

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

REGULAR SCHOOL BOARD MEETING

March 14, 2022 – 6:30 PM

HIGH SCHOOL – Library
610 West Washington St., Maroa, IL 61756

Agenda

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Citizens Wishing to Address

Presentations

Learning & Discussion

5. COVID-19 update and procedures
6. Textbook recommendations
7. Transportation RFP/RFQ Update
8. Registration fees/1:1
9. Committee Reports
 - a. Transportation
 - b. Policy
 - c. Facility and Finance
 - d. DDELT
 - e. Negotiation
 - f. Foundation
10. Principals' Reports
11. Other Consent Agenda Items, Discussion

Action Items

12. Approval, Consent Agenda (Any item may be removed from the consent agenda by any board member.)
 - a. Approval of the Open Minutes for the Board Meetings on February 14 and Negotiations March 9)
 - b. Board Bills of January 2022
 - c. Financial Reports
 - d. Consolidated District Plan
13. Approval, Confirmation for the District to remain mask optional
14. Approval, To enter closed session
 - a. for the appointment, employment, compensation, discipline, dismissal, or performance of specific employees of the public body pursuant to Section 5 ILCS 120/2(c)(1).
 - b. for the discussion of negotiations between the District and the MFTA pursuant to Section 5 ILCS 120/2(c)(2)
 - c. for the discussion of student discipline pursuant to Section 5 ILCS 120/2(c)(9)
15. Approval, Personnel Report as presented

16. Adjournment

Proposed High School Science Curriculum Purchases

The high school science department reviewed the current curriculum/resources and compared it to curriculum materials from McGraw Hill, Houghton Mifflin, and Cengage. Below is our recommendation for purchase.

McGraw Hill - Classroom sets of books will be purchased along with 8 year online subscriptions.

- Inspire Physical Science (Inquiry Science)
- Inspire Biology
- Inspire Chemistry
- Human Anatomy and Physiology (6 year subscription is longest they offer)

Cost - \$51,810

Cengage Learning - Classroom set of books will be purchased along with online subscriptions.

- Chemistry AP Edition by Zumdahl (6 year subscription)
- Organic Chemistry: A Short Course (6 year Subscription)

Cost - \$19,106.50

Proposed Curriculum Purchase for all faculty members

Members of the high school faculty reviewed Gale in Context using a free trial during the month of February. This is a database that will be available for all students and staff to use.

Gale in Context for Educators and Students - 5 year subscription

Cost - \$27,375

Total Cost - \$98,291.50 paid using ESSR funds

Grade School 22-23 School Year Curriculum Purchases					Funds Used for Purchase		
Skill	Material	Company	Grade Level	ESSER -- Curriculum - July 1 Funds	Jumpstart - This year	No Grant - Curriculum Funds	
Math	Workbooks & Teacher Material	SAVVAS	2-5	44393.28			
Math	Student Manipulatives	SAVVAS	2-5	4380.48			
Math	Student Manipulatives	SAVVAS	K-1		2397.6		
Phonics	Workbooks & Teacher Material		K-3	95%		7829.2	
Phonics	Intervention		K-1	95%	11170.5		
TOTAL				48773.76	13568.1	7829.2	

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

2022-2023

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 3, 2022 12:00-5:00

Middle School

Grade 6 - 8 Wednesday, August 3, 2022 12:00-5:00

High School

Grade 9 -12 Wednesday, August 3, 2022 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 4 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, 2022.

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

TECHNOLOGY FEES \$50.00

The Maroa-Forsyth CUSD #2 will be 1:1 starting in 2022-2023 for grades 2-12. Each student in Middle and High School will be issued a Chromebook to use during the school year. The Chromebooks will be returned and updated as needed at the end of the school year. Students at the Grade School in grades 2-5 will each have a Chromebook that will be stored in their classrooms. Information on the repair and/or replacement will be in the rental agreement on Skyward when registration opens.

CAFETERIA

Lunch prices are \$3.00 for Grades K-5 and \$3.25 for grades 6-12. Additional milk .35.

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 \$60.00 and the fee for High School Participation is \$110.00. This includes MS Dance Team, IIS 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. A family pass can be purchased for \$150. Annual passes are good for all High School and Middle School regular season events.

All Middle and High School Students will get into home regular season games at no charge with a valid school ID.

OPENING DAY

First day for students will be Wednesday, August 17, 2022. August 17, 2022 will be a half day and dismissal times are 11:30 AM for HS & MS/11:40 AM. for GS. Thursday, August 18, 2022 will be the first full day.

SCHOOL HOURS

Starting and dismissal times for the 2022-2023 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

*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.*



Board Report - March 2022

- Annual state testing at the High School will be on April 13th. The Juniors will take the SAT, the Sophomores will take the PSAT 10, and the Freshman will take the PSAT 9. Students will be dismissed from school when testing is completed. Seniors will spend the day doing community service or job shadowing and will not report to school.
- This year's Math Team won their Regional and will compete in the State Competition on April 30th. The Academic Challenge Team who won their Regional and competed in the Sectional on March 9th. Both teams are coached by Mrs. Erin Atherton.
- The band and choir will be taking their trip to New York over Spring Break.
- This year's musical, Les Miserables, will be on April 7th (Dinner Theater), April 8th, and April 9th (2 shows). Tickets will be going on sale soon.
- The Principles Advisory Committee and the Building Leadership Team have been discussing and working on student handbook changes for the 2022-23 school year. The major topics we have been focusing on is the dress code and use of lockers. The next step is to review the handbook and possible changes with a parent advisory group. We will be presenting our changes to the board of education at the April school board meeting for discussion.
- Mr. Holthaus and I have conducted all scheduling meetings with the students for next year and schedule requests are due back before we go on Spring Break. We will start working on the master schedule and the students schedules in April.
- The Principal's Advisory Committee is sponsoring a "March Madness" week from March 14-18. Students will have theme days every day and we have some fun activities planned for the students and staff.
- High School graduation will be on May 27th at 7:30pm. We will have a traditional graduation in the HS gym. Typically we have two board members help us hand out diplomas. Lori has a graduating senior so I have asked her to help, but I will still need one more volunteer.



March 21-22 School Board Report

Calendar of Important Dates:

- March 12 - Regional Spelling Bee
- March 14 - Last Day of Krispy Kreme Doughnuts Fundraiser
- March 21-25 - IAR Testing
- March 25 - PBIS Quarterly Celebration

Moments of Awe:

- Pre-K enjoyed inviting special guests to their classrooms for "Dad's Day".
- Pre-K will interact with the mobile zoo on the 16th at Maroa City Hall.

W.I.N. Time:

- Rotation #4 of W.I.N. Time began on March 7th.
- This is our final rotation and it will end on April 29th so students and teachers can prepare for end-of-the-year assessments.

PBIS & SEL:

- The Movie & Popcorn Quarterly Celebration will be held on the 25th.
- Our newly purchased digital K-8 SEL curriculum is being used for monthly classroom lessons.
- The behavior TA is keeping busy doing the classroom lessons and morning check in's with our tier 3 behavior students.

Student Council:

- The Student Council reps are excited to update our Student of the Month Wall where we spotlight the nominated individuals from every classroom.
- Student Council will continue to sell and distribute Pickles and Popcorn every Thursday.
- Peppermint has been found to improve memory, alertness, and concentration. For that reason, Student Council plans to support our 3rd-5th graders as they take their IAR state test with gum and mints.
- Student Council will continue to show appreciation to faculty and staff with our weekly Woot Woot Wagon.
- Student Council will also meet to finalize additional community service projects as well as brainstorm further ideas for Teacher Appreciation Week and Field Day.



MAROA-FORSYTH MIDDLE SCHOOL

101 Cedar St.
Maroa, IL 61756
(217) 794-5115

Dr. Kristopher Kahler
SUPERINTENDENT
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Mr. Nathan Sheppard
PRINCIPAL
nathan.sheppard@mfschools.net

March Board Report

- ★ We are gearing up for IAR.
 - Departments are utilizing the next two half-days to review their Pacing Guides and make a plan of action from here to then (mid April) in order to cover as many Standards as possible, giving our kids the greatest opportunity to do well on the IAR. We continue to stress Reading and Writing in all curricular areas.
 - Staff will complete Training for IAR March 16th
 - Testing dates will be April 11-13.
- ★ Scholastic Bowl is in full swing.
- ★ Arnav Kolloru (8th Grader) represented the District in the Regional Spelling Bee at RCC on March 12th.
- ★ Girls Volleyball just ended their season. Both 7th and 8th grade showed substantial improvement from the beginning of the season to the end.
- ★ Track Season for Girls and Boys is up and running with good numbers.
- ★ The start of the 4th quarter means that all students will be assigned to different Focused Learning Periods.



MAROA-FORSYTH HIGH SCHOOL

610 W. Washington St.
Maroa, IL 61756
(217) 794-3463

Dr. Kristopher Kahler
SUPERINTENDENT
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Mr. Phil Applebee
ATHLETIC DIRECTOR
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Board Update

3/14/22

MFMS

Scholastic Bowl is moving along and getting close to wrapping up their regular season. The OKAW Conference Tournament will be held when we get back from Spring Break.

The MS volleyball seasons came to a close in the regionals. COVID and injuries really hurt the teams this year. The 7th grade really showed a lot of improvement as the year progressed.

Track is gearing up for their first meet and have been getting outside. We have about 65 students out for the team this year. We also received confirmation that we will be hosting the IESA Sectional in May

MFHS

The girls basketball team lost in the first round of the regionals. The team finished 13-16. Junior Leah Adlaf finished 4th in the state at the IHSA 3 Point Competition.

The boys basketball team won the regional for the first time since 2007. They lost in the sectional semifinals to finish the season 19-12 and 5-4 in the Sangamo Conference. The team really played well together. The 19 wins are the most in a season since the 2009-10 season.

The Trojanettes and Cheer are finishing up tryouts for the 2022-23 school year. Both teams had great turnouts.

Scholastic Bowl finished their season at the IHSA Regional that was held at MFHS. Thank you to all who helped out with the season.

Our track team is having success at the indoor portion of their season. Indoor state is approaching and we have some student-athletes that have a chance to advance.

Softball and baseball are also starting their seasons. Softball has 19 girls out and baseball 22 boys. It looks like good weather coming in so we should be able to get some games in soon.

Board Notes for Minutes:

Meeting Date: 2/14/2022

Attach Agenda

Meeting called to order at: 6:32pm

Citizens wishing to address the board:

1. Name: William Parker

Topic: Thanked board for returning to mask optional. Expressed his right to not mask his children. Stated his children will not wear a mask or be tested again at Maroa- Forsyth.

2. Name: Jonathan Wintermeyer

Topic: Thanked the board for moving to mask optional. Urging board to not flip to masks if ruling is overt

If more space is needed please complete on separate sheet of paper. For this meeting attach a table.

Presentations:

Learning & Discussion (please add any notes next to topic)

Topics:

- 1. COVID-19 Update and Procedures

Kris presented where the ruling is now. Provided 3 options – table it, vote mask optional pending appeal vote decision, staying course we are on until court ruling, waiting until March meeting.

Action Item

COVID Protocols

Updated COVID Protocols as presented:

Notes: _____ (Insert motion language)

Motion: _____ Second: _____

Yea: _____ Nay: _____ Abstain: _____

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby		Wise		Zuniga		Conway	
Crawford		Duzan		Hasnain			

COVID Protocols

Updated COVID Protocols as presented:

Notes: _____ Vote to support Dr. Kahler going mask optional given circuit court ruling.

Motion: _____ Susie _____ Second: _____ Isaac _____

Yea: 7 _____ Nay: 0 _____ Abstain: _____

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby	Y	Wise	Y	Zuniga	Y	Conway	Y
Crawford	Y	Duzan	Y	Hasnain	Y		

Learning & Discussion

- 2. Board Protocols

Questions brought by admin community etc. Lindsey states she is going to be more assertive and uphold the board protocols. If questions or concerns, board addresses Kris. Needs to go through Lindsey as well. Chain of command needs to be followed. Board directives to admin should always go to Kris.

3. Activity Bus Lease-to-Own

Kris presented lease to own for five years, how we received our original; 75-80% reimbursable.
Demand or current activity bus is high; this will give use to not have large bus.

4. GS HLS Bonds

3 Bids for bonds; Peoples National Bank of Kewanee. Reviewed payment schedule.

5. Officials Pay 2022-2023

6. Transportation RFP/RFQ

Draft RFF/RFQ would look like, working w/ counsel to make sure everything is correct before going. Does not lock school district into decision. Public hearing would have to be done to advise public if outsource is chosen.

7. Committee Reports

Foundation dinner March 12. Negotiation- ideas of financial implications. Set up March 9 Communication Lab.

8. Principal Reports

Trojanettes will be recognized at pack the place.

