

MAROA-FORSYTH C.U.S.D. #2

REGULAR SCHOOL BOARD MEETING

April 27, 2020 (March 30, 2020)

COVID-19 Zoom Remote Meeting

For public comment please email: john.ahlemeyer@mfschools.net
Public comments will be read into the record at the meeting.

The recording of this Zoom BOE Meeting will be made available to the public after the meeting via the school district website.

6:30 PM - ~~HIGH SCHOOL LIBRARY~~ via Remote Zoom Meeting

Agenda

1. Call to Order
Zoom meeting called to order at 6:34 P.M.
2. Roll Call
Present: Brad Wilkey, Matt Crawford, Wissam Hasnain, Lindsey Wise, Darin Duzan, & Lori Willoughby.
Absent: Brandi Binkley
3. Citizens Wishing to Address the Board
None, no emails were received prior to the meeting.

Learning & Discussion

4. Zoom Remote Meeting Check-In
John - I want to thank everyone for participating in the Zoom Board Meeting. We are recording the Zoom meeting. I can't believe we are having to do our meeting this way, but it seems to be the way of the world right now, even for our kids and teachers.
5. School Fees 2020-2021 (*form attached*)
John - School fees are staying the same for next year. Milk prices are increasing by a nickel. We will be doing online registration again this year. We will also have a walk in registration day on August 5, 2020. Of course, how next year starts is up in the air and we don't know what we will be required to do yet.
6. Capital Projects Update Summer 2020 - Status
7. Staffing & Program Needs (SRO) 2020-21 - Status
John - I am going to combine items 6 & 7. Leo & I have been consulting with other leaders around the State, and basically have put a halt on everything related to capital projects and additional staffing. Basically working on life safety and critical needs only. SRO projects are on hold. I've said publically that I don't want to bring to the board any reductions in staff, benefits, or salary. However, if anyone retires or moves away, we will look for ways to try to not replace them.

We, along with 850 other districts in IL, are waiting to see what the real impact is going to be on property taxes, sales taxes, and State level.

Leo – I agree; we have heard nothing from the State. Only thing we have heard is that we were approved for the security project at the HS (\$50,000 grant). Even that is on hold until we hear what the payout is going to be from the State. I assume they will fund education to best of their ability, but that definition could change drastically depending what happens. The sales tax money we rely on for capital projects was down for January. Haven't seen Feb & March's. Expecting April to be even less.

8. April 2020 Personnel Report (*Report is attached*)

John - Most of our openings are at the HS. Brice and his team have done a great job remotely interviewing and I feel we have had a decent selection for those positions. Chrissy Floyd, GS Janitor, is leaving to move to MO closer to home. This is a position that we are going to try to hold off and not replace. Chris Scider, HS Special Ed recommendations, would be returning to us from North Carolina. I'm excited that we would be fully staffed by April with a good group of folks. Barb Hazelhurst is retiring and there is not a French teacher to be had. Mr. Stuart's recommendations are on the personal report. This would be a savings by not replacing French with a full time teacher. Situation is not ideal, but if properly monitored we can still provide quality foreign language. We would have to apply for waivers at the State level, because some of those teachers picking up classes only have minors in Spanish, but they do not have the teacher certificate.

Wissam – I saw there were 22 students signed up for French. Not sure of their levels, but depending on their levels, could IVS be an alternative?

John – Yes, we are pursuing that to allow those students to do the online piece. We would just have to have a staff member to help supervise.

Lindsay – That would be good. That can affect how much credit they get at college admission.

John - Regarding MS Science teacher - Mrs. Ennis, HS Science teacher has more of a MS background. We were happy with her performance and she was willing to stay at HS. We put applications out for both MS & HS Science, and found an awesome candidate for the HS. So Mrs. Ennis will go to the MS.

Lori – What is IVS?

Wissam – IL Virtual School. It is an online supplement that kids can take for credit.

Darin – Is there anything with Richland for a foreign language dual credit?

John - Online would be a better solution, but we will pursue all options.

Wissam – For the HS Math replacement, are we still offering the same courses?

John – There is no change in course offerings. All of the Math Team was involved in the interviews. We will have same offerings, but teachers might have a few adjustments.

Wissam – So other than French, all the class offerings will be the same?

John – Correct.

9. New Middle School Project – Status

John – We didn't get a chance to celebrate the referendum due to Covid-19 and the economy. We are working closely with the architects and bonding attorneys. We are pursuing all items that don't cost money. The architects are getting teacher's input. They will do other meetings with community and staff later. Under normal conditions, the first 6-10 months we front the money to pay to get the architects and survey work started. Then we do the bonds sale to reimburse the fronted money. We are not fronting the money, so we have asked them to put some options together about how to go out for some of the money. Out of the \$33 million for the project, we could do alternative bonds in the next 10 months where we take out part of the money before we do the total bond sale to access funds to get the project started. Basically the financial people are telling us to not do something drastic. Every 3 months, on a quarterly basis, meet with them and analyze where the markets and money are. We do have time, 5 years to sell the bonds and then you have 3 years to complete the project. There could be some financial benefits in the next 12 months.

I also need your blessing tonight related to this to select a Construction manager. We have been advised to put out a request for proposal to hire a construction manager. They would also be the constructor of the project. That usually saves the District money and it also takes pressure off the people in this Zoom room (Board). We are not builders and we need to have the experts managing the process on behalf of us as the owner. Hiring the manager as a constructor is the better way to go. There is a little bit of risk, but it is low. After tonight's meeting, I would like to get your permission to pursue this. They would put out RFP, hopefully 5-8 people will apply. There are 3 big ones in the area. I would like 2 board members to be on that committee, along with myself, Keith Garner, Kris Kahler, Brice Stuart, the architect who will facilitate it and Leo Johnson.

Lindsey Wise & Darin Duzan volunteered to be on the committee.

As soon as I have more information and know more about the process, I will let you know.

10. COVID-19 Impact, May-August

John - I copy you in on any communication that is sent out to staff and parents. I can't even start to plan what August will be. Right now we are planning up to July and we are trying to treat Seniors as best we can. I have no idea of how the restrictions are going to be eased. We are trying to do the best we can with planning.

Lindsey – I know parents were very pleased with Brice's plans as to whether we go back to school in May or not.

John – The good news is the School Board Association, School Administrators Association, Teachers Association, and IL Principal Association are working together. There are representatives of all of those groups on a task force to advise local districts on how to proceed. We are all working together and all 850 schools in the State are in the same boat, and we could see some variance in how local schools approach this. I have been in constant contact with probably 15 local districts and we have a lot of good communication happening.

11. May Staff Appreciation Week

John - On behalf of the District, Board of Education, and Administration, we would like to show our appreciation to all of our staff. We have purchased meat kits for each of our staff members (\$40 each). I think this is an awesome jester to say thanks to all our staff for all they do all year long, especially recently. If someone doesn't need the meat kit, they can forward to someone else in the community. We didn't plan this, but with the meat suppliers shutting down, it works out well for our families. Pick up will be on Tues., May 5 from 3-5 PM at the HS. We will have a roster to check off employees. If you (Board) want to come cheer on and help hand out, you are all welcome.

12. Amended 2019-20 Budget Hearing - May 18, 2020 – 6:15 PM

John – We do need to amend the budget, need to have a hearing, and publish in the newspaper. Meeting will be Mon., May 18, 2020 at 6:15pm. It will have to be thru Zoom again. We will have people email us if they want to make a comment.

Leo – The 5 pages (*attached*) are the actual form that goes into the State Board of Education. On page 79 of the financial report, it has revised budget in the middle of the page. The main goal of amended a budget at year end is not to do planning, but to do reporting. Goal is to make sure there is enough money in each fund. There are not supposed to be any negative balances. I was able to keep the transfers exactly the same as original budget of \$275,000 in Capital Projects. What did change quite a bit was the Fund 50. As I've been telling you, I made a transcribe error in the original budget of \$260,000 in that fund. Now Fund 50 is \$350,000. Decreasing the surplus down to \$18,000 in the budget. That is not the account balance, we have a projection of 4.7 million in bank. This will need approved at the May meeting. The tough thing to put together will be the fiscal year 21 which we will begin in July and will be approved in September.

13. Consent Agenda Items

John – I put some items in the Consent Agenda that are not normally there, but they don't need a separate approval.

