRICTS | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3211 | 0000 | 000000 | 000 ECONOMIC DISADVANTAGED FUNDING | .00 | 324,578.31 | 31,293.20 | 324,578.31 | 0.0% |
| 001 | 3219 | 0000 | 000000 | 000 SPEC ED REIMBURSEMENT - FOUNDATION | 85,000.00 | 16,565.42 | .00 | 68,434.58 | 19.5% |

FINANCIAL REVENUE REPORT
Processing Month: April 2017
FINDLAY CITY SCHOOLS

| Fnd Rcpt | Sc | Subjct | OPU | Description | FYTD Receivable | FYTD Actual Receipts | MTD Actual Receipts | FYTD Balance Receivable | Pct. Rcvd |
|----------------------------|------|--------|--------|--|--------------------|----------------------------|---------------------------|----------------------------|--------------|
| 001 | 3219 | 0001 | 000000 | 000 STATE REIM SUMMER SCHOOL [SM1-1.04] | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3219 | 0004 | 000000 | 000 VOCATIONAL ALLOWANCE | 334,332.00 | 378,655.31 | 45,200.17 | 44,323.31- | 113.3% |
| 001 | 4120 | 1994 | 190000 | 000 FEDERAL MEDICAID (CAFS) [SM1-1.06] | 200,000.00 | 184,093.54 | 104,926.04 | 15,906.46 | 92.0% |
| 001 | 4130 | 0000 | 000000 | 000 e-Rate Revenue (formerly fund 588) | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 4139 | 0000 | 000000 | 000 STUDENT INTERVENTION SERVICES | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5100 | 0000 | 000000 | 000 TRANSFER INTO GENERAL FUND | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5220 | 0000 | 000000 | 000 RETURN ADV FROM FY15 RttT 15K | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5300 | 0000 | 000000 | 000 REFUND OF PRIOR YR EXPEND [SM1-02.060] | 150,000.00 | 53,458.68 | .00 | 96,541.32 | 35.6% |
| 001 | 5300 | 0000 | 000000 | 253 REFUND OF PRIOR YEAR EXPENDITURE | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5300 | 0000 | 000000 | 302 REFUND OF PRIOR YEAR EXPENDITURE | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5300 | 0001 | 000000 | 201 REFUND OF PRIOR YEAR EXPENDITURE | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5300 | 0057 | 000000 | 302 REFUND OF PRIOR YEAR EXPENDITURE | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 001 Sc 0057 Totals | | | | | 60,029,460.00 | 55,283,856.66 | 3,781,978.93 | 4,745,603.34 | 92.1% |
| 001 | 1410 | 9145 | 000000 | 000 MS FLOWER FUND | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 001 Sc 9145 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 3212 | 9194 | 000000 | 000 STATE BUS [SM1-1.04] | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5100 | 9194 | 000000 | 000 TRANSFERS IN | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 5210 | 9194 | 000000 | 000 ADVANCES IN | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 001 Sc 9194 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 001 | 1890 | 9195 | 000000 | 000 BWC REFUND | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 001 Sc 9195 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1111 | 9091 | 000000 | 000 ASBESTOS LOAN REAL PROP (AFTER TPP PHA | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1122 | 9091 | 000000 | 000 ASBESTOS LOAN DM0090 - PERS. PROP. TAX | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1410 | 9091 | 000000 | 000 ASBESTOS LOAN DAM INTEREST | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 002 Sc 9091 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1111 | 9093 | 000000 | 000 ASBESTOS LOAN REAL PROP (AFTER TPP PHA | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1122 | 9093 | 000000 | 000 ASBESTOS LOAN DR0087 - PERS. PROP. TAX | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1410 | 9093 | 000000 | 000 ASBESTOS LOAN DR-INTEREST | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 002 Sc 9093 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1111 | 9095 | 000000 | 000 ASBESTOS LOAN REAL PROPERTY EX0114 | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1122 | 9095 | 000000 | 000 ASBESTOS LOAN EX0114 - PERS. PROP. TAX | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1410 | 9095 | 000000 | 000 ASBESTOS LOAN EX-INTERST | .00 | .00 | .00 | .00 | 0.0% |

FINANCIAL REVENUE REPORT
Processing Month: April 2017
FINDLAY CITY SCHOOLS

| Fnd Rcpt | Sc | Subjct | OPU | Description | FYTD Receivable | FYTD Actual Receipts | MTD Actual Receipts | FYTD Balance Receivable | Pct. Rcvd |
|----------------------------|------|--------|--------|--|--------------------|----------------------------|---------------------------|----------------------------|--------------|
| ** Fund 002 Sc 9095 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 002 | 1111 | 9123 | 000000 | 000 2010 BONDS REAL PROPERTY PROCEEDS | 3,358,232.00 | 3,013,089.77 | .00 | 345,142.23 | 89.7% |
| 002 | 1880 | 9123 | 000000 | 000 BOND SHARE OF T.I.F. OR P.I.L.O.T | .00 | 13,568.57 | .00 | 13,568.57- | 0.0% |
| 002 | 3131 | 9123 | 000000 | 000 10% & 2.5% ROLLBACKS | .00 | 297,955.98 | 151,810.91 | 297,955.98- | 0.0% |
| 002 | 3132 | 9123 | 000000 | 000 HOMESTEAD EXEMPTIONS | .00 | 90,419.34 | 43,442.87 | 90,419.34- | 0.0% |
| 002 | 4110 | 9123 | 000000 | 000 PART OF 35% INTEREST SUBSIDY FROM FEDS | 875,008.00 | 359,023.84 | .00 | 515,984.16 | 41.0% |
| ** Fund 002 Sc 9123 Totals | | | | | 4,233,240.00 | 3,774,057.50 | 195,253.78 | 459,182.50 | 89.2% |
| 003 | 5100 | 0000 | 000000 | 000 TRANSFER IN FROM 001 TO ZERO OUT THIS | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 5300 | 0000 | 000000 | 000 REFUND OF PRIOR YEAR EXPENDITURES | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 003 Sc 0000 Totals | | | | | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 1111 | 9030 | 000000 | 000 P.I. REAL ESTATE TAX | 1,967,798.00 | 1,765,156.79 | .00 | 202,641.21 | 89.7% |
| 003 | 1122 | 9030 | 000000 | 000 P.I. PERSONAL PROPERTY TAX | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 1410 | 9030 | 000000 | 000 PERMANENT IMPROVEMENT - INTEREST | 9,000.00 | 2,659.86 | .00 | 6,340.14 | 29.6% |
| 003 | 1820 | 9030 | 000000 | 000 PERMANENT IMPROVEMENT - DONATIONS | 100,000.00 | 100,000.00 | .00 | .00 | 100.0% |
| 003 | 1880 | 9030 | 000000 | 000 PI SHARE OF T.I.F. OR P.I.L.O.T | .00 | 8,041.20 | .00 | 8,041.20- | 0.0% |
| 003 | 1940 | 9030 | 000000 | 000 PERMANENT IMPROVEMENT - SALE OF NOTES | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 3131 | 9030 | 000000 | 000 10% & 2.5% ROLLBACK FOR PI LEVY | .00 | 173,999.19 | 86,800.46 | 173,999.19- | 0.0% |
| 003 | 3132 | 9030 | 000000 | 000 HOMESTEAD REIMBURSEMENT FOR PI LEVY | .00 | 52,868.38 | 24,839.62 | 52,868.38- | 0.0% |
| 003 | 3133 | 9030 | 000000 | 000 REIMBURSEMENT OF 10K PERSONAL PROP EXE | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 5100 | 9030 | 000000 | 000 TRANSFERS IN | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 5210 | 9030 | 000000 | 000 ADVANCES IN -- FROM GENERAL FUND | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 5300 | 9030 | 000000 | 000 REFUND OF PRIOR YEARS EXPENDITURES | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 003 Sc 9030 Totals | | | | | 2,076,798.00 | 2,102,725.42 | 111,640.08 | 25,927.42- | 101.2% |
| 003 | 1410 | 9031 | 000000 | 000 PERMANENT IMPROVEMENT - INTEREST | 5,000.00 | .00 | .00 | 5,000.00 | 0.0% |
| 003 | 1820 | 9031 | 000000 | 000 PERMANENT IMPROVEMENT - DONATIONS | .00 | 20,297.96 | .00 | 20,297.96- | 0.0% |
| 003 | 1931 | 9031 | 000000 | 000 SALE OF JAN'14 I-75/JUNE'12 MILLSTREAM | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 1934 | 9031 | 000000 | 000 INSURANCE PROCEEDS FROM MUSIC TRAILER | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 1940 | 9031 | 000000 | 000 PERMANENT IMPROVEMENT - SALE OF NOTES | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 4110 | 9031 | 000000 | 000 PORTION OF BABS 35% SUBSIDY USED FOR P | 20,000.00 | 88,000.00 | .00 | 68,000.00- | 440.0% |
| 003 | 5100 | 9031 | 000000 | 000 TRANSFERS IN | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 5210 | 9031 | 000000 | 000 ADVANCES IN -- FROM GENERAL FUND | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 5300 | 9031 | 000000 | 000 REFUND OF PRIOR YEARS EXPENDITURES | .00 | .00 | .00 | .00 | 0.0% |
| ** Fund 003 Sc 9031 Totals | | | | | 25,000.00 | 108,297.96 | .00 | 83,297.96- | 433.2% |
| 003 | 1410 | 9032 | 000000 | 000 INTEREST ON MARATHON DONATION | 5,000.00 | 799.22 | .00 | 4,200.78 | 16.0% |
| 003 | 1820 | 9032 | 000000 | 000 2014 DONATION FROM MARATHON | .00 | .00 | .00 | .00 | 0.0% |

F I N A N C I A L R E V E N U E R E P O R T
Processing Month: April 2017
FINDLAY CITY SCHOOLS