Action Items

Consent Agenda:

Items removed: None

Motion: Matt Second: Wissam

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Crawford	Y	Duzan		Hasnain	Y	Willoughby	Y
Wise	Y	Zuniga	Y	Conway	Y		

HLS Bond as presented:

Notes:

Motion: Matt Second: Isaac

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby	Y	Wise	Y	Zuniga	Y	Conway	Y
Crawford	Y	Duzan		Hasnain	Y		

Closed session minutes to remain closed as presented:

Notes:

Motion: Lindsey Second: Susie

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby	Y	Wise	Y	Zuniga	Y	Conway	Y
Crawford	Y	Duzan		Hasnain	Y		

Enter into lease-to-own agreement for a second Activity Bus as presented:

Notes:

Motion: Matt Second: Lori

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby	Y	Wise	Y	Zuniga	Y	Conway	Y
Crawford	Y	Duzan		Hasnain	Y		

Official Pay for 2022-2023 as presented:

Notes: _____

Motion: Matt Second: Lindsey

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby	Y	Wise	Y	Zuniga	Y	Conway	Y
Crawford	Y	Duzan		Hasnain	Y		

MOU for teacher compensation preparing for excluded students as presented:

Notes: _____

Motion: Matt Second: Susie

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Willoughby	Y	Wise	Y	Zuniga	Y	Conway	Y
Crawford	Y	Duzan		Hasnain	Y		

Approval to Enter Closed Session:

Topic: 5 ILCS 120/2 (c)(1) (Personnel) & 5 ILCS 120/2 (c)(2) (Negotiations)

Time: 8:26pm

Motion: Matt Second: Lori

Yea: 6 Nay: 0 Abstain:

Re-enter Open Session:

Topic: _____

Time: 9:03pm

Motion: Matt Second: Lori

Yea: 6 Nay: 0 Abstain:

Personnel Report (must be read):

Motion: Lindsey Second: Matt

Yea: 6 Nay: 0 Abstain:

Member	Vote	Member	Vote	Member	Vote	Member	Vote
Wise	Y	Zuniga	Y	Conway	Y	Crawford	Y
Duzan		Hasnain	Y	Willoughby	Y		

Adjourn

Time: 9:04pm

Motion: Matt Second: Wissam

Secretary:

Attest: _____

Maroa-Forsyth School Board

Closed Meeting Minutes

Items in bold are required by 5 ILCS 120/2.06(a)(1)-(3). Non-bolded items align with best practices.

Date: February 14, 2022

Time: 8:26 pm

Location: Maroa-Forsyth High School

Name of person taking and recording the minutes:

Recording by Kris Kahler

Name of person presiding: Lindsey Wise

Members in attendance: Members absent:

1. Lindsey Wise
2. Matt Crawford
3. Lori Willoughby
4. Wissiam Hasnain
5. Darin Duzan (absent)
6. Isaac Zuniga
7. Susie Conway

Summary of the discussion on all matters (as specified in the vote to close the meeting):

Personnel-Appointment, employment, compensation, discipline, dismissal, or performance

Impending Litigation

Time of adjournment or return to open meeting 9:03 pm

The Board, during its semi-annual review of closed session minutes, has decided these minutes no longer need confidential treatment.

These minutes are available for public inspection as of: Date: _____.

DATED: January 16, 2018

Maroa-Forsyth CUSD #2

FY22 Budget Original	Fund 10		20		30		40		50		60		70		80		90		TOTALS
	Ed		O & M	B & I	Trans	IMRF	Capital Projects	Working Cash	Tort	Life Safety									
Fund Balance 7/1/2021	est	\$1,193,643	\$542,006	\$102,309	\$682,561	\$262,685	\$4,170,603	\$2,319,841	\$153,817	\$502,226									\$9,929,691
Revenue	est	\$8,411,860	\$1,395,300	\$3,590,300	\$1,029,500	\$181,700	\$26,872,900	\$122,300	\$606,100	\$115,500									\$42,325,460
Expenditures	est	(\$8,317,227)	(\$1,365,725)	(\$3,568,420)	(\$992,200)	(\$340,430)	(\$11,144,200)	\$0	(\$536,000)	(\$50,000)									(\$26,314,202)
Transfers In			\$600,000																\$600,000
Transfers Out:																			(\$500,000)
Fund Balance 6/30/22	est	\$1,268,276	\$571,581	\$124,189	\$719,861	\$103,955	\$19,899,303	\$2,442,141	\$223,917	\$567,726									\$25,940,949
Surplus/(Deficit)																			\$16,011,258
Operating Funds Balance																			\$5,021,859
Year to Year Change:																			\$283,808
Year to Year Change:																			\$2,442,141
To Date Estimates	Fund 10		20		30		40		50		60		70		80		90		TOTALS
	Ed		O & M	B & I	Trans	IMRF	Capital Projects	Working Cash	Tort	Life Safety									
Fund Balance 7/1/21	est	\$1,193,643	\$542,006	\$102,309	\$682,561	\$262,685	\$4,170,603	\$2,319,841	\$153,817	\$502,226									\$9,929,691
Audit Adjustments	est	\$32,116	(\$19,141)	(\$285)	(\$376,849)	(\$12,393)	(\$345)	(\$647)	\$0	\$0									\$0
Audited Beginning Bal		\$1,225,759	\$522,865	\$102,024	\$305,712	\$250,292	\$4,170,258	\$2,319,194	\$153,817	\$502,226									\$9,552,147
Revenue	est	\$8,847,407	\$1,386,726	\$3,587,818	\$1,087,971	\$181,165	\$32,496,887	\$122,263	\$609,296	\$116,508									\$48,436,041
Expenditures	est	(\$8,958,527)	(\$1,498,313)	(\$3,567,938)	(\$980,078)	(\$387,698)	(\$20,056,232)	\$0	(\$671,567)	(\$100,096)									(\$36,220,450)
Transfers In																			\$500,000
Transfers Out:																			(\$500,000)
Fund Balance 6/30/22	est	\$1,114,639	\$411,278	\$121,904	\$413,604	\$43,759	\$16,610,913	\$2,441,457	\$91,545	\$518,638									\$21,767,738
Surplus/(Deficit)																			\$12,215,591
Operating Funds Balance																			\$4,380,978
Year to Year Change:																			\$7,448
Year to Year Change:																			\$2,441,457

Revenue	TOTALS	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	Difference	%
Education Fund																
-0.1110 General Taxes	\$5,265,400	\$3,072,289	\$305,546	\$1,248,055	\$556,163	\$27,241	\$29,227	\$29,364	\$0	\$0	\$0	\$0	\$0	\$5,305,767	\$40,367	0.8%
-0.1150 Lease Levy	\$11,4500	\$96,781	\$5,546	\$27,155	\$13,025	\$842	\$656	\$0	\$0	\$0	\$0	\$0	\$0	\$114,500	\$341	0.3%
-0.1160 Special Ed Levy	\$85,600	\$35,432	\$5,516	\$21,723	\$10,420	\$474	\$508	\$0	\$0	\$0	\$0	\$0	\$0	\$91,873	\$273	0.3%
-0.1200 CPPRT	\$165,000	\$27,077	\$3,443	\$0	\$45,114	\$0	\$0,361	\$0,354	\$0	\$0	\$10,000	\$0	\$0	\$120,346	\$551	-0.5%
-0.1310 Tuition Total	\$8,300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,300	\$0	-100.0%
-0.1510 Interest Revenue	\$2,300	\$644	\$1,400	\$1,500	\$1,549	\$1,276	\$1,073	\$704	\$637	\$500	\$0	\$0	\$0	\$10,295	\$10,295	-51.9%
-0.1611 Food Services Student	\$16,000	\$1,461	\$4,194	\$9,310	\$4,470	\$3,935	\$3,269	\$8,785	\$8,785	\$1,000	\$1,000	\$1,000	\$1,000	\$35,316	\$35,316	255.2%
-0.1613 A La Carte Lunch	\$40,000	\$0	\$0	\$2,709	\$3,342	\$2,330	\$5,035	\$1,105	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$19,910	\$19,910	50.2%
-0.1620 Food Services Adult	\$11,100	\$0	\$0	\$0	\$0	\$85	\$0	\$0	\$0	\$10	\$10	\$10	\$10	\$85	\$85	-81.4%
-0.1711 Athletics Revenue	\$25,000	\$0	\$0	\$0	\$3,456	\$13,990	\$912	\$1,000	\$688	\$2,000	\$2,000	\$2,000	\$2,000	\$25,205	\$205	-20.7%
-0.1820 Fees	\$44,460	\$3,662	\$6,000	\$7,644	\$1,000	\$415	\$10,084	\$470	\$150	\$3,000	\$2,800	\$2,500	\$2,500	\$44,460	\$0	0.1%
-0.1821 Tournaments & Workshops	\$95,000	\$36,955	\$42,735	\$5,573	\$5,420	\$510	\$300	\$400	\$1,656	\$500	\$800	\$800	\$800	\$94,788	\$4,788	5.0%
-0.1900 Misc. Revenue	\$103,200	\$4,239	\$5,646	\$3,256	\$2,806	\$3,537	\$12,774	\$2,608	\$2,261	\$4,500	\$12,000	\$12,000	\$12,000	\$96,067	\$6,067	-5.8%
-0.2000 Flow-Through Fund	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
-0.2001 State Aid	\$1,262,900	\$0	\$151,172	\$151,172	\$151,170	\$151,170	\$151,170	\$49,930	\$57,000	\$57,000	\$51,000	\$151,170	\$151,170	\$1,256,033	\$6,867	0.5%
-0.3100 Grants-Fid-Spec	\$4,100	\$0	\$0	\$13,978	\$0	\$0	\$0	\$0	\$0	\$0	\$2,580	\$0	\$0	\$17,240	\$17,240	419.0%
-0.3300 State Fire Insur & Ag	\$0	\$0	\$0	\$0	\$0	\$485	\$482	\$1,174	\$0	\$0	\$0	\$0	\$0	\$4,100	\$4,100	0.6%
-0.3300 State Fire Insur & Ag	\$0	\$0	\$0	\$0	\$0	\$485	\$482	\$1,174	\$0	\$0	\$0	\$0	\$0	\$4,100	\$4,100	0.6%
-0.3370 Drivers Ed Aid	\$204,100	\$0	\$0	\$60,000	\$0	\$50,000	\$25,000	\$25,000	\$25,000	\$10,000	\$27,000	\$15,000	\$15,000	\$239,000	\$39,000	19.2%
-0.3705 Pre-K Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
-0.3905 School Maintenance Project	\$0	\$0	\$0	\$152	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000	\$1,152	\$152	15.2%
-0.3995 Library	\$0	\$0	\$0	\$152	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000	\$1,152	\$152	15.2%
-0.4210 Federal School Lunch	\$39,000	\$0	\$0	\$16,822	\$46,403	\$47,717	\$45,587	\$26,745	\$35,560	\$55,000	\$95,000	\$0	\$0	\$286,516	\$286,516	735.3%
-0.4205 Summer Food Service Program	\$145,000	\$0	\$1,390	\$0	\$0	\$0	\$0	\$0	\$0	\$900	\$900	\$0	\$0	\$147,290	\$2,290	1.6%
-0.4301 Title I School Improvement	\$75,000	\$0	\$3,000	\$0	\$0	\$15,000	\$0	\$0	\$2,556	\$0	\$0	\$0	\$0	\$69,517	\$69,517	92.7%
-0.4400 Title IV-A	\$4,500	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$14,500	\$14,500	322.2%
-0.4600 IDEA Pre-K	\$30,000	\$0	\$0	\$0	\$4,500	\$0	\$0	\$0	\$487	\$0	\$0	\$0	\$0	\$34,987	\$34,987	116.6%
-0.4620 IDEA	\$30,000	\$0	\$0	\$0	\$5,754	\$0	\$0	\$0	\$193,577	\$0	\$0	\$0	\$0	\$265,254	\$265,254	884.2%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0	\$18,230	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$51,230	\$21,230	70.8%
-0.4622 Title II	\$30,000	\$0														

Credit Card Transaction Report

2/1/2022 12:00:00 AM - 2/28/2022 12:00:00

Maroa Forsyth CUSD 2

Credit Card: **** * 5762

Date	Status	Vendor	Description	Used By	Amount
02/07/2022	H	WM Corporate Services, Inc	Disposal	Sandy L Cummins	880.58

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Disposal	880.58		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3210 00 000 000000	880.58			

Date	Status	Vendor	Description	Used By	Amount
02/07/2022	H	Area Disposal Service Inc	Disposal	Sandy L Cummins	150.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Disposal	150.00		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3210 00 000 000000	150.00			

Date	Status	Vendor	Description	Used By	Amount
02/08/2022	H	A T & T	GS Phone	Sandy L Cummins	647.03

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
GS Phone	647.03		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3200 00 000 000000	647.03			

Date	Status	Vendor	Description	Used By	Amount
02/09/2022	H	Nelsons Termite, Pest Inc	Pest Control	Sandy L Cummins	150.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Pest Control	150.00		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3210 00 000 000000	150.00			

Date	Status	Vendor	Description	Used By	Amount
02/09/2022	H	Frontier	Phone	Sandy L Cummins	607.19

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Phone	607.19		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3200 00 000 000000	607.19			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Frontier	Phone	Sandy L Cummins	121.57

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Phone	121.57		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3200 00 000 000000	121.57			

Date	Status	Vendor	Description	Used By	Amount
02/22/2022	H	MCC Network Services, LLC	Internet	Sandy L Cummins	850.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Internet	850.00		SC - Feb 22	03/07/2022
Account	Amount			
20 E 2540 3160 00 000 000000	850.00			

Credit Card Transaction Report

Credit Card: **** * 5762

Date	Status	Vendor	Description	Used By	Amount
02/28/2022	H	Learning Ally, Inc	Title 1 School Improvement Materials & Supplies	Sandy L Cummins	6,840.50

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Title 1 School Improvement Materials & Supplies	6,840.50		SC - Feb 22	03/07/2022
Account	Amount			
10 E 1250 4100 00 000 433100	6,840.50			

Card Total: 10,246.87

Credit Card: **** * 4148

Date	Status	Vendor	Description	Used By	Amount
02/02/2022	H	Flinn Scientific Inc	Science Supplies	Brice S Stewart	470.96

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Science Supplies	470.96		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	470.96			

Date	Status	Vendor	Description	Used By	Amount
02/02/2022	H	Fairfield by Marriott	HS Activity - Rebate Drama	Brice S Stewart	-20.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - Rebate Drama	-20.00		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	-20.00			

Date	Status	Vendor	Description	Used By	Amount
02/08/2022	H	Devils Head Resort	HS Activity Account - FFA	Brice S Stewart	1,756.58

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity Account - FFA	1,756.58		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	1,756.58			