- State Consolidated District Plan – Kris helps manage this Grant Money
- IHSA/IESA membership & registration are just formalities
- Handbooks (*attached*) have been presented by principals

Action

14. Approval, Consent Agenda (Any item may be removed from the consent agenda by any board member.)

- a. Approval of the Open/Closed Minutes for the Board Meeting on 2/24/20
- b. Board Bills of March & April 2020
- c. Financial Reports
- d. State Grant Consolidated District Plan
- e. IHSA/IESA Membership & Registration
- f. Handbooks 2020-21

Motion to Approve: Matt Crawford, 2nd by Lindsey Wise

Discussion: None

Yes Votes: Brad Wilkey, Matt Crawford, Wissam Hasnain, Lindsey Wise, Darin Duzan, Lori Willoughby

No Votes: None
Not Present: Brandi Binkley
Motion Passed

15. Approval, School Fees 2020-2021 as Presented

Motion to Approve: Wissam Hasnain, 2nd by Brad Wilkey

Discussion: None

Yes Votes: Brad Wilkey, Matt Crawford, Wissam Hasnain, Lindsey Wise, Darin Duzan, Lori Willoughby

No Votes: None

Not Present: Brandi Binkley

Motion Passed

16. Approval, Hiring of District Personnel & Acceptance of Resignations/Personnel Report of 4/24/20

Motion to Approve: Matt Crawford, 2nd by Wissam Hasnain

Discussion: None

Yes Votes: Brad Wilkey, Matt Crawford, Wissam Hasnain, Lindsey Wise, Darin Duzan, Lori Willoughby

No Votes: None

Not Present: Brandi Binkley

Motion Passed

17. Adjournment

Motion to adjourn: Darin Duzan, 2nd by Brad Wilkey

All in Favor: All

Opposed: None

Meeting adjourned at 7:20 PM.

MAROA-FORSYTH C.U.S.D. # 2 - SCHOOL INFORMATION
2020-2021

REGISTRATION

If you are not using our on-line registration process, then parents/students should verify information and pay materials fees according to the following schedule:

Grade School

Grades K-5 Wednesday, August 5, 2020 12:00-5:00

Middle School

Grade 6 - 8 Wednesday, August 5, 2020 12:00-5:00

High School

Grade 9 -12 Wednesday, August 5, 2020 12:00-5:00

For the 2nd time, the district plans on using an on-line registration process. The only reason to come to our schools on August 5 would be if you wish to verify information and pay in person and/or if you are new to the school district. If fees cannot be paid according to the above schedule, they may be paid on the first day of school. Kindergarten students must present a copy of their birth certificate at registration. To be eligible for Kindergarten, a student must be five years of age on or before September 1, 2020.

PHYSICALS & IMMUNIZATIONS

All students entering Pre-kindergarten, kindergarten, sixth, and ninth grades must have physicals and the necessary immunization shots prior to starting school. Any student who does not have the proper immunizations will be excluded from school. Forms may be secured from the building principal. Dental exams are required for kindergarten, second, sixth, and ninth grade students. Proof of an eye exam is required upon initial enrollment to the public school system, typically this occurs in Pre-K or Kindergarten.

REGISTRATION FEES

Kindergarten - High School \$ 100.00

CAFETERIA

Lunch prices are \$2.75 for Grades K-5 and \$3.00 for grades 6-12. Additional milk .30.

CLASS DUES

High School students are responsible for a class dues fee of \$10.

AGRICULTURE-ART-SCIENCE FEES

High school students taking agriculture, art, and/or science will be charged a \$10.00 per semester laboratory fee. Middle school students will be charged a \$5.00 per semester science laboratory fee.

FFA, FBLA, Bass Fishing, and SCHOLASTIC BOWL FEE

FFA, FBLA, Bass Fishing, and Scholastic Bowl members will be charged a \$40.00 annual fee.

DRIVER EDUCATION

Students taking driver education are assessed two fees. The first fee of \$20.00 is payable to the Secretary of State during the classroom portion for a white slip. The second fee of \$150.00 is payable to Maroa-Forsyth High School at the time the student begins Behind-the-Wheel instruction. For students who do not attend Maroa-Forsyth High School the second fee is \$250.00. Upon successful completion of Behind-the-Wheel, the student will receive a blue slip.

ATHLETIC PARTICIPATION FEES

Students participating in any of the 7-12 athletic programs are required to pay a fee before they are allowed to practice with the squad. The fee for Middle School Athletic Participation is \$50.00 and the fee for High School Participation is \$100.00. This includes MS Dance Team, HS Cheer, and HS Dance. An annual \$350.00 cap will be applied per family.

DUAL CREDIT/TECH ACADEMY DEPOSIT

The Maroa-Forsyth School District has implemented a security deposit of \$250 for coursework not completed on the campus of Maroa-Forsyth. This was implemented to obtain a firm commitment from students and parents on their willingness to enroll in these programs that subject the District to additional financial obligations. Following the successful completion of the program, a full refund will be issued.

STUDENT PARKING DECALS

All students who drive to school must register their vehicle in the office and purchase a \$30 parking decal.

ANNUAL ATHLETIC ADMISSION PASS

The Maroa-Forsyth School District will be offering an annual pass which will allow for admission to all district extracurricular activities (except tournaments). The cost for adults is \$50 and the cost for a student pass is \$35. A family pass can be purchased for \$150. Annual passes are good for all High School and Middle School regular season events.

OPENING DAY

First day for students will be Wednesday, August 19, 2020. August 19, 2020 will be a half day and dismissal times are 11:30 AM for HS & MS/11:40 AM. for GS. Thursday, August 20, 2020 will be the first full day.

SCHOOL HOURS

Starting and dismissal times for the 2020-2021 school year are 8:05 a.m. to 2:55 p.m. for the Middle School and High School buildings and from 8:15 a.m. to 3:05 p.m. for the Grade School.

SCHOOL PHONES

Grade School	877-2023
Middle School	794-5115
High School	794-3463
Unit Office	794-3488

*Individuals with an approved free and reduced lunch application will be exempt from lab fees.
All individuals are responsible for co-curricular and extra-curricular fees.*

MAROA-FORSYTH C.U.S.D. #2

April 24, 2020 Personnel Report

Teacher Certified Staff Resignations/Retirements/Leaves for Board Action

- Amy Clausen, GS SPED Teacher - Retirement Track 2020-2024
- Jalene Higginbotham, HS Math Teacher
- Dan Boynton, HS Business Teacher
- Hannah Durchholz, MS Science Teacher (To be filled by Heather Ennis from HIS)

Non-Teacher Certified Staff Resignations/Retirement/Leaves for Board Action

- Dan Boynton, HIS National Honor Society (NHS) & Future Business Leaders of America (FBLA)
- Chrissy Floyd, GS Custodian

Teacher Certified Staff Open Positions

- None at This Time

Non-Teacher Certified Staff Open Positions

- HS Future Business Leaders of America (FBLA)
- GS Custodian

Teacher Certified Staff Recommendations for Board Action (Individual Information Attached)

- Dawn Mann, HS Math Teacher – Step 16, BS+16 \$51,060
- Chris Seider, HS SPED Teacher – Step 16, MS +32 \$55,500
- Emma Pikula, HS Social Studies Teacher – Step 1, BS+0 \$37,000
- Chloe Lombardi, HS Business Teacher – Step 1, BS+0 \$37,000
- Cheri Ward, HS Science Teacher – Step 7, MS \$45,880 (Heather Ennis moved to MS)

Non-Teacher Certified Staff Recommendations for Board Action

- Amanda Daniels, HS Cheerleading
- Chris Seider, HS National Honor Society (NHS)

Miscellaneous Personnel Information

French Plan:

For the 2020-21 school year, we only have 22 students requesting French classes. With this low number, it is my recommendation we do not hire a French teacher. This will cause an increase in Spanish class requests. We have had a Spanish position posted along with the French position, but have not received any quality applications. My suggestion is we allow Amber Scott to teach a section of Spanish I. Amber is not certified in Spanish but does have a minor in Spanish and feel confident she can teach the class. This should give us enough Spanish sections to cover all student requests. Currently we have a sub who is fluent in Spanish teaching 2 classes, I feel Mrs. Scott is a better solution and we will not need to hire a sub as this can fit into her class schedule.

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

Accounting Basis:

Cash
 Accrual

SCHOOL DISTRICT BUDGET FORM *
July 1, 2019 - June 30, 2020

Balanced budget, no deficit reduction plan is required.

Date of Amended Budget: 05/18/20
(MM/DD/YY)

District Name: Maroa Forsyth CUSD 2
District RCDT No: 39055002026

If your FY19 AFR states that you need to do a deficit reduction plan and your FY20 budget is balanced please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Maroa Forsyth CUSD 2, County of Macon/DeWitt,
State of Illinois, for the Fiscal Year beginning July 1, 2019 and ending June 30, 2020.

WHEREAS the Board of Education of Maroa Forsyth CUSD 2,
County of _____,

of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;
18th day of May, 20 20,

notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2019 and ending June 30, 2020.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be
and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 18th day of May, 20 20 by a roll call vote of _____ Yeas, and _____ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and Inconformity with Section 17-1 of the School Code.

** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).

(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted to School Finance Report (SFR): <https://sec1.isbe.net/attachmgr/default.aspx>

The electronic version does not require member signatures, we do not accept PDF copies.