| Fnd Rcpt | Sc | Subjct | OPU | Description | FYTD Receivable | FYTD Actual Receipts | MTD Actual Receipts | FYTD Balance Receivable | Pct. Rcvd |
|-----------------------|-------------|--------|------------|--|--------------------|----------------------------|---------------------------|----------------------------|--------------|
| | ** Fund 003 | Sc | 9032 | Totals | 5,000.00 | 799.22 | .00 | 4,200.78 | 16.0% |
| 003 | 1410 | 9039 | 000000 000 | CENTRAL AUDITORIUM - INTEREST | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 1810 | 9039 | 000000 000 | CENTRAL AUDITORIUM - RENTAL INCOME | .00 | .00 | .00 | .00 | 0.0% |
| 003 | 1820 | 9039 | 000000 000 | CENTRAL AUDITORIUM - DONATIONS | .00 | .00 | .00 | .00 | 0.0% |
| | ** Fund 003 | Sc | 9039 | Totals | .00 | .00 | .00 | .00 | 0.0% |
| 004 | 1944 | 9040 | 000000 000 | HB 264 ENERGY CONSERVATION LOAN PROCEE | .00 | .00 | .00 | .00 | 0.0% |
| | ** Fund 004 | Sc | 9040 | Totals | .00 | .00 | .00 | .00 | 0.0% |
| 004 | 1410 | 9123 | 000000 000 | INTEREST ON BOND PROCEEDS LFI PORTION | .00 | .00 | .00 | .00 | 0.0% |
| 004 | 1911 | 9123 | 000000 000 | PREMIUM OF 2/4/10 SALE OF BONDS | .00 | .00 | .00 | .00 | 0.0% |
| 004 | 1921 | 9123 | 000000 000 | FEB 4, 2010 SALE OF BONDS | .00 | .00 | .00 | .00 | 0.0% |
| | ** Fund 004 | Sc | 9123 | Totals | .00 | .00 | .00 | .00 | 0.0% |
| 004 | 1410 | 9789 | 000000 000 | INTEREST ON BOND PROCEEDS OUTSIDE PROJ | .00 | 13,116.04 | 3,798.43 | 13,116.04- | 0.0% |
| 004 | 5100 | 9789 | 000000 000 | TRANSFER IN FROM 004-9123 OR 010-9123 | 1,500,000.00 | .00 | .00 | 1,500,000.00 | 0.0% |
| | ** Fund 004 | Sc | 9789 | Totals | 1,500,000.00 | 13,116.04 | 3,798.43 | 1,486,883.96 | 0.9% |
| 006 | 1410 | 9060 | 000000 000 | FOOD SERVICE - INTEREST | 2,200.00 | 1,211.97 | .00 | 988.03 | 55.1% |
| 006 | 1511 | 9060 | 000000 000 | FOOD SERVICE - BREAKFAST | 16,000.00 | 13,322.22 | 2,045.56 | 2,677.78 | 83.3% |
| 006 | 1512 | 9060 | 000000 000 | FOOD SERVICE - LUNCHES | 295,000.00 | 289,339.62 | 32,850.61 | 5,660.38 | 98.1% |
| 006 | 1522 | 9060 | 000000 000 | FOOD SERVICE - ADULT LUNCHES | 12,000.00 | 10,793.97 | 903.90 | 1,206.03 | 89.9% |
| 006 | 1559 | 9060 | 000000 000 | FOOD SERVICE - SPECIAL FUNCTIONS | 110,000.00 | 49,623.55 | 2,437.52 | 60,376.45 | 45.1% |
| 006 | 1590 | 9060 | 000000 000 | FOOD SERVICE - ALA CARTE AND MILK | 145,000.00 | 117,229.97 | 14,930.35 | 27,770.03 | 80.8% |
| 006 | 1890 | 9060 | 000000 000 | FOOD SERVICE - MISC. PMTS | .00 | 500.00 | .00 | 500.00- | 0.0% |
| 006 | 3213 | 9060 | 000000 000 | FOOD SERVICE - STATE SUBSIDY | 27,000.00 | 21,670.85 | .00 | 5,329.15 | 80.3% |
| 006 | 3213 | 9060 | 000000 001 | FOOD SERVICE - STATE BREAKFAST SUBSITY | 1,000.00 | 700.48 | 700.48 | 299.52 | 70.0% |
| 006 | 4120 | 9060 | 000000 000 | FOOD SERVICE - FEDERAL SUBSIDY | 900,000.00 | 685,191.78 | 109,851.04 | 214,808.22 | 76.1% |
| 006 | 4120 | 9060 | 000000 001 | FOOD SERVICE - FEDERAL BREAKFAST SUBSI | 195,000.00 | 135,305.62 | 21,890.70 | 59,694.38 | 69.4% |
| 006 | 5210 | 9060 | 000000 000 | FOOD SERVICE - ADVANCES IN | .00 | .00 | .00 | .00 | 0.0% |
| 006 | 5300 | 9060 | 000000 000 | REFUND OF PRIOR YEAR EXPENDITURES | 296,800.00 | 117.50 | .00 | 296,682.50 | 0.0% |
| | ** Fund 006 | Sc | 9060 | Totals | 2,000,000.00 | 1,325,007.53 | 185,610.16 | 674,992.47 | 66.3% |
| Grand Total All Funds | | | | | 69,869,498.00 | 62,607,860.33 | 4278,281.38 | 7,261,637.67 | 89.6% |

| Func | Account Description | FYTD Appropriation | MTD Expended | FYTD Expended | Current Encumbered | Unencumbered Balance | FYTD %Exp |
|------------------------------|---------------------------------------|-----------------------|-----------------|------------------|-----------------------|-------------------------|--------------|
| Fund: 001/0000 Obj: 100 | | | | | | | |
| 001/0000 100 | | | | | | | |
| 1100 | REGULAR INSTRUCTION - SALARY | 16,355,000.00 | 1,334,152.36 | 13,359,203.47 | .00 | 2,995,796.53 | 81.7% |
| 1200 | SPECIAL INSTRUCTION - SALARY | 4,950,000.00 | 424,987.13 | 4,171,551.12 | .00 | 778,448.88 | 84.3% |
| 1300 | VOCATIONAL INSTRUCTION - SALARY | 1,640,000.00 | 142,629.10 | 1,447,397.97 | .00 | 192,602.03 | 88.3% |
| 1900 | GENERAL OTHER INSTRUCTION PERSONAL SE | 265,000.00 | 15,218.27 | 109,300.79 | .00 | 155,699.21 | 41.2% |
| 2100 | PUPIL SUPPORT SERVICES - SALARY | 1,692,500.00 | 160,247.89 | 1,503,232.32 | .00 | 189,267.68 | 88.8% |
| 2200 | STAFF SUPPORT SERVICES - SALARY | 1,122,000.00 | 101,538.53 | 968,240.03 | .00 | 153,759.97 | 86.3% |
| 2400 | ADMINISTRATIVE - SALARY | 2,589,683.90 | 203,337.19 | 2,013,294.95 | .00 | 576,388.95 | 77.7% |
| 2500 | FISCAL SERVICES - SALARY | 381,000.00 | 29,977.36 | 310,750.99 | .00 | 70,249.01 | 81.6% |
| 2700 | OPERATION & MAINT - SALARY | 2,280,000.00 | 183,668.88 | 1,935,411.88 | .00 | 344,588.12 | 84.9% |
| 2800 | TRANSPORTATION SERVICES - SALARY | 1,338,000.00 | 124,435.00 | 1,163,152.49 | 669.00 | 174,178.51 | 86.9% |
| 2900 | INFORMATIONAL SERVICES - SALARY | 105,000.00 | 7,625.68 | 75,950.91 | .00 | 29,049.09 | 72.3% |
| 4100 | ACADEMIC & SUBJECT - SALARY | 120,000.00 | 3,630.91 | 73,493.69 | .00 | 46,506.31 | 61.2% |
| 4500 | SPORTS - SALARY | 585,000.00 | 54,980.09 | 508,582.95 | .00 | 76,417.05 | 86.9% |
| 4600 | SCHOOL & PUBLIC - SALARY | 63,000.00 | .00 | 35,929.20 | .00 | 27,070.80 | 57.0% |
| Fund 001/0000 Obj 100 Totals | | 33,486,183.90 | 2,786,428.39 | 27,675,492.76 | 669.00 | 5,810,022.14 | |
| 001/0000 200 | | | | | | | |
| 1100 | REGULAR INSTRUCTION - FRINGE BENEFITS | 5,925,804.90 | 549,954.77 | 4,897,311.04 | 49,213.68 | 979,280.18 | 82.6% |
| 1200 | SPECIAL INSTRUCTION - FRINGE BENEFITS | 1,624,627.53 | 141,817.69 | 1,392,801.13 | 10,881.98 | 220,944.42 | 85.7% |
| 1300 | VOCATIONAL INSTRUCTION - FRINGE BENEF | 575,906.91 | 51,458.99 | 479,509.54 | 2,720.53 | 93,676.84 | 83.3% |
| 1900 | GENERAL OTHER INSTRUCTION EMPLOYEES R | 46,000.00 | 2,089.37 | 13,850.79 | .00 | 32,149.21 | 30.1% |
| 2100 | PUPIL SUPPORT SERVICES - FRINGE BENEF | 589,300.00 | 50,210.23 | 481,691.88 | .00 | 107,608.12 | 81.7% |
| 2200 | STAFF SUPPORT SERVICES - FRINGE BENEF | 657,542.81 | 33,773.25 | 390,381.82 | 174,842.81 | 92,318.18 | 59.4% |
| 2400 | ADMINISTRATIVE - FRINGE BENEFITS | 1,165,000.00 | 92,693.96 | 943,124.01 | .00 | 221,875.99 | 81.0% |
| 2500 | FISCAL SERVICES - FRINGE BENEFITS | 189,800.00 | 12,331.25 | 131,159.84 | .00 | 58,640.16 | 69.1% |
| 2700 | OPERATION & MAINT - FRINGE BENEFITS | 1,114,750.00 | 75,851.10 | 796,685.00 | 430.47 | 317,634.53 | 71.5% |
| 2800 | TRANSPORTATION SERVICES - FRINGE BENE | 547,000.00 | 40,428.09 | 416,508.11 | .00 | 130,491.89 | 76.1% |
| 2900 | INFORMATIONAL SERVICES - FRINGE BENEF | 39,000.00 | 3,704.25 | 37,453.10 | .00 | 1,546.90 | 96.0% |
| 4100 | ACADEMIC & SUBJECT - FRINGE BENEFITS | 22,100.00 | 570.96 | 11,183.64 | .00 | 10,916.36 | 50.6% |
| 4500 | SPORTS - FRINGE BENEFITS | 116,300.00 | 9,672.66 | 89,960.29 | 250.00 | 26,089.71 | 77.4% |
| 4600 | SCHOOL & PUBLIC - FRINGE BENEFITS | 11,400.00 | .00 | 5,357.70 | .00 | 6,042.30 | 47.0% |
| Fund 001/0000 Obj 200 Totals | | 12,624,532.15 | 1,064,556.57 | 10,086,977.89 | 238,339.47 | 2,299,214.79 | |
| 001/0000 400 | | | | | | | |
| 1100 | REGULAR INSTRUCTION - PURCHASED SERVI | 1,069,101.51 | 182,074.87 | 1,005,095.81 | 69,885.09 | 5,879.39- | 94.0% |
| 1200 | SPECIAL INSTRUCTION - PURCHASED SERVI | 347,124.66 | 48,140.96 | 284,898.08 | 65,643.21 | 3,416.63- | 82.1% |
| 1300 | VOCATIONAL INSTRUCTION - PURCHASED SE | 328,398.06 | 29,076.67 | 328,826.81 | 31,601.31 | 32,030.06- | 100.1% |
| 1900 | OTHER INSTRUCTION - PURCHASED SERVICE | 6,164,708.21 | 554,536.55 | 5,070,329.78 | 101,005.80 | 993,372.63 | 82.2% |
| 2100 | PUPIL SUPPORT SERVICES - PURCHASED SE | 356,756.98 | 4,541.38 | 229,959.71 | 38,575.05 | 88,222.22 | 64.5% |
| 2200 | STAFF SUPPORT SERVICES - PURCHASED SE | 271,302.25 | 7,944.10 | 318,587.80 | 8,589.14 | 55,874.69- | 117.4% |
| 2300 | BD OF EDUCATION - PURCHASED SERVICES | 136,379.63 | 5,583.93 | 101,916.77 | 36,500.88 | 2,038.02- | 74.7% |
| 2400 | ADMINISTRATIVE - PURCHASED SERVICES | 533,887.43 | 12,788.27 | 427,072.36 | 117,431.15 | 10,616.08- | 80.0% |
| 2500 | FISCAL SERVICES - PURCHASED SERVICES | 132,373.37 | 3,441.70 | 92,969.99 | 27,408.04 | 11,995.34 | 70.2% |
| 2700 | OPERATION & MAINT - PURCHASED SERVICE | 2,622,712.22 | 160,485.53 | 1,761,276.95 | 420,462.74 | 440,972.53 | 67.2% |
| 2800 | TRANSPORTATION SERVICES - PURCHASED S | 101,999.48 | 1,562.34 | 45,840.52 | 4,296.90 | 51,862.06 | 44.9% |
| 2900 | INFORMATIONAL SERVICES - PURCHASED SE | 30,000.00 | 374.00 | 12,698.17 | 2,005.33 | 15,296.50 | 42.3% |
| 4500 | SPORTS - PURCHASED SERVICES | 15,000.00 | 854.68 | 8,546.20 | .00 | 6,453.80 | 57.0% |