Date	Status	Vendor	Description	Used By	Amount
02/09/2022	H	Jewel-Osco	HS Activity Account - Student Care Center	Brice S Stewart	167.64

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity Account - Student Care Center	167.64		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	167.64			

Date	Status	Vendor	Description	Used By	Amount
02/09/2022	H	Amazon.com	Office Supplies	Brice S Stewart	11.83

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Office Supplies	11.83		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	11.83			

Date	Status	Vendor	Description	Used By	Amount
02/10/2022	H	Amazon.com	Office Supplies	Brice S Stewart	13.45

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Office Supplies	13.45		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	13.45			

Credit Card Transaction Report

Credit Card: **** * 4148

Date	Status	Vendor	Description	Used By	Amount
02/10/2022	H	Casey's General Store	McKinney Vento - Gas Cards	Brice S Stewart	100.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
McKinney Vento - Gas Cards	100.00		BS - Feb 22	03/08/2022
Account	Amount			
10 E 2550 4000 00 000 499801	100.00			

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	Amazon.com	Art Supplies	Brice S Stewart	14.98

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Art Supplies	14.98		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	14.98			

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	Grand Ball Costumes	HS Activity - Drama	Brice S Stewart	520.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - Drama	520.00		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	520.00			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Nasco	Art Supplies	Brice S Stewart	503.60

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Art Supplies	503.60		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	503.60			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Amazon.com	Art Supplies	Brice S Stewart	185.25

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Art Supplies	185.25		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	185.25			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Casey's General Store	HS Activity - Rebate Misc	Brice S Stewart	-1.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - Rebate Misc	-1.00		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	-1.00			

Date	Status	Vendor	Description	Used By	Amount
02/15/2022	H	Flinn Scientific Inc	Science Supplies	Brice S Stewart	377.97

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Science Supplies	377.97		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	377.97			

Date	Status	Vendor	Description	Used By	Amount
02/15/2022	H	Sam's Club	HS Activity - FFA	Brice S Stewart	243.64

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - FFA	243.64		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	243.64			

Credit Card Transaction Report

Credit Card: **** * 4148

Date	Status	Vendor	Description	Used By	Amount
02/17/2022	H	LaGondola	HS Activity - FFA	Brice S Stewart	525.16

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - FFA	525.16		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	525.16			

Date	Status	Vendor	Description	Used By	Amount
02/22/2022	H	Intuit QuickBooks	Office Supplies - Quickbooks	Brice S Stewart	50.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Office Supplies - Quickbooks	50.00		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	50.00			

Date	Status	Vendor	Description	Used By	Amount
02/22/2022	H	Amazon.com	HS Activity - Class of 2023	Brice S Stewart	45.97

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - Class of 2023	45.97		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	23.99			
10 E 1122 4100 00 400 000000	21.98			

Date	Status	Vendor	Description	Used By	Amount
02/24/2022	H	Amazon.com	Office supplies	Brice S Stewart	25.50

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Office supplies	25.50		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4100 00 400 000000	25.50			

Date	Status	Vendor	Description	Used By	Amount
02/25/2022	H	Amazon.com	HS Activity - Yearbook	Brice S Stewart	16.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - Yearbook	16.00		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	16.00			

Date	Status	Vendor	Description	Used By	Amount
02/28/2022	H	Decatur Blueprint	HS Activity - Drama	Brice S Stewart	205.48

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
HS Activity - Drama	205.48		BS - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	205.48			

Card Total: 5,213.01

Credit Card: **** * 5699

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	Sam's Club	MS Activity account	Nathan L Sheppard	241.88

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS Activity account	241.88		KK - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	241.88			

Credit Card Transaction Report

Credit Card: **** * 5699

Date	Status	Vendor	Description	Used By	Amount
02/12/2022	H	Dollar General	MS Activity Account	Nathan L Sheppard	12.12

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS Activity Account	12.12		KK - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	12.12			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Amazon.com	GS Activity Account	Carrie Reynolds	264.90

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
GS Activity Account	264.90		KK - Feb 22	03/07/2022
Account	Amount			
10 E 1110 4105 00 100 000000	264.90			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Amazon.com	GS Activity Account	Carrie Reynolds	26.70

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
GS Activity Account	26.70		KK - Feb 22	03/07/2022
Account	Amount			
10 E 1110 4105 00 100 000000	26.70			

Date	Status	Vendor	Description	Used By	Amount
02/14/2022	H	Amazon.com	GS Activity Account	Carrie Reynolds	7.89

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
GS Activity Account	7.89		KK - Feb 22	03/07/2022
Account	Amount			
10 E 1110 4105 00 100 000000	7.89			

Card Total: 553.49

Credit Card: **** * 0722

Date	Status	Vendor	Description	Used By	Amount
02/01/2022	H	CRAWFORDS PIZZA & PUB	Pizza for IHSA Dance Fan Bus	Philip J Applebee	164.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Pizza for IHSA Dance Fan Bus	164.00		PA - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	164.00			

Date	Status	Vendor	Description	Used By	Amount
02/04/2022	H	Sam's Club	Hospitality Room- Shootout	Philip J Applebee	191.46

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Hospitality Room- Shootout	191.46		PA - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	191.46			

Date	Status	Vendor	Description	Used By	Amount
02/05/2022	H	Dollar General	Hospitality Room- Shootout	Philip J Applebee	13.05

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Hospitality Room- Shootout	13.05		PA - Feb 22	03/08/2022
Account	Amount			
10 E 1122 4105 00 400 000000	13.05			

Credit Card Transaction Report

Credit Card: **** * 0722

Date	Status	Vendor	Description	Used By	Amount
02/08/2022	H	Sam's Club	Concessions	Cindra A Manint	106.84

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Concessions	106.84		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	106.84

Date	Status	Vendor	Description	Used By	Amount
02/08/2022	H	Adobe Creative Cloud	Adobe Suite for Print Media	Philip J Applebee	382.37

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Adobe Suite for Print Media	382.37		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	382.37

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	U of I Online	Coaches Clinic	Joshua M Jostes	90.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Coaches Clinic	90.00		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	90.00

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	U of I Online	Coaches Clinic	Joshua M Jostes	90.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Coaches Clinic	90.00		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	90.00

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	IHSFCA	Clinic	Joshua M Jostes	52.50

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Clinic	52.50		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	52.50

Date	Status	Vendor	Description	Used By	Amount
02/16/2022	H	Sam's Club	Concessions	Cindra A Manint	154.22

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Concessions	154.22		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	154.22

Date	Status	Vendor	Description	Used By	Amount
02/16/2022	H	Athletic.net	MS Subscription	Philip J Applebee	95.00

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS Subscription	95.00		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	95.00

Date	Status	Vendor	Description	Used By	Amount
02/16/2022	H	Sam's Club	Class of 2025 Concessions	Cindra A Manint	155.76

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Class of 2025 Concessions	155.76		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	155.76

Credit Card Transaction Report

Credit Card: **** * 0722

Date	Status	Vendor	Description	Used By	Amount
02/23/2022	H	Sam's Club	Class of 2025 Concessions	Cindra A Manint	43.44

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Class of 2025 Concessions	43.44		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	43.44

Date	Status	Vendor	Description	Used By	Amount
02/23/2022	H	Sam's Club	Hospitality Room- Boys Regionals	Philip J Applebee	164.18

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Hospitality Room- Boys Regionals	164.18		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	164.18

Date	Status	Vendor	Description	Used By	Amount
02/25/2022	H	Amazon.com	Batteries for Free Lap System (40 timer)	Philip J Applebee	23.97

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Batteries for Free Lap System (40 timer)	23.97		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	23.97

Date	Status	Vendor	Description	Used By	Amount
02/25/2022	H	Dollar General	Hospitality Room- MS VB Regional	Philip J Applebee	9.34

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Hospitality Room- MS VB Regional	9.34		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	9.34

Date	Status	Vendor	Description	Used By	Amount
02/26/2022	H	Casey's General Store	Hospitality Room- Boys Regionals	Philip J Applebee	40.74

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Hospitality Room- Boys Regionals	40.74		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	40.74

Date	Status	Vendor	Description	Used By	Amount
02/26/2022	H	Dollar General	Hospitality Room- MS VB Regionals	Philip J Applebee	56.54

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Hospitality Room- MS VB Regionals	56.54		PA - Feb 22	03/08/2022

Account	Amount
10 E 1122 4105 00 400 000000	56.54

Card Total: 1,833.41

Credit Card: **** * 0959

Date	Status	Vendor	Description	Used By	Amount
02/01/2022	H	United States Postal Service	Certified Mail/ Safe Ride	Brenda K Livingood	3.75

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
Certified Mail/ Safe Ride	3.75		BL- Dec 21	01/31/2022

Account	Amount
40 E 2550 4100 00 000 000000	3.75

Credit Card Transaction Report

Credit Card: **** * 0959

Date	Status	Vendor	Description	Used By	Amount
02/19/2022	WIMP	Illinois Tollway	FFA SKI Trip	Brenda K Livingood	3.35

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
FFA SKI Trip	3.35			
Account	Amount			
40 E 2550 3230 00 000 000000	3.35			

Card Total: 7.10

Credit Card: **** * 8207

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	Target	MS Student Council Valentine Fundraiser Supplies	Heather L Ennis	49.48

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS Student Council Valentine Fundraiser Supplies	49.48		NS - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	49.48			

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	Sam's Club	MS Student Council Valentine Fundraiser Supplies	Heather L Ennis	164.16

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS Student Council Valentine Fundraiser Supplies	164.16		NS - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	164.16			

Date	Status	Vendor	Description	Used By	Amount
02/11/2022	H	Sam's Club	MS Student Council Valentine Fundraiser Supplies	Heather L Ennis	91.84

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS Student Council Valentine Fundraiser Supplies	91.84		NS - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	91.84			

Date	Status	Vendor	Description	Used By	Amount
02/18/2022	H	CRAWFORDS PIZZA & PUB	MS VB Team Meal	Dawn J Mann	143.59

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS VB Team Meal	143.59		NS - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	143.59			

Date	Status	Vendor	Description	Used By	Amount
02/19/2022	H	Jimmy Johns	MS VB Tournament Concessions	Kristen J Larner	268.75

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
MS VB Tournament Concessions	268.75		NS - Feb 22	03/07/2022
Account	Amount			
10 E 1120 4105 00 300 000000	268.75			

Credit Card Transaction Report

Credit Card: **** * 8207

Date	Status	Vendor	Description	Used By	Amount
02/24/2022	H	Sam's Club	PBIS Snack Cart Supplies	Angela A Woodhall	401.70

Description	Amount	Purchase Order Number	Invoice Number	Invoice Date
PBIS Snack Cart Supplies	401.70		NS - Feb 22	03/07/2022

Account	Amount
10 E 1120 4105 00 300 000000	401.70

Card Total:	1,119.52
Grand Total:	18,973.40

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
59220	02/14/2022	Airweld Industrial Gases & Supplies	631.53	Vocational Supplies	10 E 1400 4100 00 000 220000
				Vocational Supplies	10 E 1400 4100 00 000 220000
				Vocational Supplies	10 E 1400 4100 00 000 220000
59221	02/14/2022	Alpha Drains	850.00	Upkeep of Grounds	20 E 2543 3240 00 000 000000
59222	02/14/2022	Ameren Illinois	16,755.48	Electricity	20 E 2540 4660 00 300 000000
				Electricity	20 E 2540 4660 00 400 000000
				Electricity	20 E 2540 4660 00 300 000000
				Electricity	20 E 2540 4660 00 400 000000
				Electricity	20 E 2540 4660 00 400 000000
59223	02/14/2022	Apple Inc	317.69	iPad	10 E 1122 4100 00 400 000000
59224	02/14/2022	Barbeck Communications	50.00	Building Capital Outlay	20 E 2540 5400 00 400 000000
59225	02/14/2022	Baum-Chev-Buick Co	1,000.00	Lease Drivers Ed Car	10 E 1700 5210 00 400 000000
				Lease Drivers Ed Car	10 E 1700 5210 00 400 000000
59226	02/14/2022	Benefit Plan Consultants	226.02	All Board Insurance	10 E 2310 2200 00 000 000000
59227	02/14/2022	Blick Art Materials	204.66	Supplies	10 E 1110 4100 00 100 000000
59228	02/14/2022	Bushue Background Scmg	754.00	Background Checks	40 E 2550 3400 90 000 000000
				Background Checks	40 E 2550 3400 90 000 000000
59229	02/14/2022	Central State Bus Sales	1,115.85	Bus Supplies	40 E 2550 4100 00 000 000000
				Bus Supplies	40 E 2550 4100 00 000 000000
59230	02/14/2022	Chapman and Cutler LLP	1,000.00	Legal Services	80 E 2369 3000 00 000 000000
59231	02/14/2022	City Of Maroa	839.61	Water	20 E 2540 3700 00 000 000000
				Water	20 E 2540 3700 00 000 000000

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
59231	02/14/2022	City Of Maroa	839.61	Snow Removal	20 E 2543 3240 10 000 000000
				Snow Removal	20 E 2543 3240 10 000 000000
				Snow Removal	60 E 2530 5210 00 000 721000
59232	02/14/2022	Constellation New Energy - Gas	11,583.90	Heat	20 E 2540 4600 00 100 000000
				Heat	20 E 2540 4600 00 300 000000
				Heat	20 E 2540 4600 00 400 000000
59233	02/14/2022	Decatur Memorial Hospital	3,887.55	Nursing Services	10 E 2130 3000 00 000 499821
59234	02/14/2022	ENGIE Resources	2,592.98	Electricity	20 E 2540 4660 00 300 000000
59235	02/14/2022	Evergreen FS Inc	5,425.72	Bus Fuel	40 E 2550 4640 00 000 000000
				Bus Fuel	40 E 2550 4640 00 000 000000
59236	02/14/2022	FedEx	75.00	Tech Capital Outlay	20 E 2540 5405 00 000 000000
59237	02/14/2022	Forsyth Village	227.56	Water	20 E 2540 3700 00 000 000000
59238	02/14/2022	Gordon Food Service Inc	20,791.04	Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
59239	02/14/2022	Granger	350.20	Janitorial Supplies	20 E 2540 4100 00 300 000000