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
	Begin entering data on Est/Rev 5-10 and Est/Exp 11-17 tabs.	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
	Description: Enter Whole Numbers Only											
3	ESTIMATED BEGINNING FUND BALANCE July 1, 2019 ¹		577,459	549,493	24,931	384,016	314,882	341,236	2,075,586	19,723	176,555	
4	RECEIPTS/REVENUES											
5	LOCAL SOURCES											
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	1000 2000	6,112,200	1,164,500	2,444,000	457,500	371,000	460,500	118,200	500,000	114,200	
7	STATE SOURCES	3000 4000	1,690,200 441,000	150,000	0	428,500	0	0	0	0	0	
8	FEDERAL SOURCES		8,243,400	1,314,500	2,444,000	885,600	372,000	460,500	118,200	500,000	114,200	
9	Total Direct Receipts/Revenues ²											
10	Receipts/Revenues for "On Behalf" Payments ³	5006	0	0	0	0	0	0	0	0	0	
11	Total Receipts/Revenues		8,243,400	1,314,500	2,444,000	885,600	372,000	460,500	118,200	500,000	114,200	
12	DISBURSEMENTS/EXPENDITURES											
13	INSTRUCTION	1000	5,597,250				110,800					
14	SUPPORT SERVICES	2000	1,650,400	1,515,500		750,650	236,200	360,000		475,000	40,000	
15	COMMUNITY SERVICES	3000	12,500	0		0	0	0		0	0	
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	490,200	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	2,922,500	0	0	0	0		0	0	
18	PROVISION FOR CONTINGENCIES	6000	20,000	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁵		7,970,150	1,515,500	2,922,500	750,650	350,000	370,000		475,000	40,000	
20	Disbursements/Expenditures for "On Behalf" Payments ³	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		7,970,150	1,515,500	2,922,500	750,650	350,000	370,000		475,000	40,000	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		273,250	(201,000)	(478,500)	94,950	22,000	90,500	118,200	25,000	74,200	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (2000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ⁶	7110										
27	Abolishment of the Working Cash Fund ¹¹	7110	0	0	0	0	0	0		0	0	
28	Transfer of Working Cash Fund Interest	7120	0	0	0	0	0	0		0	0	
29	Transfer Among Funds	7130	0	0	0	0	0	0		0	0	
30	Transfer of Interest	7140	0	0	0	0	0	0		0	0	
31	Transfer from Capital Projects Fund to O&M Fund	7150										
32	Transfer of Excess Fire Prev & Safety Tax & Interest ⁷ Proceeds to O&M Fund	7160										
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ⁸ Proceeds to Debt Service Fund	7170										
34	SOLE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210	0	0	0	0	0	0		0	0	
36	Premium on Bonds Sold	7220	0	0	0	0	0	0		0	0	
37	Accrued Interest on Bonds Sold	7230	0	0	0	0	0	0		0	0	
38	Sale or Compensation for Fixed Assets ⁵	7300	0	0	0	0	0	0		0	0	
39	Transfer to Debt Service to Pay Principal on Capital Issues	7400										
40	Transfer to Debt Service Fund to Pay Interest on Capital Issues	7500										
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600										
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700										
43	Transfer to Capital Projects Fund	7800										
44	ISBE Loan Proceeds	7900	0	0	0	0	0	0		0	0	
45	Other Sources Not Classified Elsewhere	7999	0	0	275,000	0	0	0		0	0	
46	Total Other Sources of Funds ⁹		0	0	275,000	0	0	0		0	0	

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs. Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
1												
2												
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or abatement of the Working Cash Fund ¹³	8110										
51	Transfer of Working Cash Fund Interest	8120										
52	Transfer Among Funds	8150	C									
53	Transfer of Interest ⁶	8240	C									
54	Transfer from Capital Projects Fund to O&M Fund	8250			C							
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8300										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a}	8370										
57	Taxes Pledged to Pay Principal on Capital Leases	8410	C									
58	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420	C									
59	Other Revenues Pledged to Pay Principal on Capital Leases	8430	C									
60	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440	C									
61	Taxes Pledged to Pay Interest on Capital Leases	8510	C									
62	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520	C									
63	Other Revenues Pledged to Pay Interest on Capital Leases	8530	C									
64	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540	C									
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610	C									
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620	C									
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630	C									
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640	C									
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710	C									
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720	C									
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730	C									
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740	C									
73	Taxes Transferred to Pay for Capital Projects	8810	C									
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820	C									
75	Other Revenues Pledged to Pay for Capital Projects	8830	C									
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840	C									
77	Transfer to Debt Service Fund to Pay Principal on BSE Loans	8910	C									
78	Other Uses Not Classified Elsewhere	8990	C									
79	Total Other Uses of Funds ⁵											
80	Total Other Sources/Uses of Fund		850,745	348,453	38,031	478,965	336,882	155,735	2,133,786	44,725	250,736	
81	ESTIMATED ENDING FUND BALANCE June 30, 2020											
82												
83												
84												
85												
86	Object Name											
87	Salaries	100	5,618,250	420,000		364,250						6,402,500
88	Employee Benefits	200	3,236,500	70,000		100	350,000					3,656,500
89	Purchased Services	300	182,250	690,000		42,100				475,000		1,379,350
90	Supplies & Materials	400	394,550	324,000		89,200						707,750
91	Capital Outlay	500	49,300	71,500		265,000						385,800
92	Other Objects	600	508,300									508,300
93	Non-Capitalized Equipment	700										
94	Termination Benefits	800										
95	Total Expenditures		7,870,150	1,515,500	2,922,500	750,650	355,000	370,000		475,000	40,000	11,443,800

SUMMARY OF EXPENDITURES (by Major Object)

	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
86										
87	5,618,250	420,000		364,250						6,402,500
88	3,236,500	70,000		100	350,000					3,656,500
89	182,250	690,000		42,100				475,000		1,379,350
90	394,550	324,000		89,200						707,750
91	49,300	71,500		265,000						385,800
92	508,300									508,300
93										
94										
95	7,870,150	1,515,500	2,922,500	750,650	355,000	370,000		475,000	40,000	11,443,800

SUMMARY OF CASH TRANSACTIONS

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
3	BEGINNING CASH BALANCE ON HAND July 1, 2019 ⁷		577,459	549,493	241,531	384,015	314,882	381,235	2,075,586	19,723	175,536
4	Total Direct Receipts & Other Sources ⁸		8,249,430	3,314,500	2,719,000	885,600	372,000	460,500	118,200	500,000	124,200
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411	0	0	0	0	0	0	0	0	0
7	Interfund Loans Receivable (Repayment of Loans)	541	0	0	0	0	0	0	0	0	0
8	Notes and Warrants Payable	483	0	0	0	0	0	0	0	0	0
9	Other Current Assets	159	0	0	0	0	0	0	0	0	0
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		8,249,430	3,314,500	2,719,000	885,600	372,000	460,500	118,200	500,000	124,200
12	Total Amount Available		8,820,839	3,853,993	2,966,531	1,269,615	686,882	845,735	2,193,785	519,723	290,736
13	Total Direct Disbursements & Other Uses ⁹		7,970,150	1,515,500	2,922,500	750,550	350,000	645,000	0	475,000	40,000
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141	0	0	0	0	0	0	0	0	0
16	Interfund Loans Payable (Repayment of Loans)	411	0	0	0	0	0	0	0	0	0
17	Notes and Warrants Payable	483	0	0	0	0	0	0	0	0	0
18	Other Current Liabilities	459	0	0	0	0	0	0	0	0	0
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		7,970,150	1,515,500	2,922,500	750,550	350,000	645,000	0	475,000	40,000
21	ENDING CASH BALANCE ON HAND June 30, 2020 ⁷		850,749	348,493	38,031	478,966	336,882	198,735	2,193,785	44,723	250,735

Adopted Budget	Fund	To Date Estimates										TOTALS
		10	20	30	40	50	60	70	80	90		
Fund Balance 7/1/2019	est	\$953,900	\$510,700	\$256,600	\$272,800	\$335,600	\$370,300	\$2,001,900	\$9,800	\$294,800	\$5,006,400	Rev
Revenue	est	\$8,069,700	\$1,314,500	\$2,774,000	\$685,600	\$372,000	\$489,500	\$118,200	\$500,000	\$114,200	\$14,637,700	Exp
Expenditures	est	(\$8,040,150)	(\$1,261,500)	(\$2,920,800)	(\$865,950)	(\$250,400)	(\$645,000)	\$0	(\$475,000)	(\$40,000)	(\$14,508,800)	
Transfers In				\$275,000								
Transfers Out							(\$275,000)					
Fund Balance 6/30/20	est	\$983,450	\$563,700	\$109,800	\$292,450	\$447,200	\$214,800	\$2,120,100	\$34,800	\$369,000	\$5,135,300	
Surplus/(Deficit)												\$128,900