| Func | Account Description | FYTD Appropriation | MTD Expended | FYTD Expended | Current Encumbered | Unencumbered Balance | FYTD %Exp |
|------------------------------|---------------------------------------|-----------------------|-----------------|------------------|-----------------------|-------------------------|--------------|
| Fund: 001/0000 Obj: 400 | | | | | | | |
| 4600 | SCHOOL & PUBLIC - PURCHASED SERVICES | 15,000.00 | 712.23 | 7,121.83 | 2,306.98 | 5,571.19 | 47.5% |
| 5300 | ARCHITECT SERVICES - PURCHASED SERVIC | 27,106.25 | .00 | .00 | 10,000.00 | 17,106.25 | 0.0% |
| Fund 001/0000 Obj 400 Totals | | 12,151,850.05 | 1,012,117.21 | 9,695,140.78 | 935,711.62 | 1,520,997.65 | |
| 001/0000 500 | | | | | | | |
| 1100 | REGULAR INSTRUCTION - SUPPLIES | 1,132,810.57 | 51,709.77 | 883,336.40 | 178,045.12 | 71,429.05 | 78.0% |
| 1200 | SPECIAL INSTRUCTION - SUPPLIES | 38,545.61 | 1,426.31 | 28,016.06 | 7,651.71 | 2,877.84 | 72.7% |
| 1300 | VOCATIONAL INSTRUCTION - SUPPLIES | 274,915.75 | 15,106.28 | 238,261.12 | 40,484.14 | 3,829.51- | 86.7% |
| 1900 | GENERAL OTHER INSTRUCTION SUPPLY/MATE | 25,000.00 | 6,650.00 | 37,701.05 | 4,869.40 | 17,570.45- | 150.8% |
| 2100 | PUPIL SUPPORT SERVICES - SUPPLIES | 50,800.00 | 216.99 | 46,956.53 | 3,821.31 | 22.16 | 92.4% |
| 2200 | STAFF SUPPORT SERVICES - SUPPLIES | 37,083.52 | 3,546.37 | 27,334.46 | 4,426.95 | 5,322.11 | 73.7% |
| 2300 | BD OF EDUCATION - SUPPLIES | 1,000.00 | .00 | .00 | .00 | 1,000.00 | 0.0% |
| 2400 | ADMINISTRATIVE - SUPPLIES | 53,506.60 | 893.25 | 33,325.08 | 9,848.67 | 10,332.85 | 62.3% |
| 2500 | FISCAL SERVICES - SUPPLIES | 7,216.43 | 322.48 | 4,209.12 | 3,283.81 | 276.50- | 58.3% |
| 2700 | OPERATION & MAINT - SUPPLIES | 668,506.73 | 21,731.26 | 311,395.37 | 235,422.62 | 121,688.74 | 46.6% |
| 2800 | TRANSPORTATION SERVICES - SUPPLIES | 663,967.22 | 57,129.53 | 299,526.31 | 169,865.58 | 194,575.33 | 45.1% |
| 2900 | INFORMATIONAL SERVICES - SUPPLIES | 4,000.00 | .00 | 75.00 | .00 | 3,925.00 | 1.9% |
| Fund 001/0000 Obj 500 Totals | | 2,957,352.43 | 158,732.24 | 1,910,136.50 | 657,719.31 | 389,496.62 | |
| 001/0000 600 | | | | | | | |
| 1100 | REGULAR INSTRUCTION - CAPITAL OUTLAY | 692,602.63 | 72,677.72 | 556,950.96 | 128,081.57 | 7,570.10 | 80.4% |
| 1200 | SPECIAL INSTRUCTION - CAPITAL OUTLAY | 12,000.00 | .00 | .00 | .00 | 12,000.00 | 0.0% |
| 1300 | VOCATIONAL INSTRUCTION - CAPITAL OUTL | 185,000.00 | .00 | 174,609.58 | 40,477.31 | 30,086.89- | 94.4% |
| 2200 | STAFF SUPPORT SERVICES - CAPITAL OUTL | 8,493.73 | .00 | 8,293.73 | .00 | 200.00 | 97.6% |
| 2400 | ADMINISTRATIVE - CAPITAL OUTLAY | 8,200.00 | .00 | 2,905.32 | .00 | 5,294.68 | 35.4% |
| 2500 | FISCAL SERVICES - CAPITAL OUTLAY | 5,000.00 | .00 | .00 | .00 | 5,000.00 | 0.0% |
| 2700 | OPERATION & MAINT - CAPITAL OUTLAY | 326,269.59 | 21,458.37 | 472,432.41 | 232,167.33 | 378,330.15- | 144.8% |
| 2800 | TRANSPORTATION SERVICES - CAPITAL OUT | 274,033.00 | .00 | 165,593.55 | .00 | 108,439.45 | 60.4% |
| 4100 | GENERAL ACADEMIC/SUBJECT ORIENTED CAP | 5,000.00 | .00 | .00 | .00 | 5,000.00 | 0.0% |
| Fund 001/0000 Obj 600 Totals | | 1,516,598.95 | 94,136.09 | 1,380,785.55 | 400,726.21 | 264,912.81- | |
| 001/0000 800 | | | | | | | |
| 2300 | BD OF EDUCATION - MISC OBJECTS | 88,000.00 | 58.00 | 72,221.93 | 1,050.00 | 14,728.07 | 82.1% |
| 2400 | ADMINISTRATIVE - MISC OBJECTS | 500.00 | .00 | .00 | .00 | 500.00 | 0.0% |
| 2500 | FISCAL SERVICES - MISC OBJECTS | 700,750.00 | 22,117.85 | 661,996.51 | .00 | 38,753.49 | 94.5% |
| 2700 | OPERATION & MAINT - MISC OBJECTS | 31,838.00 | .00 | 2,930.30 | 3,899.00 | 25,008.70 | 9.2% |
| 2800 | TRANSPORTATION SERVICES - MISC OBJECT | 1,000.00 | .00 | .00 | .00 | 1,000.00 | 0.0% |
| 4100 | ACADEMIC & SUBJECT - MISC OBJECTS | 28,858.20 | 1,889.00 | 20,411.33 | 325.00 | 8,121.87 | 70.7% |
| Fund 001/0000 Obj 800 Totals | | 850,946.20 | 24,064.85 | 757,560.07 | 5,274.00 | 88,112.13 | |
| 001/0000 900 | | | | | | | |
| 7200 | TRANSFERS TO OTHER FUNDS | 50,000.00 | .00 | .00 | .00 | 50,000.00 | 0.0% |
| 7400 | ADVANCES TO OTHER FUNDS | 290,000.00 | .00 | .00 | .00 | 290,000.00 | 0.0% |
| 7500 | REFUND OF PRIOR YEARS RECEIPTS | 24,500.00 | .00 | .00 | .00 | 24,500.00 | 0.0% |

M A N A G E M E N T A P P R O P R I A T I O N R E P O R T
 Processing Month: April 2017
 FINDLAY CITY SCHOOLS

| Func | Account Description | FYTD Appropriation | MTD Expended | FYTD Expended | Current Encumbered | Unencumbered Balance | FYTD %Exp |
|-------------------------|--|-----------------------|-----------------|------------------|-----------------------|-------------------------|--------------|
| Fund: 001/0000 Obj: 900 | | | | | | | |
| | Fund 001/0000 Obj 900 Totals | 364,500.00 | .00 | .00 | .00 | 364,500.00 | |
| | ** Fund 001 Sec 0000 Totals | 63,951,963.68 | 5,140,035.35 | 51,506,093.55 | 2,238,439.61 | 10,207,430.52 | |
| 002/9123 810 | | | | | | | |
| | 6100 BOND RETIRE REPAYMENT OF DEBT REDEMPT | 1,395,000.00 | .00 | 1,395,000.00 | .00 | .00 | 100.0% |
| | Fund 002/9123 Obj 810 Totals | 1,395,000.00 | .00 | 1,395,000.00 | .00 | .00 | |
| 002/9123 820 | | | | | | | |
| | 6100 BOND RETIRE REPAYMENT OF DEBT INTERES | 2,715,143.00 | .00 | 1,371,870.00 | .00 | 1,343,273.00 | 50.5% |
| | Fund 002/9123 Obj 820 Totals | 2,715,143.00 | .00 | 1,371,870.00 | .00 | 1,343,273.00 | |
| | ** Fund 002 Sec 9123 Totals | 4,110,143.00 | .00 | 2,766,870.00 | .00 | 1,343,273.00 | |
| 003/9030 400 | | | | | | | |
| | 5200 PERMANENT IMPROVEMENT - PURCHASED SER | 50,000.00 | .00 | .00 | .00 | 50,000.00 | 0.0% |
| | 5300 PERMANENT IMPROVEMENT - PURCHASED SER | 3,500.00 | .00 | .00 | .00 | 3,500.00 | 0.0% |
| | Fund 003/9030 Obj 400 Totals | 53,500.00 | .00 | .00 | .00 | 53,500.00 | |
| 003/9030 500 | | | | | | | |
| | 1100 PERM IMPROVE REG INSTRUCTION SUPPLY/M | 30,000.00 | .00 | .00 | .00 | 30,000.00 | 0.0% |
| | 2700 PERM IMPROVE OPERATION/MAINT OF PLANT | 60,000.00 | .00 | .00 | .00 | 60,000.00 | 0.0% |
| | Fund 003/9030 Obj 500 Totals | 90,000.00 | .00 | .00 | .00 | 90,000.00 | |
| 003/9030 600 | | | | | | | |
| | 1100 PERMANENT IMPROVEMENT - CAPITAL OUTLA | 511,958.26 | .00 | 362,515.75 | 15,198.81 | 134,243.70 | 70.8% |
| | 2600 PERM IMPROVE SUPPORT SERV-BUSINESS CA | 50,000.00 | .00 | .00 | .00 | 50,000.00 | 0.0% |
| | 2700 PERM IMPROVE OPERATION/MAINT OF PLANT | 9,000.00 | .00 | .00 | .00 | 9,000.00 | 0.0% |
| | 2800 PERM IMPROVE SUPPORT SERV-PUPIL TRANS | .00 | .00 | 79,499.00 | .00 | 79,499.00 | 0.0% |
| | 4500 PERM IMPROVE SPORT ORIENTED ACTIVITY | 15,165.00 | .00 | 13,035.00 | .00 | 2,130.00 | 86.0% |
| | 5200 PERM IMPROVE SITE IMPROVEMENT CAPITAL | 1,658,772.38 | .00 | 476,358.12 | 548,498.48 | 633,915.78 | 28.7% |
| | Fund 003/9030 Obj 600 Totals | 2,244,895.64 | .00 | 931,407.87 | 563,697.29 | 749,790.48 | |
| 003/9030 900 | | | | | | | |
| | 7200 PERM IMPROVE TRANSFER OTHER USES OF F | 34,021.00 | .00 | .00 | .00 | 34,021.00 | 0.0% |
| | Fund 003/9030 Obj 900 Totals | 34,021.00 | .00 | .00 | .00 | 34,021.00 | |
| | ** Fund 003 Sec 9030 Totals | 2,422,416.64 | .00 | 931,407.87 | 563,697.29 | 927,311.48 | |
| 003/9031 400 | | | | | | | |