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
59239	02/14/2022	Granger	350.20	Janitorial Supplies	20 E 2540 4100 00 300 000000
				Janitorial Supplies	20 E 2540 4100 00 400 000000
59240	02/14/2022	Hoelting Food Service	715.74	Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
59241	02/14/2022	Illini Supply Inc	21,990.67	ARP Library Grant	10 E 2220 4110 00 000 399900
59242	02/14/2022	Illinois Mechanical	14,097.47	Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
				Main & Building Repair	20 E 2542 3230 00 000 000000
59243	02/14/2022	ILMO Products Company	58.20	Cylinder Rental	10 E 1400 4100 00 000 220000
				Cylinder Rental	10 E 1400 4100 00 000 220000
59244	02/14/2022	Integrated Systems Corp	8,640.00	Annual Licenses	20 E 2540 3160 00 000 000000
59245	02/14/2022	JJ Keller	507.83	Bus Supplies	40 E 2550 4100 00 000 000000
				Transportation Office Supplies	40 E 2550 4110 00 000 000000
59246	02/14/2022	JTnet	1,150.00	Tech Services	20 E 2540 3200 00 000 000000
59247	02/14/2022	Kone Inc	1,075.67	Prevention Services	80 E 2367 3040 00 000 000000

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
59247	02/14/2022	Kone Inc	1,075.67	Prevention Services	80 E 2367 3040 00 000 000000
				Prevention Services	80 E 2367 3040 00 000 000000
				Prevention Services	80 E 2367 3040 00 000 000000
59248	02/14/2022	Macon-Platt Regional Ofc	8,325.00	Tutor Salaries	10 E 1122 1222 00 400 000000
				Tutor Salaries	10 E 1122 1222 00 400 000000
				Vocational Program - Tuition	10 E 4140 6000 00 000 220000
59249	02/14/2022	Macon-Platt Special	164,386.82	Tuition	10 E 4120 6000 00 000 120000
				Tuition	10 E 4120 6000 10 000 120000
				Tuition	10 E 4120 6000 00 000 120000
				Tuition	10 E 4120 6000 10 000 120000
				Tuition	10 E 4120 3000 00 000 120000
59250	02/14/2022	Maroa-Forsyth Athletic De	5,698.96	Supplies	10 E 1122 4100 00 400 000000
				Athletic Officials & Entry Fees	10 E 1500 3190 00 400 000000
				Athletic Officials & Entry Fees	10 E 1500 6400 00 400 000000
59251	02/14/2022	Maroa-Forsyth High School	10.00	Class Dues	10 E 1122 4200 00 400 000000
59252	02/14/2022	Maroa-Forsyth High School	15.50	Postage & IHSA Dance Chaperone	10 E 1122 4100 00 400 000000
59253	02/14/2022	Maroa-Forsyth Middle	600.00	Athletic Officials	10 E 1500 3190 00 400 000000
59254	02/14/2022	Memorial Occupational Health Clinic	140.00	Drivers Physicals/Test	40 E 2550 3400 10 000 000000
59255	02/14/2022	Menards	109.19	Vocational Supplies	10 E 1400 4100 00 000 220000
				Bus Supplies	40 E 2550 4100 00 000 000000
				Bus Supplies	40 E 2550 4100 00 000 000000
59256	02/14/2022	Mid-West Truckers Assn	72.25	Drivers Physical/Test	40 E 2550 3400 10 000 000000

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
59257	02/14/2022	Miller, Tracy, Braun, Funk & Miller	550.00	Legal Services	80 E 2369 3000 00 000 000000
				Legal Services	80 E 2369 3000 00 000 000000
59258	02/14/2022	Napa Auto Supply-Clinton	88.92	Bus Supplies	40 E 2550 4100 00 000 000000
				Mower	20 E 2543 3240 20 000 000000
59259	02/14/2022	ORSCI, SC Athletic Training	13,750.00	Athletic Trainers - Esser 11	10 E 2190 3000 00 000 499821
59260	02/14/2022	Peoples Bank & Trust	1,670.49	Lease Copiers	10 E 2410 5210 00 000 000000
59261	02/14/2022	Prairie Farms	3,158.97	Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
59262	02/14/2022	Quality Network Solutions	11,419.73	Tech Building Capital Outlay	20 E 2540 5405 00 100 000000
				Annual Licenses/Agreement	20 E 2540 3160 00 000 000000
				Agreement	20 E 2540 3160 00 000 000000
				Annual Licenses	20 E 2540 3160 00 000 000000
				Tech Capital Outlay	20 E 2540 5405 00 100 000000

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
59262	02/14/2022	Quality Network Solutions	11,419.73	Tech Capital Outlay	20 E 2540 5405 00 000 000000
59263	02/14/2022	Refreshment Svcs Pepsi	476.43	Cafeteria Supplies	10 E 2560 4100 00 000 000000
				Cafeteria Supplies	10 E 2560 4100 00 000 000000
59264	02/14/2022	School Health & Consulting	3,240.00	Vision & Hearing Test	10 E 2130 3100 00 000 000000
59265	02/14/2022	Sentinel Technologies Inc	1,775.80	Tech Services	20 E 2540 3200 00 000 000000
				Tech Services	20 E 2540 3200 00 000 000000
59266	02/14/2022	Sherwin Williams	35.67	Janitorial Supplies	20 E 2540 4100 00 100 000000
59267	02/14/2022	SLS Inspections	439.00	Bus Inspections	40 E 2550 3400 30 000 000000
				Inspections	40 E 2550 3400 30 000 000000
59268	02/14/2022	Christine K Smith	137.75	Conference Mileage & Registration	10 E 2310 3320 00 000 000000
59269	02/14/2022	TAP Business Systems	6,780.17	Copies	10 E 1110 4110 00 100 000000
				Copies	10 E 1120 4110 00 300 000000
				Copies	10 E 1122 4110 00 400 000000
59270	02/14/2022	The Home Depot Pro	1,762.45	Janitorial Supplies	20 E 2540 4100 00 100 000000
				Janitorial Supplies	20 E 2540 4100 00 400 000000
				Janitorial Supplies	20 E 2540 4100 00 100 000000
				Janitorial Supplies	20 E 2540 4100 00 300 000000
59271	02/14/2022	The Pavilion	462.00	Tutor Salaries	10 E 1122 1222 00 400 000000
59272	02/14/2022	Vid-Com Systems Inc	830.00	Building Capital Outlay	20 E 2540 5400 00 400 000000
59273	02/14/2022	Wex Bank	619.10	Fuel	10 E 1700 4100 00 400 000000
				Fuel	20 E 2543 3240 20 000 000000
				Fuel	40 E 2550 4640 00 000 000000

Check Number	Check Date	Name on Check	Check Amount	Invoice Description	Account
8000001452	02/23/2022	Bankcard Services	14,197.18		
				Brice's January Credit Card	10 E 1122 4105 00 400 000000
				Brice's January Credit Card	10 E 1122 4100 00 400 000000
				Brice's January Credit Card	10 E 1122 4100 00 400 000000
				Brice's January Credit Card	10 E 1122 4105 00 400 000000
				Brice's January Credit Card	10 E 1122 4105 00 400 000000
8000001462	02/15/2022	Blue Cross Blue Shield (Vis/Life)	33.69	adj Feb 2022	10 E 2520 2210 00 000 000000
8000001463	02/15/2022	Blue Cross Blue Shield Health	1,862.48	adj Feb 2022	10 E 2520 2210 00 000 000000
8000001464	02/15/2022	Illinois Municipal Retirement Fund	20.72	adj Feb 2022	10 E 2520 2210 00 000 000000
8000001465	02/15/2022	Teachers Retirement Ins	213.91	adj Feb 2022	10 L 4812 0000 00 000 000000
8000001475	02/28/2022	Blue Cross Blue Shield (Vis/Life)	-0.20	Adj to Feb 2022	10 E 2520 2210 00 000 000000
8000001476	02/28/2022	Teacher Retirement System	398.19	Adj to Feb 2022	10 E 2520 2210 00 000 000000
				Adj to Feb 2022	10 E 2520 2210 00 000 000000
8000001477	02/28/2022	Teachers Retirement Ins	-200.77	Adj to Feb 2022 TRS march	10 E 2520 2210 00 000 000000
8000001478	03/01/2022	Teacher Retirement System	200.77	Adj to Feb 2022 TRS march	10 E 2520 2210 00 000 000000
8000001480	02/28/2022	Teacher Retirement System	200.77	Correction Feb Balance	10 E 2520 2210 00 000 000000
8000001481	03/09/2022	Bankcard Services	19,714.90	Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Nate's February Credit Card	10 E 1120 4105 00 300 000000
				Leo's February Credit Card	10 E 2320 6400 00 000 000000

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS1 — Post Date: 2022-02-16 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
02/16/2022	59290	Check	BLDD Architects	32,567.95
02/16/2022	59291	Check	Harold O'Shea Builders	2,437,441.60
02/16/2022	59292	Check	Saner, Brandon	150.00
02/16/2022	59293	Check	Wikoff, Michelle	150.00
02/16/2022	59294	Check	Zahner, Amy E	112.00
Total:				\$2,470,421.55

BDCKS1 Summary

Type	Count	Amount
Regular	5	2,470,421.55
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	5	\$2,470,421.55

March 2022

AP Check Register

Maroa Forsyth CUSD 2

Summary by Fund	Total
10 - Default	412.00
60 - Capital Projects Fund	2,470,009.55
	<u>\$2,470,421.55</u>

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS1 — Post Date: 2022-02-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
02/23/2022	8000001452	Wire Transfer	Bankcard Services	14,197.18
Total:				\$14,197.18

BDCKS1 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	14,197.18
Epayables:	0	0.00
Total:		1
		\$14,197.18

AP Check Register

Maroa Forsyth CUSD 2

Summary by Fund	Total
Fund	
10 - Default	10,371.00
20 - Operations and Maintenance Fund	2,915.73
40 - Transportation Fund	910.45
	<u>\$14,197.18</u>

AP Check Register

Maroa Forsyth CUSD 2

AP Run: PR 02282022 --- Post Date: 2022-02-28 --- AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
02/28/2022	59302	Check	Blitt and Gaines, P.C.	351.47
02/28/2022	59303	Check	BPC Flex Spending Account	2,443.06
02/28/2022	59304	Check	Maroa-Forsyth Teachers	3,035.52
02/28/2022	59305	Check	NCPERS-IL IMRF	38.00
02/28/2022	8000001453	Wire Transfer	American Family Life Assurance Company	16.60
02/28/2022	8000001454	Wire Transfer	Blue Cross Blue Shield (Vis/Life)	400.20
02/28/2022	8000001455	Wire Transfer	Blue Cross Blue Shield Health	38,957.22
02/28/2022	8000001456	Wire Transfer	Colonial Life Insurance	18.06
02/28/2022	8000001457	Wire Transfer	Illinois Department of Revenue	12,950.58
02/28/2022	8000001458	Wire Transfer	Illinois Municipal Retirement Fund	9,667.14
02/28/2022	8000001459	Wire Transfer	PlanConnect, LLC	9,581.33
02/28/2022	8000001460	Wire Transfer	Teacher Retirement System	26,005.33
02/28/2022	8000001461	Wire Transfer	U.S. Department of the Treasury	40,879.14
Total:				\$144,343.65

PR 02282022 Summary

Type	Count	Amount
Regular	4	5,868.05
ACH Checks:	0	0.00
Wire Transfers:	9	138,475.60
Epayables:	0	0.00
Total:	13	\$144,343.65

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS2	Post Date: 2022-02-24 — AP Run Type: R			Check Amount
Check Date	Check Number	Payment Type	Name	Check Amount
02/24/2022	59306	Check	Manning, Josh	800.00
02/24/2022	59307	Check	Midwest Transit Equipment	661.69
Total:				\$1,461.69

BDCKS2 Summary

Type	Count	Amount
Regular	2	1,461.69
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:		\$1,461.69

AP Check Register

Maroa Forsyth CUSD 2

Summary by Fund	Total
10 - Default	115,290.94
20 - Operations and Maintenance Fund	8,717.06
40 - Transportation Fund	6,389.97
50 - IMRF / Medicare Fund	15,407.37
	\$145,805.34

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS1 --- Post Date: 2022-03-07 --- AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
03/07/2022	59308	Check	Prairie State Bank	1,000,000.00
Total:				\$1,000,000.00

BDCKS1 Summary

Type	Count	Amount
Regular	1	1,000,000.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:		1 \$1,000,000.00

AP Check Register

Maroa Forsyth CUSD 2

Summary by Fund	Total
Fund	
90 - Fire / Safety Fund	1,000,000.00
	\$1,000,000.00

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS2 --- Post Date: 2022-03-09 --- AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
03/09/2022	8000001481	Wire Transfer	Bankcard Services	19,714.90
Total:				\$19,714.90

BDCKS2 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	19,714.90
Epayables:	0	0.00
Total:		1
		\$19,714.90

AP Check Register

Maroa Forsyth CUSD 2

Summary by Fund

Fund	Total
10 - Default	16,308.53
20 - Operations and Maintenance Fund	3,406.37
	\$19,714.90