Amendment I	Fund	To Date Estimates										TOTALS
		10	20	30	40	50	60	70	80	90		
Fund Balance 7/1/2019	audited	\$577,499	\$549,493	\$241,531	\$384,016	\$314,992	\$381,236	\$2,075,586	\$19,723	\$176,536	\$4,720,502	Rev
Revenue	est	\$8,243,400	\$1,314,500	\$2,719,000	\$685,600	\$372,000	\$460,500	\$118,200	\$500,000	\$114,200	\$14,727,400	Exp
Expenditures	est	(\$7,970,150)	(\$1,515,500)	(\$2,922,500)	(\$790,650)	(\$350,000)	(\$645,000)	\$0	(\$475,000)	(\$40,000)	(\$14,708,800)	
Transfers In				\$275,000								
Transfers Out							(\$275,000)					
Fund Balance 6/30/20	est	\$850,749	\$348,493	\$39,031	\$473,966	\$335,882	\$196,736	\$2,193,786	\$44,723	\$250,736	\$4,739,102	
Surplus/(Deficit)												\$18,600

To Date Estimates	Fund	To Date Estimates										TOTALS
		10	20	30	40	50	60	70	80	90		
Fund Balance 7/1/19	est	\$953,900	\$510,700	\$256,600	\$272,800	\$335,600	\$370,300	\$2,001,900	\$9,800	\$294,800	\$5,006,400	Rev
Audit Adjustments	audited	(\$378,401)	\$38,793	(\$15,069)	\$111,216	(\$20,718)	\$10,936	\$73,686	\$9,923	(\$118,264)	(\$285,897)	Exp
Audited Beginning Bal	audited	\$577,499	\$549,493	\$241,531	\$384,016	\$314,882	\$381,236	\$2,075,586	\$19,723	\$176,536	\$4,720,503	
Revenue	est	\$9,229,231	\$1,314,085	\$2,648,831	\$897,905	\$378,310	\$481,034	\$123,096	\$503,757	\$114,641	\$14,670,991	Rev
Expenditures	est	(\$7,900,779)	(\$1,554,459)	(\$2,920,946)	(\$862,218)	(\$339,411)	(\$543,859)	\$0	(\$485,973)	(\$21,111)	(\$14,628,748)	Exp
Transfers In				\$275,000								
Transfers Out							(\$275,000)					
Fund Balance 6/30/20	est	\$905,952	\$309,119	(\$30,584)	\$419,704	\$353,782	\$298,418	\$2,198,682	\$37,507	\$270,066	\$4,762,646	
Surplus/(Deficit)												\$42,143

FUND 40 TOTAL	2019 & 2020 Security Fund	50.114.1 Current Yr Levy	50.115.0 County Secor Levy	50.120.0 CIPRPT	50.125.0 Interest	Capital Projects Fund	60.160.0 Interest	60.160.0 TIF Revenue	60.180.0 County School Facility Tax	Working Cash Fund	70.115.0 Current Yr Levy	70.115.0 Interest	70.210.0 Bonds Sold	Top Fund	80.110.0 Current Yr Levy	80.110.0 Interest	Fire Protection & Safety Fund	90.110.0 Current Yr Levy	90.110.0 Interest		
\$885,900	\$239,248	\$73,421	\$485	\$154,657	\$1,854	\$110,089	\$50,021	\$395	\$340	\$110,094	\$50,240	\$91,080	\$897,905	\$13,908	1.4%						
\$130,000	\$89,412	\$3,129	\$0	\$47,635	\$328	\$0	\$11,121	\$0	\$0	\$11,121	\$0	\$0	\$131,625	\$1,856	1.4%						
\$238,000	\$728,195	\$3,688	\$0	\$96,884	\$266	\$0	\$82,214	\$0	\$0	\$82,214	\$0	\$0	\$238,650	\$1,500	0.7%						
\$1,500	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500	\$0	0.0%						
\$2,000	\$335	\$441	\$265	\$885	\$884	\$305	\$482	\$448	\$448	\$448	\$448	\$448	\$330	\$2,258	113.4%						
\$372,000	\$795,055	\$8,288	\$285	\$139,954	\$1,487	\$506	\$31,617	\$448	\$448	\$448	\$448	\$448	\$330	\$2,781	117.4%						
\$1,500	\$36	\$734	\$147	\$159	\$750	\$142	\$135	\$756	\$115	\$705	\$65	\$65	\$65	\$1,475	-0.5%						
\$18,000	\$0	\$0	\$0	\$0	\$0	\$0	\$84,434	\$0	\$0	\$84,434	\$0	\$0	\$84,434	\$6,434	35.7%						
\$470,000	\$41,706	\$40,779	\$41,780	\$40,790	\$0	\$40,792	\$79,635	\$0	\$0	\$79,635	\$0	\$0	\$40,792	\$1,500	0.7%						
\$469,500	\$41,101	\$40,893	\$40,780	\$40,889	\$180	\$40,894	\$79,436	\$0	\$0	\$79,436	\$0	\$0	\$40,792	\$481,034	-85.8%						
\$15,200	\$39,007	\$3,697	\$0	\$41,075	\$891	\$891	\$9,549	\$0	\$0	\$9,549	\$0	\$0	\$9,549	\$713,156	-7.0%						
\$6,000	\$387	\$937	\$1,073	\$1,146	\$704	\$704	\$734	\$880	\$0	\$880	\$0	\$0	\$880	\$9,308	96.1%						
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$178,200	\$50,152	\$3,594	\$1,073	\$42,221	\$1,335	\$1,002	\$10,459	\$0	\$0	\$10,459	\$0	\$0	\$1,002	\$123,086	\$4,895	4.7%					
\$489,000	\$382,888	\$11,850	\$0	\$181,172	\$1,241	\$459	\$42,118	\$0	\$0	\$42,118	\$0	\$0	\$42,118	\$699,206	\$1,298	0.2%					
\$2,000	\$282,146	\$13,286	\$465	\$181,596	\$1,728	\$459	\$42,936	\$0	\$0	\$42,936	\$0	\$0	\$42,936	\$4,452	124.6%						
\$890,000	\$283,146	\$465	\$465	\$181,596	\$1,728	\$459	\$42,936	\$0	\$0	\$42,936	\$0	\$0	\$42,936	\$503,757	\$3,757	0.8%					
\$713,200	\$35,681	\$2,357	\$0	\$41,075	\$261	\$0	\$0,548	\$0	\$0	\$0,548	\$0	\$0	\$0,548	\$115,163	-57.0%						
\$1,000	\$29,678	\$121	\$149	\$41,245	\$437	\$149	\$9,883	\$117	\$117	\$117	\$117	\$117	\$117	\$1,408	\$448	0.4%					
\$14,637,700	\$5,570,225	\$599,077	\$274,122	\$3,995,581	\$399,554	\$463,910	\$1,254,037	\$393,062	\$375,957	\$882,574	\$982,574	\$882,574	\$882,574	\$408,210	\$14,570,881	\$30,147	0.2%				
\$13,200	\$35,681	\$2,357	\$0	\$41,075	\$261	\$0	\$0,548	\$0	\$0	\$0,548	\$0	\$0	\$0,548	\$115,163	-57.0%						
\$1,000	\$29,678	\$121	\$149	\$41,245	\$437	\$149	\$9,883	\$117	\$117	\$117	\$117	\$117	\$117	\$1,408	\$448	0.4%					
\$14,637,700	\$5,570,225	\$599,077	\$274,122	\$3,995,581	\$399,554	\$463,910	\$1,254,037	\$393,062	\$375,957	\$882,574	\$982,574	\$882,574	\$882,574	\$408,210	\$14,570,881	\$30,147	0.2%				

Ed Fund	C & M Fund	Dice Service	Transportation	IMR & Soc Sec	Capital Projects	Working Cash	Total	Fire & Safety
\$6,000	\$7,281,500	\$8,090,900	\$805,900	\$283,400	\$645,000	\$0	\$479,000	\$40,000
\$968,454	\$206,537	\$0	\$84,781	\$235,788	\$27,254	\$0	\$110,782	\$0
\$135,071	\$701,538	\$0	\$48,800	\$27,254	\$10,563	\$0	\$13,957	\$0
\$157,482	\$1,382,534	\$0	\$37,128	\$30,160	\$28,655	\$0	\$4,873	\$0
\$64,465	\$73,785	\$0	\$39,184	\$30,446	\$9,265	\$0	\$4,908	\$0
\$679,890	\$7,083,871	\$0	\$82,812	\$29,446	\$38,896	\$0	\$14,908	\$0
\$813,578	\$158,677	\$0	\$14,157	\$28,705	\$4,708	\$0	\$7,054	\$0
\$970,679	\$116,000	\$0	\$40,387	\$75,500	\$20,956	\$0	\$4,487	\$0
\$597,600	\$176,400	\$0	\$75,500	\$29,500	\$8,000	\$0	\$15,000	\$0
\$711,000	\$115,000	\$0	\$73,900	\$29,500	\$9,900	\$0	\$45,000	\$0
\$484,000	\$710,000	\$0	\$842,218	\$89,411	\$249,853	\$0	\$46,873	\$0
\$1,800,377	\$1,584,459	\$2,580,845	\$8,732	\$78,071	\$101,47	\$0	\$10,573	\$16,889
\$13,908	\$448	\$30,147	\$0	\$0	\$0	\$0	\$0	\$0
\$14,637,700	\$5,570,225	\$599,077	\$274,122	\$3,995,581	\$399,554	\$463,910	\$1,254,037	\$393,062

2020-2021 MFHS HANDBOOK CHANGES

The most significant change that will be reflected in the High School handbook is we will be switching from a quarterly grading system to a semester only grading system. Students will no longer receive quarter grades and 9 weeks will serve at the mid-term. The faculty, administration, and handbook committee all felt this format better represented our current educational structure as well as our Mission Statement.