M A N A G E M E N T A P P R O P R I A T I O N R E P O R T
 Processing Month: April 2017
 FINDLAY CITY SCHOOLS

| Func | Account Description | FYTD Appropriation | MTD Expended | FYTD Expended | Current Encumbered | Unencumbered Balance | FYTD %Exp |
|------------------------------|---------------------------------------|-----------------------|-----------------|------------------|-----------------------|-------------------------|--------------|
| Fund: 003/9031 Obj: 400 | | | | | | | |
| 2700 | PERM IMPROVE OPERATION/MAINT OF PLANT | 5,858.11 | 1,484.06 | 8,506.98 | 296.69 | 2,945.56- | 145.2% |
| 5200 | PERMANENT IMPROVEMENT - PURCHASED SER | 10,000.00 | .00 | 9,999.00 | .00 | 1.00 | 100.0% |
| Fund 003/9031 Obj 400 Totals | | 15,858.11 | 1,484.06 | 18,505.98 | 296.69 | 2,944.56- | |
| 003/9031 600 | | | | | | | |
| 1100 | PERMANENT IMPROVEMENT - CAPITAL OUTLA | 12,141.89 | .00 | .00 | .00 | 12,141.89 | 0.0% |
| 2600 | PERM IMPROVE SUPPORT SERV-BUSINESS CA | .00 | .00 | .00 | 438,417.00 | 438,417.00- | 0.0% |
| 2800 | PERM IMPROVE SUPPORT SERV-PUPIL TRANS | .00 | .00 | 24,033.00 | .00 | 24,033.00- | 0.0% |
| 5200 | PERM IMPROVE SITE IMPROVEMENT CAPITAL | 9,065.00 | .00 | .00 | .00 | 9,065.00 | 0.0% |
| Fund 003/9031 Obj 600 Totals | | 21,206.89 | .00 | 24,033.00 | 438,417.00 | 441,243.11- | |
| ** Fund 003 Scc 9031 Totals | | 37,065.00 | 1,484.06 | 42,538.98 | 438,713.69 | 444,187.67- | |
| 003/9032 400 | | | | | | | |
| 5300 | PERM IMPROVE ARCHITECT/ENGINEERING PU | 6,079.03 | 518.00 | 10,415.36 | 7,386.76 | 11,723.09- | 171.3% |
| Fund 003/9032 Obj 400 Totals | | 6,079.03 | 518.00 | 10,415.36 | 7,386.76 | 11,723.09- | |
| 003/9032 600 | | | | | | | |
| 1100 | PERM IMPROVE REG INSTRUCTION CAPITAL | 139,070.42 | 117.98 | 22,471.51 | 60.00 | 116,538.91 | 16.2% |
| Fund 003/9032 Obj 600 Totals | | 139,070.42 | 117.98 | 22,471.51 | 60.00 | 116,538.91 | |
| ** Fund 003 Scc 9032 Totals | | 145,149.45 | 635.98 | 32,886.87 | 7,446.76 | 104,815.82 | |
| 2600 | BUILDING SUPPORT SERV-BUSINESS CAPITA | 650,000.00 | .00 | .00 | .00 | 650,000.00 | 0.0% |
| Fund 004/9123 Obj 600 Totals | | 650,000.00 | .00 | .00 | .00 | 650,000.00 | |
| ** Fund 004 Scc 9123 Totals | | 650,000.00 | .00 | .00 | .00 | 650,000.00 | |
| 004/9789 400 | | | | | | | |
| 2700 | BUILDING OPERATION/MAINT OF PLANT PUR | 2,850.00 | .00 | .00 | .00 | 2,850.00 | 0.0% |
| 5300 | BUILDING ARCHITECT/ENGINEERING PURCHA | 1,050.00 | .00 | .00 | .00 | 1,050.00 | 0.0% |
| Fund 004/9789 Obj 400 Totals | | 3,900.00 | .00 | .00 | .00 | 3,900.00 | |
| 004/9789 600 | | | | | | | |
| 2700 | BUILDING OPERATION/MAINT OF PLANT CAP | 97,225.50 | .00 | 97,225.20 | .00 | .30 | 100.0% |
| 5200 | BUILDING SITE IMPROVEMENT CAPITAL OUT | 56.08 | .00 | .00 | .00 | 56.08 | 0.0% |
| Fund 004/9789 Obj 600 Totals | | 97,281.58 | .00 | 97,225.20 | .00 | 56.38 | |

M A N A G E M E N T A P P R O P R I A T I O N R E P O R T
 Processing Month: April 2017
 FINDLAY CITY SCHOOLS

| Func | Account Description | FYTD Appropriation | MTD Expended | FYTD Expended | Current Encumbered | Unencumbered Balance | FYTD %Exp |
|-------------------------|--|-----------------------|-----------------|------------------|-----------------------|-------------------------|--------------|
| Fund: 004/9789 Obj: 600 | | | | | | | |
| | ** Fund 004 Scc 9789 Totals | 101,181.58 | .00 | 97,225.20 | .00 | 3,956.38 | |
| 006/9060 100 | 3100 FOOD SERVICES - SALARY | 634,778.00 | 63,766.48 | 538,467.87 | .00 | 96,310.13 | 84.8% |
| | Fund 006/9060 Obj 100 Totals | 634,778.00 | 63,766.48 | 538,467.87 | .00 | 96,310.13 | |
| 006/9060 200 | 3100 FOOD SERVICES - FRINGE BENEFITS | 229,000.00 | 23,032.83 | 213,237.29 | 635.17 | 15,127.54 | 93.1% |
| | Fund 006/9060 Obj 200 Totals | 229,000.00 | 23,032.83 | 213,237.29 | 635.17 | 15,127.54 | |
| 006/9060 400 | 3100 FOOD SERVICES - PURCHASED SERVICES | 56,889.77 | 3,180.49 | 40,840.45 | 18,189.99 | 2,140.67- | 71.8% |
| | Fund 006/9060 Obj 400 Totals | 56,889.77 | 3,180.49 | 40,840.45 | 18,189.99 | 2,140.67- | |
| 006/9060 500 | 3100 FOOD SERVICES - SUPPLIES | 876,736.06 | 49,273.84 | 595,455.15 | 219,463.65 | 61,817.26 | 67.9% |
| | Fund 006/9060 Obj 500 Totals | 876,736.06 | 49,273.84 | 595,455.15 | 219,463.65 | 61,817.26 | |
| 006/9060 600 | 3100 FOOD SERVICE FOOD SERV OPERATION CAPI | 80,490.00 | .00 | 24,069.00 | .00 | 56,421.00 | 29.9% |
| | Fund 006/9060 Obj 600 Totals | 80,490.00 | .00 | 24,069.00 | .00 | 56,421.00 | |
| 006/9060 800 | 3100 FOOD SERVICES - MISC OBJECTS | 3,000.00 | .00 | 4,450.00 | .00 | 1,450.00- | 148.3% |
| | Fund 006/9060 Obj 800 Totals | 3,000.00 | .00 | 4,450.00 | .00 | 1,450.00- | |
| 006/9060 900 | 7500 FOOD SERVICES - REFUND OF PRIOR YEARS | 205,222.00 | .00 | .00 | .00 | 205,222.00 | 0.0% |
| | Fund 006/9060 Obj 900 Totals | 205,222.00 | .00 | .00 | .00 | 205,222.00 | |
| | ** Fund 006 Scc 9060 Totals | 2,086,115.83 | 139,253.64 | 1,416,519.76 | 238,288.81 | 431,307.26 | |
| Grand Total All Funds | | 73,504,035.18 | 5,281,409.03 | 56,793,542.23 | 3,486,586.16 | 13,223,906.79 | |

Google For Education

FHS Course # _____

Course of Study

Grades 9, 10, 11, & 12

Developed by:

Laura Julien

Millstream Career Center

Findlay City Schools

1200 Broad Ave.

Findlay, OH

Fall 2017

Findlay City Schools

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

Millstream's Mission

Educating Students ~ Empowering Communities

Millstream's Goals

1. All Millstream students will achieve career and education goals.
2. All communities in the Career-Technical Planning District will perceive Millstream Career Center as a positive leader in career-technical education.
3. All communities in the Career-Technical Planning District will strengthen communication and collaboration with all stakeholders.
4. All Millstream students and staff will continually increase their career-specific skill levels.
5. All members in the Career-Technical Planning District will ensure a culture of continuous improvement and innovation to attract a broader number of students.

Google for Education

Program Overview

Course Length: One semester

Units of Credit: ½ credit

The purposes of Google for Education is to introduce students to an integrated communication and collaboration solution. The collaborative programs include calendar, classroom, contacts, drive, docs, forms, groups, sheets, sites, slides, and vault. Students will explore projects based on collaboration and communication. Cloud-based document solutions will also be explored.

Curriculum Map

| | |
|------------------|---|
| Week 1 – Drive | <ul style="list-style-type: none">• Managing and organizing your files• Sharing your first document |
| Week 2 – Docs | <ul style="list-style-type: none">• Formatting and printing• Formatting lists• Editing basics |
| Week 3 – Docs | <ul style="list-style-type: none">• Working with tables and links• Retrieving and copying a document |
| Week 4 – Docs | <ul style="list-style-type: none">• Using Shapes and Graphic Tools• Collaborating with Docs |
| Week 5 – Sheets | <ul style="list-style-type: none">• Creating spreadsheets• Calculate data |
| Week 6 – Sheets | <ul style="list-style-type: none">• Using formulas• Working with hyperlinks |
| Week 7 – Sheets | <ul style="list-style-type: none">• Creating pie and column charts• Creating line charts |
| Week 8 – Sheets | <ul style="list-style-type: none">• Collaborating with Sheets |
| Week 9 – Slides | <ul style="list-style-type: none">• Formatting text and images• Using shapes |
| Week 10 – Slides | <ul style="list-style-type: none">• Working with images• Collaborating with Slides |
| Week 11 – Forms | <ul style="list-style-type: none">• Creating and sending a form• Viewing Responses and data |
| Week 12 – Forms | <ul style="list-style-type: none">• Using more question types• Collaborating with Forms |

| | |
|---------------------|---|
| Week 13 – Drawings | <ul style="list-style-type: none"> • Drawing with basic tools • Inserting images |
| Week 14 – Drawings | <ul style="list-style-type: none"> • Using the polyline tool • Using curves and scribbles • Collaborating with Drawings |
| Week 15 – Classroom | <ul style="list-style-type: none"> • Communication and collaboration skills • Complete projects in groups • Comment features |
| Week 16 – Apps | <ul style="list-style-type: none"> • Photo Editor • My Maps • Translate |
| Week 17 – Apps | <ul style="list-style-type: none"> • Hangouts • Collaborator |
| Week 18 – Sites | <ul style="list-style-type: none"> • Creating website • Adding to website • Editing website |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|---|--|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Drive | |
| Pacing | Week 1 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| Content Standards: 1.2, 1.4, 3.3, 6.2, 6.3 | | |
| Emerging Technologies: “real-time” file collaboration – team editing, sharing and publishing documents, creating custom styles, colors, and document tracking | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| Students will be able to: <ul style="list-style-type: none"> • Access Drive • Create Folder & Change Color • Change View of Folder • Create a File • Rename a File • Move a File • Enter Text • Share a Document • Assign Permissions • Add a Note • Download as a PDF • Open a Shared File • Delete a File | Students will know how to: <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic commands • Complete basic debugging skills • Find solutions to tasks | Create Evaluate Analyze Apply Understand Remember |

| Vocabulary | Resources |
|---|--|
| <p>drive, properties, PDF, collaboration, file extensions, permissions</p> | <p><i>Learn-By-Doing Google Docs, Courtney Snyder</i></p> <p><i>Learn-By-Doing Google Share, Courtney Snyder</i></p> <p><i>The Google Docs Specialist Courtney Snyder</i></p> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|--|--|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Docs | |
| Pacing | Weeks 2-4 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| Content Standards: 1.2, 1.4, 3.3, 5.9, 6.2, 6.3, 6.4 | | |
| Emerging Technologies: “real-time” file collaboration – team editing, sharing and publishing documents, macro programming, creating custom styles, colors, themes and building blocks, document internationalization and accessibility preparation, document tracking | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| Students will be able to: <ul style="list-style-type: none"> • Create and manage documents • Format text and graphics • Create tables and lists • Manage document options and settings • Design advanced documents • Use Revision History • Participate in real-time file collaboration • Utilize the program using multiple mobile devices | Students will know how to: <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | Create Evaluate Analyze Apply Understand Remember |