AP Check Register

Maroa Forsyth CUSD 2

AP Run: PR 03152022 — Post Date: 2022-03-15 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
03/15/2022	59315	Check	Blitt and Gaines, P.C.	351.47
03/15/2022	59316	Check	BPC Flex Spending Account	2,443.06
03/15/2022	59317	Check	Maroa-Forsyth CUSD#2	1.83
03/15/2022	59318	Check	Maroa-Forsyth Teachers	3,035.52
03/15/2022	59319	Check	NCPERS-IL IMRF	38.00
03/15/2022	8000001466	Wire Transfer	American Family Life Assurance Company	16.60
03/15/2022	8000001467	Wire Transfer	Blue Cross Blue Shield (Vis/Life)	400.20
03/15/2022	8000001468	Wire Transfer	Blue Cross Blue Shield Health	38,957.22
03/15/2022	8000001469	Wire Transfer	Colonial Life Insurance	18.06
03/15/2022	8000001470	Wire Transfer	Illinois Department of Revenue	13,571.76
03/15/2022	8000001471	Wire Transfer	Illinois Municipal Retirement Fund	8,795.50
03/15/2022	8000001472	Wire Transfer	PlanConnect, LLC	9,581.33
03/15/2022	8000001473	Wire Transfer	Teacher Retirement System	27,291.76
03/15/2022	8000001474	Wire Transfer	U.S. Department of the Treasury	43,431.48
Total:				\$147,933.79

PR 03152022 Summary

Type	Count	Amount
Regular	5	5,869.88
ACH Checks:	0	0.00
Wire Transfers:	9	142,063.91
Epayables:	0	0.00
Total:	14	\$147,933.79

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS3 --- Post Date: 2022-03-14 --- AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
03/14/2022	59320	Check	AHW LLC	679.77
03/14/2022	59321	Check	Ameren Illinois	9,349.05
03/14/2022	59322	Check	Atlas Lock Inc	210.00
03/14/2022	59323	Check	Barbeck Communications	534.92
03/14/2022	59324	Check	Baum-Chev-Buick Co	500.00
03/14/2022	59325	Check	Benefit Plan Consultants	226.02
03/14/2022	59326	Check	Bushue Background Scrng	504.00
03/14/2022	59327	Check	Carolina Biological Supply Company	106.59
03/14/2022	59328	Check	City Of Maroa	13,105.01
03/14/2022	59329	Check	Constellation New Energy - Gas Division, LLC	23,184.64
03/14/2022	59330	Check	Decatur Memorial Hospital	3,641.10
03/14/2022	59331	Check	ENGIE Resources	14,244.47
03/14/2022	59332	Check	Evergreen FS Inc	14,845.22
03/14/2022	59333	Check	Forsyth Village	272.77
03/14/2022	59334	Check	Gordon Food Service Inc	20,948.43
03/14/2022	59335	Check	Grainger	100.00
03/14/2022	59336	Check	Guin Mundorf LLC Attorneys at Law	455.00
03/14/2022	59337	Check	Illinois Mechanical	8,701.95
03/14/2022	59338	Check	JJ Keller	157.41
03/14/2022	59339	Check	Johnson Controls Fire Protection LP	44.00
03/14/2022	59340	Check	JTnet	1,592.50

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS3 — Post Date: 2022-03-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
03/14/2022	59341	Check	Kone Inc	1,140.53
03/14/2022	59342	Check	Macon-Piatt Regional Ofc	3,075.00
03/14/2022	59343	Check	Macon-Piatt Special	25,591.08
03/14/2022	59344	Check	Maroa Lumber Co	19.83
03/14/2022	59345	Check	Maroa-Forsyth Athletic De	3,010.00
03/14/2022	59346	Check	Maroa-Forsyth Grade School Imprest Fund	998.15
03/14/2022	59347	Check	Maroa-Forsyth Middle	329.59
03/14/2022	59348	Check	Memorial Occupational Health Clinic	140.00
03/14/2022	59349	Check	Menards	38.50
03/14/2022	59350	Check	Miller, Tracy, Braun, Funk & Miller Ltd	1,826.25
03/14/2022	59351	Check	Napa Auto Supply-Clinton	26.23
03/14/2022	59352	Check	Peoples Bank & Trust	1,590.95
03/14/2022	59353	Check	Prairie Farms	3,092.67
03/14/2022	59354	Check	Quality Network Solutions	45,120.67
03/14/2022	59355	Check	Ramza Insurance Group, Inc	500.00
03/14/2022	59356	Check	RD McMillen Enterprises	813.13
03/14/2022	59357	Check	Refreshment Svcs Pepsi	202.26
03/14/2022	59358	Check	Richland Community College	10,424.00
03/14/2022	59359	Check	Rt 48 Inspections, LLC	153.00
03/14/2022	59360	Check	Sentinel Technologies Inc	1,211.65
03/14/2022	59361	Check	Staples Advantage MS	288.21

AP Check Register

Maroa Forsyth CUSD 2

AP Run: BDCKS3 --- Post Date: 2022-03-14 --- AP Run Type: R

Check Date	Check Number	Payment Type	Name	Check Amount
03/14/2022	59362	Check	The Home Depot Pro	2,269.46
03/14/2022	59363	Check	The Music Shoppe, Inc	198.24
03/14/2022	59364	Check	Thoms Plumbing & HVAC Inc	136.00
03/14/2022	59365	Check	UMB Bank, N.A.	200.00
03/14/2022	59366	Check	USA Clean	291.20
03/14/2022	59367	Check	Wex Bank	1,404.19
Total:				\$217,493.64

BDCKS3 Summary

Type	Count	Amount
Regular	48	217,493.64
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:		48
		\$217,493.64

AP Check Register

Maroa Forsyth CUSD 2

Summary by Fund	Total
Fund	
10 - Default	239,993.30
20 - Operations and Maintenance Fund	84,694.67
30 - Bonds and Interest Fund	200.00
40 - Transportation Fund	21,697.57
50 - IMRF / Medicare Fund	14,925.06
60 - Capital Projects Fund	547.23
80 - Tort Fund	3,369.60
	\$365,427.43

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Applicant: MAROA FORSYTH CUSD 2

County: Macon

[Consolidated District Plan](#) ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0020-26

Overview

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2023

Included

Programs:

Title I, Part A - Improving Basic Programs
 Title I, Part A - School Improvement Part 1003
 Title I, Part D - Delinquent
 Title I, Part D - Neglected
 Title I, Part D - State Neglected/Delinquent
 Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
 Title III - Language Instruction Educational Program (LIEP)
 Title III - Immigrant Student Education Program (ISEP)
 Title IV, Part A - Student Support and Academic Enrichment
 Title V, Part B - Rural and Low Income Schools
 IDEA, Part B - Flow-Through
 IDEA, Part B - Preschool
 Elementary and Secondary School Emergency Relief Grant II
 American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III)
 Foster Care Transportation Plan

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)
[Individuals with Disabilities Education Act](#)
[Rehabilitation Act](#)
[Strengthening Career and Technical Education for the 21st Century Act](#)
[Workforce Innovation and Opportunity Act](#)
[Head Start Act](#)

McKinney-Vento Homeless Assistance Act
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) ESSER II
American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)
Adult Education and Family Literacy Act

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2023 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan was submitted initially for the school year 2022-2023 and must be updated annually thereafter.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS: [**Instructions in PDF format**](#)

COMMON ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

- ABBREVIATIONS:**
- IDEA - Individuals with Disabilities Education Act
 - ISBE - Illinois State Board of Education
 - LEA - Local Educational Agency
 - LIEP - Language Instruction Educational Program
 - SEA - State Education Agency

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Applicant: MAROA FORSYTH CUSD 2

County: Macon

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0020-26

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="kahler"/>	<input type="text" value="kristopher"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="815"/>	<input type="text" value="kristopher.kahler@mfschools.net"/>	
<input type="text" value="761"/>		
<input type="text" value="8577"/>		

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

[[count] of 2500 maximum characters used)The Maroa-Forsyth ensures equitable access to federally assisted programs to all students through the use of the universal screening assessments including the STAR assessment, NWEA MAP assessment, Illinois Assessment of Readiness, Illinois Science assessment, and the SAT. Students who are eligible to receive services are determined by the results of these assessments. For students needing the social/emotional support provided through our social workers these are determined by the teacher identification, ACE scores, and parent request.

The District assures that funds will be allocated without regard to the barriers of gender, race, national origin, color, disability or age. The District ensures equal access for students and staff. Specifically, the District follows the steps outlined in district policy regarding equal access to general education and other program activities.

3. General Completion Instructions

- Work through the tabs from left to right. Save each page before moving to the next tab.
- Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab. Many pages have notes at the bottom indicating for which programs the page is required.
- To determine if a page is required for the funding sources selected earlier in the application, save the page

before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*Required field, applicable for all funding sources

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Applicant: MAROA FORSYTH CUSD 2

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

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Project Number: 23-CDP-00-39-055-0020-26

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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Applicant: MAROA FORSYTH CUSD 2

County: Macon

[Consolidated District Plan](#) ▼

 Application: 2022-2023 Consolidated District Plan - 00
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Project Number: 23-CDP-00-39-055-0020-26

Needs Assessment/Programs

[Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool
- ESSER II (Elementary and Secondary School Emergency Relief II)
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

The Maroa-Forsyth School District CUSD #2 aligns resources with state and local resources through the use of a strategic planning process for school improvement. Programs and services are constantly evaluated and adjusted based on district needs for our students. Funds are aligned to maximize the positive impact on our students. Title I is used to provide professional development toward meeting the needs of our lower performing students. Title II is used to recruit and retain additional teachers at Maroa-Forsyth Grade School so class sizes can be kept smaller. Title IV is used to assist in offsetting the cost of our school resource officer. We are hiring the officer in FY 22. IDEA Flow through is used to provide our students with the low-incident tuition to programs through the Macon-Piatt Special education Coop. Pre-school is the funding mechanism to provide a second Pre-K classroom at MFGS.

Response from the approved prior year Consolidated District Plan.

The Maroa-Forsyth School District CUSD #2 aligns resources with state and local resources through the use of a strategic planning process for school improvement. Programs and services are constantly evaluated and adjusted based on district needs for our students. Funds are aligned to maximize the positive impact on our students. Title I is used to provide professional development toward meeting the needs of our lower performing students. Title II is used to recruit and retain additional teachers at Maroa-Forsyth Grade School so class sizes can be kept smaller. Title IV is used to assist in offsetting the cost of our school resource officer. We are hiring the officer in FY 22. IDEA Flow through is used to provide our students with the low-incident tuition to programs through the Macon-Piatt Special education Coop. Pre-school is the funding mechanism to provide a second Pre-K classroom at MFGS.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No n/a

4. Will the hybrid- blend Title II and/or Title IV funding?

Indicate all that apply.

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

5. Provide a Summary of the LEA's Needs Assessment.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

The Maroa-Forsyth CUSD #2 conducted a needs assessment as part of ESSER III as well as the Strategic Plan review. The needs found were support for students who are struggling academically with instructional supports and interventions. Continue to decrease class size was another priority. T

Legislative References:

- [1] Title I, Part A, Reference Section 1112(a) (1)
- [2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

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Applicant: MAROA FORSYTH CUSD 2

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Application: 2022-2023 Consolidated District Plan - 00
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Project Number: 23-COP-00-39-055-0020-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School Improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

List and describe other instruments and/or processes that were used in the needs assessment. Fastbridge and Achieve 3000 assessments for local.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Maroa-Forsyth CUSD #2 identifies students through our universal screening assessments including Fastbridge STAR, CBM, and the IAR (PARCC) assessment. We are monitoring subgroups as well as searching for individual students in need of interventions and additional supports. We provide the supports to teachers in the form of social workers, interventionists, and professional development. 1 assistance is provided to students with the correct interventions to increase their learning growth. The needs assessment will be used in conjunction with the district strategic plan to provide a professional development plan for teachers to more accurately provide students with their exact needs in their areas of deficiency.

Our district has implemented the continuous improvement model to constantly evaluate programs for growth and effectiveness. We are going to be putting all content areas on cycles of review and implementation. This will allow us to stay current in all areas.

For students who don't qualify for Title I services we offer services such as tutoring by our High School National Honor Society students. We also have homework club, academic lunch, and an aide to organize students to assist them academically.

B. Title I, Part A - School Improvement Part 1003

We received the Title I 1003(a) grant in FY 22. We used this funding to provide professional development on reading instruction as well as reading materials for our middle school. The middle school designated underperforming in FY 19.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

We have identified the need to maintain small class sizes especially at the Maroa-Forsyth Grade School. We want to maintain class sizes under 25 K-5, and when possible under 23 for K-2. Title II is retain additional teachers to keep these class sizes. Without Title II funding we would have one less teacher at K-5.

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

As part of our needs assessment, we identified the need for more support for students in regards to trauma-informed practices, mindfulness, and resiliency. We have used Title IV to assist in funding second social worker in our district. We now have one in each campus. The social worker is able to do individual and group counseling as well as provide drug and alcohol counseling. We are also using

IV to assist in providing the transportation and tuition for students to attend the Regional Safe School, Milligan Academy. This program is for students who aren't successful in our setting so they will stay on track to graduate with their peer group.

In FY23 we will use the funds to enter a contract with the City of Maroa for an SRO to be stationed at our MS/HS campus.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Staff results from the needs assessment survey indicate a desire to learn more about general disabilities and the effect they have on learning, as well as how to modify and adapt curriculum to meet needs. They want more information about how to better collaborate and co-teach to provide better access to learners with disabilities. Staff also endorsed the topic of finding the function of behavior writing effective behavior plans.

Parents indicated a desire to learn more about how to be effective helping with IEP goals at home, as well as tips for behavior management at home.

Staff indicate overall satisfaction with the special education services they have in district. Some frustration was expressed about the RTI process and communication/collaboration among general education and special education.

Parents indicate a high degree of satisfaction with the local special education services, but wish more options for the continuum could be offered locally, rather than to the cooperative programs.