PAGE	CHANGE	TOPIC
4	Change	Faculty and Board members updated
5	Remove	2:03 Dismissal Schedule
7	Update	Junior College Credit Update language to reflect RCC Transfer Academy implementation
8	Change	Grading System

Grade reports are issued every nine weeks at the end of the semester. A check of student progress is made every four to five weeks and a mid-term report is sent to the parents of students doing "D or F" work. Letter grades will be given in all classes (using numeric average to determine). Letter grades will be put on the grade cards. The semester grade will be determined by adding the two-quarter grades (numeric averages [0-100]) and multiplying by two and adding the grade (numeric [0-100]) for the semester exam. This total will then be divided by five and a letter grade assigned. Letter grade equivalent of numerical grades and numerical value to be used to figure honor roll and grade point average are as follows:

New: Grade reports are issued every 18 weeks at the end of each semester. A check on student progress will be made every 4-5 weeks with mid-terms occurring after 9 weeks. Letter grades will be put on report cards and transcripts. The semester grade will be determined by adding the semester average (numeric 0-100) and multiplying by four, and adding the semester exam grade (numeric 0-100). This total will then be divided by five and the letter grade assigned. Letter grade equivalent of numerical grades and numerical value to be used

2020-2021 MFHS HANDBOOK CHANGES

to figure honor roll and grade point average are found under the GRADING SCALE section.

8	Change	Grade Reports	Grade reports are available through Skyward. Grade reports will not be sent home at the end of each nine eighteen week grading period, but can be accessed through Skyward. This report will provide information regarding your student's achievement in all their classes.
22	Change	Senior-First Semester Exam Waivers for SAT and PSAT	
25	Change	PARENT-TEACHER CONFERENCES	Maroa-Forsyth High School will conduct one parent teacher conference during the school year. The conference will be held during the first quarter semester of each school year. The purposes of the conference are to discuss student progress. Parents and teachers may request a conference at any time throughout the school year.

2020-21 Extra Curricular Handbook Update Recommendations

ACADEMIC ELIGIBILITY

Academic eligibility will be determined on a weekly basis beginning the first week of practice and then again one week prior to the first competition through the rest of the season. Eligibility will be turned into the school office by 8:20 am each Friday morning or the last day of each week. Each coach will receive a report by the end of the school day on the status of student grades. Ineligibility will begin on Monday and end the following Monday.

CHANGE-

Academic eligibility will be determined on a weekly basis beginning the week of practice and then again one week prior to the first competition through the rest of the season. Eligibility will be turned into the school office by **12:00** pm each Friday morning or the last day of each week. Each coach will receive a report by the end of the school day on the status of student grades. Ineligibility will begin on Monday and end the following Monday.

2020-2021 MFHS HANDBOOK CHANGES

REASONING- Many teachers give quizzes/tests and retakes on Fridays. This will give the teacher time to add grades from those students who need the extra points. This is the practice now as we try to give the student as much time as possible to complete work that can help their grade.

3. A student who is ineligible 3 times during a season will forfeit his/her eligibility in that activity for the remainder of the season.

CHANGE-

3. A student who is ineligible **3 consecutive weeks in any subject** during a season will forfeit his/her eligibility in that activity for the remainder of the season.

REASONING- As stated earlier in our handbook, we know that belonging to an extra-curricular greatly enhances a student's chance of success. Currently, each sport/activity is to hold study tables to help a student with their grade. When a student is removed from a team, they no longer attend those study sessions. This is aimed to keep students not only on the team, but also to keep them attending study tables to help with their grades.

UNSPORTSMANLIKE CONDUCT CONSEQUENCES

First Offense:

1. A one game suspension from participation in the interscholastic competition at that level of competition, whether held the same day or subsequent day, and all other interscholastic contests at any level in the interim.

CHANGE-

First Offense:

1. A one game suspension from participation in the interscholastic competition at that level of competition, whether held the same day or subsequent day, and all other interscholastic contests at any level in the interim. **If the season does not allow the student to successfully complete the suspension, the suspension will carry over to the next activity season in which the student previously completed.**

REASONING- This will match the current MFSD handbook policy concerning a student-athlete who breaks a training rule and cannot complete it during the current season.

2020-2021 Handbook Changes - Middle School

Page	Current	New	Rationale
3	TBA, Member	Wissam Hasnain	Update
3	Hannah Durchholz	TBA (or name if announced by print date)	update
3	Art TBA	April Thornton	update
3	Cafeteria Samantha Leathers	Sharon Woolum	update
6	Promotion/Retention	A credit recovery program is offered at the Middle School during the summer for students who are eligible for retention. If a student successfully passes the summer credit recovery program they will be eligible to be promoted to the next grade. The cost for this program is \$50. Students may also take a credit recovery program through Illinois Virtual School at their cost as an alternative to make up credit.	Follow summer credit recovery plan that was presented to the board in winter.
7	Exploratory Classes		Remove section-art is the class that is on alternating days with Tech lit.
34	Dates		Update

2020-2021
Maroa - Forsyth
Grade School
Handbook



641 E. Shafer St.
Forsyth, IL 62535
(217) 877-2023 - phone
(217) 877-6216 - fax

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Introduction

The faculty and administration extend a warm welcome to all students and parents as we begin this new school year. We hope that your summer activities have been both pleasant and beneficial.

We are very excited as we begin the new school year. Please read this book carefully to obtain information that will help you make wise decisions concerning your child's education. Our hope is that by working together, each student may become the best and most capable citizen possible. We truly hope to develop a feeling of pride in our school, as well as a feeling of pride in our achievements.

The Policies reported in this handbook are only a summary of the policies governing the district. A complete listing of all Board Policies is available for review in the Unit Office.

Maroa-Forsyth School District reserves the right to amend this handbook without notice during the school year.

**The italicized headings represent material subject to all District Handbooks.*

MAROA-FORSYTH DISTRICT PHILOSOPHY

The school district, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The school district is committed to developing and using a visionary and innovative curriculum and a knowledgeable and dedicated staff.

MISSION STATEMENT

Cultivate a passion for learning by challenging all students to reach their unique potential.

BELIEF STATEMENTS

A passion for learning is cultivated when we

- Establish a safe environment and respectful culture
- Nurture collaborative partnerships among home, school, and community
- Provide relevant, challenging, and engaging educational experiences
- Support highly skilled and dedicated staff
- Leverage our resources with innovation, responsibility, and effectiveness

Faculty and staff					
Secretary	Angela Crowe	Grade 4	Luke Azzarelli	Intervention Specialist	Jessica Patrick
	Marsha Stelzriede		Elizabeth Goldman	Physical Education	Kristen Lerner
Kindergarten	Rebecca Gideon		Amy Zahner		Sean Martin
	Wendy Jalley			Music/Band	Christine Smith
	Julie Keith	Grade 5	Lindsey Anderson	Band	Sarah Lidy
	Brittany Peters		Jill Eighner	Social Worker	Jessica Hill
Grade 1	Angelina Adams		Jarred Leeper	Tech. Facilitator	Kayla Wiggins
	Meredith Beard		Jamie McCool	Special Education	Amy Clawson
	Jordan Brewer	Custodians	Chrissy Floyd		Audra Heckwine
	Karen Holthaus		Brad McCool	Special Ed Aide	Dawn Jackson
Grade 2	Annie Anderson		Toni Shoemaker		Mary Scott
	Nikki Eagler		Caleb Wilson	Speech	Rachel Aupperle
	Ginger Reynolds	Cafeteria	Ashley Berg		Megan Sullivan
	Ashley Slifer		Terri Bohner	Art	Terri Doty
	Katie Donaldson		Linda Clary	PreK Teacher	Julie Crabtree
Grade 3	Melissa Leathers		Abby Danko	PreK Teacher	Erin Clark
	Rob Luther		Nicole Kuhlman	PreK Aide	Leigh Ann Cleland
	Teri O'Riley		Nina Wright	PreK Aide	Jenny Iwanski
	Kim Watts	Nurse	LaRae Robinson	PreK Family Care Specialist	Julie Crabtree

* To contact a faculty or staff member by email, use: firstname.lastname@mfschools.net

Administration	Board of Education
John Ahlemeyer, Superintendent	Lindsey Wisc, President

Carric Reynolds, Principal	Brad Wilkey, Vice President
TBA, Transportation Director	Lori Willoughby, Secretary
Keith Garner, Building & Grounds Supervisor	Brandi Binkley, Member
	Matt Crawford, Member
	Darin Duzan, Member
	Wissam Hassan, Member

ADMISSION PROCEDURES

All students must register for each school year on the dates and at the place designated by the Superintendent. Parents/Guardians of students enrolling in the District for the first time must present:

A certified copy of the student's birth certificate within 30 days of enrollment or other reliable proof of the child's identity and age and an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the child's identity and age shall include a passport, visa or other governmental documentation of the child's identity. Failure to provide an original birth certificate or other reliable proof warrants the school district to notify the local law enforcement agency.