| Vocabulary | Resources |
|---|--|
| <p>themes, styles, elements, revision, formatting, default, collaboration, formatting, editing</p> | <p><i>Learn-By-Doing Google Docs</i>, Courtney Snyder</p> <p><i>Learn-By-Doing Google Share</i>, Courtney Snyder</p> <p><i>The Google Docs Specialist</i> Courtney Snyder</p> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|--|---|---|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Sheets | |
| Pacing | Weeks 5-8 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 5.3, 5.12, 6.2, 6.3, 6.4, 7.3, 9.1</p> <p>Emerging Technologies: “real-time” file collaboration (multiple users), sharing and publishing documents, macro programming, creating custom styles, colors, themes and building blocks, responsive form spreadsheet data</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create & edit spreadsheets • Perform spreadsheet calculations • Format spreadsheets • Create & edit graphs • Collaborate & insert notes into spreadsheet | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic commands • Complete basic debugging skills • Find solutions to tasks | <p>Create Evaluate Analyze Apply Understand Remember</p> |
| Vocabulary | | Resources |
| worksheets, charts, objects, query, graphs, formulas, functions, data cells, data ranges, templates, structure, calculations, data validation, fill series, conditional formatting, macro, styles, nested functions, look up data tables | | <p><i>Learn-By-Doing Google Docs, Courtney Snyder</i></p> <p><i>Learn-By-Doing Google Share, Courtney Snyder</i></p> <p><i>The Google Docs Specialist Courtney Snyder</i></p> |

| Essential Questions | Understanding/Corresponding Big Ideas |
|---|--|
| <ul style="list-style-type: none">• What types of documents are created with this program?• What are the limitations of the program?• What are the growth possibilities of the program? | <ul style="list-style-type: none">• Students will be able to use prior knowledge to connect with the text/assignments• Students will be able to make personal connections with examples• Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|--|---|---|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Slides | |
| Pacing | Weeks 9-10 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 3.4, 5.3, 5.9, 6.2, 6.3, 6.4</p> <p>Emerging Technologies: “real-time” file collaboration – team editing, Export into other Programs, using the program on multiple types of mobile devices</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and manage presentations • Insert and format text, shapes, and images • Insert tables, charts, SmartArt, and media • Apply transitions and animations • Manage multiple presentations • Participate in real-time file collaboration • Utilize the program using multiple mobile devices | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | <p>Create Evaluate Analyze Apply Understand Remember</p> |
| Vocabulary | | Resources |
| <p>presentation, animation, layout, notes pages, template, collaboration, interactive, default, slide show, external location, internal location, text container, properties,</p> | | <p><i>Learn-By-Doing Google Docs</i>, Courtney Snyder</p> <p><i>Learn-By-Doing Google Share</i>, Courtney Snyder</p> <p><i>The Google Docs Specialist</i> Courtney Snyder</p> |

| Essential Questions | Understanding/Corresponding Big Ideas |
|---|--|
| <ul style="list-style-type: none">• What types of documents are created with this program?• What are the limitations of the program?• What are the growth possibilities of the program? | <ul style="list-style-type: none">• Students will be able to use prior knowledge to connect with the text/assignments• Students will be able to make personal connections with examples• Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|---|--|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Forms | |
| Pacing | Weeks 11-12 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| Content Standards: 1.2, 1.3, 3.3, 6.2, 6.3, 6.4, 7.3, | | |
| Emerging Technologies: “real-time” file collaboration (multiple users), sharing and publishing documents, responsive form spreadsheet data, online form creating and data collection | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| Students will be able to: <ul style="list-style-type: none"> • Create & edit a form • Add hints, colors, themes, and help text • Create various types of questions (short answer, multiple choice, etc.) • Add graphics & titles • Create responses spreadsheet & format • Adjust form settings • Publish form & confirmation page • Receive and track responses • Share responses • Send form via other methods | Students will know how to: <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | Create Evaluate Analyze Apply Understand Remember |

| Vocabulary | Resources |
|---|--|
| <p>form, responsive, tracking, confirmation, help text, collaboration, live</p> | <p><i>Learn-By-Doing Google Docs</i>, Courtney Snyder</p> <p><i>Learn-By-Doing Google Share</i>, Courtney Snyder</p> <p><i>The Google Docs Specialist</i> Courtney Snyder</p> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|---|---|---|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Drawings | |
| Pacing | Weeks 13-14 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 3.3, 3.4, 5.3, 6.3</p> <p>Emerging Technologies: shared drawings, online collaboration on drawing and specifications, sharing permissions</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create & edit drawing • Colors, fonts, shapes • Alignment of shapes & objects • Edit objects • Collaborate on drawing | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | <p>Create Evaluate Analyze Apply Understand Remember</p> |
| Vocabulary | | Resources |
| <p>Collaboration, word art, fill, theme, snap to guide, sharing properties, object, polyline, custom, zoom, scribble, comment</p> | | <p><i>Learn-By-Doing Google Docs, Courtney Snyder</i></p> <p><i>Learn-By-Doing Google Share, Courtney Snyder</i></p> <p><i>The Google Docs Specialist Courtney Snyder</i></p> |

| Essential Questions | Understanding/Corresponding Big Ideas |
|---|--|
| <ul style="list-style-type: none">• What types of documents are created with this program?• What are the limitations of the program?• What are the growth possibilities of the program? | <ul style="list-style-type: none">• Students will be able to use prior knowledge to connect with the text/assignments• Students will be able to make personal connections with examples• Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|---|---|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Classroom | |
| Pacing | Week 15 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 3.4, 5.3, 5.12, 6.2, 6.3, 6.4, 7.3, 9.1</p> <p>Emerging Technologies: online discussion boards, shared resources, online projects, collaboration on projects, download & uploading of files and projects, online communication strategies</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Join various classes • Collaborate and share resources with teams and groups of other students • Post opinions to group forums • Download assignments • Upload finished assignments • Real-time feedback on assignments • Communicate with teacher and others in the class on various projects • Sharing audio and video files | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | <p>Create Evaluate Analyze Apply Understand Remember</p> |

| Vocabulary | Resources |
|---|--|
| Classroom, online resources, collaboration, feedback, forum, audio & video, download, upload, real-time feedback | <i>Learn-By-Doing Google Docs</i> , Courtney Snyder <i>Learn-By-Doing Google Share</i> , Courtney Snyder <i>The Google Docs Specialist</i> Courtney Snyder |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | |
|----------------------|------------------------------------|
| Subject(s) | Computer Applications |
| Grade/Course | Grades 9-12 – Google for Education |
| Unit of Study | Apps |
| Pacing | Weeks 16-17 |

PRIORITY AND SUPPORTING STANDARDS

Content Standards: 1.2, 1.4, 3.3, 3.4, 5.3, 5.12, 5.9, 6.2, 6.3, 6.4, 7.3, 9.1

Emerging Technologies: shared calendars, collaboration, video and audio meetings, real-time sharing of resources and projects

| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
|--|---|--|
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create & edit google maps • Create & send messages (Allo) • Collaborate using video (Duo) • Collaborate and share resources (Google+) • Create & edit online calendar • Create, edit, organize photos • Utilize resources for note-taking & voice memos (Keep) | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | <p>Create Evaluate Analyze Apply Understand Remember</p> |

| Vocabulary | Resources |
|---|--|
| <p>Maps, pin, location, legend, points, messages, forums, discussions, collaboration, shared calendar, resources, voice memo</p> | <p><i>Learn-By-Doing Google Docs</i>, Courtney Snyder</p> <p><i>Learn-By-Doing Google Share</i>, Courtney Snyder</p> <p><i>The Google Docs Specialist</i> Courtney Snyder</p> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| Subject(s) | Computer Applications | |
|--|---|--|
| Grade/Course | Grades 9-12 – Google for Education | |
| Unit of Study | Sites | |
| Pacing | Week 18 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 3.4, 5.3, 5.12, 5.9, 6.2, 6.3, 6.4, 7.3, 9.1</p> <p>Emerging Technologies: online discussion boards, shared resources, online projects, collaboration on projects, download & uploading of files and projects, online communication strategies, shared calendars, online permissions</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create & edit website and pages • Collaborate with others in class on site • Grant permissions and sharing options • Insert menus & gadgets • Insert & edit tables • Changing layout, theme, colors, & fonts • Inserting site map • Create & edit wikis, forums, discussion boards, announcements, shared calendars and assignments | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks • Perform basic commands | <p>Create Evaluate Analyze Apply Understand Remember</p> |

| Vocabulary | Resources |
|---|--|
| <p>Website, webpage, collaboration, sharing, properties, themes, gadgets, layout, site map, menu, wiki, forum, discussion board, announcements, shared calendar</p> | <p><i>Learn-By-Doing Google Docs</i>, Courtney Snyder</p> <p><i>Learn-By-Doing Google Share</i>, Courtney Snyder</p> <p><i>The Google Docs Specialist</i> Courtney Snyder</p> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

APPENDIX A – STANDARDS

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.2. Leadership and Communications

Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, and medical test results).
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications and résumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

Outcome 1.4. Knowledge Management and Information Technology

Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, and public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, and Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure and monitor business records.
- 1.4.6. Use an electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

Strand 3. Business Relationships

Learners apply tactics, processes and strategies to develop and build relationships with stakeholders (e.g., customers, staff, vendors), to address stakeholder interactions and problems and to develop a collaborative work environment.

Outcome 3.3. Business Communications Management

Apply strategies and procedures to plan, create, implement and evaluate internal and external company communications.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 3.3.1 Identify organizational communication hierarchies, and select the appropriate communication strategy to use for the hierarchy.
- 3.3.2 Explain how the content of written communications (e.g., email, text messages, and chats) creates reputational, legal and regulatory exposure for organizations; and describe how to manage the risk individually and collectively.
- 3.3.3 Adapt personal communication style to audiences in virtual intercultural environments.
- 3.3.4 Implement strategies to solicit feedback.
- 3.3.5 “Sell” ideas to internal and external audiences.
- 3.3.6 Communicate the business’s plans, strategies and procedures; and verify the understanding of recipients.
- 3.3.7 Develop, implement, monitor and adjust communications plan to meet the information needs of internal and external customers.
- 3.3.8 Collaborate on and aggregate complex internal documents to create a common voice that is vision, mission and brand-consistent.
- 3.3.9 Conduct creative briefing, and gain commitment from clients.
- 3.3.10 Develop a crisis-management plan to control communications and mitigate damage to company’s image.
- 3.3.11 Develop an integrated approach for social media content creation that provides for consistent branding and messaging across channels for original and repurposed content.
- 3.3.12 Repurpose content for use in business communications.
- 3.3.13 Interpret research data into information for decision-making (e.g., interpret descriptive statistics, correlations), and translate findings into actionable business recommendations.
- 3.3.14 Communicate research information to others (e.g., display data in charts or graphs, prepare presentations, and prepare written reports).

Outcome 3.4. Social Media Communications

Apply tools, strategies and processes to plan, create, implement, monitor and evaluate social media communications to support corporate brand and strategy.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|--|----------------|------------------|
| X | X | X |

Competencies

- 3.4.1 Describe the impact of a person’s social media brand on the achievement of organizational goals.
- 3.4.2 Compare and contrast the use of social media for personal and business purposes.
- 3.4.3 Evaluate the impact of mobile-device capabilities and usage patterns on social media effectiveness.
- 3.4.4 Establish and implement approaches to grow following and engagement, both paid and organic.
- 3.4.5 Maintain a consistent brand voice in social content that resonates with the community and fits the platform.
- 3.4.6 Monitor user-generated content (UGC), and moderate social chats.
- 3.4.7 Escalate social comments as necessary to solicit appropriate responses and highlight opportunities.
- 3.4.8 Maintain and manage day-to-day content on social platforms and company’s community-based forums.
- 3.4.9 Develop and package content for social distribution, showcase articles, video, galleries and shows.
- 3.4.10 Monitor daily social media analytics to gauge success of social media efforts and initiatives.
- 3.4.11 Identify opportunities and trends in the social media space (e.g. demographic preferences).
- 3.4.12 Implement an integrated social media strategy that complies with legal requirements and company policy.
- 3.4.13 Identify emerging customer trends through social networking.