L. IDEA, Part B - Preschool

Staff results from the needs assessment survey indicate a desire to learn more about general disabilities and the effect they have on learning, as well as how to modify and adapt curriculum to meet needs. They want more information about how to better collaborate and co-teach to provide better access to learners with disabilities. Staff also endorsed the topic of finding the function of behavior writing effective behavior plans.

Parents indicated a desire to learn more about how to be effective helping with IEP goals at home, as well as tips for behavior management at home.

Staff indicate overall satisfaction with the special education services they have in district. Some frustration was expressed about the RTI process and communication/collaboration among general education and special education.

Parents indicate a high degree of satisfaction with the local special education services, but wish more options for the continuum could be offered locally, rather than to the cooperative programs.

M. Elementary and Secondary School Emergency Relief Grant II

ESSER II is being utilized to increase summer school instruction and credit recovery for students in FY 23. This grant is also being utilized to compensate teachers for extra work related to preparing students' extended absences due to COVID exclusions.

N. ARP-LEA Elementary and Secondary Emergency Relief Grant III

ESSER III is being utilized to decrease the class size in our largest grade in an effort to keep students socially distanced. It is also being used to improve our Tier I curriculum by purchasing curriculum materials and online resources for students in all three buildings.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Applicant: MARION FORSYTH CUSD 2
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-COP-00-39-055-0020-26

County: Mecon

Consolidated District Plan
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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

- A. Teachers (1,7,8,9,10)
B. Principals (1,7,8,9,10)
C. Other school leaders (1,8,9,10)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8,9,10)
F. Charter school leaders (in a local educational agency that has charter schools) (1)
G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (1,7)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Local government representatives (8)
P. Community members and community based organizations (7,8)
Q. Business representatives (2,3,4)
R. Researchers (7)
S. Institutions of Higher Education (7)
T. Other - specify
U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, Including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = ESSER II
9 = ARP-LEA (ESSER III)

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.** Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[count] of 7500 maximum characters used

The LEA hosts an annual meeting including parents, union leadership, and administrators as well as the superintendent as the board representative. The meeting was informative in nature on how the consolidated plan is created and then how this relates to the specific Title grants. Also, the meeting presented the information on how Decatur Christian School utilizes the private school portion of Title II. This meeting was held virtually in October during the COVID shutdown during a regularly scheduled meeting.

The LEA hosts a annual meeting in August to develop the Title I plan as well as how all Title grants are used to improve the instruction. The input from the 2021 meeting led the district to examine curriculum materials and start a plan to update them to current student needs. This was done this year at the high school level with math courses, the middle school level with Reading and English, and the GS with completion of guided reading. The district also conducted a major strategic plan initiative and revision in 2021 which included surveys of parents, teachers, paraprofessionals, administrators, students, and community members. This survey provided us great data. Through this process the need for a common-core aligned curriculum was identified.

Response from the prior year Consolidated District Plan.

The LEA hosts an annual meeting including parents, union leadership, and administrators as well as the superintendent as the board representative. The meeting was informative in nature on how the consolidated plan is created and then how this relates to the specific Title grants. Also, the meeting presented the information on how Decatur Christian School utilizes the private school portion of Title II. This meeting was held virtual in October during the COVID shutdown during a regularly scheduled meeting.

The LEA hosts a annual meeting in August to develop the Title I plan as well as how all Title grants are used to improve the instruction. The input from the 2020 meeting led the district to examine curriculum materials and start a plan to update them to current student needs. This was done this year at the high school level with math courses, the middle school level with Reading and English, and the GS with completion of guided reading. The district also conducted a major strategic plan initiative which included surveys of parents, teachers, paraprofessionals, administrators, students, and community members. This survey provided us great data. Because of this survey we are currently in the process of conducting curriculum audits in math to improve our instructional delivery K-8.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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[[count] of 7500 maximum characters used]

The district hosts a parent advisory group meeting yearly. This is an opportunity for parents and all-district stakeholders to provide input regarding district services. The district also collects information from parents through a needs assessment and climate survey (SEssentials). Parents also have the opportunity to submit information directly to the Board of Education through their district email addresses.

The Maroa-Forsyth Grade School has a parent advisory group. The grade school also conducts a yearly parent Title I parent compact meeting as well as monthly Community Club meetings. These all provide parents the opportunity to provide input to teachers and administrators. Parents also have the opportunity to meet with teachers, groups of teachers, or administrators yearly during parent-teacher conferences. In FY 23 It will be held during the October conferences.

The Maroa-Forsyth Middle School has a parent advisory group. The Middle School also conducts parent-teacher conferences yearly for parents to provide input to teachers and administrators.

Response from the prior year Consolidated District Plan.

The districts hosts a parent advisory group meeting yearly. This is an opportunity for parents and all district stakeholders to provide input regarding district services. The district also collects information from parents through a needs assessment and climate survey (SEssentials). Parents also have the opportunity to submit information directly to the Board of Education through their district email addresses.

The Maroa-Forsyth Grade School has the parent advisory group. The grade school also conducts a yearly parent Title I parent compact meeting as well as monthly Community Club meetings. These all provide parents the opportunity to provide input to teachers and school administrators. Parents also have the opportunity to meet with teachers, groups of teachers, or administrators yearly during parent teacher conferences.

The Maroa-Forsyth Middle School has the parent advisory group. The Middle School also conducts parent teacher conferences yearly for parents to provide input to teachers and administrators.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

We annually use the 5 Essential survey for parents. We also have a Title I parent compact meeting, Title Grant meeting, and an annual survey will be implemented next year as part of our strategic planning process. We have used various translation services to provide materials to parents in their native languages.

Response from the prior year Consolidated District Plan.

We annually use the 5 Essential survey for parents. We also have a Title I parent compact meeting, Title Grant meeting, and an annual survey will be implemented next year as part of our strategic planning process. We have used various translation services to provide materials to parents in their native languages.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1112(a)(1)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

** Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A



Consolidated District Plan

SESSION TIMEOUT 59:57

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Private School Participation

File Upload instructions are linked below. Click here for [general page instructions](#)

The application has been submitted. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

Yes No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Decatur Christian School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="184"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No ...en
Decatur Christian School	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No ...en

Comments:

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Applicant: MAROA FORSYTH CUSD 2
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-COP-00-39-055-0020-26

County: Hecon

Consolidated District Plan v

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. If the district does not offer early childhood education programs, enter No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

The only Pre-K/ECE programs offered in the maroa-forsyth school district are offered at the Maroa-Forsyth Grade School. This program offers two half day programs for students. Students are students with IEP's and the highest accumulation of at-risk factors are enrolled into the program. The pre-K/ECE teachers meets with the kindergarten teachers to discuss student transition in Response from the approved prior year Consolidated District Plan.

The only Pre-K/ECE programs offered in the maroa-forsyth school district are offered at the Maroa-Forsyth Grade School. This program offers two half day programs for students. Students are students with IEP's and the highest accumulation of at-risk factors are enrolled into the program. The pre-K/ECE teachers meets with the kindergarten teachers to discuss student transition in

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

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Applicant: MAROA FORSYTH CUSD 2
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00 39-055-0020-26

County: Hecon

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
The district will monitor students progress to meet the state academic standards by analyzing data including IAR and our local universal screening instruments including Curriculum-Based Mea Assessment, and also our individual reading and math assessments. Students who aren't meeting state standards in reading and math are placed into our Response to Intervention program r supplemental support in reading and math specific to their deficit. The title funding is almost exclusively used at the Maroa-Forsyth Grade School. The universal screening is given to all studen of need. These data are analyzed and students are identified of needing extra assistance. Students are provided targeted supplemental instruction to meet their specific needs.

The program is continually monitored for improvement. New interventions are sought out yearly and additional training is provided to the teachers and the aide providing instruction meet the students more efficiently. Both of these buildings have also implemented the SABERS component of Fastbridge as an Social Emotional Screener.

Response from the prior year Consolidated District Plan.

The district will monitor students progress to meet the state academic standards by analyzing data including IAR and our local universal screening instruments including Curriculum-Based Mea Assessment, and also our individual reading and math assessments. Students who aren't meeting state standards in reading and math are placed into our Response to Intervention program r supplemental support in reading and math specific to their deficit. The title funding is almost exclusively used at the Maroa-Forsyth Grade School. The universal screening is given to all studen of need. These data are analyzed and students are identified of needing extra assistance. Students are provided targeted supplemental instruction to meet their specific needs.

The program is continually monitored for improvement. New interventions are sought out yearly and additional training is provided to the teachers and the aide providing instruction meet the students more efficiently. The MS will implement Fastbridge Assessment this year to be in alignment with the GS.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, E education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
The school district uses Curriculum-Based Measures, Fastbridges, and Achieve 3000 to assess students in reading and math to identify students at risk. If students are deemed at risk more di including the El Paso phonics assessment, Stanford reading screening, Keymath achievement test, and additional math concept screening from Easycbm.com.

Students are assessed for EL eligibility through the WAP-T and ACCESS testing.

Response from the prior year Consolidated District Plan.

The school district uses Curriculum-Based Measures, Fastbridges, and Achieve 3000 to assess students in reading and math to identify students at risk. If students are deemed at risk more di including the El Paso phonics assessment, Stanford reading screening, Keymath achievement test, and additional math concept screening from Easycbm.com.

Students are assessed for EL eligibility through the WAP-T and ACCESS testing.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and langu This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content ar language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
Students are provided research-based educational assistance (interventions) to meet the state standards. Students needing reading assistance will receive Six Minute Solutions for fluency, Scl Reading, Fountas and Pinnell Guided Reading, Read to Achieve, and Reading A-Z for comprehension. Students needing math are taught using TouchPoint Math, Ascend Math, and Moby Max. 5 monitored to determine if they are making the expected growth, and if they aren't then more intensive interventions are implemented. If students are making expected growth then the interv out, but their progress is tracked to make sure they are successful in the regular education classroom.

Response from the prior year Consolidated District Plan.

Students are provided research-based educational assistance (interventions) to meet the state standards. Students needing reading assistance will receive Six Minute Solutions for fluency, Scl Reading, Fountas and Pinnell Guided Reading, Read to Achieve, and Reading A-Z for comprehension. Students needing math are taught using TouchPoint Math, Ascend Math, and Moby Max. 5 monitored to determine if they are making the expected growth, and if they aren't then more intensive interventions are implemented. If students are making expected growth then the interv out, but their progress is tracked to make sure they are successful in the regular education classroom.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learn these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
The district has begun the process of implementing restorative practices to address the social/emotional standards. This is a method to assist students from trauma as well as students struggl school. We have worked to revamp our core academics based on our IAR and also local district assessments and purchase new curriculum materials through ESSER II and III. We have change model for reading and writing. Our Math curriculum has been improved with professional development on our constructed response as well vertical alignment of curriculum and instructional m the state standards

Response from the prior year Consolidated District Plan.

The district has begun the process of implementing restorative practices to address the social/emotional standards. This is a method to assist students from trauma as well as students struggl school. We have worked to revamp our core academics based on our IAR and also local district assessments and purchase new curriculum materials through ESSER II and III. We have change model for reading and writing. Our Math curriculum has been improved with professional development on our constructed response as well vertical alignment of curriculum and instructional m the state standards

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at high other students by ineffective, inexperienced, or out-of-field teachers. [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

The district uses the Danielson model to evaluate teachers for effectiveness and get them the professional development they need to improve.

All newly hired teachers are provided a formal mentor for their first year in the district. New teachers meet with the principal weekly to assist them during their first year.

Class lists are created to make sure classes are balanced academically, behaviorally, and equal percentages of minority and low income students are placed into all classes in each grade.

Teachers are evaluated according to the PERA guidelines and any teachers found to be less effective receive professional development or remediation to improve.

Response from the prior year Consolidated District Plan.

The district uses the Danielson model to evaluate teachers for effectiveness and get them the professional development they need to improve.

All newly hired teachers are provided a formal mentor for their first year in the district. New teachers meet with the principal weekly to assist them during their first year.

Class lists are created to make sure classes are balanced academically, behaviorally, and equal percentages of minority and low income students are placed into all classes in each grade.

Teachers are evaluated according to the PERA guidelines and any teachers found to be less effective receive professional development or remediation to improve.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Currently, we have a library aide in the grade school only. She does come to the other buildings as needed to assist the volunteers and aides in acquiring the materials our students require. We library aide during the second semester of 2022-2023 because we are opening the new building with a combined library with the Middle School and High School sharing a media center.

Students at all three buildings have designated technology instruction. The focus of these courses is teaching digital literacy skills, using instruction to improve academic achievement, and to for the technology needs of college or their chosen career. Our technology teachers at all three buildings have created a curriculum to prepare students to utilize technology and digital learning school setting, but also in career type simulations.

Response from the prior year Consolidated District Plan.

Currently, we have a library aide in the grade school only. She does come to the other buildings as needed to assist the volunteers and aides in acquiring the materials our students require.

Students at all three buildings have designated technology instruction. The focus of these courses is teaching digital literacy skills, using instruction to improve academic achievement, and to for the technology needs of college or their chosen career. Our technology teachers at all three buildings have created a curriculum to prepare students to utilize technology and digital learning school setting, but also in career type simulations.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

The Maroa-Forsyth School District identifies and serves gifted students in several ways. At the elementary and middle level students are identified through the universal screening process. The identified in ELA and math. Students are then given higher level materials such as critical thinking skills instruction, application of content such as applying math skills in real world situations in computational facts repetitively. Students have been accelerated in single subject as well as whole grade using a three year method the school board heard in 2012.

Students entering middle school take a placement assessment in math. Starting in 6th grade we have three tiers of math instruction. The highest tier allows students to go to our high school a seventh grader, geometry as an eighth grader.

The High School students are allowed to take dual credit, Advanced Placement, and also classes at Richland Community College. Currently, we offer advanced placement in several areas, but v attempting to add advanced classes when there is enough student interest for us to create the course.