Proof of Residence, as required by Board Policy 7.60.

Proof of disease immunization or detection and the required physical examination as required by State Law and Board Policy 7:100.

School Hours (Arrival)

School begins each day at 8:15 a.m., with supervision starting at 8:00 a.m. Students may be dropped off earlier if they have teacher issued permission for a special activity, otherwise, students should NOT be dropped off before 8:00 a.m.. Class begins at 8:15 a.m. Students dropped off at the Main Entrance after 8:15 a.m. must stop by the office if students have passed and are already in class. The school day will end at 3:05 p.m.

Parking, Drop-Off, and Pick-Up Procedures

For maximum safety, please follow our drop-off and pick-up system. During the designated times below, staff will be on duty to assist students.

- Morning drop-off times, Monday-Friday 8:00-8:15 a.m.
- Afternoon pick-up times, Monday-Friday begin at 3:05.
- No car traffic at the front of the building - busses only (arrival and dismissal.)

Directions

- **Please** do not use your cell phone during pick-up and drop-off. Macon County Sheriff has asked us to remind you that this is illegal in a school zone.
- Cars will form one line in the outside lane leading to the back of the building.
- Please follow the sign that reads "Student Drop-Off/Pick-Up Area Ahead"
- The first car will pull up to the sign that reads "Student Pick-up/Drop-Off begins here"
- Have your Gold Pick-Up card visible for staff to read your student's name. This will keep the line moving quickly.
- When the dismissal bell rings at 3:05, a staff member will direct your student to the car.
- Staff will unload/load the children.
- Please do not leave your car for any reason.
- A staff member will direct traffic and tell you when it is safe for you to pull forward.

Pick-up name cards

- Anyone picking up a student from school **must** have a gold pick-up name card in their car window. These cards will be available from the child's teacher or can be picked up in the office. List the names of the students you are picking up, so the staff member can direct the student to walk to the car.

Gold dismissal notes

- For changes in a student's pick-up routine or for occasional after school plans, fill out a MFGS gold dismissal change note. These notes will be available in the student's classroom, office, and on the school's website. This includes both bus and pick-up changes.

Parent Drop-Off & Pick-Up

- When dropping off in the morning and/or picking up your child at the end of the day, we will unload and load all cars through the parent pick up line at the rear of the building.

Visitation

The Faculty and Administration encourage parents to visit their child's classroom. When making a visit, parents should first check in at the office. (see procedure below) Please make arrangements a day in advance with the office or your child's teacher as to when you would like to visit. The first month of school is usually not a good time, as the children are getting accustomed to a new routine and getting to know their classmates. Lunch visits (after Labor Day) are always welcome, please sign in at the office before heading to the cafeteria.

We ask that classes not be interrupted during the day by parents wishing to talk to the teacher. Class time is too valuable, and we do not want to interrupt valuable learning time. Please stop in the office and make arrangements to visit with the teacher after class. Maroa-Forsyth Grade School is handicap accessible.

Visitor Check-In Procedure

Our new visitor check-in system requires all visitors to scan their driver's licenses at the interactive kiosk in the front office. Names and dates of birth will be compared to the national database of registered sex offenders. Approved frequent visitors can receive a digital pass, to be scanned in lieu of a driver's license.

- Scan the barcode on the back of your license. Confirm your name and date of birth
- Enter your cell number to receive a digital pass for faster check in
- Once approved, choose the nature of your visit
- Take your photo
- Print your visitor pass.
- When leaving, please sign out at the Kiosk in the office

Birthday Treats and Class Party Treats

The faculty and staff of Maroa-Forsyth Grade School want students to enjoy celebrating their birthday with their classmates. If you would like to bring a birthday treat for your child there are some guidelines that must be followed:

Treats must be store bought and in their original package

Treat size should be age appropriate

Treats must be ready to serve (no teacher preparation)

Treats are for the students in their classroom and teacher only, not to be taken to other classes

Teachers should be contacted at least one day in advance

Treats must be delivered to the office by 9:00 am

We ask that students not bring balloons, decorations, party invitations, or party favors. These become a distraction and aren't allowed on the buses. We request that treats not be brought in unless pre-arranged with the classroom teacher.

Community Club

Community Club provides numerous hours and thousands of dollars of support each year-all to enrich the educational facilities and opportunities of the Maroa-Forsyth K-5 students. Parents and teachers are all urged to become active members of Community Club, to support their meetings and activities, and to become contributing members of the school community.

Community Club meetings and functions are open to the family members and friends of Maroa-Forsyth students. Regular monthly meetings are held on the 1st Monday of each month at 6:30 pm in the Grade School Library.

Community Club Officers Maroa-Forsyth Grade School

President – Tricia Queen

Vice-President – Charity Mefford

Secretary – Julia Livingston

Treasurer – Lacy Woolum

Box Top Coordinator – Brittany Miller

Fundraiser Coordinator – Lydia Watters & Megan Clark

Hospitality Coordinator – Jennifer Panganiban, Christine Chandler

Volunteer Coordinator – Carrie Sager & Hannah Fraysure

Book Fair Coordinator – Chris Kopicka

School/Community Club Volunteer Program

We are interested in increasing the number of parent and community volunteers working at Maroa-Forsyth Grade School. We are anxious to set up a registry of available volunteers within the community that might be shared or utilized by the school and Community Club. Parents may sign up to be a part of this program at Registration in August (or contact the building principal at any time during the year).

The basic purposes of the volunteer program are:

1. To work with students who are experiencing difficulties with basic educational programs.

2. To enrich learning experiences for all students and to broaden the general curriculum.
3. To assist the teachers in their operation and implementation of the school program.

I/We would be able to share the following skills with Maroa-Forsyth Grade School:

Tutoring and working individually with students

Assisting and leading instructional activities (list)

Help make bulletin boards

Art instruction

Physical education (dancing, aerobics, general P.E.)

English, reading, spelling, (spelling bee tutoring, creative writing, listening to students read, drama, choral readings, etc.)

Math (Contig, special projects)

Science (science fair, science experiments and demonstrations)

Career education

Social Studies (talks, slides, share material from foreign countries)

Nutrition and Foods

Office Assistance (copy papers)

Computer Education

Public Relations

Assist with Community Club projects, such as fundraisers, class parties, dinners, and programs.

School Lunches and Lunch Money

School hot lunches (includes milk) are \$2.75 per day. Milk may be purchased separately for 30 cents. Milk and lunch prices are always subject to change. Lunch money (cash or check) is accepted any day of the school week in the school office. If you prefer to pay by the month in advance, this is also acceptable. Lunch money can also be paid electronically thru Efund on the Skyward Family Access. School menus can be located on the District or School Website. A paper copy of the menu can be provided if requested. Orange drink may be substituted in place of the milk provided in a hot lunch only if a consent form is completed by a physician and filed in the Office of the Principal. Free lunches are available to children whose parents qualify using State/Federal guidelines. Forms are available in the Office of the Principal.

The school cafeteria is maintained as a vital part of the health program of the school. Students are requested to cooperate by depositing all lunch litter in wastebaskets, returning all trays and utensils to the dishwashing area, and leaving the table and floor around you in a clear condition.

FREE AND REDUCED LUNCHES

Application forms for free and reduced lunch for students that qualify are available in the school office. Such application forms must be completed by the parent and returned to the office. The Superintendent of Schools will make approval for the request.

School Menu/Newsletter

The school lunch menu and other informational items are available on the District or School Website at the end of each month.

Lost Textbooks

If a student loses a book during the year, he/she will have to pay the price for another book. At the end of the year, the books assigned will be examined. If they show more than normal "wear and tear," students will be asked to pay an additional amount to cover the cost of the book.

Social Worker

The Grade School has the availability of a social worker. In addition to character education, social work services are available through parent and teacher request.

Grading Scale

The grading scale for Maroa-Forsyth Grade School will be as follows:

A	90-100	Very Good, well above average
B	80-89	Good, above average-
C	70-79	Satisfactory, normal rate of progress
D	65-69	Needs improvement, below average

F	64 or below	Failing to meet minimum standards
S	Satisfactory	
N	Needs Improvement	
U	Unsatisfactory	
INC	Incomplete	
M	Mastered (Kindergarten)	
NA	Needs Assistance (Kindergarten)	
No	No (Kindergarten)	
P	Progressing (Kindergarten)	
W	Warning (Kindergarten)	
X	Not Assessed (Kindergarten)	
Yes	Yes (Kindergarten)	

The teacher has the right to curve any grades that may fall below the normal bell curve if he or she believes the test was unusually difficult or unfair.