Strand 5. Marketing

Learners implement tactics, processes and strategies to create, communicate, deliver and exchange offerings of value to others by understanding and applying marketing functions, including channel management, marketing-information management, market planning, pricing, product and service management, promotion and selling.

Outcome 5.3. Marketing Information Management

Apply the concepts, systems and tools needed to gather, synthesize, evaluate and disseminate marketing information for use in making business decisions that achieve organizational goals and objectives.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| | | X |

Competencies

- 5.3.1 Distinguish between market-driven and customer-driven information, and explain the need for marketing information.
- 5.3.2 Describe the factors that determine the relevancy of information for marketing purposes.
- 5.3.3 Describe data and reports that are monitored for marketing decision-making.
- 5.3.4 Communicate marketing-information to others that delivers relevant insights into issues, problems, questions or opportunities.
- 5.3.5 Track business information to stay abreast of trends and changes that could impact marketing (e.g., customer databases, partners' and competitors' activities, sales and operational data, and environmental changes).
- 5.3.6 Identify challenges associated with data relevance and usability in a globally connected, digital society (i.e., unstructured data).
- 5.3.7 Develop insights using trends occurring in other industries.

Outcome 5.12.**Marketing Operations**

Apply operational policies to perform procedures and activities that ensure marketing's efficiency and effectiveness.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|--|----------------|------------------|
| | | X |

Competencies

- 5.12.1 Apply marketing analytics.
- 5.12.2 Create dashboards and reports to measure marketing performance.
- 5.12.3 Document and improve marketing processes.
- 5.12.4 Measure and report marketing return on investment.
- 5.12.5 Leverage data to recommend personalized, relevant campaigns.
- 5.12.6 Develop marketing campaign workflows.
- 5.12.7 Leverage data to support real-time customization of customer interactions.
- 5.12.8 Identify and evaluate marketing data needs.
- 5.12.9 Cleanse existing marketing data to maintain relevancy.
- 5.12.10 Determine sources of relevant, new marketing data, and evaluate options to purchase or sell marketing data.
- 5.12.11 Develop processes to acquire marketing data from external sources.

Strand 6. Resource Management

Learners develop a deep understanding of the role of management in organizations and the strategies, processes, procedures and tools needed for efficient, effective management of business information, knowledge and talent.

Outcome 6.2. Information Management

Institute and evaluate information management tools, policies, procedures and strategies to achieve business unit and organizational goals.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 6.2.1 Apply information literacy skills to assess information needs, identify and evaluate information quality (e.g., sufficiency, trustworthiness or reliability), and apply information to accomplish a task.
- 6.2.2 Manage business records to maintain needed documentation (e.g., routing orders, tracking shipments, expense reports, healthcare data, customer data, budget data, quality data, and human resources data).
- 6.2.3 Monitor and audit internal records.
- 6.2.4 Identify critical artifacts requiring preservation, establish retention guidelines, and archive information according to retention systems and procedures and regulatory requirements.
- 6.2.5 Select and use tools, systems and processes to manage the preparation of documentation for teams and projects in a cost-effective manner (e.g., agendas, reports, minutes, training materials, RFPs [Requests for Proposal], process analysis charts, and diagrams).
- 6.2.6 Perform scheduling functions to facilitate on-time, prompt completion of work activities (e.g., calendars, travel arrangements and itineraries, meeting arrangements and requests for audio-visual or technical support and information).
- 6.2.7 Conduct an environmental scan to obtain information on the internal and external business environment and to identify changing conditions and current issues or trends impacting business (e.g, business intelligence, insights).
- 6.2.8 Conduct information technology needs assessment, and analyze company’s data requirements.
- 6.2.9 Create policies and procedures to protect data and intangibles.
- 6.2.10 Identify strategies for integrating technology into department or enterprise operations.

Outcome 6.3. Business Applications

Apply tools, processes and procedures to manage the efficient and effective use of technology to achieve organizational goals.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|--|----------------|------------------|
| X | | X |

Competencies

- 6.3.1 Distinguish between primary and secondary data, and establish appropriate storage and usage parameters for both data types.
- 6.3.2 Mine standard databases (e.g., accounting, customer, product, vendor, sales, operations, human resources, patient, supplier, procurement), apply analytical tools, and interpret the findings.
- 6.3.3 Implement collaborative or groupware and cloud computing applications (e.g., services, application, virtual environments) to facilitate projects and business operations.
- 6.3.4 Research and use website creation tools to post web pages and storefronts that support multimedia use and achieve operational metrics (e.g., load time, availability, usability, search engine optimization) on multiple devices and platforms.
- 6.3.5 Research and incorporate visual, interactive and social media content into business communications.
- 6.3.6 Conduct usability testing, and develop strategies to enhance the usability and scalability of systems and compatibility of applications.
- 6.3.7 Maintain a multimedia website, and test and post website design changes.
- 6.3.8 Establish operational performance benchmarks for websites and storefronts (e.g., maintenance and load times) that consider the impact of scalable design requirements (e.g., number of users, bandwidth and content).
- 6.3.9 Describe the impact of service-level agreements on data processing and management.
- 6.3.10 Manage data change risks (e.g., change authorization, change documentation, spreadsheet controls, test databases, offsite backups).
- 6.3.11 Identify the information technology needs of a new business venture, project, product, or service.

Outcome 6.4. Knowledge Management

Apply systems, strategies and practices to share, organize, store, analyze and facilitate the use of a business’s insights, processes, procedures and experiences as a strategic asset.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | | |

Competencies

- 6.4.1 Identify and employ a taxonomy and metadata schema to organize and catalogue information.
- 6.4.2 Determine the factors that impact the scalability of knowledge management frameworks and the ability for organizations to identify, create or summarize, store, share and apply knowledge in centralized and dispersed environments.
- 6.4.3 Select and implement offline tools and techniques to gather, document and organize the knowledge residing with employees across the organization (e.g., relational networks, brainstorming, learning and idea capture, peer assist, learning reviews, storytelling, collaborative physical workspace, knowledge cafés, and communities of practice).
- 6.4.4 Select and apply online networks and tools to disseminate knowledge and effective practices (e.g., document libraries, Wikis, blogs, social networking sites or services, knowledge clusters, expert locators, collaborative virtual workspaces, interfaces).
- 6.4.5 Describe the impact of an organization’s knowledge validation and security strategy.
- 6.4.6 Use knowledge-management metrics to determine the effectiveness of the information system.
- 6.4.7 Maintain and update knowledge management systems (e.g., incorporate new social networks, identify or create new queries, purge outdated information).

Strand 7. Operations Management

Learners apply business operational principles to plan, organize and monitor an organization or department's day-to-day activities to ensure continued business functioning and maximize contribution to organizational goals and objectives.

Outcome 7.3. Inventory Management

Plan, acquire, maintain and monitor inventory to support the achievement of organizational goals.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 7.3.1 Calculate the cost of carrying inventory.
- 7.3.2 Identify the advantages and disadvantages of Just-in-Time (JIT) inventory processes.
- 7.3.3 Describe the factors considered in establishing inventory thresholds (e.g., tolerance for stock-outs, supply chain process goals).
- 7.3.4 Maintain inventory systems and controls to efficiently monitor, safeguard and replenish inventory (e.g., JIT, Lean, FIFO, LIFO, inventory counts) based on usage levels, lead times and forecasts.
- 7.3.5 Use demand forecasts and capacity planning strategies (e.g., lead strategy, lag strategy, match strategy).
- 7.3.6 Create a master production schedule.
- 7.3.7 Evaluate the effectiveness and efficiency of a production schedule.
- 7.3.8 Allocate and track merchandise stock by classification, department, class, vendor and location.
- 7.3.9 Implement category management processes.
- 7.3.10 Plan merchandise flow for timely delivery (e.g., turnover, lead time, peak seasons, delivery dates).
- 7.3.11 Determine shelf space allocation.
- 7.3.12 Assess distribution strategies (sales or stock performance, inventory status or performance) using performance metrics.
- 7.3.13 Conduct inventory valuation.
- 7.3.14 Determine potential inventory issues, and develop backup options to obtain needed materials and maintain operations.
- 7.3.15 Describe how inventory management principles apply to intangible services (e.g. insurance website).

Strand 9. Financial Analysis and Evaluation

Learners apply principles of financial and managerial accounting to accurately summarize, record, report and analyze financial data; evaluate investment opportunities and businesses; and recommend portfolio investments.

Outcome 9.1. Financial Principles

Apply tools, strategies and systems to plan and monitor the use of financial resources.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 9.1.1 Compare and contrast types of business, types of business ownership and the role of profit and taxes in influencing business structure.
- 9.1.2 Explain the principles of domestic and international financial exchange that influence business strategy (e.g., forms of exchange, types of currency, time value of money).
- 9.1.3 Explain the impact of tariffs, dumping and prohibited transaction rules on the financial performance of foreign operations.
- 9.1.4 Determine risks to short-term and long-term business strategy using critical information on financial documents (e.g., pay register, bank statements, income tax forms, financial statements).
- 9.1.5 Explain how accounting and accounting standards impact business financial performance, and distinguish between cash and accrual methods of accounting.
- 9.1.6 Distinguish among profit, cash flows and return-on-investment (ROI) measures; and identify factors that could cause different outcomes within these three measures of business performance.
- 9.1.7 Interpret cost-benefit analysis and revenue analysis (e.g., total revenue, marginal revenue, output, profit).
- 9.1.8 Describe fiscal year and the factors driving businesses to select different fiscal years in different industries.
- 9.1.9 Calculate sales and financial ratios.
- 9.1.10 Forecast sales, and interpret financial ratios.
- 9.1.11 Calculate insurable losses.
- 9.1.12 Review and analyze business tax returns to profile a business.
- 9.1.13 Compare and contrast financing options for domestic and international markets.
- 9.1.14 Monitor and calculate profitability and return on investment (ROI).
- 9.1.15 Explain the impact of net present value and opportunity costs on capital investment decisions.

Microsoft Office Specialist MOS Specialist Certification

EXHIBIT F

FHS Course # _____

Course of Study

Grades 9, 10, 11, & 12

Developed by:

Laura Julien

Millstream Career Center

Findlay City Schools

1200 Broad Ave.

Findlay, OH

Fall 2017

Findlay City Schools

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

Millstream's Mission

Educating Students ~ Empowering Communities

Millstream's Goals

1. All Millstream students will achieve career and education goals.
2. All communities in the Career-Technical Planning District will perceive Millstream Career Center as a positive leader in career-technical education.
3. All communities in the Career-Technical Planning District will strengthen communication and collaboration with all stakeholders.
4. All Millstream students and staff will continually increase their career-specific skill levels.
5. All members in the Career-Technical Planning District will ensure a culture of continuous improvement and innovation to attract a broader number of students.

Microsoft Office Specialist MOS Specialist Certification

Program Overview

Course Length: One semester

Units of Credit: ½ credit

A MOS Certified student is a student who has mastered skills in one of the Microsoft Office Programs and has successfully passed an exam in one of the component applications of Microsoft Office. Certification examination is available for Word, Excel, PowerPoint, Access and Outlook. MOS certification is available at the specialist, expert, and master level. Obtaining certification will meet industry-recognized credentials and points needed for graduation.