Response from the prior year Consolidated District Plan.

The Maroa-Forsyth School District identifies and serves gifted students in several ways. At the elementary level students are identified through the universal screening process. These students ELA and math. Students are then given higher level materials such as critical thinking skills instruction, application of content such as applying math skills in real world situations instead of less facts repetitively. Students have been accelerated in single subject as well as whole grade using a three year method the school board heard in 2012.

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The High School students are allowed to take dual credit, Advanced Placement, and also classes at Richland Community College. Currently, we offer advanced placement in several areas, but v attempting to add advanced classes when there is enough student interest for us to create the course.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

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Applicant: MAROA FORSYTH CUSD 2
 Application: 2022-2023 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 23-CDP-00-39-055-0020-26

County: Macon

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDFA Specific Requirements
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College and Career Readiness

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal is required.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education, while paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education if applicable, through:* [1]

i. Coordination with Institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. **DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.**

([count] of 7500 maximum characters used)

Students in Middle School are exposed to several of the high school teachers through our electives. Students who are showing above grade level math ability are allowed to enter the high school curriculum early.

Middle grade students are also exposed to career services through career fairs at Richland Community College. MFMS resumed the Focus Learning (previously Encore) as a method to expose students to various career options.

The Maroa-Forsyth High School offers several dual credit classes and is continually looking to add more depending on enrollment and student selection. Students are able to attend the Tech Academy vocational education training. Students are also allowed to attend college classes at Richland for credit there as well as toward their graduation requirements. Maroa-Forsyth High School also offers Placement courses for students to receive college credit.

Also offered at Maroa-Forsyth High School is a strong agriculture program to prepare students to enter the agriculture fields.

Recently, the Maroa-Forsyth High School has initiated a Focused Learning component for all students. These students are allowed to select areas of interest. These areas are all focused on the skills needed to prepare them for these skills.

During the FY 22 and FY 23 we are also building a new building and the construction manager is working with our guidance counselor at the high school to provide career ideas for any student interested in the construction trades including masonry, plumbing, electrical, carpentry, welding, and the labor unions. The construction manager has also spoken with our AG teacher to get some of the students interested in the site.

Response from the approved prior year Consolidated District Plan.

Students in Middle School are exposed to several of the high school teachers through our electives. Students who are showing above grade level math ability are allowed to enter the high school curriculum early.

Middle grade students are also exposed to career services through career fairs at Richland Community College. MFMS had to pause our Encore classes due to COVID, and as a way to remedy this for the 2021-2022 school year.

The Maroa-Forsyth High School offers several dual credit classes and is continually looking to add more depending on enrollment and student selection. Students are able to attend the Tech Academy vocational education training. Students are also allowed to attend college classes at Richland for credit there as well as toward their graduation requirement. Maroa-Forsyth High School also offers Placement courses for students to receive college credit.

Also offered at Maroa-Forsyth High School is a strong agriculture program to prepare students to enter the agriculture fields.

Recently, the Maroa-Forsyth High School has initiated a Focused Learning component for all students. These students are allowed to select areas of interest. These areas are all focused on the skills needed to prepare them for these skills.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities to provide students in-depth industry skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. **DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.**

NOTE: If not applicable because district serves only grades K-8, enter Elementary District

([count] of 7500 maximum characters used)

The Maroa-Forsyth High School does a great deal to prepare students to enter the workforce after high school. Students are offered the opportunities to attend the Tech Academy in Decatur Community College, and other vocational classes taken right at our high school. At the Tech Academy and Richland Community College students are able to take classes related to automotive, cosmetology, CNA, and other trades.

The Maroa-Forsyth High School allows students to attend vocational classes in agriculture right at our high school. Our students have agriculture, horticulture, small engines, and other agricultural courses. Students also have a focused learning class that allows students a class period called Focused Learning which is based off of career exploration including engineering, accounting, and other trades.

Response from the approved prior year Consolidated District Plan.

The Maroa-Forsyth High School does a great deal to prepare students to enter the workforce after high school. Students are offered the opportunities to attend the Tech Academy in Decatur Community College, and other vocational classes taken right at our high school. At the Tech Academy and Richland Community College students are able to take classes related to automotive, cosmetology, CNA, and other trades.

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Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
- [2] Title I, Part A, Section 1112(b)(12)(A and B)

* Required If funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool



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Applicant: MAROA FORSYTH CUSD 2
 Application: 2022-2023 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 23-CIP-00-39-055-0020-26

County: Macon

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requir
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal be selected.*

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter NOT PROVIDING.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page, return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Several professional development activities are paid using funds from Title I. Currently, we are providing PD in the forms of sending teachers to conferences and workshops. This year we are going to be paying teachers to become train the trainers in our new ELA series at the MS and Math series at the HS.

B. Title I, Part A - School Improvement Part 1003

This grant will not be used for PD this year.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Title II funds are used to assist in maintaining current teacher levels at the Maroa-Forsyth Grade School. This grant allows us to keep 4 sections at almost all grades. We do not use Title II for professional development.

G. Title III - LTEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Title IV funds are used to help offset the cost of our SRO. The SRO completes drug and alcohol counseling with our students.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Staff results from the needs assessment survey indicate a desire to learn more about general disabilities and the effect they have on learning, as well as how to modify and adapt curriculum meet their needs. They want more information about how to better collaborate and co-teach to provide better access to learners with disabilities. Staff also endorsed the topic of finding the function of behavior and writing effective behavior plans.

L. IDEA, Part B - Preschool

Staff results from the needs assessment survey indicate a desire to learn more about general disabilities and the effect they have on learning, as well as how to modify and adapt curriculum meet their needs. They want more information about how to better collaborate and co-teach to provide better access to learners with disabilities. Staff also endorsed the topic of finding the function of behavior and writing effective behavior plans.

M. Elementary and Secondary School Emergency Relief Grant II

There is some funding set aside for PD for teachers and administrators.

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

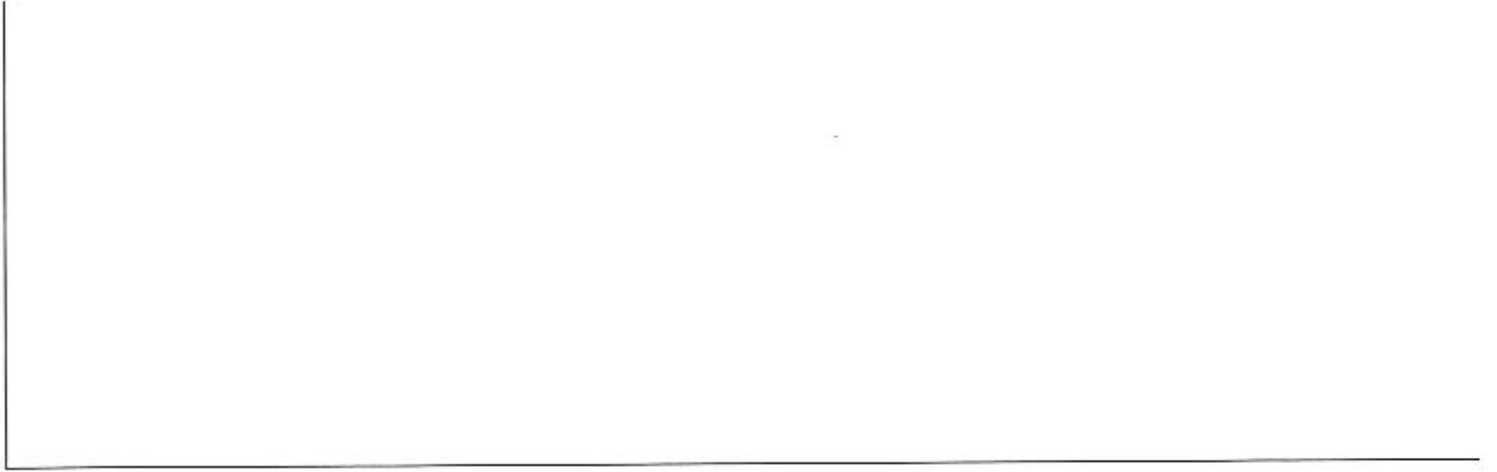
There are no funds set for PD in ESSER III

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; IDEA, Part B Preschool; ESSER II; and/or ESSER



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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDFA Specific Requir
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Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:*

- i. reduce incidences of bullying and harassment**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined bel**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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([count] of 7500 maximum characters used)

The school district annually brings in an assembly speaker for to assist reduce bullying and harassment. The school district implements PBIS in the middle school and high school. The grad using the Second Step curriculum to reduce incidences of bullying and harassment. The district has created a stop bullying email address to allow students to anonymously report bullying i principals. All reported incidences of bullying are investigated and restorative justice model is implemented to deter future acts of bullying of harassment. The district has also gone though Health First Aid and the Ruby Payne work on Emotional Poverty.

Our district has undergone extensive professional development on restorative practices and restorative discipline. These discipline techniques are meant to determine the root cause of disc the student the correct behavior, and check-in with the student on a regular basis to make sure the behaviors don't reoccur. Restorative practices have been taught to grade school teacher morning meeting routine. The middle school teachers are including the principles of restorative practices into their enrichment class periods, and the high school has included this as part o

The district has drastically reduced the number of students suspended due to the use of these practices. The suspensions are reported monthly to our board of education. The demographic suspensions is very closely tracked and if a discrepancy is found further investigation is done. In tracking our suspension demographic information no one demographic group including: mi students with disabilities, ELL status, or migrant status have received a greater percentages of the suspensions than other groups.

Response from the prior year Consolidated District Plan.

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2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, att success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

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([count] of 7500 maximum characters used)

The district provides homeless children and youth access to school. Students are able to be enrolled without typical enrollment documentation. Fees are automatically waived for lunches at Supplies are provided and the district works with the other districts to share transportation costs to provide access to homeless students. Homeless students are screened for their academ into our reading and math assistance classes as needed. Homeless students are not required to pay for any fees including field trips, lab fees, or fees related to classes. The district provide and youth access to school. Students are able to be enrolled without typical enrollment documentation. Fees are automatically waived for lunches and registration. Supplies are provided at with the other districts to share transportation costs to provide access to homeless students. Homeless students are screened for their academic ability and placed into our reading and ma classes as needed. Homeless students are not required to pay for any fees including field trips, lab fees, or fees related to classes.

Response from the prior year Consolidated District Plan.

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Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children meeting such standards

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

Consolidated District Plan

SESSION TIMEOUT 59:57

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Attendance Center Designation

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - MAROA-FORSYTH SENIOR HIGH SCH	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1001 - MAROA-FORSYTH MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2003 - MAROA-FORSYTH GRADE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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Applicant: MARION FORSYTH CUSD 2
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-39-055-0070-26

County: Macon

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Includes sub-headers for Title I Specific - Part One and Title I Specific - Part Two.

Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use return to the Coordinated Funding page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success the state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Input checkbox

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and 1111(d).* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

[(count) of 7500 maximum characters used]

Our district manages under a continuous improvement model. Each school has a school improvement team that analyzes data, creates improvement goals, implements action plans to reach th uses data to determine the effectiveness of this action plan.

During the 2018-2019 school year the middle school received the Title I 1003(a) funds for school improvement. This funding allowed us to conduct a curriculum audit so we are able to begin t improvement plan through our strategic planning process. Since this has taken place we have made improvements to our instructional model for middle school math, high school math, and pl for GS reading, MS reading and English, HS math, and are using 1003a funds and ESSER II and ESSER III funds to make major curriculum improvements in other areas as well.

In FY22 and FY 23 we have begun purchasing reading and math materials for our special education students as well as leveled curriculum so special education students are able to receive soc science instruction with their grade level peers with reading materials that match their reading levels.

Re-display of the approved response from the prior year Consolidated District Plan.

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2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution 1112(b)(5)

- Yes
No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4) Measures of Poverty from 1113(5)(A) and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

Marion-Forsyth Grade School-provides supplemental instruction for students not meeting standards on universal screeners already described in this plan. And, for 2022-2023 ESSER III funds v provide additional instructional aides to provide interventions at all of our buildings. The instructional aide paid for out of the Title Funds sees each group of students twenty minutes five days students receive math and/or reading assistance. The goal of this program is to identify student learning difficulties early, intervene with supplemental instruction and then track these student the general education classroom.

The pre-K teacher and aide are also paid for using Title I funds. This program is run as an at-risk program. Students are identified using the Dial-IV instrument. The program is half-day (am 8 students are taught pre-academic skills and other skills to prepare them for kindergarten. Students' growth is tracked on the Dial-IV and also on the teacher-created kindergarten screening in

Re-display of the approved response from the prior year Consolidated District Plan.

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5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

(({count} of 7500 maximum characters used)

Students who are not meeting academic expectations are selected for academic interventions. Students not meeting expectations are tracked using our data tracking hub to monitor demogra Teachers, administrators, and paraprofessionals are informed of the identification processes and the student growth data of the students receiving these services.

Parents are allowed to request services and their case will be reviewed by the Student Success Team. Parents are also invited to a yearly Title I compact meeting each year.

At the middle school Title I 1003a funds were use to provide professional development by Houghton Mifflin for MS reading and English.

Re-display of the approved response from the prior year Consolidated District Plan.

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Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those cl not meeting such standards.

*Required Field

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Applicant: MAROA FORSYTH CUSD 2
Application: 2022-2023 Consolidated District Plan - 00
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Title I Specific Requirements - Part Two

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Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Input checkbox

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and 1111(d).* (Section 1112(b)(3))

Section 1111(d)

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If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

[(count) of 7500 maximum characters used]

Our district manages under a continuous improvement model. Each school has a school improvement team that analyzes data, creates improvement goals, implements action plans to reach th uses data to determine the effectiveness of this action plan.