Expectations for Behavior

Maroa-Forsyth Grade School is a PBIS School. Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social/emotional skills needed to ensure their success at school and beyond.

Expected behaviors are modeled and taught to students. They learn to support a school environment of respect, responsibility, and effort. Throughout the year all students are recognized for their participation in maintaining a positive atmosphere. The "Trojan Code of Honor Matrix" explains the expectations that students are taught and responsible for upholding.

Parent Communication with the School

Parents are encouraged to keep the school informed of anything that might impact a student. We have numerous ways to contact the school and encourage parents to use them to keep us informed.

During the school day, parents sometimes need to get messages to or bring in items to be delivered to their children. We ask that you observe the following procedures:

- Please call before 1:30 p.m. except in legitimate emergencies, we find it difficult to accept routine messages and relay them to students after this time.
- Students learn responsibility by practicing it. We encourage parents to let students take responsibility for getting to school with the items needed.
- There are times when students forget items that must be delivered. In that event, items may not be taken to students in the classrooms. Items must be dropped off in the Main Office and they will be delivered to your student.
- Students will not be allowed to use the phone unless they bring a note from their teacher requesting that the student use the phone or they have permission from the office staff. Please do not send time-sensitive or emergency information by email. Teachers may not have a chance to check their email before school dismisses. If there is an emergency or if it is essential that a child receive a message before leaving school, call the office and talk with someone who can make sure your student gets the message.

Promotion/Retention Policy

Retention of a student is considered when grade level expectations have not been met. The expectation for grades are outlined in the Common Core State Standards. To be eligible for promotion students must pass:

Reading, Language Arts, and Math for 3 quarters as well as maintain a yearly passing average in Science and Social Studies.

Kindergarten students should attain mastery of 90% of the skills that they are evaluated on during each of the 9 week grading periods. In determining placement, promotion, or retention, the best interest of the student shall be considered.

The school will not only consider the child's academic achievement and needs, but also his/her age, social, developmental, and emotional maturity.

Principal approval is required before a student may be retained. Parental agreement concerning retention will be sought, but is not required.

STUDENT RECORDS

The District maintains two types of school records for each student: a permanent record and a temporary record. These records may be integrated.

The permanent record shall include, but is not limited to:

Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s), academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations, unique student identified assigned by SIS, Attendance record, Health records, Record of release of permanent record information in accordance with 105 ILCS 10/6(c), Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12).

The permanent record may also include: Honors and awards received, Information concerning participation in school-sponsored activities or athletics or offices held in school sponsored organizations.

The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred.

All information not required to be kept in the student permanent record is kept in the student temporary record and must include:

A record of release of temporary record information in accordance with 105 ILCS 10/6(c), scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8), Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction, Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit, Completed home language survey, Any biometric information, Health-related information, and Accident reports.

The temporary record may include:

Family background information, Intelligence test scores, group and individual, Aptitude test scores, Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews, Elementary and secondary achievement level test results, Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations, Honors and awards received, Teacher anecdotal records, Other disciplinary information, Special education records, Section 504 records, Verified reports or information from non-educational persons, agencies, or organizations, Verified information of clear relevance to the student's education.

FAMILY EDUCATION PRIVACY ACT (FERPA) & ILLINOIS SCHOOL STUDENT RECORDS ACT (ISSRA)

A student's school records are confidential, and information from them will not be released other than as provided by law. State and federal law gives parent(s)/guardian(s) and eligible students certain rights with respect to their student records. These rights are to:

1. The right to inspect and copy the student's education records no later than 10 business days after the day the school receives a request for access, unless the District extends the response time, by no more than 5 business days, from the original due date. A parent/guardian or eligible student should submit to the Records Custodian, Principal, or other appropriate official, written requests that identify the record(s) they wish to inspect. The District official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. There may be a charge for copies, not to exceed \$.25 per page. This fee will be waived for those unable to afford such cost. If the records are not maintained by the District official to whom the request was submitted, that official shall advise the parent/guardian or eligible student of the correct official to whom the request should be addressed. Both parents/guardians have the right to access student records, unless there are limitations on the right of access to student records in cases where a court order of protection or other certified copy of court order that specifically denies access to school records exist.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. A parent/guardian or eligible student may ask the District to amend a record that they believe is inaccurate or misleading. They should write the District officials responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise the parent/guardian or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the parent/guardian or eligible student's education records, except to the extent that FERPA and ISSRA authorizes disclosure without consent. Exception that permits disclosure without consent are the following:
 - Disclosure to school officials with legitimate educational interests. A school official is a person employed by the District in an administrative supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the District has contracted (such as an attorney, auditor, or collection agent); or a person serving on the Board of Education.
 - A school official has a legitimate educational interest in the official needs to review an education record in order to fulfill his or her professional responsibilities.
 - Upon request, the District discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
 - To persons authorized or required by state or federal law to gain such access, as provided in the regulations
 - To appropriate officials in connection with a health or safety emergency
 - To comply with a judicial order or lawfully issued subpoena
 - Information the District has designated as "directory information" (see below)
4. The right to request removal from the student's academic transcript of one or more scores received on college entrance examinations through the submission of a written request stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be removed.
5. The right to copy any student record that is proposed to be destroyed or deleted.
6. The right of the parents to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, in the event of the transfer of the student to that district.
7. No person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right to student records under state and federal law.
8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington DC 20202-4605

The District may release personally identifiable information regarding students. Parent(s)/guardian(s) may prohibit such a release regarding their child/ward. Directory information shall be limited to:

Name

Address

Grade level

Birth date and place

Parents'/guardians' names and addresses

Academic awards, degrees and honors

Information in relation to school-sponsored activities, organizations and athletics

Major field of study

Period of attendance in school

Before releasing directory information the Building Principal shall provide written notification to the student's parent(s)/guardian(s) of the following: notification date, parent(s)/guardian(s) names, student's name, directory information to be released, scheduled date(s) of release, and the process and deadline for prohibiting the information's release.

PPRA

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. & 1232h, requires Maroa-Forsyth School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as lawyers, doctors or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.
3. The right to inspect a survey created by a third party before it is administered and distributed to their student.
4. The right to inspect any instructional material used as part of their child's educational curriculum.
5. The right of a parent of a student to inspect, upon the request of the parent, any instrument used in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose) prior, and the parent's right to inspect any collection instrument used for this purpose.

CURRICULUM REVIEW

Curriculum content may contain certain topics/activities that a parent may find objectionable, and the pupil may be excused from that portion of the course, if the parent submits a written objection (Sex education, Dissection, etc), and the objection is granted. Parents may review textbooks and other curricular materials. Please contact the teacher, guidance counselor, or principal to schedule such a preview.

EQUAL OPPORTUNITIES

Title IX provides "no person in the United States shall on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance" with certain minor exceptions.

The director of Title IX for CUSD #2 is the Superintendent of Schools for the Maroa-Forsyth CUSD #2. The superintendent's office is located at:

John Ahlemeyer
641 E Shafer St
Forsyth, IL 62535
794-3488

Also, under the same philosophy, each and every student has the same privileges to an equal education without regard to sex, race, national origin, color or handicap. Any person who feels that he/she is being denied the rights previously mentioned should contact the building principal. If no satisfaction is obtained, the person should then contact the Unit Superintendent. If, after going through the first two steps, the person still feels they are being denied some right, then the next step in the chain of command would be to discuss the matter with the Board of Education. Students have the right to present their case, have representation, and have witnesses.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The Illinois State Board of Education has assured the provision of special education to all children with disabilities within federal statutory timelines such special education services:

1. Are provided at public expense, at no charge to parent(s)/guardian(s);
2. Are under the general supervision of the Illinois State Board of Education;
3. Meet the standards of the Illinois State Board of Education and all other applicable state and federal statutes, rules, or regulations;
4. Include preschool, elementary school and secondary school education in Illinois;
5. Are in conformity with an Individual Education Plan.

SEXUAL HARASSMENT POLICY & SEX EQUITY

Sexual harassment is a form of sex discrimination which violates Title VII and Title IX of the Civil Rights Act of 1964, as amended, and the Illinois Human Rights Act. It is the policy of Maroa-Forsyth Community Unit School District No. 2 to maintain a learning and working environment that is free from sexual harassment. The School district prohibits any form of sexual harassment. It shall be a violation of this policy for any student or employee of Maroa-Forsyth Community Unit

School District No. 2 to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

The School District will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the School District. Students or employees should report any sexual harassment to the Building Principal/designee, Superintendent, Coordinator for Nondiscrimination or a counselor. If the claim of sexual harassment is against one of the foregoing persons, the student should instead report the harassment to any other of the persons specified. The complete board of education policy on sexual harassment is on file and available for viewing in the building principal's office.

HARRASSMENT/BULLYING POLICY

No person or student shall harass, intimidate, or bully a student. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual that affects a student's educational performance or creates an intimidating, hostile, or offensive educational environment.