Curriculum Map

| | |
|----------------------|--|
| Week 1 – Word | <ul style="list-style-type: none"> • Create and manage documents • Format text, paragraphs, and sections |
| Week 2 – Word | <ul style="list-style-type: none"> • Create tables and lists • Create and manage references • Insert and format graphic elements |
| Week 3 – Word | <ul style="list-style-type: none"> • Manage Document Options and Settings • Design Advanced Documents |
| Week 4 – Word | <ul style="list-style-type: none"> • Create Advanced References • Create Custom Word Elements |
| Week 5 – Excel | <ul style="list-style-type: none"> • Create and manage worksheets and workbooks • Manage data cells and ranges |
| Week 6 – Excel | <ul style="list-style-type: none"> • Create tables • Perform operations with formulas and functions • Create charts and objects |
| Week 7 – Excel | <ul style="list-style-type: none"> • Create and Manage Workbooks • Apply Custom Formatting and Layouts |
| Week 8 – Excel | <ul style="list-style-type: none"> • Create Advanced Formulas • Perform Data Analysis • Create Advanced Charts and PivotTable |
| Week 9 – PowerPoint | <ul style="list-style-type: none"> • Create and manage presentations • Insert and format text, shapes, and images |
| Week 10 – PowerPoint | <ul style="list-style-type: none"> • Insert tables, charts, SmartArt, and media |
| Week 11 – PowerPoint | <ul style="list-style-type: none"> • Apply transitions and animations • Manage multiple presentations |
| Week 12 – Access | <ul style="list-style-type: none"> • Create and Modify Databases • Manage Relationships and Keys • Navigate through a Database • Protect and Maintain Databases • Print and Export Data |

| | |
|---------------------|---|
| Week 13 – Access | <ul style="list-style-type: none"> • Create Tables • Manage Tables • Manage Records in Tables • Create and Modify Fields |
| Week 14 – Access | <ul style="list-style-type: none"> • Create a Query • Modify a Query • Create Calculated Fields and Grouping within Queries |
| Week 15 – Access | <ul style="list-style-type: none"> • Create a Form • Configure Form Controls • Format a Form • Create a Report • Configure Report Controls • Format a Report |
| Week 16 – Outlook | <ul style="list-style-type: none"> • Manage Messages • Configure Mail Settings • Create/Format Messages • Manage Schedules • Create/Manage Calendars • Create/Manage Contacts |
| Week 17 – Exam Prep | <ul style="list-style-type: none"> • Review Skills, Practice Tests |
| Week 18 - Exam | <ul style="list-style-type: none"> • Schedule, Take Test |

FINDLAY CITY SCHOOLS

Curriculum Design

| Subject(s) | Computer Applications | |
|---|--|--|
| Grade/Course | Grades 9-12 - Microsoft Office Specialist | |
| Unit of Study | MS Word | |
| Pacing | Weeks 5-8 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| Content Standards: 1.2, 1.4, 3.3, 5.9, 6.2, 6.3, 6.4 | | |
| Emerging Technologies: “real-time” file collaboration – team editing, sharing and publishing documents, macro programming, creating custom styles, colors, themes and building blocks, document internationalization and accessibility preparation, document tracking, creating indexes, and creating table of contents, Initiate Skype call directly from Word, Smart lookup – interactive Internet search to verify facts. | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| Students will be able to: <ul style="list-style-type: none"> • Create and manage documents • Format text and graphics • Create tables and lists • Manage document options and settings • Design advanced documents • Create advanced references • Create custom Word elements • Participate in real-time file collaboration • Utilize the program using multiple mobile devices | Students will know how to: <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks | Create Evaluate Analyze Apply Understand Remember |

| Vocabulary | Resources |
|---|--|
| bookmark, themes, styles, elements, tracking, indexes, smart lookup, interactive, collaboration, macro, programming, building blocks, tracking, wildcards, reference document, mail-merge, recipients, content controls internationalization, and accessibility, certification, MOS | <i>MOS 2016 Study Guide - Microsoft Word: Joan Lambert</i> <i>MOS 2016 Study Guide – Microsoft Word Expert: John Pierce</i> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? • What are the certifications that I can receive from Microsoft for this program? • What score do I need to achieve to qualify for certification? • What kinds of information will be on the test? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|---|---|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 - Microsoft Office Specialist | |
| Unit of Study | MS Excel | |
| Pacing | Weeks 1-4 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 5.3, 5.12, 6.2, 6.3, 6.4, 7.3, 9.1</p> <p>Emerging Technologies: “real-time” file collaboration (multiple users), sharing and publishing documents, macro programming, creating custom styles, colors, themes and building blocks, document internationalization and accessibility preparation, power query mode: combine data with third party data (ex. Azure or BigData) within the program, Initiate Skype call directly from Excel, Smart lookup – interactive Internet search to verify facts</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and manage worksheets and workbooks • Manage data cells and ranges • Perform operations with formulas and functions • Create charts and objects • Manage workbook options and settings • Apply custom data formats and layouts • Create advanced formulas • Create advanced charts and tables • Participate in real-time file collaboration • Utilize the program using multiple mobile devices | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks | <p>Create Evaluate Analyze Apply Understand Remember</p> |

| Vocabulary | Resources |
|---|--|
| worksheets, charts, objects, workbook, query, data tables, graphs, formulas, functions, data cells, data ranges, templates, structure, calculations, data validation, fill series, conditional formatting, macro, styles, nested functions, look up data tables, internationalization, collaboration, Skype, Azure, BigData, interactive, certification, MOS | <p><i>MOS 2016 Study Guide - Microsoft Excel: Joan Lambert</i></p> <p><i>MOS 2016 Study Guide – Microsoft Excel Expert: Paul McFedries</i></p> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? • What are the certifications that I can receive from Microsoft for this program? • What score do I need to achieve to qualify for certification? • What kinds of information will be on the test? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

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Curriculum Design

| | | |
|--|---|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 - Microsoft Office Specialist | |
| Unit of Study | MS PowerPoint | |
| Pacing | Weeks 12-15 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 3.4, 5.3, 5.9, 6.2, 6.3, 6.4</p> <p>Emerging Technologies: Morph – creating animations inside PowerPoint, “real-time” file collaboration – team editing, Export into other Programs (Visio), digital signatures & digital rights, online and offline file collaboration, using the program on multiple types of mobile devices, online presentation program SWAY – presentation creating in a non-linear manner, Initiate Skype call directly from PowerPoint, Smart lookup – interactive Internet search to verify facts</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and manage presentations • Insert and format text, shapes, and images • Insert tables, charts, SmartArt, and media • Apply transitions and animations • Manage multiple presentations • Participate in real-time file collaboration • Utilize the program using multiple mobile devices | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks | <p>Create Evaluate Analyze Apply Understand Remember</p> |
| Vocabulary | | Resources |
| <p>presentation, animation, slide master, layout, notes pages, template, collaboration, Visio, Smart lookup, interactive, default, slide show, external location, internal location, text container, properties, stack, embed, media, certification, MOS</p> | | <p><i>MOS 2016 Study Guide - Microsoft PowerPoint: Joan Lambert</i></p> |

| Essential Questions | Understanding/Corresponding Big Ideas |
|---|--|
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? • What are the certifications that I can receive from Microsoft for this program? • What score do I need to achieve to qualify for certification? • What kinds of information will be on the test? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

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Curriculum Design

| | | |
|---|--|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 - Microsoft Office Specialist | |
| Unit of Study | MS Access | |
| Pacing | Weeks 12-15 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| Content Standards: 1.2, 1.4, 5.3, 5.12, 6.2, 6.3, 6.4, 7.3 | | |
| Emerging Technologies: “real-time” file collaboration (multiple users), sharing and publishing documents | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| Students will be able to: <ul style="list-style-type: none"> • Create and manage databases • Build & modify tables • Create & modify queries • Create & modify forms • Create & modify reports • Manage relationships and keys • Navigate through a database • Print and export data • Participate in real-time file collaboration • Utilize the program using multiple mobile devices | Students will know how to: <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks | Create Evaluate Analyze Apply Understand Remember |
| Vocabulary | | Resources |
| data table, relationship, query, form, report, field, record, database, record, primary key, data type, properties, actions, navigation, collaboration, publishing options, certification, MOS | | <i>MOS 2016 Study Guide - Microsoft Access: John Pierce</i> |

| Essential Questions | Understanding/Corresponding Big Ideas |
|---|--|
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? • What are the certifications that I can receive from Microsoft for this program? • What score do I need to achieve to qualify for certification? • What kinds of information will be on the test? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

FINDLAY CITY SCHOOLS

Curriculum Design

| | | |
|--|---|--|
| Subject(s) | Computer Applications | |
| Grade/Course | Grades 9-12 - Microsoft Office Specialist | |
| Unit of Study | MS Outlook | |
| Pacing | Week 16 | |
| PRIORITY AND SUPPORTING STANDARDS | | |
| <p>Content Standards: 1.2, 1.4, 3.3, 3.4, 5.3, 5.12, 5.9, 6.2, 6.3, 6.4, 7.3, 9.1</p> <p>Emerging Technologies: shared calendars, team chat, multi-party HD video meetings, project mailbox or team library, online planner, modern attachments – shared documents are linked via cloud – multiple recipients, Smart lookup – interactive Internet search to verify facts, Activation of Clutter feature</p> | | |
| “Unwrapped Skills” (students need to be able to do) | “Unwrapped” Concepts (students need to know) | Bloom’s Taxonomy Levels |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> • Customize settings • Perform search operations • Configure mail settings • Create and format messages • Organize messages • Create and manage calendars • Utilize Smart lookup • Setup clutter feature • Organize and manage appointments, meetings, and events • Create shared events and calendars • Create and manage notes • Create and manage contacts | <p>Students will know how to:</p> <ul style="list-style-type: none"> • Identify the capabilities of the software • Enter information or images • Perform basic upgrades • Complete basic debugging skills • Find solutions to tasks | <p>Create Evaluate Analyze Apply Understand Remember</p> |

| Vocabulary | Resources |
|---|--|
| Contacts, operations, shared calendars, appointments, meetings, events, shared events, notes, records, clutter, junk, multi-party, modern attachments, archive, delegation, signatures, hyperlinks, conversations, certification, MOS | <i>MOS 2016 Study Guide - Microsoft Outlook: Joan Lambert</i> |
| Essential Questions | Understanding/Corresponding Big Ideas |
| <ul style="list-style-type: none"> • What types of documents are created with this program? • What are the limitations of the program? • What are the growth possibilities of the program? • What are the certifications that I can receive from Microsoft for this program? • What score do I need to achieve to qualify for certification? • What kinds of information will be on the test? | <ul style="list-style-type: none"> • Students will be able to use prior knowledge to connect with the text/assignments • Students will be able to make personal connections with examples • Students will be able to develop an understanding of the software, its' limitations and growth capabilities |

APPENDIX A – STANDARDS

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.2. Leadership and Communications

Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications and résumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

Outcome 1.4. Knowledge Management and Information Technology

Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure and monitor business records.
- 1.4.6. Use an electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

Strand 3. Business Relationships

Learners apply tactics, processes and strategies to develop and build relationships with stakeholders (e.g., customers, staff, vendors), to address stakeholder interactions and problems and to develop a collaborative work environment.

Outcome 3.3. Business Communications Management

Apply strategies and procedures to plan, create, implement and evaluate internal and external company communications.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|--|----------------|------------------|
| X | X | X |

Competencies

- 3.3.1 Identify organizational communication hierarchies, and select the appropriate communication strategy to use for the hierarchy.
- 3.3.2 Explain how the content of written communications (e.g., email, text messages, chats) creates reputational, legal and regulatory exposure for organizations; and describe how to manage the risk individually and collectively.
- 3.3.3 Adapt personal communication style to audiences in virtual intercultural environments.
- 3.3.4 Implement strategies to solicit feedback.
- 3.3.5 “Sell” ideas to internal and external audiences.
- 3.3.6 Communicate the business’s plans, strategies and procedures; and verify the understanding of recipients.
- 3.3.7 Develop, implement, monitor and adjust communications plan to meet the information needs of internal and external customers.
- 3.3.8 Collaborate on and aggregate complex internal documents to create a common voice that is vision, mission and brand-consistent.
- 3.3.9 Conduct creative briefing, and gain commitment from clients.
- 3.3.10 Develop a crisis-management plan to control communications and mitigate damage to company’s image.
- 3.3.11 Develop an integrated approach for social media content creation that provides for consistent branding and messaging across channels for original and repurposed content.
- 3.3.12 Repurpose content for use in business communications.
- 3.3.13 Interpret research data into information for decision-making (e.g., interpret descriptive statistics, correlations), and translate findings into actionable business recommendations.
- 3.3.14 Communicate research information to others (e.g., display data in charts or graphs, prepare presentations, prepare written reports).