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2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution 1112(b)(5))

- Yes
No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure th children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4) Measures of Poverty from 1113(5)(A) and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

Maroa-Forsyth Grade School-provides supplemental instruction for students not meeting standards on universal screeners already described in this plan. And, for 2022-2023 ESSER III funds v provide additional instructional aides to provide interventions at all of our buildings. The instructional aide paid for out of the Title Funds sees each group of students twenty minutes five days students receive math and/or reading assistance. The goal of this program is to identify student learning difficulties early, intervene with supplemental instruction and then track these student the general education classroom.

The pre-K teacher and aide are also paid for using Title I funds. This program is run as an at-risk program. Students are identified using the Dial-IV instrument. The program is half-day (am & students are taught pre-academic skills and other skills to prepare them for kindergarten. Students' growth is tracked on the Dial-IV and also on the teacher-created kindergarten screening in

Re-display of the approved response from the prior year Consolidated District Plan.

Maroa-Forsyth Grade School-provides supplemental instruction for students not meeting standards on universal screeners already described in this plan. And, for 2021-2022 ESSER III funds v provide additional instructional aides to provide interventions at all of our buildings. The instructional aide paid for out of the Title Funds sees each group of students twenty minutes five days students receive math and/or reading assistance. The goal of this program is to identify student learning difficulties early, intervene with supplemental instruction and then track these student the general education classroom.

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5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

((count) of 7500 maximum characters used)

Students who are not meeting academic expectations are selected for academic interventions. Students not meeting expectations are tracked using our data tracking hub to monitor demogra

Teachers, administrators, and paraprofessionals are informed of the identification processes and the student growth data of the students receiving these services.

Parents are allowed to request services and their case will be reviewed by the Student Success Team. Parents are also invited to a yearly Title I compact meeting each year.

At the middle school Title I 1003a funds were use to provide professional development by Houghton Mifflin for MS reading and English.

Re-display of the approved response from the prior year Consolidated District Plan.

Students who are not meeting academic expectations are selected for academic interventions. Students not meeting expectations are tracked using our data wall to monitor demographic Infor

Teachers, administrators, and paraprofessionals are informed of the identification processes and the student growth data of the students receiving these services.

Parents are allowed to request services and their case will be reviewed by the Student Success Team. Parents are also invited to a yearly Title I compact meeting each year.

At the middle school Title I 1003a funds were use to provide professional development by Houghton Mifflin for MS reading and English.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those cl not meeting such standards.

*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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IDEA Specific Requirements

If IDEA funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, r Coordinated Funding page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The comprehensive needs assessment information was used to determine staffing numbers of teachers as well as paraprofessionals. We also used this information to determine we needed a s as well as an additional part-time speech pathologist.

In terms of services this needs assessment informed our decision making process on what curricular needs we needed to improve. We have purchased Fastbridge Assessment and are currently a new intervention plan to meet the MTSS needs of our students.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment information was used to determine staffing numbers of teachers as well as paraprofessionals. We also used this information to determine we needed a s as well as an additional part-time speech pathologist.

In terms of services this needs assessment informed our decision making process on what curricular needs we needed to improve. We have purchased Fastbridge Assessment and are currently a new intervention plan to meet the MTSS needs of our students.

2. Summarize the activities and programs to be funded within the grant application.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

This grant is used to fund our special education services as part of the expense of our special education coop, special education pre-k student population, and tuition for our low-incident student programs our district doesn't offer.

Response from the approved prior year Consolidated District Plan.

This grant is used to fund our special education services as part of the expense of our special education coop, special education pre-k student population, and tuition for our low-incident student programs our district doesn't offer.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

No changes from prior fiscal year.

Response from the approved prior year Consolidated District Plan.

No changes from prior fiscal year.

*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Care Tran

Overview

*******NOTE: This plan section is not required for the Department of Juvenile Justice*******

PROGRAM: Foster Care Transportation Plan
PURPOSE: To comply with ESSA requirements for educational stability for students in foster care
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for duration of the time in foster care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. 1 manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle) Passenger Car [49 CFR 571.3]
 Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
 Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contract with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation

- 4. State special education transportation funds, if the student has an IEP
 - 5. Local funds
-

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Foster Care Transportation Requirements				Foster Care Plan Contacts		BID - School Stability		

Contact Information

*****NOTE: This page is not required for the Department of Juvenile Justice*****

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required as applicable.

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
goodwin	stacy	social worker	stacy.good

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
livingood	brenda	transportation director	brenda.livi

Click here to add information for other personnel involved in the plan development.

*Required field

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Row 1: Foster Care Transportation Requirements, Foster Care Plan Contacts, BID - School Stability, Care Tran

Best Interest Determination as it relates to School Stability

****NOTE: This page is not required for the Department of Juvenile Justice****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. The social workers, administrator meet to discuss if the transportation is feasible. If it is, teachers, social workers, and administration meet to determine if it is in the best interest of the student. If it is determined a new school worker and administration meet with the corresponding people in the new district.

The criteria used for determining whether a student should remain at school of origin or enroll in Macon Forsyth is made in student's best interest. We work with the case worker to discuss the expected care within our district to provide as few transitions as possible for the student. If a student is in temporary foster care in our district while awaiting a long-term placement we look to see what is in their best interest. There are always exceptions to this such as when changing schools provides a safer environment, or when the student desires to have a change to our district to get away. We work with the school of origin, caseworkers of both schools to make the best determination possible for the well-being of the student.

If the child moves to a new residence and is not in the same school district (we are a single school per grade span district), the foster care point of contact will be notified and be invited to participate in the determination. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, building principal, transportation director, and other essential members of best interest determination will share the appropriateness of the current educational setting.

Factors that should be considered in determining whether the child remains in the school of origin include:

- How long is the placement expected to last and what is the permanent plan?
How many schools has the child attended this year? The past few years?
How strong is the child academically? Which school does the child prefer? Why?
Does the child have siblings placed in the school?
Does the child have positive peer relationships? Connection to staff?
Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
How would the length of commute impact the child?
Does the youth have any anxieties about the upcoming move or changes in his/her life?
Are there any safety issues to consider?

If the best interest determination decisions is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will then notify the agency worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.

Response from the approved prior year Consolidated District Plan.

The social workers, administrators, and transportation director meet to discuss if the transportation is feasible. If it is, teachers, social workers, and administration meet to determine if it is in the best interest of the student. If it is determined a new school is necessary the social worker and administration meet with the corresponding people in the new district.

The criteria used for determining whether a student should remain at school of origin or enroll in Macon Forsyth is made in student's best interest. We work with the case worker to discuss the expected care within our district to provide as few transitions as possible for the student. If a student is in temporary foster care in our district while awaiting a long-term placement we look to see what is in their best interest. There are always exceptions to this such as when changing schools provides a safer environment, or when the student desires to have a change to our district to get away. We work with the school of origin, caseworkers of both schools to make the best determination possible for the well-being of the student.

If the child moves to a new residence and is not in the same school district (we are a single school per grade span district), the foster care point of contact will be notified and be invited to participate in the determination. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, building principal, transportation director, and other essential members of best interest determination will share the appropriateness of the current educational setting.

Factors that should be considered in determining whether the child remains in the school of origin include:

- How long is the placement expected to last and what is the permanent plan?
How many schools has the child attended this year? The past few years?
How strong is the child academically? Which school does the child prefer? Why?
Does the child have siblings placed in the school?
Does the child have positive peer relationships? Connection to staff?
Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
How would the length of commute impact the child?
Does the youth have any anxieties about the upcoming move or changes in his/her life?
Are there any safety issues to consider?

If the best interest determination decisions is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will then notify the agency worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

We look at placement based on disability because we contract with MPSED for our low-incidence programming. We also determine if their disability would prevent them from being able to be transported to school.

Response from the approved prior year Consolidated District Plan.

We look at placement based on disability because we contract with MPSED for our low-incidence programming. We also determine if their disability would prevent them from being able to be transported to school.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

We contract with Decatur's EL programming. We continue students in the program if they are put into foster care.

Response from the approved prior year Consolidated District Plan.

We contract with Decatur's EL programming. We continue students in the program if they are put into foster care.

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest of the child.

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: Include that DCFS has the final say if a resolution cannot be reached.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The dispute resolution process is to appeal to the superintendent if the original decision isn't what the parent feels is necessary. If the superintendent and the other stakeholders can't agree DCFS will be involved.

Response from the approved prior year Consolidated District Plan.

The dispute resolution process is to appeal to the superintendent if the original decision isn't what the parent feels is necessary. If the superintendent and the other stakeholders can't agree DCFS will be involved.

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requir
Foster Care Transportation Requirements			Foster Care Plan Contacts			RID - School Stability		Care Tran	

Transportation Plan Development

*******NOTE: This plan section is not required for the Department of Juvenile Justice*******

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process:

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. The considerations are v the reasoning for foster care-are other siblings going to be still in our school or a new school, does the child need to be away from school as a reset for their best interest, and distance from school

1. The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care
 Factors that should/can be considered for transportation include:

- Safety
- Duration of the need for services
- The time/length of travel time for the student each day
- Type of transportation available (not applicable to our district because we don't have a public transportation system in our district)
- Traffic patterns
- Flexibility in school schedule
- Impact of extracurricular activities on transportation options.
- Maturity and behavioral capacity of student

Response from the approved prior year Consolidated District Plan.

The considerations are what is the reasoning for foster care-are other siblings going to be still in our school or a new school, does the child need to be away from school as a reset for their best int and distance from school.

1. The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care
 Factors that should/can be considered for transportation include:

- Safety
- Duration of the need for services
- The time/length of travel time for the student each day
- Type of transportation available (not applicable to our district because we don't have a public transportation system in our district)
- Traffic patterns
- Flexibility in school schedule
- Impact of extracurricular activities on transportation options.
- Maturity and behavioral capacity of student

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST poss valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe
- i. Other - describe
- j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

We can access funding through Title I if needed. Typically, our district has worked with the other district to provide transportation in a way to lessen the financial burden on both districts. Most imp we make the decision on what is best for students and deal with the financial piece of it after.

When possible we use existing routes such as our routes that access Decatur programs to take or bring students in foster care to either the school of origin or where they will be attending

Response from the approved prior year Consolidated District Plan.

We can access funding through Title I if needed. Typically, our district has worked with the other district to provide transportation in a way to lessen the financial burden on both districts. Most imp we make the decision on what is best for students and deal with the financial piece of it after.

When possible we use existing routes such as our routes that access Decatur programs to take or bring students in foster care to either the school of origin or where they will be attending

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The homeless liaison (Mr. Nathan Sheppard) and the homeless liaison from the other district are the first two to be in communication on any disputes over transportation. Being that we are a sma the homeless liaison works as the first point of contact for fostered students, homeless students, and also students placed in DCFS custody that are attending the Maroa-Forsyth district. The trans director of our district is also involved to help with providing options and expected costs of transporting these students. If the homeless liaisons aren't able to come to an agreement then the superintendents and regional office is involved to help settle the dispute. Throughout this process the caseworker for the individual student is also kept updated on the progress. If a resolution car reached at this level we will transport the student and involve the ISBE to help settle the financial burden of transporting the student. As stated earlier, we do what is best for the student first, anc with the financial implications second.

Response from the approved prior year Consolidated District Plan.

The homeless liaison (Mr. Nathan Sheppard) and the homeless liaison from the other district are the first two to be in communication on any disputes over transportation. Being that we are a sma the homeless liaison works as the first point of contact for fostered students, homeless students, and also students placed in DCFS custody that are attending the Maroa-Forsyth district. The trans director of our district is also involved to help with providing options and expected costs of transporting these students. If the homeless liaisons aren't able to come to an agreement then the

superintendents and regional office is involved to help settle the dispute. Throughout this process the caseworker for the individual student is also kept updated on the progress. If a resolution can be reached at this level we will transport the student and involve the ISBE to help settle the financial burden of transporting the student. As stated earlier, we do what is best for the student first, and with the financial implications second.

If a dispute arises over transportation the school of origin is responsible while the dispute is being resolved.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If transportation is being disputed then our district will work with the Regional Office of Education to document the dispute and start of days being transported. The school of origin is responsible for transportation cost during the dispute. After a resolution has been reached then we will work with the other district to invoice half of the transportation cost for the days disputed and future days of transportation.

Response from the approved prior year Consolidated District Plan.

If transportation is being disputed then our district will work with the Regional Office of Education to document the dispute and start of days being transported. The school of origin is responsible for transportation cost during the dispute. After a resolution has been reached then we will work with the other district to invoice half of the transportation cost for the days disputed and future days of transportation.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Mr. Nathan Sheppard is the homeless liaison for the Maroa-Forsyth district. All staff (certified and non-certified) will be informed of the foster care plan during our student success meeting and all receive a written synopsis of the plan during the first week of school. The plan will be available to all staff members so the process can be initiated as soon as the school becomes aware of student services. All cases involving foster care or homeless students filter through him. He meets with the building principal, teachers involved, and transportation director to make sure all personnel who know the situation are apprised of all information. At these meetings all participants are also reminded of the importance of confidentiality to protect the student.

Response from the approved prior year Consolidated District Plan.

Mr. Nathan Sheppard is the homeless liaison for the Maroa-Forsyth district. All staff (certified and non-certified) will be informed of the foster care plan during our student success meeting and all receive a written synopsis of the plan during the first week of school. The plan will be available to all staff members so the process can be initiated as soon as the school becomes aware of student services. All cases involving foster care or homeless students filter through him. He meets with the building principal, teachers involved, and transportation director to make sure all personnel who know the situation are apprised of all information. At these meetings all participants are also reminded of the importance of confidentiality to protect the student.

*Required field

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Applicant: MAROA FORSYTH CUSD 2

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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[Click to Return to Application Select](#)

Project Number: 23-CDP-00-39-055-0020-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances

[Instructions](#)

- By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

03/14/2022

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the

cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021