Bullying means any persistent or systemic physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of: (1) placing the student in reasonable fear of harm to the student's person or property; (2) causing a substantially detrimental effect on the student's physical or mental health; (3) substantially interferes with the student's academic performance; or (4) substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Any student who is determined, after an investigation, to have engaged in bullying, intimidation or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and/or expulsion consistent with the school and district's discipline policy. Parents of students who have engaged in the above behavior will be notified. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

All reports of bullying are taken seriously and investigated in a timely manner. Bullying can be reported to the building principal or teacher. Bullying can also be reported anonymously through the email address: stopbullying@mfschools.net.

The complete Board of Education policy on harassment/bullying (7.20) is available online at <http://www.mfschools.net/unit/board/manual/7POLICY.pdf>. You may also contact the building principal to receive a copy of this policy.

ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES

School authorities may require a student or his or her parent or guardian to open a social media account or profile on a social networking website if school authorities have reasonable cause to believe that a student's account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

STUDENT BEHAVIOR

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety dignity of students and staff; (2) maintain a positive, weapons-free and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity, function, or event;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to conduct which may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including, but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a) Any illegal drug, controlled substances, or cannabis (including marijuana and hashish).
 - b) Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c) Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d) Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e) Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f) Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g) "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance, or other substance prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance prohibited by this policy.
 - h) Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a "weapon" as the term is defined in the Weapon section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication devices, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct. Prohibited conduct specifically includes,

without limitations, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, and bullying using a school computer or a school computer network, other comparable conduct. Teen dating violence, as described in Board policy 7.185, Teen Dating Violence Prohibited, is prohibited.

10. Engaging in any sexual activity, included without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to: assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive intervention and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsion and out-of-school suspensions to the greatest extent practicable and where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s)
2. Disciplinary conference
3. Withholding of privileges
4. Temporary removal from the classroom
5. Return of property or restitution for lost, stolen or damaged property
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.

7. After-school or weekend provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and non-profit agencies that enhances community efforts to meet human, educational and environmental or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measures, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board Policy 7:220, Bus Conduct.
11. Out-of-School suspension from school and all school activities in accordance with Board policy 7:200 Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210 Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the school code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to: illegal drugs (controlled substances), "look-a-likes", alcohol, weapons, or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year; but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18, of the United States Code (18 U.S.C. 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look-alikes" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

SUSPENSION PROCEDURES

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures providing, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required and the student can be immediately suspended, when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and a student which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Reason for number of suspension days;
 - e. Upon request of the parent(s)/guardian(s), a review of the out of school suspension shall be conducted by the School Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel, at the parent's own expense. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail the rationale for suspension.

EXPULSION PROCEDURES

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. State that the School Code allow the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board.
3. During the expulsion hearing, the Board of hearing officer shall hear evidence concerning whether the student committed the gross disobedience or misconduct as charged. School officials must provide: (1) Testimony of any other interventions attempted and exhausted or of their determination no other appropriate and available interventions were available for the student and, (2) Evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, at parent's own expense, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall

decide the issue of whether the student committed the misconduct as charged and take such action as it finds appropriate.

4. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community or (2) substantially disrupt, impede, or interface with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

MISCONDUCT BY STUDENTS WITH DISABILITIES BEHAVIORAL INTERVENTIONS

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual individual education plan review, a copy of this policy shall be given to the parent(s)/guardian(s). The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parent(s)/guardian(s).

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A special education student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by the IDEA during such removals. Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer changing the student's placement to an appropriate interim alternative educational setting for up to 45 days, if the District demonstrates that maintaining the student in his/her current placement is substantially likely to result in injury to the student or others. A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA. The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

BUS CONDUCT

All students must follow the District's School Bus Safety Rules.

School Bus Suspensions

The Superintendent, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

1. Prohibited student conduct as defined in the Board policy, 7.190, Student Behavior.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.

4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

SCHOOL BUS REGULATIONS

All students must follow the District's School Bus Safety Guidelines. The Superintendent, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

1. Prohibited student conduct as defined in the Student Discipline Code.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

School Bus Safety

Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.

1. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
2. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
3. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
4. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
5. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
6. Wait until the bus comes to a complete stop before standing up. Use the handrail when exiting the bus.
7. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
8. If you must cross the street after you get off the bus, wait for the bus driver's signal and then cross in front of the bus.
9. Never run back to the bus, even if you dropped or forgot something.

ELECTRONIC RECORDINGS ON SCHOOL BUSES

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

PHOTO/VIDEO RELEASE

Your child's picture/video and/or name (including the school the student attends) may be included on informational news coverage and for educational purposes, including being shown on the District's web page or social media sites. If you do not want your child's picture used in this manner, please contact the principal.

HOMELESS STUDENTS

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public preschool education. For more information on the District's education plan for homeless individuals, please contact the unit office.

AT RISK STUDENTS

The School District shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs. For more information on the District's At-Risk programs, please contact the unit office.

ENGLISH LANGUAGE LEARNERS

The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. For More information on the District's English Language Learner Program, please contact the unit office.

TITLE I PROGRAM

The Title I Program is a federally funded educational program equipped to aid the academic needs of identified students. Students will be re-evaluated at the end of each quarter to determine if continued services are necessary through the Title I Program. All students achieving average or above average grades on their report card at the end of the quarter are eligible to exit the program. Decisions regarding continued participation in the program are made by the parent, classroom teacher, and the Title I teacher.

The objective of the Title I Program is to help students improve reading and/or math skills in order to achieve grade level competency.

The District maintains programs, activities, and procedures for the involvement of parent(s)/guardian(s) of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts, which are detailed in Board Policy 6.170.

SAFE SCHOOL ZONE

Maroa-Forsyth Schools are located in a school safe zone. This means any student in violation of selling, possessing, or using drugs; possession of a weapon on school grounds, gang recruitment, will be subject to increased penalties from the legal system. Maroa-Forsyth will pursue this law to its fullest extent. The school safe zone extends 1000 feet in each direction from each building within the school district.

DRESS CODE POLICY

Research has indicated that students tend to act in a manner similar to their appearance. Therefore, it is the policy of this school to require students to dress appropriately to enhance a positive learning environment in our buildings. Students should wear clothing that avoids extremism and/or is a distraction to the educational process. If a student's appearance is deemed by a teacher or administrator to be a disturbing influence, the student will be asked to change clothes, request a parent bring a change of clothes, or be dismissed from school until acceptable appearance is reached. The following is considered inappropriate dress for Maroa Forsyth students:

- A. Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.
- B. Shirts, jackets, jewelry, buttons, etc. that advertises drugs, alcohol, tobacco, and inappropriate language or messages, both stated or implied
- C. Slit or Cut jeans that exposes undergarments or skin above the knee
- D. Sagging pants that expose undergarments or shirts that expose straps
- E. Flannel or pajama pants
- F. Shirts or tops that expose the midriff or cleavage

- G. Halters, tube tops, or spaghetti straps. Sleeveless shirts must measure at least a 3-finger width across the strap. Both shoulders should be covered using this standard.
- H. Dresses, skirts, or shorts must be at a minimum of fingertip length.
- I. Coats to the classroom
- J. Headwear of any kind
- K. Bandannas
- L. Chains not designed to be worn as jewelry, including wallet chains
- M. Jewelry or accessories with spikes, studs, etc. or any accessory/piercing that might be deemed
- N. Sunglasses (Not permitted at dances either)
- O. Shoes without hard or rubber soles. No house slipper type shoes.
- P. "Heelies", or other shoes with wheels
- Q. Any sheer or lace top must be worn over a sleeveless shirt that meets the requirements of sleeveless shirts as outlined in "T" above.
- R. When wearing tights (tights have feet), the tights must be worn with dresses, skirts, or shorts that must be a minimum of fingertip length.

Fingertip length is defined as the tips of fingers when arms are relaxed down at sides.

Students will be required to change the clothing before they go back to class and will receive a warning on their first offense. On any subsequent dress code violation, students will be required to change the clothing before going back to class and will receive a detention.

ACCEPTABLE USE

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the School board's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for Electronic Network Access contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

The failure of any student to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

CHAIN OF COMMAND

The procedure for student/parent to register a complaint and/or to discuss issues are as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Any matter that involves a teacher should begin with the teacher. If it is a matter that involves the principal, it should begin with the principal, etc.

Starting at a higher level in the chain of command will result in the matter being sent back to the area where the discussion needs to begin. If satisfaction is not achieved at that level, then the matter should be taken to the next step in the chain of command.

While Maroa-Forsyth understands the importance of email and telephone communication, matters of this magnitude cannot be properly addressed through those means. All communication concerning complaints or other issues must be addressed in a face-to-face meeting between the parties.

Classroom Behavior Guidelines

At the beginning of each school year, individual classroom teachers will send home individual classroom behavior guidelines or rules along with any grade level policies. Please refer to these classroom guides for individual classroom issues.

SCHOOL ATTENDANCE

The obligation for regular attendance rests with the parents/guardians. When a student is absent the parent or guardian must call the school before 9:00 a.m. the morning of the absence and report the reason for the absence. Any student who is absent