Outcome 3.4. Social Media Communications

Apply tools, strategies and processes to plan, create, implement, monitor and evaluate social media communications to support corporate brand and strategy.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|--|----------------|------------------|
| X | X | X |

Competencies

- 3.4.1 Describe the impact of a person’s social media brand on the achievement of organizational goals.
- 3.4.2 Compare and contrast the use of social media for personal and business purposes.
- 3.4.3 Evaluate the impact of mobile-device capabilities and usage patterns on social media effectiveness.
- 3.4.4 Establish and implement approaches to grow following and engagement, both paid and organic.
- 3.4.5 Maintain a consistent brand voice in social content that resonates with the community and fits the platform.
- 3.4.6 Monitor user-generated content (UGC), and moderate social chats.
- 3.4.7 Escalate social comments as necessary to solicit appropriate responses and highlight opportunities.
- 3.4.8 Maintain and manage day-to-day content on social platforms and company’s community-based forums.
- 3.4.9 Develop and package content for social distribution, showcase articles, video, galleries and shows.
- 3.4.10 Monitor daily social media analytics to gauge success of social media efforts and initiatives.
- 3.4.11 Identify opportunities and trends in the social media space (e.g. demographic preferences).
- 3.4.12 Implement an integrated social media strategy that complies with legal requirements and company policy.
- 3.4.13 Identify emerging customer trends through social networking.

Strand 5. Marketing

Learners implement tactics, processes and strategies to create, communicate, deliver and exchange offerings of value to others by understanding and applying marketing functions, including channel management, marketing-information management, market planning, pricing, product and service management, promotion and selling.

Outcome 5.3. Marketing Information Management

Apply the concepts, systems and tools needed to gather, synthesize, evaluate and disseminate marketing information for use in making business decisions that achieve organizational goals and objectives.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| | | X |

Competencies

- 5.3.1 Distinguish between market-driven and customer-driven information, and explain the need for marketing information.
- 5.3.2 Describe the factors that determine the relevancy of information for marketing purposes.
- 5.3.3 Describe data and reports that are monitored for marketing decision-making.
- 5.3.4 Communicate marketing-information to others that delivers relevant insights into issues, problems, questions or opportunities.
- 5.3.5 Track business information to stay abreast of trends and changes that could impact marketing (e.g., customer databases, partners' and competitors' activities, sales and operational data, environmental changes).
- 5.3.6 Identify challenges associated with data relevance and usability in a globally connected, digital society (i.e., unstructured data).
- 5.3.7 Develop insights using trends occurring in other industries.

Outcome 5.12. Marketing Operations

Apply operational policies to perform procedures and activities that ensure marketing’s efficiency and effectiveness.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| | | X |

Competencies

- 5.12.1 Apply marketing analytics.
- 5.12.2 Create dashboards and reports to measure marketing performance.
- 5.12.3 Document and improve marketing processes.
- 5.12.4 Measure and report marketing return on investment.
- 5.12.5 Leverage data to recommend personalized, relevant campaigns.
- 5.12.6 Develop marketing campaign workflows.
- 5.12.7 Leverage data to support real-time customization of customer interactions.
- 5.12.8 Identify and evaluate marketing data needs.
- 5.12.9 Cleanse existing marketing data to maintain relevancy.
- 5.12.10 Determine sources of relevant, new marketing data, and evaluate options to purchase or sell marketing data.
- 5.12.11 Develop processes to acquire marketing data from external sources.

Strand 6. Resource Management

Learners develop a deep understanding of the role of management in organizations and the strategies, processes, procedures and tools needed for efficient, effective management of business information, knowledge and talent.

Outcome 6.2. Information Management

Institute and evaluate information management tools, policies, procedures and strategies to achieve business unit and organizational goals.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 6.2.1 Apply information literacy skills to assess information needs, identify and evaluate information quality (e.g., sufficiency, trustworthiness or reliability), and apply information to accomplish a task.
- 6.2.2 Manage business records to maintain needed documentation (e.g., routing orders, tracking shipments, expense reports, healthcare data, customer data, budget data, quality data, human resources data).
- 6.2.3 Monitor and audit internal records.
- 6.2.4 Identify critical artifacts requiring preservation, establish retention guidelines, and archive information according to retention systems and procedures and regulatory requirements.
- 6.2.5 Select and use tools, systems and processes to manage the preparation of documentation for teams and projects in a cost-effective manner (e.g., agendas, reports, minutes, training materials, RFPs [Requests for Proposal], process analysis charts, diagrams).
- 6.2.6 Perform scheduling functions to facilitate on-time, prompt completion of work activities (e.g., calendars, travel arrangements and itineraries, meeting arrangements and requests for audio-visual or technical support and information).
- 6.2.7 Conduct an environmental scan to obtain information on the internal and external business environment and to identify changing conditions and current issues or trends impacting business (e.g, business intelligence, insights).
- 6.2.8 Conduct information technology needs assessment, and analyze company's data requirements.
- 6.2.9 Create policies and procedures to protect data and intangibles.
- 6.2.10 Identify strategies for integrating technology into department or enterprise operations.

Outcome 6.3. Business Applications

Apply tools, processes and procedures to manage the efficient and effective use of technology to achieve organizational goals.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|--|----------------|------------------|
| X | | X |

Competencies

- 6.3.1 Distinguish between primary and secondary data, and establish appropriate storage and usage parameters for both data types.
- 6.3.2 Mine standard databases (e.g., accounting, customer, product, vendor, sales, operations, human resources, patient, supplier, procurement), apply analytical tools, and interpret the findings.
- 6.3.3 Implement collaborative or groupware and cloud computing applications (e.g., services, application, virtual environments) to facilitate projects and business operations.
- 6.3.4 Research and use website creation tools to post web pages and storefronts that support multimedia use and achieve operational metrics (e.g., load time, availability, usability, search engine optimization) on multiple devices and platforms.
- 6.3.5 Research and incorporate visual, interactive and social media content into business communications.
- 6.3.6 Conduct usability testing, and develop strategies to enhance the usability and scalability of systems and compatibility of applications.
- 6.3.7 Maintain a multimedia website, and test and post website design changes.
- 6.3.8 Establish operational performance benchmarks for websites and storefronts (e.g., maintenance and load times) that consider the impact of scalable design requirements (e.g., number of users, bandwidth and content).
- 6.3.9 Describe the impact of service-level agreements on data processing and management.
- 6.3.10 Manage data change risks (e.g., change authorization, change documentation, spreadsheet controls, test databases, offsite backups).
- 6.3.11 Identify the information technology needs of a new business venture, project, product, or service.

Outcome 6.4. Knowledge Management

Apply systems, strategies and practices to share, organize, store, analyze and facilitate the use of a business’s insights, processes, procedures and experiences as a strategic asset.

An “X” indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | | |

Competencies

- 6.4.1 Identify and employ a taxonomy and metadata schema to organize and catalogue information.
- 6.4.2 Determine the factors that impact the scalability of knowledge management frameworks and the ability for organizations to identify, create or summarize, store, share and apply knowledge in centralized and dispersed environments.
- 6.4.3 Select and implement offline tools and techniques to gather, document and organize the knowledge residing with employees across the organization (e.g., relational networks, brainstorming, learning and idea capture, peer assist, learning reviews, storytelling, collaborative physical workspace, knowledge cafés, communities of practice).
- 6.4.4 Select and apply online networks and tools to disseminate knowledge and effective practices (e.g., document libraries, Wikis, blogs, social networking sites or services, knowledge clusters, expert locators, collaborative virtual workspaces, interfaces).
- 6.4.5 Describe the impact of an organization’s knowledge validation and security strategy.
- 6.4.6 Use knowledge-management metrics to determine the effectiveness of the information system.
- 6.4.7 Maintain and update knowledge management systems (e.g., incorporate new social networks, identify or create new queries, purge outdated information).

Strand 7. Operations Management

Learners apply business operational principles to plan, organize and monitor an organization or department's day-to-day activities to ensure continued business functioning and maximize contribution to organizational goals and objectives.

Outcome 7.3. Inventory Management

Plan, acquire, maintain and monitor inventory to support the achievement of organizational goals.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 7.3.1 Calculate the cost of carrying inventory.
- 7.3.2 Identify the advantages and disadvantages of Just-in-Time(JIT) inventory processes.
- 7.3.3 Describe the factors considered in establishing inventory thresholds (e.g., tolerance for stock- outs, supply chain process goals).
- 7.3.4 Maintain inventory systems and controls to efficiently monitor, safeguard and replenish inventory (e.g., JIT, Lean, FIFO, LIFO, inventory counts) based on usage levels, lead times and forecasts.
- 7.3.5 Use demand forecasts and capacity planning strategies (e.g., lead strategy, lag strategy, match strategy).
- 7.3.6 Create a master production schedule.
- 7.3.7 Evaluate the effectiveness and efficiency of a production schedule.
- 7.3.8 Allocate and track merchandise stock by classification, department, class, vendor and location.
- 7.3.9 Implement category management processes.
- 7.3.10 Plan merchandise flow for timely delivery (e.g., turnover, lead time, peak seasons, delivery dates).
- 7.3.11 Determine shelf space allocation.
- 7.3.12 Assess distribution strategies (sales or stock performance, inventory status or performance) using performance metrics.
- 7.3.13 Conduct inventory valuation.
- 7.3.14 Determine potential inventory issues, and develop backup options to obtain needed materials and maintain operations.
- 7.3.15 Describe how inventory management principles apply to intangible services (e.g. insurance website).

Strand 9. Financial Analysis and Evaluation

Learners apply principles of financial and managerial accounting to accurately summarize, record, report and analyze financial data; evaluate investment opportunities and businesses; and recommend portfolio investments.

Outcome 9.1. Financial Principles

Apply tools, strategies and systems to plan and monitor the use of financial resources.

An "X" indicates that the pathway applies to the outcome.

| Business Management and Administrative Services | Finance | Marketing |
|---|---------|-----------|
| X | X | X |

Competencies

- 9.1.1 Compare and contrast types of business, types of business ownership and the role of profit and taxes in influencing business structure.
- 9.1.2 Explain the principles of domestic and international financial exchange that influence business strategy (e.g., forms of exchange, types of currency, time value of money).
- 9.1.3 Explain the impact of tariffs, dumping and prohibited transaction rules on the financial performance of foreign operations.
- 9.1.4 Determine risks to short-term and long-term business strategy using critical information on financial documents (e.g., pay register, bank statements, income tax forms, financial statements).
- 9.1.5 Explain how accounting and accounting standards impact business financial performance, and distinguish between cash and accrual methods of accounting.
- 9.1.6 Distinguish among profit, cash flows and return-on-investment (ROI) measures; and identify factors that could cause different outcomes within these three measures of business performance.
- 9.1.7 Interpret cost-benefit analysis and revenue analysis (e.g., total revenue, marginal revenue, output, profit).
- 9.1.8 Describe fiscal year and the factors driving businesses to select different fiscal years in different industries.
- 9.1.9 Calculate sales and financial ratios.
- 9.1.10 Forecast sales, and interpret financial ratios.
- 9.1.11 Calculate insurable losses.
- 9.1.12 Review and analyze business tax returns to profile a business.
- 9.1.13 Compare and contrast financing options for domestic and international markets.
- 9.1.14 Monitor and calculate profitability and return on investment (ROI).
- 9.1.15 Explain the impact of net present value and opportunity costs on capital investment decisions.